

INSPECTION REPORT

PENPONDS PRIMARY SCHOOL

Camborne

LEA area: Cornwall

Unique reference number: 111838

Headteacher: Mrs M A Holmes

Reporting inspector: Harry Turner
4346

Dates of inspection: 19 – 21 June 2000

Inspection number: 188605

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
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Penponds Primary School Higher Penponds Camborne Cornwall
Postcode:	TR14 0QN
Telephone number:	01209 713929
Appropriate authority:	The governing body
Name of chair of governors:	Mrs I C Watmore
Date of previous inspection:	9 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Penponds is a small primary school with 81 pupils aged between 4 and 11 on roll. There are no pupils with English as an additional language and the percentage of pupils eligible for free school meals (8.5 per cent) is below the national average. The percentage of pupils on the special educational needs code of practice (15.9 per cent) is broadly in line with the national average. This includes one pupil with a statement of special educational need, which is well below the national average. Nearly all the pupils identified on the special educational needs code of practice have some learning difficulties. No pupils come from families of different ethnic origin. Assessments of pupils when they start school show that attainment is broadly average.

The school is a member of an Education Action Zone which aims to provide support to enable member schools to improve standards. Areas identified for improvement include the early years, mathematics and information and communication technology.

HOW GOOD THE SCHOOL IS

This is a good school where the pupils respond well to the teaching and form constructive relationships with each other, with their teachers and other adults. The pupils' attitudes to learning are good and they achieve above average standards in most aspects of their education. The leadership and management of the school are good and all resources are used well. The school gives satisfactory value for money. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- The attainment of pupils is very high in science and well above average in mathematics and speaking skills.
- Overall the teaching is consistently good, with all lessons observed enabling the pupils to make good progress in learning.
- The headteacher gives strong leadership and with the support of all staff and governors creates an effective team capable of improving the standards achieved and the quality of education provided.
- The pupils' personal development and relationships are very good.

What could be improved

- The standards pupils achieve in writing, whilst not below average, are not high enough.
- The information given to parents about their children's progress is not sufficiently detailed.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvements made since the last inspection in July 1996 have been effective. Pupils at 11 now reach well above average standards overall by the time they leave the school. Standards of pupils aged 7 have not been as high but standards in reading and

mathematics are now above average due to effective implementation of the National Literacy and Numeracy strategies. Teachers now provide good leadership for areas of the curriculum, for example, in literacy and numeracy; the school plans effectively for improvement; arrangements for pupils with special educational needs meet expectations and the governing body works well in supporting the school. Resources for physical education and information and communication technology have been improved. The current initiative to increase the use of teaching assistants in classrooms is contributing to the pupils making better progress in learning. The school is well placed to continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	B	B	well above average A above average B average C below average D well below average E
mathematics	B	A*	A	A	
science	A	A*	A*	A*	

Five year olds in the current reception class achieve what is normally expected for their age in speaking, reading and numeracy. In National Curriculum tests for 7 year olds last year's pupils achieved broadly average standards in reading and below average standards in writing and mathematics. Evaluation of pupils' work during the inspection shows improvements in the standards achieved by 7 year olds in reading and mathematics. By the age of 11, standards in English are above average and in mathematics well above average compared to all schools and schools with similar intakes. Standards in science are consistently in the top five per cent nationally. The work seen of 11 year olds confirms that standards are well above average in mathematics and science. The school's rate of improvement in the National Curriculum tests for 11 year olds in English, mathematics and science is above that achieved by the majority of schools nationally. Every year the school sets challenging targets for the pupils' performance in National Curriculum tests which contribute to all the pupils achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are willing to learn, and apply themselves successfully to tasks. They respond well, and engage very well in discussion with the teachers and each other.
Behaviour, in and out of classrooms	Behaviour, both in and out of the classroom, is good. All pupils respond to high expectations set by the staff.

Personal development and relationships	Personal development is very good overall. Pupils of different ages and abilities work and play together well. All pupils learn to be independent.
Attendance	Attendance is satisfactory overall. There is no unauthorised absence and attendance has improved this year. The pupils enjoy coming to school.

