

INSPECTION REPORT

MARSH LANE SCHOOL

Marsh Lane

Eckington

Sheffield

LEA area: Derbyshire

Unique reference number: 112544

Headteacher: Mr D.L. Newsome

Reporting inspector: Roger Gilbert
22102

Dates of inspection: 3rd - 4th April, 2000

Inspection number: 189081

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4+ - 11
Gender of pupils:	mixed
School address:	School Lane Marsh Lane Eckington Sheffield
Postcode:	S21 5RS
Telephone number:	01246 432701
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J. Woodruff
Date of previous inspection:	20 th – 24 th May, 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marsh Lane Primary School is a small rural school on the borders of North Derbyshire and Sheffield. It serves a small community comprising a mixture of council and private homes. The number on roll is currently 112 which is below average for primary schools and approximately one in five pupils come from nearby villages. The average class size is 28. Just over eight percent of pupils are eligible for free school meals which is well below the national average. There are 12 percent of pupils on the register of special educational needs, a figure that is below that normally found in primary schools. Three pupils (i.e. 2.7 percent) have statements of special educational needs, which is above the national average. The school population is predominantly white. Pupils' attainment on entry to the school is above that normally found in four year olds.

HOW GOOD THE SCHOOL IS

Marsh Lane Primary School is a very effective school where pupils enter the school with attainment that is above that normally found in four year olds and leave with standards that are very high. Standards have risen year on year since the last inspection, and in comparison with similar schools, pupils' attainment is very high overall; much of this is due to the high expectations that teachers have of pupils in Key Stage 2, the challenging activities that they provide and the enthusiasm of pupils for learning. The school provides good value for money.

What the school does well

- It enables pupils to attain well above average test results in English and very high results in mathematics and science.
- The quality of teaching in Key Stage 2 is good and provides interesting challenges for pupils that help them make good progress.
- The school promotes children's self-confidence and their ability to succeed.
- The school fosters very good relationships between pupils and between pupils and adults.
- It provides well for pupils' moral and social development and encourages pupils to care for others and take on responsibility.

What could be improved

- The school's monitoring and evaluation of its performance.
- Teachers' planning in Reception and Key Stage 1
- Facilities for physical education, music, dance and drama.

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

The school has made good progress overall since its last inspection in May 1996. Good teaching has contributed to significant improvement in pupils' standards of attainment in English, mathematics and science. Standards in speaking and listening have improved and pupils now talk enthusiastically about their work and confidently explain the strategies they have used to solve problems. They listen attentively and have a thirst for knowledge. Very good progress has been made in the development of pupils' skills in using and applying mathematics. The new schemes of work for mathematics, art and music have made major contributions to the quality of pupils' work. All the action points from the last inspection have been successfully completed except that insufficient progress has been made on a systematic programme for monitoring and evaluation, and in spite of the Governing Body exploring all reasonable avenues in order to upgrade the school's facilities, the lack of a hall continues to restrict the range of activities that the school provides for physical education, music, dance and drama. The school is in a good position 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	A	B	A	A	very high A*
mathematics	A	A	A*	A*	well above A average above B average C below average D well below E average
science	A	A*	A*	A*	

The inspection found that on entry to the school children in Reception have well developed social skills and their attainment in speaking, reading, writing and mathematics is above that expected of four year olds. By the end of Key Stage 1 pupils' attainment is broadly in line with national expectations in English and mathematics and they make satisfactory progress. In Key Stage 2 pupils make good progress and by the end of the key stage their attainment is above national expectations in English and mathematics. Attainment is not as high as last year as the current Year 6 includes some pupils with special educational needs. However, these pupils are making good progress and achieve well in relation to their prior attainment.

