

INSPECTION REPORT

BRINGHURST PRIMARY SCHOOL

Market Harborough

LEA area: Leicestershire

Unique reference number: 119909

Headteacher: Mrs Margaret Simpson

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 5th – 6th March 2001

Inspection number: 188078

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Great Easton Road
Bringhurst
Market Harborough
Leicestershire

Postcode: LE 16 8 RH

Telephone number: 01563 770362

Fax number: 01563 771089

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Iris Ward

Date of previous inspection: 18th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bringhurst County Primary School is a community school set on the border of Leicestershire and Rutland to the north east of Market Harborough. Pupils come from a wide area and many travel to school by car or in the school bus. It has 102 pupils on roll (41 girls and 61 boys), which is smaller than most primary schools. This roll is about the same size as it was at the time of the last inspection. The age range of the pupils is four to 11. For some years there have been more boys than girls on roll and this is the current trend with boys outnumbering girls by two to one. The majority of pupils are of United Kingdom white ethnic heritage. No pupils speak English as an additional language. The percentage (3) of pupils registered for free school meals is lower than average. There are 11 pupils (11 per cent) on the special educational needs register. This is lower than the national average. Two pupils have statements of special educational needs. Attainment on entry to the school is average although there is a very wide spread of ability in each cohort. The ethos of the school is well expressed in one of the school's central aims which is that pupils will 'develop lively and enquiring minds and acquire the knowledge and skills necessary for adult life'. The circumstances of the school are similar to those at the time of the last inspection.

HOW GOOD THE SCHOOL IS

This is a very effective school of which the community is justifiably proud. The pupils achieve very high standards and are very well prepared for the next stage of their education. The quality of teaching is very good. The headteacher has a clear vision for the future of the school and provides excellent leadership. She is supported very well by the staff and Governing Body. The school provides very good value for money.

What the school does well

- It provides an environment in which pupils make rapid progress in their learning and achieve very high standards. It does this because:
 - it is excellently led and managed;
 - it has, consistently, very good quality teaching in all key stages and all subjects, and
 - it has a very good curriculum that is very relevant to all pupils and addresses very well the imbalance in numbers of boys and girls on roll.

What could be improved

- Marking and target-setting so that there is a consistent system throughout the school which provides information which is shared with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection. Standards in all subjects have risen to high standards. The school has addressed, very successfully, all of the issues raised in the report of 1996. The more able pupils are now identified and suitably challenged. Pupils regularly use information and communication technology as a tool to support their work in all subjects. There are very good schemes of work in all subjects which systematically identify the skills required to succeed. The school development plan is a good working document. Resources are good. Pupils now have many opportunities to celebrate their achievements.

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
	1998	1999	2000	2000
English	C	A	A	A
Mathematics	B	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

The above table shows that standards in English are well above average by the time pupils leave the school at 11. In science and mathematics, standards are very high and in the top five per cent nationally. When compared with schools in a similar context, pupils' standards by the age of 11, are well above average in English and mathematics and in the top five per cent nationally in science. These are very high standards indeed. Inspection evidence shows a similar picture. Standards in all other subjects are also well above the expectations of the National Curriculum. Standards in religious education exceed the expectations of the locally agreed syllabus.

Last year in the National Curriculum Tests, 100 per cent of 11-year-olds reached at least level 4, the expected level for that age, in English, mathematics and science. Half of the pupils reached the higher level 5 in English and mathematics. This is well above the national average. All of the pupils in Year 6 reached this higher level in science. This is very high when compared nationally. It shows an upward trend in achievement over the past four years in all subjects and follows the national trend. However, the school is at variance with the national trend of boys performing less well than girls. It successfully addresses this issue and boys and girls succeed equally well. In fact the boys exceed the national average in tested subjects and are, on average, nearly a year ahead of their age group. This is impressive, particularly in light of the fact that boys outnumber the girls in school by nearly two to one. The school's successful strategies are well worth emulation.

