

INSPECTION REPORT

LITTLEMOOR PRIMARY SCHOOL

Oldham

LEA area: Oldham

Unique reference number: 105642

Headteacher: Mrs J McLaren

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 13-15 March 2000

Inspection number: 189103

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Littlemoor Lane Oldham
Postcode:	OL4 2RR
Telephone number:	0161 624 4188
Fax number:	0161 624 3160
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Clegg
Date of previous inspection:	24-27 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr P B McAlpine	Registered inspector
Mr K Osborne	Lay inspector
Mr G Timms	Team inspector

The inspection contractor was:

PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	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	14
Standards in English and mathematics are above average	
The attitudes and behaviour of the pupils are good	
The quality of teaching is good	
The assessment arrangements are very good	
The leadership and management are very good	
WHAT COULD BE IMPROVED	20
The standards that pupils attain in information technology	
The pupils' progress in English and mathematics in Year 4	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Littlemoor Primary school is of average size. It has 241 full-time pupils, boys and girls aged from four to eleven years, arranged in eight classes. Three of the four classes that contain infant and reception year pupils are mixed age classes. A further 38 three-year-old pupils attend a nursery class, 20 of whom are full-time and 18 part-time. The school is over subscribed and is growing in size. Two new classrooms were opened in January 2000, with the need for further additions in two or more years time as numbers grow. The growth in pupil numbers is due to housing developments and other changes in the immediate locality.

Attainment in language, literacy and numeracy is below average on entry to the nursery and to the reception year. Attainment on entry in previous years has sometimes been even lower than this but, in the main, attainment on entry does not vary significantly from year to year. More than one pupil in four is eligible for a free school meal, which is almost double the national average. A very small number of pupils are from minority ethnic and mixed backgrounds; the proportion is well below average. None speak English as an additional language. One pupil in five is on the special educational needs register, which is average, but only two have statements and the proportion is below average. Each year, a proportion of pupils transfer to or from other schools. By the age of eleven, about one third of the year group has been replaced by others who joined the school after the age of seven. This amount of pupil turnover is relatively high; the net effect is to lower standards. More than half the teachers have been appointed since the previous inspection.

HOW GOOD THE SCHOOL IS

This is a good, effective school. Despite attainment being below average on entry, the pupils make very good progress and achieve above average standards in core subjects by the age of eleven. The teaching is good overall, with a high proportion of very good and excellent teaching, and this is leading to the above average standards. The headteacher has successfully given priority to building a higher performance team of teachers and this is why the teaching is so good. Leadership and management are very good. The school has made good overall improvement since the last inspection and gives good value for money.

What the school does well

- Standards in English, mathematics and science are above average by the age of eleven. The achievement of the pupils in these subjects is very good in nearly all year groups.
- The headteacher and the teachers successfully encourage pupils to like learning, try hard in lessons, and behave well inside the classrooms and outside at play.
- The quality of teaching is very good in the infants and in Years 5 and 6; it is good in the nursery and reception year groups.
- The provision for pupils with special educational needs is well organised and effective.
- The assessment arrangements are very good.
- The headteacher, deputy headteacher and key stage coordinators provide strong leadership and effective management.

What could be improved

- Standards in information technology are below average and improvement in the subject has not been fast enough since the previous inspection.
- In Year 4, all pupils make slow progress in English and the high attaining pupils make slow progress in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection has been good overall. The amount of improvement in nearly all aspects is at least as much as could reasonably be expected, given the already good standards. The improvement has been more than enough to sustain the standards found at the time of the previous inspection and, in assessment, the amount of improvement is considerably more than could be expected. However, in information technology, not enough improvement has occurred.

The quality of teaching has risen significantly. The quality at the previous inspection was good and it is even better now. This has been achieved even though more than half the teachers have left for other posts. The headteacher has clear

expectations of her colleagues and is directly involved in monitoring the teaching and the provision of support. She sets high standards through her own work. These are the reasons why the teaching has improved. A new deputy headteacher and an infant key stage coordinator have been appointed, and they are already contributing strongly to the work of the school. The senior management team has good systems for identifying strengths and weaknesses and for dealing effectively, in the main, with the weaknesses found. However, there are a very small number of individual exceptions where teachers' subject knowledge has not improved enough despite the provision of support and training. Standards attained by the pupils in core subjects have improved more quickly than the national trend and the school is on course to meet its targets. There is a strong commitment among all the teachers to achieve high standards and parents are very satisfied with the standards attained. The provision for pupils with special educational needs is now very good.

The headteacher, staff, and governors have responded positively to all of the issues for improvement raised at the previous inspection, including the need to raise standards in information technology. The writing of subject policies and schemes of work has been continued since that time and they are now in place. In addition, the National Literacy and Numeracy Strategies have been effectively implemented and are contributing to the rising standards. The assessment arrangements have improved significantly and are now very good. Attainment is fully assessed in every year group using specific criteria. The judgements of teachers are checked for accuracy using moderated portfolios of pupils' work, which is very good practice. The assessment information is collated appropriately and beginning to be used to measure progress. The information is used in lessons to provide work that is appropriate to pupils' levels of attainment. Assessment information is used to identify pupils for booster classes and to identify areas in the teaching and the curriculum for improvement. Work in information technology has been improved but is still not satisfactory. Increased funding has led to improved resources in this subject recently and all teachers have received training in the use of computers, network systems, and the Internet. However, the attainment of the pupils is still below average; not all aspects of the programme of study are taught; and the teaching methods used are not always effective.

STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	B	B	A	well above average A above average B Average C Below average D Well below average E
mathematics	C	C	B	A	
science	A	A	A	A	

Standards at age eleven in the 1999 tests were above average in English and mathematics and well above average in science. They were well above average in all core subjects when compared to similar schools. At age seven, standards in tests have shown some variation but are better now than at the previous inspection. The achievement of the pupils over time is very good. In 1999, the amount of high attainment in English and science was above average. These good standards have been achieved despite below average attainment on entry and a greater than typical number of pupils who enter or leave the school after the normal age of admission, the net effect of which is to lower standards. There are no significant differences in attainment or progress between pupils of different gender or background. Most pupils with special educational needs attain standards below expected levels but nearly all of them make good progress relative to their difficulties.

Current standards in Year 6 are above average overall in English, mathematics and science but are not as high as in 1999 because there are more pupils this year with special educational needs. Throughout the school, almost all pupils are making or exceeding the nationally expected amount of progress in English and mathematics in every year group bar Year 4, where progress is slow in English and there is underachievement in mathematics for high attaining pupils. The progress of pupils under five in the nursery and the reception year is good. Although not looked at in depth on this short inspection, the standard of the work seen in the other subjects, except information technology, is satisfactory. In music, the large junior key stage choir sings in assembly and during lessons to a very high standard. In information technology, standards are below average overall. The pupils' knowledge of word processing is consistent with the expectations for their age but they have very little knowledge of databases, spreadsheets and control technology because these aspects are not consistently taught.

The school is on course to meet its targets. Those for 2000 are lower than 1999 because they have been partly based on the Year 6 pupils' prior attainment at age seven, which was low. The targets also take into account a substantial measure of expected improvements in standards following the introduction of the National Literacy Strategy and the National Numeracy Strategy and are appropriately challenging. The targets for 2001 are very challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school. They try hard in lessons and generally concentrate until their tasks are complete.
Behaviour, in and out of classrooms	Good. The school is an orderly community. No bullying or sexist or racist behaviour was seen. The pupils report that bullying rarely occurs and when it does it is dealt with firmly by the teachers. Parents are very satisfied with the standard of behaviour.
Personal development and relationships	Good. Pupils are polite and courteous and these qualities improve as pupils mature. They accept responsibilities well and are conscientious when carrying them out. Relationships between pupils and teachers are constructive and nearly all pupils get on well together.
Attendance	Below average. Levels of authorised absence are higher than is typical, mainly for reasons of illness but also because some parents take their children out of school in term time. Unauthorised absence, including truancy, is very low.

The attitudes, behaviour, personal development, and relationships of the pupils are good overall. While attendance is below average and needs to improve, the headteacher is effectively monitoring attendance and is responding appropriately to patterns of absence related to individual pupils. A more than typical number of pupils are taken out of school by their parents so that they can go on holiday. The school should advise parents that this practice is slowing pupils' progress and should seek to reduce the incidence.

TEACHING AND LEARNING

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

Ninety-five per cent of the teaching is satisfactory or better; 70 per cent is good or better; 35 per cent is either very good or excellent. A small amount of the teaching, the work of one teacher, is unsatisfactory. Overall, the quality of teaching is better than the national picture.

Where teaching is very good or excellent, the pupils are inspired, work hard, and acquire a breadth of knowledge and understanding in a relatively short space of time. Where teaching is good, the work is well matched to the pupils' needs and nearly all of them make the expected amount of progress. In satisfactory lessons, the majority of pupils make worthwhile gains in knowledge and understanding but a minority underachieve. Where teaching is unsatisfactory, the work lacks challenge and pupils' learning is slow. The teaching is good overall in English and in mathematics and the skills of literacy and numeracy are effectively taught to all pupils in every year group except one. With this exception, the teaching is generally meeting the needs of all pupils and there is no significant underachievement among any group by the age of eleven.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment (continued on the next page)
The quality and range of the curriculum	Good. There is a wider range of learning opportunities than is typical in most schools. The quality of learning experiences is generally good. The National Literacy Strategy is very effectively implemented. There is good implementation of the National Numeracy Strategy. There is good equality of access and opportunity for all pupils. The provision for extra-curricular activity is satisfactory and typical of most schools.

Aspect	Comment (continued from the previous page)
Provision for pupils with special educational needs	Very good. Learning needs are recognised early and good support is consistently provided. Parents are fully involved at each stage. Statutory assessments and reviews are conducted according to requirements. Records are efficiently maintained and of good quality. National guidance is followed and relevant statutory requirements are met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Collective worship and religious education meet statutory requirements. The provision extends pupils' knowledge of Christianity and other major world religions appropriately. Pupils are well taught to distinguish right from wrong and to understand the underlying principles and values of good conduct. Strong emphasis is given to living as a constructive member of a community and to developing good relationships with other people. The curriculum provides a satisfactory range of opportunities for pupils to learn about Western and Eastern cultures and about British culture today and in the past.
How well the school cares for its pupils	Good. The child protection and health and safety procedures are consistent and rigorous. Procedures for assessing attainment and progress are very good and generally well used to support the planning and to meet the pupils' academic needs. Pastoral needs are given high priority by all the staff and the pupils are well looked after.

Overall, the curriculum is good; all relevant statutory requirements are met and it includes appropriate provision for personal, social and health education. The provision for special educational needs is particularly good and has improved significantly since the previous inspection. There are constructive relationships with other schools, including local high schools, and further education and teacher training establishments place students at the school for work experience and teaching practice.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong, effective leadership and gives a firm steer to the educational direction of the school. The deputy headteacher has a good understanding of her role and leads very competently by example. Coordinators understand what is expected of them and work hard and effectively to meet these expectations.
How well the governors fulfil their responsibilities	Good. The business of the governing body is properly conducted. The systems for reporting to them are effective. They have a satisfactory understanding of the main strengths and weaknesses of the school. They hold the school to account well for the standards achieved. They are appropriately involved in key decisions. All relevant statutory requirements are met.
The school's evaluation of its performance	Good. The systems for monitoring the teaching and the curriculum are very good, as are the systems for assessing the pupils' attainment and progress. The senior management team has a good understanding of strengths and weaknesses within the school and is acting purposefully to remedy the weaknesses.
The strategic use of resources	Satisfactory. Financial management is prudent and well linked to educational priorities. Strategic thinking is detailed and relevant for up to one year ahead but is less clear beyond this, which is a minor shortcoming.