In the tests at end of Key Stage 1 in 1999 pupils attained above national average results in reading and well above national average results in writing and mathematics. In the end of Key Stage 2 tests in 1999, the attainment of pupils in English was well above that found nationally and in mathematics and science it was very high. In comparison with the 1999 results of similar schools, standards were very high in mathematics and science and well above average in English. Standards have continued to rise since the last inspection. The school is successful in meeting its targets in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and enjoy lessons.
Behaviour, in and out of classrooms	Very Good. Pupils' behaviour during lessons and at break times is exemplary.
Personal development and relationships	Very good. Pupils act responsibly, have positive attitudes towards their work, want to succeed and have high self-esteem. Relationships between pupils and between pupils and adults are very good.
Attendance	Attendance is in line with the national average and unauthorised absence is below 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	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 quality of teaching is good overall but stronger in Key Stage 2 than in Key Stage 1 and in Reception. Of the lessons seen during the inspection 13 percent were very good, 44 percent were good, 37 percent were satisfactory and 6 percent were unsatisfactory. The teaching of Literacy and Numeracy is good in Key Stage 2 and satisfactory overall in the other classes. Where teaching is good, as in the majority of lessons in Key Stage 2, and in some lessons in Key Stage 1 and Reception, teachers use questioning effectively to extend pupils' understanding, set challenges that encourage pupils to use and apply their knowledge and skills and provide a variety of learning activities that maintain pupils' interest. As a consequence the pace of lessons is good and pupils make good progress. Teachers also make good links with other subjects and these enable pupils to extend their knowledge and skills in literacy and mathematics. Where teaching is less effective, as in some lessons in Key Stage 1 and Reception, teachers' planning lacks detail and does not translate learning objectives into purposeful activities for pupils who are at different stages in their learning. Planning for Reception pupils relates to Key Stage 1 rather than the curriculum for Under Fives and as a consequence some of the activities are inappropriate. The quality of pupils' learning is good overall and often very good in Key Stage 2. Pupils make good progress in the basic skills of reading, writing and numeracy and apply them well. They enjoy the challenges of new learning and recall what they have learnt with exceptional detail. The provision made for pupils with special educational needs is good and they make at least satisfactory progress in relation to their prior attainment in Key Stage 1 and good progress in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is rich and varied. However, the curriculum for Under Fives in Reception needs to take greater account of the desirable learning outcomes of the six areas of learning (shortly to become the Early Learning Goals) and the curriculum for physical education, music, dance and drama is constrained by the lack of hall facilities. Without the use of a hall the school has extreme difficulty in complying with statutory requirements for physical education.
Provision for pupils with special educational needs	Good. Provision for pupils with statements of special educational needs is good and enables them to make good progress. Provision for other pupils on the register of special educational needs is good, with strong emphasis being given to reading and writing. The booster classes for Year 6 pupils are helping them make good progress and have contributed to raising their self-confidence.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good, with special strengths in moral and social provision. The school enables pupils to develop responsibility as members of the community and promotes care and respect for others. Since the inspection in 1996, the school has made good progress with cultural provision. Religious Education and art make useful contributions to pupils' awareness of non-western contemporary cultures. English, religious education, science and art contribute well to pupils' spiritual development.
How well the school cares for its pupils	<p>Good. Relationships between adults and pupils are positive and all staff, including mid-day supervisors, contribute very well to the care and welfare of pupils.</p> <p>Assessment procedures are effective. There is good analysis of test results to monitor and maintain standards, and a helpful tracking system that records pupils' progress. Child protection procedures are appropriate and follow the guidelines provided by the Local Education Authority.</p>

The school has a good partnership with parents. Parents feel welcome in school and there is an active Friends of Marsh Lane School Association that holds a variety of social and fundraising activities. Some parents help in school and assist with supervision on educational visits.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the school are good overall and have made a significant contribution to the raising of standards since the previous inspection. There is a strong commitment to teamwork and the pursuit of excellence. It should be noted that the headteacher has succeeded in taking the school forward and also been a full time class teacher for seven out of ten terms since the inspection in 1996.
How well the governors fulfil their responsibilities	The governors know the school well and fulfil their statutory responsibilities effectively with the exception of ensuring that there is a daily act of collective worship. Governors visit the school regularly and some assist in lessons. Their keen interest in pupils with special educational needs makes a positive contribution to their progress.
The school's evaluation of its performance	The governors apply best value principles to the monitoring of the budget and the management of the premises. The best value principles need to be applied to other aspects of the development plan. There is no planned programme for monitoring and evaluation and the headteacher does not have the opportunity to monitor teaching and learning in classrooms.
The strategic use of resources	The school provides good value for money. The school uses its staff, material resources and somewhat limited accommodation effectively. The school's financial arrangements and daily administration are of a high standard.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children enjoy school • children make good progress and standards are high • the school sets high standards and expects the best of every child • the quality of teaching is good • parents feel comfortable about approaching the school if there is a question or problem • the school works closely with parents 	<ul style="list-style-type: none"> • facilities for physical education • consistency in the provision of homework • information about the curriculum • information about children's progress

