

INSPECTION REPORT

**BARKSTON AND SYSTON CHURCH OF
ENGLAND PRIMARY SCHOOL**

Grantham

LEA area: Lincolnshire

Unique reference number: 120689

Headteacher: Mr J Jackson

Reporting inspector: Mr N A Pett
17331

Dates of inspection: 11th –12th January 2000

Inspection number: 188506

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street Barkston Grantham Lincolnshire
Postcode:	NG32 2NB
Telephone number:	(01400) 250553
Fax number:	(01400) 250553
Appropriate authority:	The governing body
Name of chair of governors:	Mr Jonathan Jay
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr N A Pett	Registered inspector
Mr J Lovell	Lay inspector
Mrs M Farman	Team inspector

The inspection contractor was:

PPI Group Limited

7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
Achieves good standards in pupils' work and attainment	
Has a very good ethos and provides a good quality of education	
Develops pupils' sense of responsibility and independent learning skills	
Provides very well for pupils with special educational needs	
Is very well led and managed	
WHAT COULD BE IMPROVED	11
The quality of curriculum information to parents	
Bringing the training for child protection up-to-date	
Making the criteria for measuring the success of plans clearer	
Ensuring all pupil reports contain details regarding attendance	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	11
PART C: SCHOOL DATA AND INDICATORS	12 - 15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated to the north of the town of Grantham, in the village of Barkston, and serves this village and the village of Syston, which is in close proximity. The school caters for pupils aged between 4 and 11 years and there are 94 pupils on roll. Pupils come from the wider area, including Grantham. It is a rural area, with a significant number of parents who commute to work. Most pupils are transported to and from school by coach and car. They come from the full range of socio-economic backgrounds but no pupils are currently eligible for free school meals. The ethnic heritage of the pupils is mainly white European. Eight pupils are identified as having special educational needs, which is below the national average, and three pupils hold statements to address their specific needs, which is above the national average. Attainment on entry is broadly in line with the expectations for their ages for the majority of pupils.

HOW GOOD THE SCHOOL IS

The school provides a very good education for all of its pupils. Standards in national tests are frequently above average in relation to national expectations and compare favourably with similar schools. Teaching is very good overall and leads to pupils experiencing a good quality of education. The school is well led and there is a clear vision and educational direction. It provides very good value for money.

What the school does well

- Achieves good standards in pupils' work and attainment.
- Has a very good ethos and provides a good quality of education.
- Develops pupils' sense of responsibility and independent learning skills.
- Provides very well for pupils with special educational needs.
- Is very well led and managed.

What could be improved

- The quality of curriculum information to parents.
- Bringing the training for child protection up-to-date.
- Making the criteria for measuring the success of plans clearer.
- Ensuring all pupil reports contain details regarding attendance.

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 June 1996. It has addressed the key issues from this inspection effectively. The roles of the teachers within the overall management of the school have been extended and all teachers now have responsibility as curriculum coordinators. The structure of management meetings has been enhanced to involve the headteacher and staff in decision making. Extended opportunities now exist for pupils to extend their responsibility for their work and in developing their independent learning skills. These opportunities are well used and the standards achieved by the pupils in their learning and personal development are very good. The quality of teaching has also improved, leading to consistently high standards of pupils' progress and attainment, through meeting the differing needs of the pupils and ensuring that work is completed. Standards of presentation are generally sound, which is a further improvement. The whole school development plan is now more sharply focused and prioritises its targets, although the criteria for measuring success are not always sufficiently clear. The school used its opportunities whilst being Grant Maintained, and with very effective parental support, to develop its accommodation. There is now an attractive and useful library area, a good facility for food technology and improved office accommodation for school administration. The outdoor environment has also been significantly improved. Parents consider that the school has maintained its already good standards referred to in the last inspection and that improvements have provided even better facilities and opportunities for their children.