Overall, the school is very well led and managed. There is good delegation. Aims and values permeate all aspects of school life and work. Teamwork is well developed and there is a very strong sense of commitment and common purpose. The senior management is very clear about what needs to be improved and is taking the right action, even though one or two of the many initiatives have been less successful or are taking longer than expected. Induction arrangements for new staff are very good. New technology is appropriately used. Staffing levels are satisfactory. Resources are satisfactory. Specific grants are well used for their intended purposes. The accommodation is good. Principles of best value are appropriately applied.

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 good standards in core subjects and the good progress that their children make.• The good teaching and good support provided for all pupils.• The approachability of the staff.• The good reward system and the expectation that pupils will work hard.• The good behaviour of the pupils.• The improvement the school has made since the previous inspection.• That their children like school.	<ul style="list-style-type: none">• The low standards in information technology.• The provision for music.• The inconsistent provision of homework.• The limited information about children's progress.• The extent to which the school works closely with parents.• The provision of an interesting range of activities outside lessons.

The inspectors agree with the positive views of parents. Commentary on the standards, progress, teaching, behaviour and the improvement the school has made are found elsewhere in the report. The approachability of the staff is at least as similar to that found in most other schools; teachers were regularly seen talking to parents about pupils at the start and end of each day. Pupils spoken to about the school said that they liked school very much. There is a strong expectation among the teachers that pupils will work hard. The inspectors' findings support some but not all of the concerns that parents have. Low standards in information technology were found; there is inconsistent provision for homework. However, the provision for music, the quality and amount of information provided, the extent to which the school works with parents, and the range of extra-curricular activities are all typical of most schools nationally whilst the standard of singing is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average by the age of eleven. The achievement of the pupils in these subjects is very good in nearly all year groups.

1. Standards are better than most schools and much better than schools with pupils from similar backgrounds. The 1999 test results at age eleven were above average in English and mathematics and well above average in science and were high in all core subjects compared to similar schools. Standards among eleven-year-old pupils have risen since the last inspection. Over the last three years, the rate of improvement at age eleven has been faster than the increases nationally in all core subjects and this has enabled standards since the previous inspection to be improved. At age seven, standards have shown some variation over the past three years but are better now than at the previous inspection. The 1999 test results in reading at age seven indicated some underachievement among high attaining pupils compared to their attainment in writing and mathematics but this is not confirmed by the inspection findings.

2. The achievement of the pupils over time is very good. Only a handful of pupils attain expected standards in speaking, listening, literacy and numeracy on entry to the nursery. By the time they reach the age of eleven, the substantial majority either attains or exceeds the level expected nationally of a typical eleven-year-old; in the 1999 tests, between 23 per cent and 45 per cent, dependant on the subject, attained a higher than expected level. In English and science, the amount of high attainment was above average. Compared to similar schools, such standards are well above average.

3. This high achievement is maintained despite standards being lowered by relatively high proportions of pupils who transfer to the school from other schools or leave before the age of eleven. In 1999, for example, about one in five of the pupils then in Year 6 had joined the school after the age of seven. Of these, only half managed to attain or exceed the expected national level in the English and mathematics tests for eleven-year-olds. About one in three of that year group had left the school after the age of seven and before the age of eleven. Of these, 90 per cent had attained the national standard expected of a typical seven-year-old in the tests at the end of the infant key stage including 50 per cent who had exceeded that expectation. Almost every pupil in the 1999 Year 6 cohort who remained at the school throughout the junior years made the nationally expected amount of progress, which is better than average, and one in nine made more than expected progress. The school's assessment systems are very good and the needs of pupils who transfer to the school from other schools are quickly identified and they make progress at the same rate as the other pupils. The amount of pupil turnover in Year 6 in 1999 is replicated among year groups currently in school.

4. The inspection findings are consistent with the test results. Among pupils currently in Year 6, standards in the core subjects are still above average, although not as high overall as in 1999 because there are more pupils with special educational needs. The work of all pupils in Year 6 shows that they have made rapid progress since September 1999, when they entered their present class, and their learning in lessons is very good overall. The school is on course to meet its targets for 2000, which are slightly lower than in 1999, reflecting lower prior attainment of the pupils at age seven. The targets have taken into account the expected improvement brought about by implementing the National Literacy and the National Numeracy Strategies and are adequately challenging.

5. Attainment on entry to the nursery covers a wide range but is below average overall. This picture does not vary significantly from year to year, although there have been years when overall attainment on entry has been even lower. The present infant pupils are generally lively and interested in their work, though a significant proportion of them have undeveloped speaking and listening skills and their knowledge of numbers is limited. Progress in the nursery is good.

6. In the other year groups, with one exception, the pupils' work, and their learning in lessons shows that progress is never less than satisfactory. In most year groups, progress is good, and in some instances, very good overall, so much so that attainment catches up on national standards during the infant key stage and overtakes them towards the end of the juniors. In Year 4, however, progress is slow in English for all pupils and for high attaining pupils in mathematics, reflecting teaching that does not have enough depth, pace and challenge to it in these subjects. Year 4 pupils' learning in other subjects, apart from IT, is satisfactory.