The inspection team wholeheartedly supports the positive views of parents and agrees with those parents who expressed opinions about what should be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It enables pupils to achieve well above average test results in English and very high test results in mathematics and science

1. The numbers of pupils in all year groups are small. In order to obtain a clear picture of attainment, the average points scores for the end of Key Stage 1 tests have been calculated for the 1997 - 1999 cohorts taken together. A similar calculation has been made for Year 6 pupils for the past three years.
2. Taking into account the average points scores for pupils in national tests at the end of Key Stage 1 for the 1997-1999 period, pupils' attainment in reading is above the national average and in writing and in mathematics it is well above. The average points scores for pupils at the end of Key Stage 2 in English, mathematics and science are all well above the national averages. Boys' performance in English is well above that of boys nationally and in mathematics and science it is very high. The performance of girls is well above that of girls nationally in mathematics and science and above in English.
3. In the 1999 end of Key Stage 1 tests pupils' attainment was above that found in similar schools in reading and mathematics and well above in writing. Pupils' attainment in the 1999 end of Key Stage 2 test results was well above that found in similar schools in English and very high in mathematics and science.
4. The inspection found that the attainment of the current group of children who are under five years of age is above the expectations of the desirable learning outcomes for literacy and mathematics. At the end of Key Stage 1 pupils' attainment is in line with national expectations and at the end of Key Stage 2 it is above. The number in each group is small and includes pupils on the register of special educational needs. The inspection findings agree with the school's assessment of pupils' attainment. The results this year at the end of Key Stage 2 may not be as high as in 1999 as several pupils are on the register of special educational needs. However, these pupils are making good progress in relation to their prior attainment.
5. Pupils' oral and written communications are very good. They talk confidently and authoritatively about their learning and the books they have read. In a literacy lesson in Year 1 pupils discussed spelling patterns and the use of double consonants at the end of words such as buzz and fizz. This prompted one pupil to suggest that a way of remembering the pattern was that "z" needed a friend.
6. By the end of Key Stage 2 pupils are fluent writers. They use their broad vocabulary and knowledge of different forms of writing to produce imaginative prose and poetry. For instance, Year 6 pupils wrote accounts of a conversation between something old and something new such as a new bottle and an old bottle. The results were highly entertaining and imaginative and demonstrated their ability to make a play on words. Standards in factual writing are very good and other curriculum areas provide good opportunities for pupils to write accounts and reports.

7. In mathematics pupils use and apply their knowledge and understanding effectively to solve problems. Their good recall of basic number facts helps them master new concepts quickly and also calculate efficiently and accurately. They use a variety of strategies to solve problems and select appropriate methods for calculating their answers. In a Year 4 lesson pupils calculate mentally the cost of a list of items and give change from £5.00 using the smallest number of coins. In Year 6 pupils use estimation effectively to check the appropriateness of their answers to calculations involving the multiplication of three-digit numbers by two-digit numbers. Pupils had the number knowledge and confidence to spot errors in their working and correct them.
8. In science pupils have a good understanding of the process of investigation and the concept of fair testing. In a Year 4 lesson pupils worked together to devise an investigation to measure how well light passed through different types of paper. They took account of the need to keep the distance between the torchlight and the paper constant and constructed apparatus to help them achieve this. They recorded their work appropriately, showing good understanding of scientific concepts.
9. Other subjects contribute to the maintenance of good standards in mathematics and English by providing opportunities for pupils to use and apply their skills and knowledge in a range of contexts. For instance, in a religious education lesson pupils in Year 2 wrote about how people change and are able to do more as they grow up. For their geography project, Year 6 pupils used a spreadsheet to record the use of buildings in a village visited on a fieldtrip and presented their findings using a variety of graphs and diagrams.

The quality of teaching in Key Stage 2 is good and provides interesting challenges for pupils that help them make good progress.