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

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

The large majority of children aged under five in the current reception class achieve standards in all aspects of their work which are in line with those expected nationally. Results in the National Curriculum tests at the end of Key Stage 1, when pupils are aged seven, show that the standards for the majority of pupils are above those expected nationally and above the average standards in similar schools. They are highest in reading and mathematics. By the end of Key Stage 2, when pupils are aged eleven, standards are well above average in science and mathematics and above average in English. When compared to similar schools, standards are in line with the average in English and above average in mathematics and science. A significant number of pupils achieved the higher than average levels in the tests. The number of pupils taking the tests at the end of the key stages is sometimes small. This leads to fluctuations from year to year in scores achieved when the situation regarding pupils with special educational needs is taken into context. The school's targets are in line with its aims of ensuring that every pupil develops their potential and the school achieves this when these results are considered. Standards are particularly good in information technology and pupils carry out investigations confidently when opportunities occur in a range of subjects. A scrutiny of pupils' work shows that pupils make consistently good progress as they move through the school and achieve high standards in their knowledge, understanding and skills. Pupils with special educational needs are very well supported and make very good progress. Overall standards are very good, with pupils achieving very well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards their work and teachers. They enjoy school and work hard.
Behaviour, in and out of classrooms	The behaviour of the very large majority of pupils is very good at all times.
Personal development and relationships	Very good. Pupils show responsibility towards others and for their work. They collaborate well and have very good relationships with teachers and each other.
Attendance	Sound. The overall attendance figures for the last year were slightly higher than the national average for primary schools nationally and show an improvement over the previous year. Unauthorised absence is better than the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 teaching for children under five is consistently good and addresses the desirable areas of learning for these children very well. Teaching in Key Stage 1 challenges the pupils and enables them to make very good progress. At Key Stage 2, the teaching is again very good, ranging in quality from good teaching to examples of outstanding teaching. Overall, teaching is at least good in 100 per cent of lessons, very good in 29 per cent of lessons and excellent in 7 per cent of lessons. The scrutiny of pupils' work shows that teaching is consistently good over time in all age groups. Literacy and numeracy are well taught, and particularly so at the end of Key Stage 2. Pupils with special educational needs are very well supported through the effective partnership between teachers and learning support staff and potentially higher attaining pupils are very well challenged through extension work. This high quality of provision leads to the good standards pupils achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is very good provision for literacy and numeracy, both within the specific subjects but also in links with other subjects in the curriculum. Science is well provided for and there is effective coverage of the foundation subjects. The provision for information technology is very good. There is a good range of extra-curricular activities and swimming is well provided for.
Provision for pupils with special educational needs	Very good. Arrangements are well managed by the coordinator and the learning support staff are well deployed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for all aspects of pupils' personal development. A particular strength is the provision for pupils' moral and social development. Teachers also maintain a very good overview of pupils' personal development.
How well the school cares for its pupils	The overall care is very good and is seen as a strength of the school by the parents. Child protection training needs to be reviewed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective. The headteacher has a clear vision for the school and provides, through his partnership with the staff, a clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very effectively through a good partnership with the headteacher and staff. They monitor standards and use their previous experience as a self-governing school to ensure that statutory requirements are met.
The school's evaluation of its performance	Effective. National test results are analysed and further testing systems are applied to ensure that pupils are making appropriate progress.
The strategic use of resources	Very good. Financial and human resources are very well deployed to ensure that the school provides the best opportunities for its pupils. The school achieves very good value for money.

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 very good standards which their children achieve through good teaching. • The very good support for pupils with special educational needs. • The excellent ethos. • Homework challenges and extends pupils' learning. • Their children are encouraged to be responsible and develop independent learning skills. • That the school is well led and managed. • The improvements to the accommodation. • Their involvement in the life of the school. 	<ul style="list-style-type: none"> • The balance in the amount of homework set. • The quality of the information about the work pupils are doing. • Annual reports are good but that they would like to receive an interim report. • A small minority of parents were concerned about the arrangements for ensuring that the school contacted them if their child is absent.

Twenty-six parents attended the pre-inspection meeting and about 90 per cent of the questionnaires were returned. The overall view of the parents is that the school is providing exceptionally well for their children in relation to both academic progress and personal development. The inspection evidence confirms these views. The quality of homework is good and the overall balance of provision is sound. Inspectors agree that the school could inform parents more regularly as to the work that pupils are to cover. Annual reports meet statutory requirements and the recent introduction of a homework diary, which enables teachers and parents the opportunity to comment on pupils' progress, has the potential to address the concerns regarding more prompt information. School arrangements regarding absence are that parents should contact the school if their child is absent. Inspectors found that registrations were carried out correctly, that the vast majority of parents informed the school when pupils did not attend and that patterns of absence were looked for. Nevertheless, the school needs to remain vigilant, especially as some pupils' annual reports do not contain details as to unauthorised absence.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves good standards in pupils' work and attainment