7. There are no significant differences in either attainment or progress between pupils of different gender or background. Pupils with special educational needs mainly experience difficulties with reading, writing and number. Their progress is good in relation to their difficulties.

8. The above average standards and very good achievement reflect the good and very good quality of the teaching, improved curricular continuity, and the very good assessment arrangements, all of which are reported on at greater

length elsewhere. Additional funding from central government and from the local authority is being used well to purchase additional teaching time and target specific groups of pupils to increase their learning. After school booster classes, for example, are provided in Year 6 to help pupils catch up quickly on the national standards. These classes are well taught. The pupils in them are enthusiastic and making substantial improvements to their knowledge and skills. In one lesson, for example, the pupils revised their knowledge of square numbers, multiplication facts, multiples, and relevant number patterns found in the nine times table. During a fifteen-minute period, all pupils quickly gained in confidence, speed and accuracy and began to use their new knowledge of patterns to check the accuracy of their answers. They were eager to continue when the allotted time ended. In Year 2, additional funding is used effectively to employ an additional teacher and create small teaching groups during part of the Literacy Hour so that challenging guided work can be provided for pupils of different levels of attainment. Throughout the school, almost every teacher has very high expectations of the pupils and provides work that is appropriately matched to learning needs.

The headteacher and the teachers successfully encourage pupils to like learning, try hard in lessons, and behave well inside the classrooms and outside at play.

9. Nearly all pupils are eager to come to school and settle to their work without delay. Pupils under five in the nursery and the reception year are keen to get into the teaching areas at the start of sessions and quickly become involved in activities. Pupils who have responsibilities, such as those in Year 6 who help set up the computers, arrive early and give freely of their own time in pursuit of learning that they enjoy. Throughout the school, attitudes to lessons and to learning are generally good. In the mixed reception and Year 1 class, for example, the five and six-year-old pupils sit on the carpet sensibly for the entire length of the shared work. They listen attentively to the teacher and watch with great interest those pupils who are asked to write on the board for others to comment on. Relationships in this class are constructive between the teacher and her pupils, in part because they are kept well informed about the purposes of the lessons. When she tells them what they are going to learn, and explains the tasks, they respond with real excitement at the prospect and set to work eagerly.

10. Throughout the school, almost all pupils concentrate on their work without prompting from teachers or adults and persevere with tasks until they are finished. They respond positively to the help provided when things go wrong and demonstrate considerable willingness to follow advice and to learn. In most year groups, the general standard with which work is presented is good, although in Years 3 and 4 presentation is sometimes scruffy. The pupils' conduct towards each other and to adults is mostly courteous and respectful of others' needs, with these qualities increasing appropriately as the pupils mature. Personal development and relationships are good. The junior pupils generally anticipate visitors needs, for example, and volunteer to open doors or find a chair. No bullying, racist or sexist behaviour was seen and the pupils work in an atmosphere that is free from oppressive behaviour. Pupils report that bullying is uncommon and is dealt with quickly by the teachers when it does occur. All parents whose views are known are very satisfied with the standards of behaviour and the pupils' attitudes to school.

11. Expectations are high and this is one of the reasons why standards are good. The headteacher, teachers, and the other adults who work at the school, expect the pupils to behave well at all times and always to show courtesy and good manners to others; the pupils live up to these expectations. The expectations are well communicated to the pupils through assemblies and day to day contact and standards are rigorously applied. All adults at the school act as good role models and take the time to explain to pupils how the principles of good behaviour and good manners should be applied in the wide range of circumstances that arise daily. Time for pupils to reflect on their actions and to remedy them if needed is also provided. Praise and rewards are regularly used, with the reasons for the approval being clearly explained on nearly all occasions. A good range of formal rewards is given, including medals, stamps, stickers, house points and certificates. These are given for behaviour and for achievement and the criteria are reasonably consistent throughout the school. An appropriate range of sanctions is also used and, like the rewards, applied with satisfactory consistency. The teachers deal with the very rare instances of misbehaviour in lessons very effectively and learning is not disrupted. Only one exclusion has occurred at the school in the past two years and the correct procedures were followed.

12. The level of attendance is about one percentage point below the national average. This reflects relatively high levels of authorised absence for reasons of illness, though more families than is typical take children out of school for holidays in term time. Unauthorised absence is low. The headteacher monitors attendance every week and has satisfactory procedures in place to respond to non-attendance and to promote good attendance.

The quality of teaching is very good in the infants and in Years 5 and 6; it is good in the nursery and reception year groups.

13. The teaching is good overall in comparison with the national picture but there are variations in quality between the year groups. Ninety five per cent of the teaching is satisfactory or better. This proportion includes 70 per cent that is good or better, which is above average nationally. Thirty five per cent of the teaching is either very good or excellent and this is a high proportion by national standards.

14. The teaching of pupils throughout the infant key stage and in Years 5 and 6 is very good, reflecting the work of four teachers. The teaching of pupils in the nursery and pupils under five in the reception year is consistently good. The teaching in Year 3 is satisfactory. The teaching in Year 4 is just satisfactory overall; one unsatisfactory English lesson was seen. With this one exception, the teaching of English and mathematics overall is good throughout the school. There is no unsatisfactory teaching in mathematics and three quarters is good or better. In English, two thirds of the teaching is good or better and 50 per cent is either very good or excellent, which is very high.

15. The excellent and very good teaching inspires the pupils to try hard and to tackle demanding work that they might otherwise hesitate over. This is achieved by very good knowledge of the subject but also by excellent, detailed knowledge of methods and a wide range of simple strategies that are used well to engage pupils intellectually and to keep them fully involved in the activity.

