

INSPECTION REPORT

GREENS NORTON PRIMARY SCHOOL

Towcester

LEA area: Northamptonshire

Unique reference number: 121974

Headteacher: Mr P J Brough

Reporting inspector: David Westall
2414

Dates of inspection: 7th – 8th February 2000

Inspection number: 188760

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Calvert Road Greens Norton Towcester Northamptonshire
Postcode:	NN12 8DD
Telephone number:	01327 350648
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Stephanie Ince
Date of previous inspection:	1 st – 5 th July 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	10
Teachers promote good work habits, motivate pupils well and have high expectations of behaviour and the way work is presented	
The school places a high priority on pupils' welfare, and is a secure and caring community	
Pupils' moral development is well promoted	
The management of the school's special needs programme is good	
WHAT COULD BE IMPROVED	12
Outdoor play provision for children under five	
Opportunities for pupils to take responsibility, to make decisions and choices and to apply their writing and number skills in independent writing tasks and problem solving	
The way the subject co-ordinators and governors monitor the work of the school	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils:	180
Pupils with English as an additional language:	0%
Pupils known to be entitled to free school meals:	1.6% (well below the national average)
Pupils on the school's register of special educational needs:	29% (above the national average)
Pupils with statements of special educational needs:	0%
Average class size:	26

Pupils mainly come from Greens Norton but 15 are from the adjacent villages, and 30 travel from the nearby town of Towcester. The area is relatively prosperous, with a high percentage of adults with higher education and few families affected by overcrowded homes. On entry to the school, most pupils' literacy and numeracy skills are usually above average. However, there is a variation in different years, and some intakes include less advanced learners and demonstrate overall standards which are broadly average.

HOW GOOD THE SCHOOL IS

Greens Norton is a sound school with a number of important strengths which significantly outweigh its weaknesses. The headteacher promotes a good team spirit amongst staff, and the management of the school is sound. Pupils are well motivated and take a pride in their work, reflecting the high expectations of the staff. The quality of teaching is sound, overall, but includes good features. As a consequence, pupils make satisfactory progress in their learning, and the school provides sound value for money.

What the school does well

- Teachers promote good work habits, motivate pupils well and have high expectations of behaviour and the way work is presented
- The school places a high priority on pupils' welfare, and is a secure and caring community
- Pupils' moral development is well promoted
- The management of the school's special needs programme is good

What could be improved

- Outdoor play provision for children under five
- Opportunities for pupils to take responsibility, to make decisions and choices and to apply their writing and number skills in independent writing tasks and problem solving
- The way the subject co-ordinators and governors monitor the work of the school

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The quality of teaching has improved since the last inspection, in July 1996, when 20% of lessons were judged to be unsatisfactory. No unsatisfactory teaching was observed in the current inspection. Weaknesses in aspects of the school's provision for the development of pupils' spiritual and cultural development have been rectified; and the current school development plan includes the success criteria which were lacking when the school was last inspected. There is a sound improvement in teachers' planning so that better use is made of assessments to guide teachers' planning, and pupils' work builds more securely on their earlier learning. Some improvements have been made to the quality and range of book provision, but the library remains uninviting to pupils and is under-used. The last inspection found the resources for the reception class were very poor, but they are now mainly satisfactory. However, there is still not enough equipment to promote the physical development of the under fives through outside play activities. The last inspection also identified the need for the roles and responsibilities of the co-ordinators to be extended to enable them to monitor pupils' achievements more effectively. Overall, the school has been slow to address this issue, although there has been useful progress in recent terms. However, co-ordinators' monitoring strategies are not yet sufficiently developed or rigorous, and remain a weakness in the current management of the school.

With the exception of the last issue, and aspects of resource provision, the school has made sound progress in addressing the weaknesses identified in the last report; and is now a better school. It is in a sound position to make further improvements.