The pupils' personal development, their attitudes to each other and to school work are a strength. They are keen to show initiative and take responsibility in all areas of school life. The pupils are able to reflect on others' values and beliefs. They are well behaved and work well with each other and their teachers.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching is consistently good for pupils of all ages. All of the teaching observed during the inspection was good or better. Ten per cent was judged to be very good. Very good opportunities are provided for pupils to develop their speaking skills. The teaching of reading, spelling and handwriting and mathematics is good in all classes. However, more opportunities should be provided for pupils to reach higher standards in writing. The teachers' detailed plans for teaching literacy and numeracy ensure that pupils of different ages and abilities make good progress in learning. The pupils know what they are expected to learn in lessons and develop good skills in planning and carrying out scientific investigations as a result of good teaching. A key strength in learning is the pupils' response to sharing work and ideas with other pupils. This contributes to good levels of progress being achieved, particularly in science and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is broad, balanced and well planned to meet the wide range of pupils' interests and abilities. Good links are made with other schools to extend the curriculum for the older pupils, resulting in increased opportunities for outdoor education and sport. Restricted opportunities in physical education for Key Stage 2 pupils due to unsuitable indoor facilities are offset to a degree through the provision of extra swimming.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress as a result of work being specially planned for them.
Provision for pupils'	Very good relationships between pupils and teachers, high

personal, including spiritual, moral, social and cultural development	expectations for behaviour and the celebration of achievements ensure that the provision for pupils' moral and social development is good. The provision for spiritual and cultural development is sound.
How well the school cares for its pupils	The school takes good steps to ensure the pupils' welfare, health and safety. Procedures for monitoring personal development are good. Assessment of pupils' work is accurate and procedures are good. However, assessment information is not used sufficiently to raise standards in writing.

Pupils in Key Stage 2 do not receive sufficient opportunities in gymnastics and dance because of inadequate indoor facilities. The range of after-school and lunchtime clubs and activities provided is satisfactory. There is good use made of outside specialists, for example in music, to extend opportunities for the pupils. Also, involvement in community events such as 'Trevithick Day' and competitions in debating and public speaking extend opportunities for the pupils to develop new skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and, together with strong contributions from the teachers and other adults, creates an ethos which enables all pupils to make good progress and reach high standards.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities. All governors have clear responsibilities and work effectively to support the leadership and management of the school. They are well informed about the strengths and weaknesses of the school.
The school's evaluation of its performance	The school evaluates its performance well. The pupils' performance and assessment data are analysed and samples of their work are evaluated. The effectiveness of the teaching is regularly monitored. Areas for improvement are identified and acted upon.
The strategic use of resources	The budget is well planned and all resources are well used. The school has recently improved the library facilities and plans to use the budget surplus to re-furbish the toilet facilities for the pupils.

In order to ensure best value the headteacher and staff compare pupils' progress and attainment with those of pupils in other schools, plan effectively to raise attainment, consult with outside specialists, for example, regarding the quality of teaching in literacy and look to purchase goods at the most competitive rate.

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 children like school. • The parents like the good teaching. • The school is open to parents' questions and problems. • The school gives good guidance and help to pupils. • Children become mature and responsible. • The values and attitudes the school promotes. 	<ul style="list-style-type: none"> • The amount of homework. • The leadership and management of the school. • More after-school activities. • More and better information about their children's progress. • The school working more closely with parents.

The inspectors endorse parents' positive comments. However, inspectors disagree with the small number of parents who feel that the school is not well led and managed. Inspectors judge the leadership of the head and governing body to be effective and that the curriculum and resources are well managed. Inspectors also judge that the amount of homework required is similar to that of other primary schools and is consistent with government guidelines.

After-school clubs and lunchtime activities include the provision of recorder classes, tuition for brass instruments, drama classes in the autumn and spring terms and opportunities for pupils to prepare for public speaking and debating competitions. In addition, there is a residential field study trip planned with another small school and the opportunity to be involved in a range of community events. Inspectors recognise that there are not many opportunities for involvement in team games and sporting activities but, given the size of the school and the facilities available, judge the range to be satisfactory overall.

There is an annual report on each pupil's progress and one formal occasion when parents discuss their children's work with staff. The written reports do not give sufficient information on the pupils' standards or sufficient suggestion for improvement. Formal opportunities for parents are not sufficient to keep parents informed about their children's progress. Inspectors therefore agree that this aspect should be improved.