10. The quality of teaching is good overall, frequently very good and never less than satisfactory. Teachers plan carefully, identifying clear learning objectives and activities that are well matched to pupils' current learning needs. As a consequence lessons are purposeful and time is used well, thus ensuring that pupils make good and sometimes very good progress. Pupils with special educational needs make good progress in relation to their prior attainment.
11. Teachers frequently present challenges that extend pupils' knowledge, skills and understanding. In a literacy lesson involving Year 5 and Year 6 pupils the teacher's use of questioning helped them identify what is distinctive about a limerick. They then applied the rules successfully to their own writing. In a mathematics lesson with Year 3 and Year 4 pupils the teacher added challenge to the mental and oral session that focused on the addition of money by asking the pupils to give their answers using the minimum number of coins. This activity reinforced their learning and created great interest.
12. Teachers have high expectations of pupils. They set demanding learning targets that act as stepping stones towards achieving the targets for the year.

13. Teachers use assessment effectively. The plenary sessions at the end of lessons are used well to assess the quality of pupils' learning and what they need to do next. Teachers have a good understanding of how to set demanding tasks and encourage pupils to succeed. In a mathematics lesson involving Year 5 and Year 6 pupils the teacher introduced a formal method of long multiplication. At the start pupils found this activity difficult. Through careful explanation the teacher helped pupils apply their knowledge and understanding of multiplication to the new situation and they made good progress.

The school promotes pupils' self-confidence and their ability to succeed.

14. Children enter school well prepared for the start of their formal education and with an enthusiasm for learning. In all classes teachers build on pupils' interests and help them develop lively and enquiring minds. For instance, a religious education lesson concerning growing up and the stages of life led to a discussion about teenagers being disrespectful to old people. One Year 2 child commented, "They will not like people behaving towards them like that when they are older."

15. The quality of pupils' writing is a strength of the school. From an early age pupils are encouraged to write independently, to use their imagination and to employ their knowledge of letter sounds to tackle difficult spellings. As a consequence they develop confidence as writers and find pleasure in writing. Teachers' marking helps pupils' self-confidence by providing encouraging comments and showing them how they can improve their work.

16. Teachers use questioning effectively. Where pupils' answers indicate that they have not fully understood, careful and sympathetic questioning helps them increase their understanding. As a consequence pupils remain confident and believe in their own ability to succeed. Teachers use this approach successfully in mathematics lessons where perceptive questioning helped pupils refine the strategies they used to solve problems and also helped them try new ideas.

17. Pupils with special educational needs are well supported by the Educational Care Officer (ECO) and volunteer helpers. Targeted help enables pupils to succeed and helps reduce barriers to learning. The ECO provides good support for pupils with statements of educational need and this enables them to benefit from all aspects of school life and make good progress.

The school fosters very good relationships between pupils and between pupils and adults.

18. The school has a pleasant atmosphere that is based on trust and mutual respect. During the inspection the pupils displayed appropriate behaviour on all occasions. Pupils listen carefully to one another during discussion in lessons. They share equipment and happily work together in groups. Staff provide good role models for pupils. They treat pupils fairly and show a genuine interest in them as individuals. Teachers share their sense of humour with pupils without losing control of the lesson. Pupils appreciate the way in which they are valued and follow the example set by adults. Pupils are helpful and considerate to visitors to the school and make them feel welcome.

It provides well for pupils' moral and social development and encourages pupils to care for others and take on responsibility.

19. The provision for pupils' moral and social development is good. The curriculum provides opportunities for pupils to discuss moral issues and they develop a good understanding of right and wrong. The procedures for encouraging good behaviour are well known to pupils and the awards system recognises good behaviour and concern for others as well as academic achievement. This has a positive impact on the decisions that pupils make and the way that they conduct themselves.
20. The school encourages pupils to understand that they have an important contribution to make to the school and the wider community in which they live. Older pupils are given responsibilities that make a significant contribution to the running of the school; for instance, pupils prepare a classroom for collective worship by quickly and safely stacking chairs and tables, they look after younger pupils at break times, ensuring that they have someone to play with and something to do, organising games and activities to give younger children recreation when breaks are taken in classrooms.
21. Members of the local community visit the school to contribute to lessons and talk about their interests and experiences and broaden pupils' understanding of how everyone has a contribution to make to society. The annual residential visit by Year 5 and Year 6 pupils helps raise their awareness of their responsibilities as members of a community.