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	A*	A	A*	A*
mathematics	A	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

During the last three years, 11 year old pupils have attained impressive results in English, mathematics and science, in relation to all schools nationally and similar schools. In the 1999 Key Stage 2 tests, all pupils reached the expected standard, and a large percentage attained a higher standard. These results placed the school in the highest 5% of schools, nationally. Inspection evidence and the school's data analysis shows that, overall, this year's cohort of 11 year old pupils will attain average standards in these three subjects; and a minority of pupils will do better. This is because the attainment profile of the current Year 6 class is different from previous year groups, and does not reflect a drop in the standards which the school strives to achieve. Inspection findings show a similar pattern at the end of Key Stage 1. In 1999, Year 2 pupils attained mainly good results in reading, writing and mathematics compared to schools nationally and similar schools, but the current Year 2 pupils are attaining slightly lower standards, overall. Evidence suggests that pupils in Years 1 and 3 are currently attaining high standards for their ages, in English and mathematics, and Year 5 pupils are demonstrating standards in these subjects which are broadly average, overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic, enjoy coming to school and are keen to join in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils behave well throughout the school day.
Personal development and relationships	Pupils form constructive relationships with teachers and with each other, and respond well to the school's moral code. However, some elements of their personal development are restricted because there are insufficient opportunities for pupils to take responsibility in the daily routines of the school or to make decisions about their work in lessons.
Attendance	Good, above 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	satisfactory	Satisfactory	satisfactory

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.

Overall, the quality of teaching is satisfactory and good teaching is demonstrated in one third of all lessons. All teachers motivate pupils well, have high expectations of pupils' work habits and the way work is presented. Sound, and sometimes good, questioning techniques are used to check pupils' understanding. Teachers demonstrate satisfactory subject knowledge when teaching literacy and numeracy and place a strong emphasis on pupils acquiring the key skills in these subjects. However, they provide insufficient opportunities for pupils to use their literacy skills in a range of independent writing tasks, or to apply their numeracy skills to devise and solve 'real life' problems in mathematics. There is an over-use of commercially produced worksheets, across the school, and this prevents pupils from making decisions and taking sufficient responsibility for their learning. Teachers take care to meet the needs of pupils with special educational needs, but more able pupils are sometimes constrained by doing the same tasks as the rest of the class. Overall, however, all pupils make sound progress in English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, and sufficient time is allocated for the development of pupils' literacy and numeracy skills. However, there are insufficient opportunities for pupils to develop and apply their literacy and numeracy skills through relevant and challenging tasks. Attractive displays of pupils' art work demonstrate the high priority given to the subject, across the school; and notable work in history was also evident during the inspection. Extra-curricular provision is currently limited, and the school appropriately intends to extend this in the summer term. Sound use is made of educational visits, across the school, and Key Stage 2 pupils benefit from residential visits.
Provision for pupils	The school makes good provision for these pupils. The co-ordinator for

with special educational needs	special educational needs is conscientious and well informed, and manages the support efficiently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' moral development is good, and the school makes sound provision for their spiritual, social and cultural development. However, pupils require more opportunities to take responsibility and to use their initiative.
How well the school cares for its pupils	The school places a high priority on pupils' welfare, and is a secure and caring community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has sound management skills. He promotes teamwork among staff, and a shared commitment to high standards. He uses effective leadership skills when working with staff and governors to create the school development plan, and monitors the work of the school carefully. The deputy headteacher and co-ordinators make a sound contribution to the management of the school, but the quality of their monitoring of subjects, across the school, requires improvement.
How well the governors fulfil their responsibilities	The governors are conscientious and are well led by their chair. They have a range of committees that provide valuable support for the management of the school, and ensure that statutory requirements are met. They analyse paperwork rigorously, including the school test results and the development plan. However, they have limited strategies for gaining information through focused visits to observe the school in operation, or evaluating the success of planned initiatives.
The school's evaluation of its performance	The headteacher systematically monitors the work of the school by analysing test results, observing lessons and evaluating samples of pupils' work. This gives him a good overview of the performance of the school. The co-ordinators for English, mathematics and science demonstrate sound analytical skills when evaluating the results of statutory tests but other aspects of their monitoring, including work sampling, need to be more rigorous.
The strategic use of resources	The school makes satisfactory use of its resources, and pupils make mainly sound progress in their learning, as a consequence.