A minority of parents would like to see the school working more closely with parents. Inspectors judge this area to be satisfactory overall and that some aspects of the school's work with parents are very good. For example, the high quality of work between home and school in reading, supported by the home-school record, clearly contributes to the pupils reaching high standards in reading. Also, many parents interviewed during the inspection stated that they were pleased with the level of their involvement in the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is very high in science and well above average in mathematics and speaking skills.

1. The pupils achieve very high standards in science and well above average standards in mathematics in National Curriculum tests for 11 year olds.

2. In the reception and Year 1 class pupils are introduced to scientific concepts such as fair testing. Much of their science is practical and experimental and involves the pupils in recording observations and making a hypothesis. This strong emphasis on scientific investigation continues throughout the school. By the time the pupils are 7 they can explore and explain clearly what constitutes a fair test. In lessons the pupils are treated like scientists. For example, when asked to investigate the best paper towel for mopping spills they were expected to set a hypothesis drawing on previous knowledge before carrying out the test. By the age of 11 the pupils are knowledgeable with very good scientific skills and attitudes. They are well able to carry out experiments and have a good understanding of scientific concepts, for example, pupils in Year 6 can carry out and record an experiment into whether changes in solids and liquids are reversible.

3. The children are enthusiastic about learning in mathematics generally. They enjoy the strong emphasis given in lessons to learning and testing of number facts and concepts. There is a healthy competitive element in whole-class oral sessions where the pupils are often tested on their basic number facts. The pupils are used to checking their own answers. They develop very good knowledge and understanding of basic number operations. By the age of 7 they can draw on their knowledge of place value to respond rapidly to oral and written questions with numbers to at least a hundred using addition, subtraction, multiplication and division strategies.

4. There is strong emphasis given in lessons to challenge pupils to share explanations of the strategies they use to solve problems and for them to learn and use mathematical language and terminology in their explanations. For example, 7 and 8 year olds have a very good knowledge for their age of digital and analogue time and the concept of fractions including an understanding of the terms “denominator” and “numerator”. In lessons and in response to questions the pupils are learning to use these terms to explain their methods.

5. By the time pupils are 11 they are good at using and applying basic knowledge and skills to solve problems. For example, pupils can use their ability in calculating long division and finding the percentage of a product to solve complex problems. The effective implementation of the National Numeracy Strategy and good diagnostic assessment procedures have resulted in high expectations being set for pupils of differing ages and abilities across the school.

6. The teachers set high expectations for the pupils for their involvement in speaking to explain for example, their ideas in English, the methods of calculation in mathematics and their findings in science. Teachers ask challenging questions and provide good opportunities for pupils to work together and to report back. As a result pupils across the school have developed a high standard of speaking.

7. Children in Year 1 read the class book "Amazing Multi-Coloured Glasses" to the class clearly and are able to answer questions and share ideas about the book. By the age of 7 pupils use words such as “repel”, “absorbs”, “examine” and “investigate” to explain their experiments in science and to highlight key points in their findings. Pupils aged 10 and 11

can explore orally their ideas relating to what is fact and opinion in a newspaper article on the question of "footballers' wages" and develop critical arguments about school uniform. They are confident in their use of language and clearly benefit from the supportive environment created by the teacher which values and encourages all contributions.

8. The pupils reach a high standard in public speaking. They are currently holders of the "Youth Speak" competition, which is a county-wide competition for debating. The school has a strong tradition of success in this competition. The high standards in speaking contribute significantly to the pupils' learning across the curriculum.

Overall the teaching is consistently good, with all lessons observed enabling the pupils to make good progress in their learning.

9. Throughout the school, the teachers prepare their lessons thoroughly by identifying clear learning objectives, grouping the pupils carefully, varying the activities and making available resources which support and encourage the pupils' involvement in learning. The teachers work well with classroom assistants by making them fully aware of the aims of lessons and provide good guidance to help them work with groups of pupils. Lessons start with clear explanations of the learning objectives and end with a review of the progress made. The teachers set high standards for behaviour and quality of work and reward the pupils well for progress made. These features contribute significantly to the high standards achieved and good progress made.