WHAT COULD BE IMPROVED

The school's self-evaluation processes

22. The head teacher's teaching commitments make it impossible for him to visit classrooms in order to monitor and evaluate the impact of the school development plan upon teaching and learning. Consequently there is no planned programme for monitoring and evaluating of this essential part of the development plan.
23. Governors know their school well and visit the school regularly. They take their responsibilities for the management of the premises seriously and monitor the budget carefully in order to ensure best value for money. They do not, however, apply the same rigour to other aspects of the school's performance. It is important that provision is made in the budget for the head teacher and other key staff to observe teaching and learning in order to evaluate the impact of the development plan.

Teachers' planning for Reception and Key Stage 1

24. The planning for Reception pupils does not adequately meet the curriculum for pupils of this age. Planning is based on the Key Stage 1 curriculum rather than the six areas of learning. As a consequence some activities are inappropriate, time is not used effectively and children's progress is slow. However, where children have the support of the Education Care Officer or a voluntary helper, they learn effectively.
25. Teachers' planning for Reception and Key Stage 1 classes lacks detail. Learning objectives are not linked to activities for different ability groups. As a consequence, some activities do not help pupils extend their knowledge, skills and understanding.

Facilities for physical education, music, dance and drama

26. The lack of a hall has a serious impact on what the school can provide for physical education, music, dance and drama. Although the school takes all reasonable steps to provide physical education, it does not have the facilities to teach all aspects of the National Curriculum for physical education. Drama and music activities are constrained by the necessity of teaching these subjects in cramped classrooms.
27. The improvement in facilities for physical education was a key issue of the previous inspection report. The school has explored all possibilities with the Local Education Authority in order to obtain better facilities. This unresolved issue remains a priority as the school cannot comply with statutory regulations for the National Curriculum until facilities are improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve this good school, the governors and staff should

- (1) Improve the quality of teachers' planning in reception and Key Stage 1 by
 - Linking learning objectives to activities that will extend pupils' knowledge, skills and understanding
 - Using the Early Learning Goals from the new Foundation Curriculum as the basis of planning activities for Reception children.

(paragraphs 24 - 25)

- (2) Improve the school's system for self-evaluation
 - By including a planned programme of lesson observations by the head teacher and core subject co-ordinators in the development plan
 - Including monitoring and evaluation as an agenda item for committees
 - Using the outcomes of evaluations to develop a longer term strategic view and amend the development plan

(paragraphs 22 - 23)

- (3) Improve the facilities for physical education, music, dance and drama by
 - Drawing up a feasibility plan with the help of the Local Education Authority for either providing a school hall or renting an alternative hall and providing transport so that it can be used regularly.

(paragraphs 26 - 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	44	37	6	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	112
Number of full-time pupils eligible for free school meals	N/A	10

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	13

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	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	94.2
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
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	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	8	8	8
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	90 (94]	90 (100]	95 (94)
	National	82 (80)	83 (81)	87 (84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	8	8	8
	Total	19	20	21
Percentage of pupils at NC level 2 or above	School	90 (94)	95 (94)	100 (94)
	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	3	13	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	13	13	13
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (93)	100 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	13	12	13
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	100 (80)	94(93)	100 (93)
	National	68 (65)	69 (65)	75 (71)

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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	111
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)	4.4
Number of pupils per qualified teacher	25.5
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/ 99
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	£
Total income	170,009
Total expenditure	169,744
Expenditure per pupil	1,438
Balance brought forward from previous year	-2,459
Balance carried forward to next year	-2,194

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	6	0	0
My child is making good progress in school.	51	42	5	0	2
Behaviour in the school is good.	60	38	0	0	2
My child gets the right amount of work to do at home.	35	45	18	2	0
The teaching is good.	46	48	2	2	2
I am kept well informed about how my child is getting on.	26	35	34	3	2
I would feel comfortable about approaching the school with questions or a problem.	61	32	5	2	0
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	39	43	11	5	2
The school is well led and managed.	55	32	3	2	8
The school is helping my child become mature and responsible.	53	40	0	2	5
The school provides an interesting range of activities outside lessons.	15	24	32	18	11

Other issues raised by parents

The lack of a school hall prevents the school providing a satisfactory range of interesting activities outside lessons and also for physical education.