In the 2000 National Curriculum Tests for seven-year-olds, 100 per cent of pupils reached at least level 2, the expected level for the age group, in reading, writing and mathematics. The number of pupils reaching the higher level 3 was well above average in all subjects. The teacher assessments of science show 100 per cent of pupils reaching at least level 2. Over half reached the higher level 3. These results are well above the national average when compared with all schools and those in a similar context. Inspection findings reflect this picture. Pupils achieve well in all subjects.

Inspection evidence indicates that current pupils in Year 6 and Year 2 are on course to attain similarly high standards in all core subjects in 2001. By the end of the Foundation Stage¹, children meet or exceed the expectations set out for them within the Early Learning Goals because of very good teaching. Pupils with special educational needs make very good progress in their learning. They are supported and challenged effectively. Standards are also well above average in other subjects, such as history, music, and physical education, at seven and 11. The school is justifiably pleased with the continued upward trend in standards. It sets very high targets for the pupils who, in fact, exceed them. The upward trend in standards in English, mathematics and science follows the national trend since 1996. The school continues, very successfully, to move pupils from average attainment, when they enter the school in the reception year, to standards well above average by the time they leave the school at 11. This is very good progress and shows a rapid rate of learning. Throughout the school, all pupils achieve well because of the very good teaching and appropriate curriculum provided for the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils enjoy school and show enthusiasm and high levels of interest in their work.
Behaviour, in and out of classrooms	Very good. The pupils are very polite, very trustworthy and behave very well both in lessons and around the school.
Personal development and relationships	Very good. The pupils make very good relationships with adults and other children. They take responsibility for their own actions and learning. They do this most effectively.
Attendance	Good. The pupils love coming to school and arrive promptly.

¹ Foundation Stage is the provision for children aged three to the end of the reception year. QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

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 pupils learn happily at this school. One of the reasons for this is because the quality of teaching is consistently very good. One hundred per cent of teaching seen was good or better. The majority, 72 per cent was very good. The consequences of this very good teaching are seen in the very good learning and achievements of all pupils. Teaching, in both literacy and numeracy, is very good. Teaching in science is particularly successful, resulting in the pupils' very high achievement. Teachers succeed in making lessons exciting by challenging all groups of pupils most effectively, notably, the boys. All staff are a very strong team and work together exceptionally well. This results in the purposeful, but relaxed, atmosphere in school in which pupils thrive very well and learn very successfully. Teachers plan lessons very effectively and organise a very good level of practical activities through which pupils experiment and develop their own ideas imaginatively. Teachers make particularly good use of resources to promote rapid learning. They involve the very good quality support staff most effectively. This keeps the pupils interested in their work and consequently they learn well. Teachers do not over-direct the pupils but have the confidence to allow children to explore their own ideas. They intervene at timely moments to move individual pupils forward to the next stage of their learning. The very good teaching that the pupils receive is a major strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good. It is relevant and matches very well the needs of all pupils. Teachers assess pupils very well and use the information collected very well to set individual progress targets and to track pupils' progress. French is taught in the school.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational need. They are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral, social and cultural provision are very good. Pupils know right from wrong and care about each other. The school successfully encourages the pupils to become independent learners and they develop a love of learning.
How well the school cares for its pupils	The school knows and understands its pupils very well. All staff know the pupils well and care for them in a very sensitive and supportive way.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She is supported very well by the dedicated and hard working staff. All are committed to raising standards even higher.
How well the governors fulfil their responsibilities	Very well. The Governing Body fulfils all its statutory obligations very efficiently. It is knowledgeable, supportive and acts very effectively as a critical friend of the school.
The school's evaluation of its performance	The procedures for monitoring and evaluating the quality of teaching are very good. There are very good strategies in place to enable the school to monitor and review its work and take effective action when needed.
The strategic use of resources	The school development plan provides a clear perspective on educational priorities. Staff use the time available to them particularly well.

The school has worthwhile aims and values which direct its work. It effectively evaluates its performance and takes decisive action to ensure that teaching and learning are good. There is an appropriate number of well qualified staff to meet the demands of the curriculum. Learning resources are good. Accommodation is good. It is bright, pleasant and provides a stimulating learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children make good progress at school. • Children work hard and the school expects them to do their best. • Teaching is good and staff are approachable. • Children behave well and are developing sensible and mature attitudes. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents do not feel that the school provides them with enough information about their children's progress. • Some parents feel the range of activities outside lessons is insufficient.