1. The National test results have shown standards by the end of both key stages to be at least in line with and often above the national average and the average for similar schools. There have been fluctuations in the results in recent years. Comparisons between the scores obtained by different year groups are valid but the size of these groups must be taken into account, as must the number of pupils with special education needs. The work seen during the inspection reflects the national test results overall. The standards being currently achieved in the core subjects of English, mathematics and science are at least in line with national expectations by the end of both key stages and, for a significant majority of pupils, above this level.
2. In the early years class, children's standards of speaking and listening are above expectations for their ages, as are their standards in mathematics. In other areas not subject to such scrutiny, teachers' plans and records show that they achieve comparable standards in the areas of learning.
3. At both key stages, pupils make good progress in English and mathematics. They speak well using a good vocabulary, which includes specific technical language, which they understand. For example, in mathematics they can correctly name different geometric shapes and give their properties, and in science describe concepts using appropriate terminology. The large majority of pupils read well, with expression and understanding of the stories or information they have gleaned. From under fives through to eleven year old pupils, the quality of work is good. Presentation has been a target for the school and pupils do improve the quality of their presentation as they move through the school. Work is completed and the pupils are proud of their achievements.
4. Good use is made of information technology and pupils can effectively use the computers and the software programs competently. From early years through to the end of Key Stage 2, there is comprehensive development of skills and the application of these skills in other subjects, for example, as seen in word processing of poems and letters in English, artistic work, the development of coordinates in mathematics and geography and the application of spread sheets for data handling.
5. Overall, all pupils, including those with special educational needs, make good progress and from the success that they achieve, they gain the confidence to challenge themselves and to achieve the overall good standards.

The quality of teaching is good

6. Since the last inspection, the quality of teaching has shown improvement. The key issue from the last report to broaden the teaching strategies has been very well addressed. Overall, teaching is at least good and is often very good and, occasionally, exceptional. All teachers have high expectations in relation to pupils' work and behaviour, and this contributes very positively to the development of pupils' knowledge, understanding and skills, as well as to their personal development. The overall quality of work seen through a scrutiny of pupils' work, from their very good response to the teaching and their obvious enjoyment in lessons, clearly shows that the teaching is of a high standard over time. All teachers are experienced and have good subject expertise.
7. Early years' teaching for children aged under five displays the teacher's good understanding of the needs of these children. The planning takes very good account of the requirements of the early learning goals and its links with the National Curriculum at Key Stage 1. The children are very well prepared for this next stage of their education through an effective balance of well planned play and targeted activities which not only develop their knowledge and understanding but concentrates on the good development of literacy and numeracy. For example, the naming

of many different animals was used effectively to develop children's knowledge and understanding of the world and to develop their listening and speaking skills. The children are well managed and there is a very good relationship between the children, their teacher and the support staff. A wide range of resources is used very well, and the classroom is a stimulating area.

8. Within Key Stages 1 and 2, teachers plan their lessons very effectively, sharing with their pupils the purposes of the lesson so that they fully understand what they will be doing and why they will be doing it. The national strategies for literacy and numeracy are well used but are also modified as necessary to meet pupils' differing needs and to develop these skills in other subject areas. This is clearly seen in pupils' work where they develop their writing techniques in history and use information technology and apply their mathematical knowledge effectively in science and design and technology. Teachers and pupils enjoy lessons. Pupils willingly explain reasons for their favourite subjects, and show good ability and willingness to ask and answer questions. Teachers respect their pupils and thus pupils respect their teachers, leading to very good relationships and behaviour. Good opportunities are taken to develop pupils' personal skills as well as their spiritual, moral, social and cultural development. Independent learning skills, as well as personal development, are well fostered when pupils work independently with a computer researching parts of the body and raising and answering questions.
9. Teachers make very good use of time and resources. Lessons generally proceed at a very brisk pace, making full use of a wide range of appropriate resources, including information technology. Teachers ask challenging questions and set work which develops pupils' thinking skills. In many lessons there is a good range of work, set to meet the differing needs of the pupils. Where group work is used, teachers intervene where appropriate and good use is made of learning support staff and parent volunteers who are used very efficiently because they have been involved in the lesson planning. This is particularly evident where pupils with special educational needs are concerned. Individual education plans for these pupils are well structured and the identified targets are met.