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 standard of teaching • The staff being easy to talk to • The school's expectation that pupils will work hard and do their best 	<ul style="list-style-type: none"> • A greater range of extra-curricular activities • The school working more closely with parents • The amount of homework set

Inspection judgements support parents' positive views. Although the school provides some extra-curricular activities, it accepts that the range has been reduced recently and there are plans to introduce some other activities. Communication systems between the school and the parents are sound, and there are sufficient opportunities and encouragement for parents to play their part in the life of the

school. Evidence shows that the amount of homework set is similar to that of other primary schools, and is consistent with government guidelines.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teachers promote good work habits, motivate pupils well and have high expectations of behaviour and the way work is presented

1. Across the school, teachers explain tasks clearly and generally organise their lessons well. Pupils' interest is engaged by the teaching, and they want to answer their teachers' questions. For example, Year 5 pupils were very keen to discuss the characteristics of fables and to give examples of metaphors in their English lesson; and were eager to demonstrate their understanding of decimals when responding to brisk and well judged questioning by their teacher during the daily mathematics lesson. In a Year 3 lesson in science, the teacher's introductory session about magnetism left the pupils bubbling with enthusiasm when they began their practical work. In Year 6, the teacher started a literacy lesson very effectively when stimulating a lively debate on whether television is, or is not, a good thing. He successfully motivated pupils so that many were bursting to express their opinions; and his good questioning skills helped them to develop their ideas. In all classes, teachers successfully promote good work habits and expect pupils to take care in the presentation of their work. This is successfully reflected in the way that pupils persevere with their tasks throughout the school. A careful examination of pupils' books, as well as their work in the lessons observed, shows they take a pride in their work, which is neatly presented, usually with clear and fluent handwriting. Their books also confirm that they complete the tasks they are given, and get through a good amount of work, over time. Teachers expect good behaviour in their lessons, and reinforce positive attitudes through the effective use of praise. As a consequence, pupils concentrate, persevere with their tasks and behave well.

The school places a high priority on pupils' welfare, and is a secure and caring community

2. Teachers know their pupils well, and they work in pupils' best interests to safeguard their welfare. The school ensures that effective communication exists between staff, and between staff and parents, and this benefits pupils' personal development. All staff are well briefed to be alert for any significant changes in pupils' behaviour, well being or attendance; and concerns are shared so that appropriate support can be given. Specialist support services are invited to talk to staff and classmates about pupils' particular medical conditions, such as epilepsy; and the curriculum promotes pupils' awareness of healthy and safe living. In a Year 6 lesson in science, the teacher was careful to observe safety precautions when encouraging pupils to learn how some food decays; and the dangers of electricity are explained to pupils when they are in Key Stage 1. Recently, staff from St John's Ambulance carried out first aid training for Year 5 pupils, which made a valuable contribution to their learning. Throughout the school, pupils are encouraged to talk to adults about their feelings. They know that their concerns will be listened to, and this reflects the caring nature of the school community.

Pupils' moral development is well promoted

3. The school successfully builds on the strong moral foundation established in pupils' home lives. Through its aims, policies, rules and practices, the school provides effective moral guidance. Honesty and fairness are strongly promoted, and pupils are taught the difference between right and wrong. The staff provide good role models for relationships and behaviour in their daily interactions with pupils, valuing pupils' ideas and fostering caring attitudes. During the inspection, assemblies focused on the importance of sharing, and made a valuable contribution to pupils' moral development. Pupils are encouraged to think of those less fortunate than themselves, for example, through raising funds for charities. They are taught to observe the school's rules and codes of conduct, to value the school's system of rewards and to respect the need for sanctions. In the reception class, four year olds are quickly made aware of what constitutes acceptable and unacceptable behaviour, and the importance of good behaviour is consistently communicated to pupils in all classes.

The management of the school's special needs programme is good

4. The leadership and management of provision for pupils with special educational needs (SEN) is a strength of the school. The special needs co-ordinator (SENCO) has a secure understanding of the role and takes her responsibility seriously. She has a good relationship with the SEN governor who is able to contribute her own professional expertise to the role and with whom the SENCO meets half termly. Support staff are used effectively, and the records of pupils who are at Stages 2 and 3 on the Code of Practice are monitored regularly and checked against the specific criteria on their individual education plans. Assessment results are kept for all pupils and the resulting scores are used well to track individual pupils' progress over time. Liaison between teaching and support staff, and outside agencies, is effective and works to serve the best interests of the pupils involved. The SENCO and support staff update their knowledge through attending focused in-service training. The SENCO is also appropriately drawing on expertise from the local authority to train all teaching staff on the use of 'circle time' to support pupils with emotional and behavioural difficulties.