Twenty three parents attended the meeting with the registered inspector prior to the inspection and 64 questionnaires were returned. Inspectors fully support parents' positive views about the school. They agree that some parents could be better informed about how well their children do in school and how they could improve. The school has recognised this. With regard to additional activities outside lessons the inspectors concluded that, taking into account the geographical position of the school and pupils' involvement in activities offered, the provision is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It provides an environment in which pupils make rapid progress in their learning and achieve high standards.

1. Pupils learn rapidly because they find the school a stimulating and exciting place. They know lessons will be fun. They achieve high standards in all that they do and learning is of a very high quality. The school's expectations are very high and the pupils know that if they do their best they will be successful. Through hard work, the teachers successfully make their classrooms stimulating and exciting places to learn. There are beautifully presented displays of pupils' work around the school, which add a lot of colour to the classrooms. A combination of very positive factors, outlined in the following paragraphs, produces this stimulating environment.

It is excellently led and managed.

2. The professional leadership of the school by the headteacher is excellent. She has a vision for the success of the school, which involves all pupils and teachers achieving their potential in a safe and happy environment. Among her many outstanding qualities is the meticulous way in which she implements and manages good systems to help the school to run smoothly. She has established very good systems of communication throughout the school whereby all staff are well informed and very involved in all aspects of school life. She provides a quiet presence in the day-to-day running of the school and commands the respect and commitment of staff, pupils and parents. She has a high teaching commitment which limits the time available for management and the quality of her leadership is, therefore, even more impressive. She is instrumental in creating the purposeful but relaxed atmosphere which pervades all the work of the school.
3. The dedicated and very hard working staff ably support the headteacher. Together they make an excellent team who work closely together and have the well-being and interest of all the pupils at heart. They have worked hard since the last inspection to establish a good curriculum which they monitor and evaluate constantly. They welcome improvements and are very positive in their approach to change. As a result, they take on new challenges enthusiastically. For example, recognising the preponderance of boys on roll, they have carefully analysed what it is that the boys enjoy and have systematically built this into curricular. This enables the boys to be as successful as the girls.
4. The school has committed, knowledgeable and supportive governors, who meet regularly as a group. The governing body fulfils its statutory duties well, for example through committees for finance, curriculum and premises. Good use is made of the skills of individual governors on these sub-committees. The governing body is fully involved in setting and agreeing the school's budget. Governors are also fully involved in developing the School Improvement Plan. They support the headteacher and staff well in monitoring and evaluating all aspects of the school's work. They have the success of the school uppermost in their minds and work towards achieving even higher standards. They have very good systems in place to communicate governors' business with parents. For example, they have developed and published a very effective 'newsletter' for parents to explain their role and the work they undertake on behalf of the school.

5. The very effective way in which the school monitors its work and takes prompt and successful action on its findings, means that it maintains high standards through efficient planning. Additionally, the school spends its money most prudently. For example, the money allocated to special educational needs is wisely used to provide very good support for the pupils on the special educational needs register. This means that they are able to achieve the targets set in their individual education plans and, they make very good progress. Funding is made available to ensure that the needs identified in the School Improvement Plan are met. This careful budgeting ensures that high standards are maintained in all aspects of the school's work. The drive for high standards pervades all of the work of the school and enthuses everyone, including the pupils. As a result, the pupils work hard and make rapid progress in acquiring knowledge, skills and understanding.

It has, consistently, very good quality teaching in all key stages and all subjects.