Develops pupils' sense of responsibility and independent learning skills

10. Parents consider that this aspect is a strength of the school and inspection evidence confirms this view. From a very early age, children are encouraged to accept responsibility for their work and to see that it is completed to the highest standards. Similarly they are appropriately challenged to behave in a sensible manner and to understand and respect other children and adults in the school. This is achieved through the implementation of an appropriate behaviour code, which includes rewards and sanctions. All pupils are provided with a well-balanced range of individual and group tasks and expected to take turns and share resources. Whilst at play, the same standards are expected.
11. A similar pattern exists in Key Stages 1 and 2 where there is clear continuity of care and expectation from the teachers. Pupils are expected to listen to their teachers and to each other, which they do very well, following instructions and behaving in a sensible manner. They understand that they have to complete their work and that it should be done to the best of their ability. Older pupils take responsibility for the very youngest at breaks and lunchtimes, helping them to dress and to play sensibly in the grounds. At lunchtimes, these older pupils also supervise dining groups, which they do willingly, and respond to the importance of their role.
12. Opportunities are given in class and group discussions, through investigations and through homework, for pupils of all ages to bring in their own ideas to their work. They do so avidly and with confidence. The effective use of homework extends pupils' knowledge, understanding and skills. They take advantage of extra-curricular activities and the opportunity to select their own books from the local authority library service every fortnight is done sensibly. Pupils can be trusted to work in the library area and with computers on their research.

Has a very good ethos and provides a good quality of education

13. The requirements for early years are fully met, as are the requirements of the National Curriculum. The good quality of the curriculum meets the intellectual, personal and physical

needs of the pupils. There is a very good range of learning opportunities provided within the curriculum and in extra-curricular activities. Teachers plan very effectively to meet the needs of pupils and this enables pupils to make good progress.

14. Within the overall programme, pupils are given many good opportunities to develop their individual skills, for example, in art and design and technology. The provision of personal and social education, within subjects or discretely, enhances pupils' knowledge and understanding, as well as contributing to the development of their values and beliefs.
15. Very good provision exists for their spiritual development in subjects, where teachers take the opportunity to develop pupils' values and beliefs, as well as seeing the awe and wonder of life. For example, in a literacy session in Key Stage 1 dealing with vocabulary, the range of metal products fascinated the pupils. In Key Stage 2, further examples of this provision occur in English in the stories and poetry studied, in science, when considering how the human body functions, and in geography, when looking at world issues. Moral development is very well provided for through the overall ethos of the school; pupils are expected to behave and work hard. It is also provided in understanding the needs of others and through collections for charity. Social development is very good; pupils care for each other. Cultural development is good in relation to pupils' understanding of their own cultural heritage and the multicultural work is enhanced by visits and through visitors to the school. Overall, the school is a very orderly community in which pupils understand the difference between right and wrong.
16. The overall levels of support and the fact that the pupils are well known by the whole staff enable the support welfare and guidance of the school to be good. Assessment procedures are very well organised and implemented, which allows the teachers to meet the personal and academic needs of the pupils. Not least is the good partnership between the school, parents and the community at large, which enhances the educational provision and supports the school's ethos. It is one in which pupils can learn and enjoy their learning.

Provides very well for pupils with special educational needs

17. The overall management of special educational needs is very good. Pupils are effectively identified and good provision is made through their individual education plans. Good use is made of staff support for pupils within classes or through targeted withdrawal of pupils from lessons for individual or group work.
18. Access for pupils with physical disability is sound and the school has relocated classes to enable access to be improved to meet the needs of the pupils. Good use is made of external support staff as necessary. Parents speak very highly of the quality of provision and care, being fully involved in the assessment and target setting, as well as reviews. Inspection evidence confirms their views.
19. The overall progress being made by pupils with special educational needs is good and equates very favourably with all other pupils in the school.