16. In an excellent lesson in a combined Year 1 and 2 class for example, the teacher, without warning, deliberately read a paragraph from a text without any expression in her voice. This instantly captivated the attention of the pupils. One seven-year-old pupil commented that she did not like the reading "because there was no expression in it". A quick, pertinent discussion followed about the use of expression when reading aloud and then all pupils joined in a shared reading of the text, trying very hard to demonstrate their understanding through the expression in their voices. During shared work, perceptive questioning and clear explanations by the teacher leads to all pupils increasing their knowledge of spelling, punctuation, grammar, correct terminology and vocabularies and to them being excited by what they are learning. Where teaching is excellent, key skills are very powerfully and quickly taught and encompass the needs of pupils with a wide range of prior attainment. For example, in a ten minute guided activity with a teacher, a mixed group of six and seven-year-olds had to edit and correct several sentences that were already written on a blackboard. The errors in the sentences required knowledge that ranged from the need for words to have spaces between them, for the lower attaining pupils, to the use of speech marks and the tenses of verbs for the higher attaining pupils. The quality of the discussion was very high and involved all in the group, with individual pupils writing corrections on the blackboard for others to comment upon. By the end of the task, all pupils were confidently and accurately suggesting appropriate corrections and tackling work, some of which was at a standard that was significantly higher than expected for their age.

17. In a very good English lesson in Year 6, precise questioning helped pupils to recall previous learning about genres before studying on one genre in particular. The ensuing shared reading and associated discussion rapidly increased pupils' knowledge of differences between formal and informal language and led them towards an understanding of terms such as "colloquial" and "Standard English". By the end of the lesson, all of the pupils had a good grasp of the differences. In a very good mathematics lesson, also in Year 6, a rapid paced mental warm up based on the six times table stretched every pupil, not only to recall multiplication facts but to apply this knowledge to new situations involving complex calculations and increasingly large numbers. It was followed, without delay, by the main teaching part of the lesson. This was about changing the units of measurement, for example from kilograms to grams and vice versa. Key vocabulary was introduced from the start, having been already prepared on the blackboard; explanations were precise. The teaching concentrated appropriately on mental strategies to manipulate the numbers and encouraged pupils to explore methods in depth and to explain their own.

18. Where teaching is good, all the pupils are given work that is well matched to their learning needs. They are well supported during practical work and all of them make satisfactory progress. In a good mathematics lesson in Year 5, for example, the teacher worked directly with a low attaining group. She guided them towards finding the area of different rectangular shapes by counting squares and then learning how to calculate area from finding and multiplying length and breadth. A class assistant worked with a group of average attaining pupils who were measuring the length and widths of complex shapes and then using a calculator correctly to find the area. High attaining pupils worked independently to find out how many rectangles that they could make that had different dimensions but the same area. Throughout the lesson, the adults monitored the pupils to remedy any misconceptions or common errors. By the end of the lesson, the pupils had completed the tasks and extended their knowledge satisfactorily.

19. Where teaching is satisfactory, the pupils generally make progress but one or two shortcomings in the methods and organisational strategies of the work set prevent minorities of pupils in the class from making maximum progress. In a satisfactory English lesson in a combined Year 1 and 2 class, for example, shared word level work effectively extended

pupils' knowledge of spelling patterns, punctuation, and the conventions that are followed when writing questions. Shared text work, which had preceded the word level work, had concentrated appropriately on comprehension skills but had not provided the pupils with a text they could see and read and so gave the pupils too little time to practise reading. A small amount of the teaching is unsatisfactory; the teachers' lack of subject expertise leads to teaching that is without depth or challenge, such that no pupil makes sufficient progress in the allotted time.

20. The teachers' subject knowledge and expertise in English and mathematics, including their knowledge of the National Literacy and Numeracy Strategies, is good overall, with only very few individual exceptions. However, the teachers' knowledge of information technology, especially of the full National Curriculum programme of study and the methods to teach it effectively, is generally unsatisfactory. In core subjects, apart from information technology, the teaching of phonics and other basic skills is good overall. Planning in literacy and numeracy is rigorous and detailed, with provision appropriately identified for high, average and low attaining pupils, and pupils in different year groups in mixed age classes. In all lessons, learning objectives are appropriately shared with the pupils. They are written on the board and used as part of the introduction to the lesson. Support staff are used well. Resources are mostly used well, with only very occasional instances found of wrong choices or inefficient usage. Day to day assessment is generally used very effectively to help pupils overcome difficulties.

21. The arrangements for homework are satisfactory overall but do not always extend the oldest pupils sufficiently. Displayed work shows examples of good quality extended homework projects that are undertaken from time to time. Day to day homework varies in quality and not enough homework is provided that challenges the older pupils to read, write or engage in mathematical activity at length.

The provision for pupils with special educational needs is well organised and effective.

22. Pupils with special educational needs are identified early in all year groups throughout the school, with the nature of their difficulties being well diagnosed. The very good assessment arrangements, which utilise test information as well as the teachers' professional judgements, are regularly analysed to identify those pupils whose attainment is below specific thresholds. The main assessment records for the whole school include targets for improvement for every pupil in each year group, which is very good practice. Progress towards these targets is monitored during the course of the school year and is used to inform decisions about special educational needs. The special educational needs register currently identifies 48 pupils as having special needs. This amounts to about 18 per cent of the pupils on roll and is broadly average. Two pupils have a statement, which is less than one per cent of the numbers on roll; this is below average.