10. Good subject knowledge by the teacher enables reception children to learn letter sounds, for example, the beginning and end sounds in words such as "hook", "soap", "leaf" and "fish". In another class a high level of understanding of the way in which children learn and knowledge of mathematics demonstrated by the teacher enables a group of 7 year olds to work out a quarter of 28 drawing on their knowledge of simple fractions.

11. In all lessons the pupils respond well to the classroom assistants who make a good contribution to the progress pupils make in lessons. For example in one class the teaching assistant helps a group of reception children to respond to questions from the teacher and to practise letter sounds and letter formation. In other classes, assistants provide support for pupils in working independently and in groups to complete tasks. During the week of the inspection teaching assistants helped Year 4 pupils learn to write accurate sentences, groups of Year 2 and 3 pupils to plan and carry out an investigation and a small group to improve their spelling through additional literacy training.

12. The teachers use a variety of methods to stimulate the pupils in learning. In one English lesson for Year 5 and 6 pupils, the use of newspaper articles was sufficient to promote a lively debate among the pupils about the rights and wrongs of school uniform and the rate of pay received by professional footballers. The older pupils were then supported in writing a structured piece highlighting counter-arguments. The younger pupils critically analysed one of the articles to make clear which of the arguments was based on fact and which was opinion. As a result both groups of pupils made good progress in developing critical skills in reading and writing.

The headteacher gives strong leadership and with the support of all staff and governors creates an effective team able to continue to raise standards and improve the quality of education provided for the pupils.

13. One of the main reasons the school enables the pupils to reach high standards and make good progress is the strong leadership of the headteacher and support of staff and governors. The headteacher has a clear vision for the school, which is shared by both staff and governors. This ensures that there is a clear sense of purpose and direction for all the

school's work. As a result there is a clear commitment to improvement. This is demonstrated by: the high targets set for the pupils' attainment in English and mathematics; the work of the teachers in seeking to raise levels of progress; the efforts of governors to improve the library and toilet facilities; the work with other schools to provide increased opportunities for the older pupils to help them prepare for secondary school. These features are all well planned and supported by a strong, committed team.

14. The second key strength relates to the commitment to continued learning shown by the headteacher, all staff and the governors as a means of providing the best they can for the pupils. All have been involved in professional training to support developments in their work. To improve their effectiveness as a governing body the governors have attended courses on numeracy, literacy, special educational needs and health and safety. Similarly, teachers and teaching assistants have attended training courses on aspects of teaching and learning and management. Also there is regular evaluation of the school's performance the results of which are used to identify important areas for development. This practice has led to a good level of improvement since the last inspection in almost all key areas and provides a good basis for the future prosperity of the school.

Pupils' personal development and relationships are very good.

15. Pupils are open and friendly and relationships are very good. Pupils of different ages and abilities are helpful and courteous to each other and work and play together well. They show considerable respect for the feelings and values of others, staff and visitors. During lessons many pupils demonstrate a willingness to co-operate with the teacher and each other. They willingly undertake duties such as collecting registers, acting as book monitors and helping class teachers with the day-to-day smooth running of the school. The positive relationships are also a key factor in enabling the many good examples of collaborative work in both lessons and extra-curricular activities, and encourage most pupils to develop mature and responsible attitudes.

16. The pupils' participation in extra-curricular activities, such as Trevithick Day and the "Youth Speak" competition, make a good contribution to personal development. They are keen to show initiative and take responsibility in all areas of school life. As a part of the Healthy Schools initiative they willingly nominate each other for a named leaf to be added to the "Tree of Golden Deeds" when they spontaneously offer a helping hand. They also work collaboratively with teachers, other staff and visitors around the school, for example, by discussing how they might best raise funds for charity, by social interaction with parents and other visitors in class, and through class discussions during circle time.

WHAT COULD BE IMPROVED

The standards of pupils' writing.