WHAT COULD BE IMPROVED

Outdoor play provision for children under five

5. The school does not provide a secure outside play area which can be accessed by children in the reception class, although children are admitted at the age of four. As a consequence, under fives do not have appropriate opportunities to develop their physical control, mobility and awareness of space in an outdoor environment. They are not able to use large apparatus regularly, including wheeled toys and simple balancing and climbing equipment.

Opportunities for pupils to take responsibility, to make decisions and choices and to apply their writing and number skills in independent writing tasks and problem solving

6. Inspection judgements are based on a careful analysis of pupils' work from all classes, including in lessons, and observations in lessons. The resulting evidence shows that, across the school, many tasks are the same for all the pupils in the class and leave little scope for pupils to make decisions and choices within lessons. This particularly constrains the progress of more able pupils, but also means that all pupils receive a very teacher directed curriculum. There is also an overuse of commercially produced worksheets, particularly in Key Stage 1. While pupils, in all classes, are appropriately encouraged to answer questions during whole class sessions, there are insufficient opportunities for them to explore and communicate their often lively and imaginative ideas and to apply their literacy skills in independent writing tasks, across the curriculum; or to be actively involved in modelling, sharing and evaluating the strategies they have used to solve mental calculations or to apply their numeracy skills to solve 'real life' problems, in mathematics. In some classes, the teacher sometimes over-dominates in discussions and completes pupils' answers for them.
7. Work in English lessons and in pupils' books shows that, across the school, teachers place a strong emphasis on developing pupils' 'secretarial' or technical skills. In Key Stage 1, pupils make good progress in their handwriting, punctuation and spelling skills and can apply these appropriately when retelling known stories. However, work is mainly the same for all pupils, relies heavily on commercially produced worksheets and there are many examples of copied work from across the curriculum. There is limited evidence of pupils writing purposefully and independently on subjects which are interesting and important to them in both narrative and non-narrative forms. In Key Stage 2, pupils continue to make mainly good progress in handwriting, punctuation and the grammatical structure of sentences through written exercises. However, there is limited evidence of pupils planning, drafting and improving extended pieces of writing across the curriculum. For example, in one lesson, opportunities are missed for pupils to apply their understanding of 'commas' to their previous work, and this is consistent with evidence gained from looking at pupils' books across the key stage. Pupils' responses in whole class discussions show that they have a wealth of enthusiasm and creativity which is insufficiently utilised in regular and purposeful writing tasks.
8. In Key Stage 1, pupils develop a secure understanding of numbers and can carry out accurate calculations in the tasks provided. However, teaching is predominantly through commercial worksheets and there is little evidence of pupils using and applying their mathematics practically, in real life problems. Too often, tasks are the same for all pupils in the class and more able pupils are insufficiently challenged. For example, a discussion with pupils in one lesson showed that a significant group of pupils found the task on 'telling the time' easy. In Key Stage 2, pupils extend their mental calculation skills and their knowledge of number, shape, space and measures appropriately. However, there is limited recorded evidence of pupils devising and refining their own recording methods or taking increasing responsibility for organising and developing mathematical tasks and problems of their own. Observations show that pupils are not always able to explore the strengths and weaknesses of the strategies they have used in order to select the most appropriate method of working. In one lesson, for example, pupils were insufficiently involved in the introduction and plenary sessions; and in another, time was used inefficiently and prevented pupils from reaching secure conclusions of their own.