23. The pupils' difficulties are mainly with literacy and numeracy and are mostly remediable, given appropriate support. Records show that pupils in this group are successfully provided for and they are put at a lower stage of the register, after review, or are removed altogether. One pupil in Year 2, for example, was experiencing a difficulty with independent writing. She was appropriately supported, her confidence and ability improved, and she is now at a stage where she can keep up with class work and is only occasionally monitored to check that progress is being maintained. At the start of the year she was able only to copy a sentence after it had been dictated to an adult. Now, she can write freely and use a dictionary to support her spelling.

24. A few pupils have more serious educational needs, including dyslexia, moderate and severe learning difficulties, speech and hearing impairment, and autism. They mostly receive additional support funded by the local authority. The learning assistants who give the support are very experienced and provide good quality help for the individual pupils involved. The assistants work closely with the class teachers, using the individual education plans for the pupils to match their work to individual needs. They mostly work in the classroom, supporting literacy and numeracy, but occasionally work with pupils withdrawn from their classes; in both cases, the work is tightly planned, effectively taught and promotes good progress. All pupils with special educational needs are fully involved in the main work of their classes. Additional resources are provided where this is necessary for involvement to be successful, such as the provision of a voice transmitter for a teacher to wear when teaching a pupil with hearing impairment.

25. Management of special educational needs is good and takes full account of the Code of Practice. The special educational needs coordinator has been in post about one year. She has recently received appropriate training from the local authority and this is having a good impact on her work. Records are maintained well. Individual education plans are of good quality and well used to plan the work for pupils. Parents are appropriately involved from the earliest stages and their views are taken into account and well documented. Statutorily required reviews take place appropriately. Records are not yet used sufficiently to identify gifted and talented pupils and special provision is not made for them. Even so, the small number of very high attaining pupils are stretched by the teaching and their needs are broadly met in practice.

The assessment arrangements are very good.

26. The previous inspection found that the assessment arrangements were only just starting to develop and identified this as an issue for improvement. The assessment arrangements are now very good. In their present form, they have been operational for about two years. Every pupil is assessed at least twice every year in English and mathematics and their work is levelled using the National Curriculum levels of attainment. A target for each pupil is set in these subjects at the start of the school year and their progress towards their target is reviewed regularly. This is very good practice and helps the teachers build up a clear picture of individual achievement. Assessment also occurs in other subjects, including information technology, and this is good. Pupils under five are appropriately assessed using the nationally agreed desirable learning outcomes for this age group.

27. The National Curriculum criteria have been analysed in English and mathematics and each attainment level has been subdivided incrementally into three sub-levels so that fine-tuned assessments can be made and progress within each level can be more readily assessed. This, too, is very good practice. It has been linked to the compilation of extensive portfolios of levelled work that have been moderated by the local authority. This is helping the teachers acquire an accurate and detailed understanding of the national expectations in each of the core subjects and establish a consensus about the different levels of attainment.

28. Teachers' weekly plans clearly show that pupils are sensibly grouped within classes according to their attainment and that tasks are matched closely to pupils' learning needs. In nearly all lessons, the work provided is appropriately challenging; it builds upon what pupils already know and leads to acquisitions of new knowledge. In English, good use has recently been made of specific detailed targets for each pupil, such as "starting sentences with capital letters". These targets are written on a bookmark, which each child has with them when they write. The bookmark targets are proving to be a good reminder and are leading to quick progress being made. The teachers appropriately annotate the bookmarks when the target is consistently achieved. Assessment is used to identify pupils who need extra help through booster classes, for example, and through additional literacy support.

29. Good use is made of baseline assessments and national tests, not only the statutory tests at ages of seven and eleven, but also optional tests at age eight, nine and ten. The data is analysed to help identify strengths and weaknesses in the teaching. Weaknesses in independent writing, for example, were found through the analysis of test results and other assessments soon after the arrangements were introduced. Improving writing became a priority for school development and featured in the school development plan in 1998-9. The success of the development is confirmed by the 1999 test results in writing, which were above average.

30. Some of the success criteria in the school development plan are now linked to targets for improvement and can be measured, though this approach is not used as extensively as it could be. The assessment information is well used to identify differences in performance between boys and girls. A good evaluation of the standards attained is produced each year and then appropriately reported to the governing body, who actively hold the school to account for the standards achieved.

The headteacher, deputy headteacher, and key stage coordinators provide strong leadership and effective management.

31. The leadership and the management of the headteacher, deputy headteacher and other key staff are very good. This is the major reason why attainment, learning, attitudes, behaviour, teaching, and caring for pupils are all good, or better, and have improved since the last inspection. These standards have been sustained against a background of considerable change. The school has grown in size because of changes in the community; building work to add two extra classrooms having just been completed; and more than half of the teachers have left for reasons of promotion.

32. The headteacher has high expectations of the pupils, and of her colleagues, and leads very effectively by example. She has a clear understanding of what constitutes high attainment in the core subjects, and what comprises best practice in teaching, the curriculum, and in management. She has successfully brought about changes that have produced an effective and improving school. Her staff shares her vision for the school and teamwork is well developed. The aims of the school are appropriate and relevant. They place strong emphasis on learning and high attainment and are well reflected in the work of the school.

33. The headteacher is using good systems for keeping performance under review. In addition to the assessment arrangements, she uses very good systems for monitoring the teaching and providing support where it is needed. The review procedures enable the headteacher and her staff to build a clear picture of what needs to be done. The systems for

taking decisions are efficient and involve key staff and governors appropriately.