17. The results of National Curriculum tests for 11 year olds show that standards in English are above average but are not as high as those in mathematics and science. Analysis of the pupils' performance in tests and of their work in English shows the weakest area is their performance in writing. The pupils' attainment in writing across the school is approximately one level below their performance in reading, comprehension and handwriting and in some instances two levels below performance in mathematics and science. The gap is particularly noticeable for those pupils who achieve at the higher National Curriculum levels. A very good percentage of pupils at 11 achieve above average standards in mathematics, reading and science but very few achieve above average standards in writing. There is a similar picture in the performance of pupils aged 7 where the implementation of regular lessons in literacy has improved standards in reading, spelling and handwriting but standards in writing remain low in comparison. The conclusion is therefore that standards in writing are not high enough and should be improved.

18. There are a number of actions that the school should undertake in order to build on current practice and raise the standards in writing. At the present time not enough opportunities are provided for pupils to develop the key skills of planning and the use of grammar which will enable them to express greater meaning in their writing. More consistent teaching of writing in literacy lessons and the provision of more opportunities to write will enable the teachers to address these issues. The next area of improvement relates to the use of assessment in the process of raising standards. Currently marking of pupils' written work although carried out regularly, does not identify clearly for pupils what they need to do to improve their writing. The school should set targets with individual pupils which identify clearly the next steps for them in improving the quality of their writing. Pupils' progress towards their targets should be tracked by the teachers and used as the basis of regular written and oral feedback to pupils. Also, in order to keep track of the standards in writing across the school there should be regular moderation of standards being achieved. This will be particularly useful for the teachers to keep an overview of progress and to set challenging targets for pupils in writing in mixed-age classes.

The information provided to parents about their children's progress.

19. The school provides a good flow of information provided in the form of regular newsletters and general letters home, keeping parents up to date with the school's activities and achievements. However, some parents record that they feel the information given about their children's progress, especially in the annual reports, does not give a sufficiently clear picture of standards or the areas that need improving. The written reports do not give sufficient information on the pupils' standards or sufficient suggestions for improvement.

20. Although a parents' evening to discuss pupils' progress and to set targets is held each year, following the issue of annual reports, there are no other follow-up evenings arranged specifically for the consideration of individual pupils' progress. The school has an open door policy to allow parents to discuss any difficulties as they arise, but this does not provide all parents with a suitable and structured opportunity to review their children's progress and achievements during the course of the school year. In arranging only one parents' meeting each year the school currently misses an opportunity to enlist further support from parents in helping pupils maximise their efforts to make good progress in all areas of personal and academic development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the standards of pupils' writing by:

- providing more consistent opportunities for sustained writing for different purposes;
- setting targets with pupils identifying the next steps for improvement;
- providing regular feedback on pupils' progress towards set targets;
- introducing whole school moderation of the standards of pupils' writing.

See paragraphs 17 and 18.

Improve the quality of information given to parents about their children's progress by:

- increasing the number of formal parents' meetings to discuss pupils' progress;
- including more information about standards achieved and set targets for improvement on school reports to parents.

See paragraphs 19 and 20.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	78	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)		81
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		9

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	7.1
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	6	9
	Girls	7	7	7
	Total	16	13	16
Percentage of pupils at NC level 2 or above	School	84 (89)	68 (88)	84 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	7	7	7
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	84 (89)	89 (100)	89 (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	6	4	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	6
	Girls	4	4	4
	Total	6	7	10
Percentage of pupils at NC level 4 or above	School	60 (89)	70 (89)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	6
	Girls	4	4	4
	Total	6	7	10
Percentage of pupils at NC level 4 or above	School	60 (78)	70 (78)	100 (100)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	67

	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.

Financial information

Financial year	99/00
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	£
Total income	184497
Total expenditure	169521
Expenditure per pupil	1995
Balance brought forward from previous year	11619
Balance carried forward to next year	26595

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	81
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	4	0	0
My child is making good progress in school.	46	43	7	0	4
Behaviour in the school is good.	36	54	11	0	0
My child gets the right amount of work to do at home.	29	46	18	4	4
The teaching is good.	54	39	0	4	4
I am kept well informed about how my child is getting on.	32	54	7	4	4
I would feel comfortable about approaching the school with questions or a problem.	61	32	7	0	0
The school expects my child to work hard and achieve his or her best.	50	46	4	0	0
The school works closely with parents.	25	50	21	0	4
The school is well led and managed.	29	36	29	7	0
The school is helping my child become mature and responsible.	61	36	4	0	0
The school provides an interesting range of activities outside lessons.	4	25	29	36	7