The way the subject co-ordinators and governors monitor the work of the school

9. Subject co-ordinators make a valuable contribution to the management of their subjects by developing policies, introducing schemes of work and organising learning resources. They develop their awareness by receiving planning for their subjects, across the school, and provide useful advice, on an informal basis, when this is sought by their colleagues. In the core subjects of English, mathematics and science, the co-ordinators study the results of the statutory assessments carefully and use the available data to judge pupils' performance in Years 2 and 6. However, their strategies for augmenting this data by collecting and using a wider range of relevant information is underdeveloped; and this reduces their effectiveness as subject co-ordinators. In English, mathematics and science, co-ordinators have recently started to collect samples of pupils' work to assess standards. This is a sensible strategy but their analysis of the samples needs to be more critical and rigorous. They need to identify the strengths and weaknesses in each year group through a clearer and more specific focus. For example, they should explore whether work is appropriately matched to the different learning needs of pupils in each class or whether they all have the same diet, leading to underachievement by some pupils. They also need to examine the balance of work set, comparing the amount of teacher directed worksheets and copying tasks with the opportunities for pupils to apply their skills in English and mathematics by organising and generating their own work. At present, the analysis of work samples lacks the precision and focus to result in significant school improvement. Since September 1999, all co-ordinators have been allocated some time to develop their roles, away from their class teaching commitment. While they have used this time conscientiously, none has used it to observe teaching in their subject, or has an immediate plan to do so. This is a missed opportunity to provide useful feedback to their colleagues and to collect valuable information which might be used to benefit pupils' learning. The potential benefits of co-ordinators modelling lessons in their specialist subjects, for their colleagues, have also yet to be realised. The last inspection identified a weakness in the monitoring role of the co-ordinators. They have now made a start in rectifying this deficiency, but there is scope for more improvement.
10. The governors make a valuable contribution to the life of the school, particularly through rigorous debate about school data, including finance, in their regular meetings. Their general awareness of the workings of the school is sound, and some benefit from the knowledge they gain as parents of pupils at the school. However, the governors have not developed a pattern of visits which are focused to provide them with specific information about how well the school is performing. They appropriately recognise the need to develop their awareness of the curriculum in operation, and to have a greater involvement in evaluating the success of planned initiatives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve pupils' standards and achievements, and aspects of leadership and management, the school should include in its post inspection action plan the following issues:

- Provide more opportunities for pupils:
 - a) to apply their literacy skills and personal ideas in a broader range of independent writing tasks, across the curriculum; and
 - b) to solve 'real' problems and take increasing responsibility for organising and developing mathematical activities of their own

(see paragraph 6, 7, and 8)

- Improve provision for children under five by providing:
 - a) opportunities for them to develop their physical control, mobility and awareness of space, using an outside environment; and
 - b) appropriate large play equipment to promote their physical development.

(see paragraph 5)

- Ensure that co-ordinators make better use of work-sampling to assess the strengths and weaknesses in their subjects and make more effective use of 'non-contact' time to observe teaching, and sometimes, to model teaching for their colleagues.

(see paragraph 9)

- Develop effective strategies for governors to be more involved in evaluating the success of planned initiatives and to raise their awareness of the curriculum in action.

(see paragraph 10)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5.0	30.0	65.0	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)	0	180
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	52

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	12
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.7

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	16	15	16
	Total	28	26	28
Percentage of pupils at NC level 2 or above	School	97 (83)	90 (90)	97 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	16	16	16
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	97 (85)	97 (88)	100 (89)
	National	87 (81)	86 (85)	78 (69)

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
	1997	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	10	10	10
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	100 (79)	100 (78)	100 (100)
	National	70 (65)	69 (59)	75 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	9	10	10
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	88 (87)	100 (91)	100 (100)
	National	67 (65)	69 (66)	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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
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)	8.0
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

Financial information

Financial year	1998/1999
	£
Total income	257,620
Total expenditure	242,460
Expenditure per pupil	1,347
Balance brought forward from previous year	8,410
Balance carried forward to next year	23,570

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	6	1	0
My child is making good progress in school.	47	40	10	2	1
Behaviour in the school is good.	27	63	8	1	1
My child gets the right amount of work to do at home.	34	51	10	2	3
The teaching is good.	58	36	3	0	3
I am kept well informed about how my child is getting on.	36	50	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	31	7	0	0
The school expects my child to work hard and achieve his or her best.	51	46	2	0	1
The school works closely with parents.	41	40	15	1	3
The school is well led and managed.	43	39	13	1	4
The school is helping my child become mature and responsible.	45	46	4	0	5
The school provides an interesting range of activities outside lessons.	20	43	23	6	8