34. For the past three years, the headteacher has observed the teaching of her colleagues regularly, with the systems being modified and improved over time. All teachers are seen and each programme of classroom visits follows a careful timetable and has clear objectives. The findings from her monitoring are fed back to the teachers individually and documented appropriately. The findings are evaluated and summarised by the headteacher at the end of the programme of visits, with common issues for improvement clearly identified, and reported to the curriculum committee of the governing body. The findings are used to set targets for individual teachers and to identify their individual training needs as well as whole-school training needs. Follow-up visits take place to check up on improvements. The deputy and the infant key stage coordinator are also involved in classroom observations and the headteacher has recently introduced a system of paired observations so that all teachers can be involved and benefit from the process of identifying and sharing best practice. The inspection findings are that these systems are effectively leading to a good overall quality in the teaching, to a shared determination among the teachers to identify and use the best teaching methods, and to improvement since the previous inspection.

35. The deputy headteacher has been at the school six weeks. She has a clear understanding of her role and responsibilities and is actively carrying them out. She leads very effectively through the example of her teaching and has already provided demonstration lessons in literacy and numeracy to support and help the development of some of her colleagues. The infant key stage coordinator has been in post about one year. She very effectively manages the assessment arrangements and has helped refine and improve them. She, too, leads by example through the high quality of her teaching.

36. The deputy headteacher and the infant key stage coordinator are involved with the headteacher in monitoring the planning and the pupils' work. The deputy headteacher, for example, has evaluated the weekly planning in numeracy and fed back to individual teachers on strengths and weaknesses found. She is evaluating the numeracy planning overall and is producing revisions to the planning aimed at general improvement. This is very good practice. Samples of high attaining, average, and low attaining pupils' work from each year group are examined and evaluated for attainment and progress. The findings are summarised and fed back to teachers at a staff meeting. The frequency with which this substantial amount of monitoring occurs is both manageable and appropriate.

WHAT COULD BE IMPROVED

Standards in information technology are below average and improvements in the subject have not been fast enough since the previous inspection.

37. At the time of the previous inspection, standards in the infant key stage were found to be satisfactory but those in the juniors were below average. This picture of attainment has hardly changed. Throughout the school, the pupils have only a partial knowledge of the National Curriculum programme of study, reflecting gaps in what is taught and only partial implementation of the scheme of work. Where an element of the programme of study is taught, standards are satisfactory. There are no significant differences in attainment between boys and girls but pupils with access to computers at home have higher levels of knowledge and expertise than other pupils.

38. Throughout the school the pupils have knowledge that is consistent with national expectations in word processing and graphics but their knowledge of database programs, spreadsheets, and control technology is well below expectations. In Year 6, for example, high attaining pupils, with a deep interest in computers, are able to enter text quickly and accurately using a word processor. They have good knowledge of the range of editing features found in a word processor. They can mark, cut, past, and grab and move text to reposition it, or correct spellings and punctuation, efficiently, and have good understanding of the procedures for selecting functions from menus and saving and printing their work. They have the technical knowledge to switch machines on and off following correct procedures and to resolve one or two of the simpler faults that can occur. They have recently been taught about the internet and can describe how to log on and off this service. However, they have no usable knowledge of spreadsheets, nor have they experienced collecting, entering, and analysing information of their own using a database program. They have used simple control devices and screen logo programs, but their knowledge of these is well below that expected for their age. A similar picture of knowledge and understanding is found in the other year groups, although the pupils are developing knowledge of programs devised to help the learning of other skills, such as phonics, spelling, and number calculations.

39. Very little direct teaching was seen. Although computers are frequently switched on, they are rarely used. When they are used, the pupils' work seldom relates well to the main lesson objectives and is frequently lacking in organisation and purpose. The planning shows that one short lesson is taught each week in every class. During the inspection week, these were mostly on days when the inspectors were not in school, though one lesson was seen. This lesson in the

combined reception and Year 1 class was effective. All of the pupils sat close to a single computer and they were taught how to use a graphics program. By the end of the direct teaching, all of the pupils had gained worthwhile new knowledge.

40. Discussions with groups of pupils shows that whole-class teaching is a common, but new, method used in all classes. However, follow up opportunities for pupils to use computers individually are essential if this method is to lead successfully to pupils consolidating their knowledge of a program and developing their handling skills. Few opportunities for individual use of this kind were seen in any age group during the inspection. Discussions with pupils reveal that, in practice, their chances of using computers vary from child to child and class to class considerably. Some pupils report that there may be a two or three week interval between them gaining “hands-on” experience, which is too infrequent.

41. Teachers are not planning rigorously for all pupils to have equal access to computers and to a set of common basic experiences. In some classes, those who finish other work quickly use computers more than others and access is seen as a reward and not an entitlement; this is unsatisfactory. Overall, regular use of computers is inconsistent and insufficient for all pupils to develop the necessary information and communications technology skills.

42. Improving standards was a key issue that followed the previous inspection. The governors, headteacher and her staff have responded positively to the issue but have not been fully successful. All the teachers have, in turn, attended a local authority training course that provided basic knowledge of computers and printers and how to set them up and get them running. New teachers appointed to the school have also received this training, which has been effective and all teachers now have basic knowledge of the equipment. The headteacher submitted a bid for additional funding, which was successful and very recently led to new equipment being acquired. She also appointed a coordinator for the subject.

43. With each of these initiatives, there have been problems and timescales that are largely outside the immediate control of the school have slowed developments and prevented them from having the desired impact on pupils’ knowledge and understanding. The local authority training, in the time available, did not cover knowledge of the National Curriculum programme of study in detail. This was a task for the subject coordinator, together with a rewriting of the scheme of work. Staff changes have meant that there have been four different coordinators since the last inspection. This has significantly affected the continuity of developments and has meant that there is a lack of in-depth subject expertise among the teachers despite the temporary measures adopted. The school is awaiting the next coordinator taking up her appointment later this school year. Although a new scheme of satisfactory quality has been written, not enough has been done to implement it or to increase the teachers’ knowledge of the programme of study and the most effective methods of teaching it. The new equipment has only recently been installed and has had substantial teething problems. These are only now being resolved through the purchasing of additional technical support, a good and speedily taken decision by the headteacher which means that the teachers have weekly access to technical support and the more complex technical problems are quickly remedied. Resources are now satisfactory.