6. The quality of teaching is very good and a major strength of the school, with the result that pupils learn rapidly. They achieve high standards in all subjects. No unsatisfactory teaching was seen during the inspection. Indeed, in 100 per cent of lessons seen, teaching was good or better. Nearly three-quarters of the lessons seen were very good, notably in literacy, numeracy and science.
7. This very good teaching promotes very good learning by pupils in all subjects and in all key stages. Classroom assistants give strong support to teachers and this, together with the consistent approach adopted by all staff, leads to the pupils making very good progress. Teachers plan lessons very carefully. They precisely target what each pupil is to learn in each lesson and they share this with all the pupils. This means that pupils have a very clear understanding of what they are to do. For example, in a Year 5 and 6 numeracy lesson, the clear and precise instructions that the teacher gave the pupils, meant that they knew exactly what they were to do, and why. The pupils tackled enthusiastically the task of working out how much different weights of vegetables cost.
8. Teachers expect pupils to behave well, work hard and be independent. The pupils respond well to this encouragement and quickly learn to think for themselves. In a Year 3 and 4 science lesson, the teacher's enthusiastic approach and her expectation that all the pupils would join in and enjoy themselves, meant that the whole class did just that. They had fun analysing the results of an experiment to see which substances made permanent changes to the colour of eggshells. Teachers plan interesting lessons with challenging activities that are well matched to the needs of individual pupils. In a Year 5 and 6 literacy lesson, pupils studied non-chronological reporting. The teacher chose a recent report about a pop-star for them to study. Because of the way it was presented, this caught the imagination of all pupils very successfully. The pupils were very well motivated and worked to a high standard. They worked very well in their chosen groups researching and recording their work imaginatively. After lessons such as these, the pupils remark that they think learning is fun.
9. Teachers have good subject knowledge. They share their expertise with the pupils well. They focus carefully on the specific language associated with each subject. Consequently the pupils become familiar with technical vocabulary and use it confidently. In a four-plus music lesson the staff used musical terminology and correct names for the instruments at all times. This resulted in the children talking

confidently about rhythm and identifying accurately, instruments such as the guiro, jingle stick and castanets.

10. The teachers' ability to ask probing questions of individual pupils at the right time and at the right level, means that pupils move quickly to the next stage of their learning. Teachers have confidence in their pupils' ability to learn and do not over-direct them. They are extremely good at intervening at just the right moment to move pupils learning forward. Through good questioning the teacher encouraged Year 2 pupils in a literacy lesson to take part and express their views confidently. She extended their understanding well by intervening with an appropriate question at the right moment and ensuring each pupil made good progress. The lesson was conducted at a good pace which also added to the good progress being made because the pupils were kept on task and were well motivated throughout.
11. All staff monitor teaching very effectively. They are very aware of each other's strengths and quick to give support where it is needed. They value each other's work and relationships between all adults are excellent. The teachers are exceedingly good role models for the pupils, who learn well from their example. Staff clearly enjoy teaching very much and their passion and enthusiasm spills over to the pupils. Thus, pupils enjoy their learning and reach high standards.

It has a very good curriculum that is very relevant to all pupils and addresses very well the imbalance in numbers of boys and girls on roll.

12. The school provides a very good range of learning opportunities in all subjects. The curriculum is relevant to all pupils and also provides very well for their personal development. It has good balance and is taught in great depth. The subjects of English, mathematics and science are given a good proportion of school time. The school also places great emphasis on the foundation subjects, such as music, geography, history and physical education. All subjects of the National Curriculum and religious education are taught regularly and to a good standard. In addition French is offered to all pupils including the youngest in the school.
13. The National Literacy and Numeracy Strategies have been fully and effectively implemented. They give clear guidance to teachers and they support very well their very good teaching in English and mathematics. The strategies have had a positive effect on the pupils' learning and this is reflected in the improved results achieved in National Assessment Tests, particularly in mathematics. The teachers encourage the pupils to use in other subjects the skills that they learn in literacy and numeracy lessons. Consequently, pupils use their data handling skills very effectively to establish and interrogate a database. To do this they use information and communication technology very well. The pupils use their literacy skills very well in history and geography to produce well-written accounts of their work. The pupils debate and discuss their ideas together very well in all lessons.
14. However, what makes this school's curriculum exceptional is the very effective way in which the interests of boys is represented to ensure that they attain well and to the same level as the girls. Having identified the effect a considerably larger number of boys than girls can have on the overall attainment of the pupils, the school has systematically analysed all of its curriculum provision to ensure boys' interests are adequately represented.