Is well led and managed

20. There is a very effective partnership between the headteacher, the staff and the governors. They share the vision for the school and are well guided by the clear direction that the headteacher provides. Governors make regular visits to the school, both formally and informally, to support their decision-making process. They function very effectively through a committee structure and seek the best value for the school and monitor standards and the quality of education. The aims of the school are well met.
21. The last report referred to the secure management of the headteacher but the key issue was to extend the management roles of the teachers. The changes in the management strategy following the key issue have been well addressed and enabled the staff to play a wider role as curriculum coordinators. Whilst the headteacher mainly carries out the monitoring of teaching, opportunities have been made for staff to observe in the core subjects and in information technology. This is appropriate within a small school.

22. In response to the key issue of the last inspection to improve the school development plan, especially with reference to measurable targets and monitoring, improvements have been sound. The whole school development plan is now more sharply focused and informs the school in a clearer manner as to its future development. There is a rigorous maintenance of standards. The current plan still has one weakness in that success criteria are not sufficiently precise to evaluate the impact of any action plans.

WHAT COULD BE IMPROVED

The quality of curriculum information to parents

23. The school does not inform parents what topics and work that their children will be undertaking each term. Parents feel that they would be better placed to be involved in their children's education and to support their learning if this information was developed. The school recognises, and the inspection team agrees, that it does not do this, although the homework book for older pupils and the reading record book for younger pupils does provide a cohesive link with the home. Information meetings for parents about curriculum issues are held and are well supported.

Bringing the training for child protection up-to-date

24. The school has a designated member of staff who has the responsibility for co-ordinating child protection issues. She last received training three years ago and thus there is a clear need to update this training. The inspectors do not have any concerns that the procedures are not being implemented and judges that the school remains very aware of its vital role in ensuring that it remains vigilant in observing any evidence which would arouse its concerns about any child in its care.

Making the criteria for measuring the success of plans clearer and more measurable

25. Following the last report, the headteacher implemented changes to the school development plan. It is now a plan which identifies priorities over time and is effectively structured. However, the criteria within the plan to measure how successful initiatives have been are not always sufficiently clear and thus it is difficult to measure and evaluate their success. The plan now needs to be further developed to show these criteria and to help the strategic planning still further.

Ensuring all pupil reports contain details regarding attendance

26. From a scrutiny of pupils' records and reports, following the concern of some parents regarding the information provided and attendance, the inspectors found that not all reports show attendance details. The school was made aware of this fact and that those reports that do not contain this detail do not meet statutory requirements and add to parents' concerns.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school now needs to:

- a) improve the information it provides to its parents so that they are better informed about the work their children are undertaking to further their already extensive involvement in their children's learning (paragraph 23);
- b) improve its care for its pupils by bringing the training of the responsible person for child protection up-to-date, and ensuring that all their reports contain the figures relating to pupils' authorised and unauthorised absence (paragraphs 24 and 26); and
- c) improve the criteria by which it judges the success of its initiatives in the school development plan so that it can evaluate more precisely the impact of these initiatives on teaching and learning (paragraph 25).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
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
7	29	64	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	94
Number of full-time pupils eligible for free school meals	N/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	8

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	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	4	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	4	4	4
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (100)	100 (100)
	National	82 (80)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	4	4	4
	Total	15	14	14
Percentage of pupils at NC level 2 or above	School	94 (100)	87 (100)	87 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	1	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	0	0	0
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	88 (77)	88 (85)	88 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	0	0	0
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	88 (77)	88 (85)	88 (85)
	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	0
Chinese	0
White	94
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	21.9
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	56

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
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	218,354
Total expenditure	216,496
Expenditure per pupil	2,489
Balance brought forward from previous year	23,434
Balance carried forward to next year	25,292

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	59	35	1	1	4
Behaviour in the school is good.	56	41	1	0	2
My child gets the right amount of work to do at home.	37	46	15	1	1
The teaching is good.	64	34	0	0	2
I am kept well informed about how my child is getting on.	27	49	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	5	0	2
The school expects my child to work hard and achieve his or her best.	69	30	0	0	1
The school works closely with parents.	40	46	14	0	0
The school is well led and managed.	73	21	0	0	6
The school is helping my child become mature and responsible.	57	38	3	0	2
The school provides an interesting range of activities outside lessons.	15	54	17	0	14

Other issues raised by parents

Twenty six parents attended the pre-inspection meeting. A small minority of parents expressed concerns regarding contact with the school if their child was absent.