In Year 4, all pupils make slow progress in English and the high attaining pupils make slow progress in mathematics.

44. In English, the teaching in Year 4 is not effective enough to maintain the pace of pupils’ learning. The amount of work covered is too little; not enough emphasis is placed on written composition; not enough time is given to improving the pupils’ grammar, punctuation, spelling and handwriting through methods that motivate pupils and make the language come alive. In mathematics, while average and low attaining pupils generally have work that is suited to their needs, the high attaining pupils are given work that is too easy; they are insufficiently stretched by the teaching and their progress is slow.

45. In Year 4, the work in English that has been completed by the pupils between the time they transferred into the year group and the time of the inspection, more than half of the school year, shows that they have not sufficiently extended their knowledge or their skills in writing. Their progress in this aspect is unsatisfactory. The substantial majority of them transferred to the year group having previously built satisfactorily on the standards attained at the end of the infant key stage and were on course to attain or exceed the standard expected of a typical nine-year-old. However, too many of them have not reached, or are unlikely to reach, this standard. This is because insufficient emphasis is placed on building up a basic knowledge of the English language and developing key skills of punctuation, grammar, spelling and handwriting through exciting and motivating activities. While the length of the pupils’ stories and other types of writing shows some improvement, basic errors such as inconsistent use of capital letters and full stops persist much longer than they should.

46. The volume of work completed in English is too low, which is particularly noticeable when compared to the other year groups. Too much time is given to exercises, or copying from the board or worksheets, and not enough time to the pupils composing their own sentences and being encouraged to write accurately at length, so that what has been learnt

from the exercises can be consolidated through application. Gaps appear in the knowledge being taught, so that there is insufficient continuity, progression and rigour to the learning. The teaching methods are sometimes ineffective, reflecting insufficient knowledge and expertise in the subject. The pace of lessons is slow and the work is not well matched to the different levels of attainment found amongst the pupils. Tasks are sometimes undemanding. Marking is used to encourage pupils and to praise them but it does not explain why a piece of work is good, or what might be improved, and this is unsatisfactory.

47. In mathematics, the quality of teaching in Year 4 is generally better than in English and lessons are usually well resourced. The methods reflect the National Numeracy Strategy but the planning does not specifically take into account the learning needs of pupils with different levels of attainment. The planning concentrates mainly on what pupils will do and not on what they will learn from the activities and this is leading to time consuming but undemanding work, such as copying unnecessarily from the board. The majority of the pupils, those with average or low attainment, are given work that is adequately challenging. However, most of the work is pitched at the same level and this leads to high attaining pupils not being stretched sufficiently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. To raise standards in information technology, the headteacher and her staff, with the support of the governing body should:

- raise the quality of teaching to that of the best, especially in lessons where information technology is part of work in other subjects;
- increase teachers' knowledge of the National Curriculum programme of study, and the methods and organisational strategies necessary to teach it efficiently and effectively, to a level that enables every teacher to meet the pupils' curricular and learning needs fully;
- increase the amount of time that computers are in use;
- improve the half-term and weekly planning by including more detail about pupils' curricular and learning needs and the learning objectives; include specific learning objectives for information technology, and details of the target groups, in the weekly planning for all subjects where this is relevant;
- set targets for the pupils and monitor their progress towards them;
- monitor rigorously the quality of the teaching and the equality of access for pupils to the equipment;
- set measurable targets for improvement and monitor progress towards achieving them.

49. To increase progress and raise standards in Year 4 in English and mathematics, the headteacher and relevant staff should, as a matter of urgency:

- raise the quality of teaching in these subjects to at least the level found elsewhere in the school;
- increase knowledge of the National Literacy Strategy Framework for teaching, where this is necessary;
- include specific objectives for pupils with different levels of attainment in the weekly planning;
- match the work appropriately to pupils' learning needs;
- monitor the teaching rigorously;
- set specific targets for improvement and monitor progress towards achieving them within the allocated time;
- report on progress to the governing body.

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	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	30	35	25	5	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)	29	241
Number of full-time pupils eligible for free school meals	6	71

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	46

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	11
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	24	10	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	23	22
	Girls	7	8	6
	Total	27	31	28
Percentage of pupils at NC level 2 or above	School	79	91	82
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	7	6	7
	Total	28	27	29
Percentage of pupils at NC level 2 or above	School	82	79	85
	National	82	86	87

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	13	11	15
	Total	24	23	30
Percentage of pupils at NC level 4 or above	School	77	74	97
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	14	12	13
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	81	80	84
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	207
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only. It excludes 32 pupils in reception and 39 in the nursery.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	25.6
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	216

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	3
Total aggregate hours worked per week	64

Number of pupils per FTE adult	7
--------------------------------	---

FTE means full-time equivalent.

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	1	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	1998-9
	£
Total income	424663
Total expenditure	407273
Expenditure per pupil (based on 262 NOR)	1555
Balance brought forward from previous year	13736
Balance carried forward to next year	31126

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

276

Number of questionnaires returned

41

Percentage of responses in each category

(Percentages may not add up to 100 because of rounding)

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
64	34	0	2	0
66	29	5	0	0
34	57	0	2	7
32	34	16	11	7
57	34	2	0	7
45	32	16	5	2
66	22	5	7	0
66	29	5	0	0
43	34	18	2	2
57	32	2	2	7
57	34	2	0	7
20	25	23	14	18

Other issues raised by parents

All issues raised by parents are included in a table above.