15. Staff have identified that boys do not generally like open-ended writing tasks but prefer to have an end-objective to the work they do. They have also recognized that the traditional subject matter presented to pupils, often does not engage the boys' attention and hence they do not succeed as well as the girls. To redress this, the school has allocated funds to buy in adventurous, good quality literature which interests both boys and girls. Teachers now plan lessons using this material to provide interesting and exciting activities which enthuses the boys as well as the girls. For example, the big books used in literacy lessons throughout the school now cover a wide range of subjects and topics. They range from sporting to historical texts and incorporate a wide variety of styles of writing including information presented in charts and tables. For example, a 'healthy eating' poster was used as the main text for a Year 2 and 3 literacy lesson. This different style of writing caught the imagination of both the boys and the girls and as a result both groups produced a good range of interesting work.
16. The pupils are inspired by this rich, well-rounded curriculum. The outcome of the school's provision is seen in the mature, sensible and academically-adept pupils that the school produces.

WHAT COULD BE IMPROVED

Marking and target-setting so that there is a consistent system throughout the school which provides information which is shared with parents.

17. The marking of pupils' work is good. Teachers mark work regularly and encourage pupils through the positive comments they write on the work. However, there are inconsistencies in the way this is done from year group to year group. The school has recognised this and is already looking to the incidences of very good practice which exist. It plans to integrate these into a policy which will give more uniform information about pupils' standards and achievement.
18. Where the marking is very good, teachers annotate clearly the context in which the work was carried out. For example, they write on the relevant page to say if the work followed a class discussion or if the pupil had worked completely independently. The work is always dated and, in some instances, includes the level as defined by the Foundation Stage Stepping Stones or the National Curriculum descriptors.
19. Similarly, the targets set for individual pupils are useful, clearly defined and shared with the pupils. This is particularly useful when the targets agreed are displayed in the front of the pupil's work book. This way pupils are constantly reminded of what they are striving for and they can check their improvement.
20. However, the method by which these targets are agreed and recorded varies throughout the school. Neither is this information consistently shared with parents. Some parents comment that they are not always aware from the written annual reports, nor from information about what their children do in school, how well their children succeed or what they need to do next to improve. Currently the school is reviewing the format used for reporting to parents to include targets for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The headteacher and governors should now ensure that there is consistency in marking throughout the school, in the way targets are set for pupils and in the way this information is communicated to parents by:

- developing policies for marking and target-setting which are used consistently throughout the school;
- developing an efficient way of sharing this information with parents so that they are better informed about their children's attainment and progress.

(paragraphs 17, 18, 19, 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	72%	28%				

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)	n/a	102
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	11

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	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.35
National comparative data	5.2

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 1²

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	n/a	n/a	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	N/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (94)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	n/a	n/a	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	N/a
	Girls	n/a	n/a	N/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	100 (87)	100 (87)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	92 (80)	100 (80)	100 (87)
	National	70 (68)	72 (69)	80 (75)

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

² The individual number of boys and girls is omitted from the table because of the small size of the cohort.

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	99
Any other minority ethnic group	3

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: Y[] – Y[]

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	23
Average class size	25.5

Education support staff: Y[] – Y[]

Total number of education support staff	5
Total aggregate hours worked per week	77.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	235015
Total expenditure	224557
Expenditure per pupil	2152
Balance brought forward from previous year	-526
Balance carried forward to next year	9932

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	102
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	6	0	0
My child is making good progress in school.	51	43	3	1	2
Behaviour in the school is good.	48	48	1	3	0
My child gets the right amount of work to do at home.	34	61	3	0	2
The teaching is good.	56	33	5	0	6
I am kept well informed about how my child is getting on.	30	46	22	2	0
I would feel comfortable about approaching the school with questions or a problem.	62	38	0	0	0
The school expects my child to work hard and achieve his or her best.	60	32	5	0	3
The school works closely with parents.	40	43	14	3	0
The school is well led and managed.	56	43	1	0	0
The school is helping my child become mature and responsible.	47	48	5	0	0
The school provides an interesting range of activities outside lessons.	11	55	21	9	3