

INSPECTION REPORT

THE NEWTON COMMUNITY PRIMARY SCHOOL

Eltisley. St.Neots

LEA area: Cambridgeshire

Unique reference number: 110717

Headteacher: Mrs. J. Johnson

Reporting inspector: Mr. S. M. O'Toole
20891

Dates of inspection: 6 – 7th June 2000

Inspection number: 189149

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:	Caxton End Eltisley. St. Neots Cambridgeshire
Postcode:	PE19 6TL
Telephone number:	01480 880215
Fax number:	01480 880138
Appropriate authority:	The governing body
Name of chair of governors:	Mr. T. Usher
Date of previous inspection:	16 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr. S. O'Toole	Registered inspector
Mr. P. Robertson	Lay inspector

The inspection contractor was:

Meridian Inspections
23, Marlingford Way
Easton
Norwich
NR4 5HA

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Newton School is a smaller than average primary school for boys and girls aged from 4 to 11. It has 105 full-time pupils, a rise of 20 per cent since the previous inspection. When they start school, most children have levels of skill, knowledge and understanding typical of four-year-olds within the local authority, although they have a wide range of abilities. Almost all pupils come from white ethnic backgrounds and have English as their first language. The proportion of pupils with special educational needs has risen significantly since the previous inspection. Almost a quarter have special educational needs and two have statements of special educational needs, figures which are a little above average. The percentage of pupils eligible for free school meals is below the national average.

HOW GOOD THE SCHOOL IS

The school is very effective. It is better than reported at the time of the previous inspection and is well placed to build upon its strengths. The school has been through many changes but has improved the quality of education provided through effective teamwork. Standards in English and mathematics have improved and are above average at the end of Year 2. By the end of Year 6 the standards attained in English, mathematics and science are at least as high as they should be. A particular success is the way in which pupils with special educational needs make progress. The leadership and management of the school are very good. The teaching is good and there are effective systems in place for planning, monitoring and evaluating the school's performance. The school uses the resources available wisely and provides good value for money.

What the school does well

- Pupils of all abilities make good progress and work hard.
- The quality of teaching is good. The staff work effectively as a team, and plan lessons well so that the pupils are challenged and develop positive attitudes to learning.
- The headteacher provides very good leadership and is supported well by other staff and the governors in managing the school.

What could be improved

- The use of marking to provide guidance to the pupils on how they might improve.
- More effective communication with parents about their children's progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in September 1996 there have been significant staff changes. The school has made very good headway in remedying the weaknesses identified in the previous inspection report. The quality of education has improved through more effective teaching. There are sufficiently challenging targets which the school is on course to meet. The implementation of good policies and schemes of work has helped to ensure that skills, knowledge and understanding are developed consistently through the school. As a result standards have been raised in the infants and at least maintained in the juniors and the rate of learning has accelerated. There is more rigour in checking on the teaching and learning by the headteacher and governors. The school has clear aims and its plans for the future are well focused and achievable. The governors have become more active in decision making, using the funds available effectively and evaluating the school's performance with rigour.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	C	A	A
mathematics	A*	D	A	C
science	A*	A	A*	A

Key

well above average A

above average B

average C

below average D

well below average E

The school's performance in national tests varies from year to year due to the proportion of pupils with special educational needs and the varying size of each year group. However, there is an upward trend in attainment which is in line with the national trend and standards are as high as they should be. On admission to the school at age four the pupils have a wide range of skills but the proportion of those with higher levels of knowledge and understanding varies widely. In 1999, the pupils in Year 6 attained standards which were well above the national average in English and mathematics and among the top five per cent of schools nationally in science. The results at the end of Year 2 were above average in reading and average in writing and mathematics. Children under five make a good start and their progress is rapid so that by the age of five their achievements are above the expectations for their age. Inspection evidence shows that the infants have above average reading and mathematical skills. This year, those pupils in Year 6 have average levels of attainment in English, mathematics and science. This represents good success in view of the high proportion of pupils with special educational needs. The school has realistic, challenging and achievable targets which it is on course to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen and well motivated learners. They speak positively about their school and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. The pupils are very polite and courteous, showing consideration and thoughtfulness to others. When moving around the school, they are careful and sensible. Behaviour in assemblies is very good.
Personal development and relationships	The pupils get on well together and they have very good relationships with the staff. They are keen to help each other and show good levels of maturity in taking responsibility. They are thoughtful and aware of the needs of others showing initiative in, for example, raising funds to support charities.
Attendance	Good. The pupils enjoy coming to school and their attendance is above the national average.

From starting school, the children under five make good progress in their personal development and become confident and keen learners. In the infants and juniors, the pupils are attentive listeners and keen participants particularly enjoying practical work and literacy lessons. They appreciate their classmates, spontaneously applauding their performances in reading poetry and make helpful suggestions about how their work could be improved. There have been no exclusions.

TEACHING AND LEARNING

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

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

The quality of teaching is good and has improved since the previous inspection. All lessons were satisfactory or better with 40 per cent very good, 50 per cent good and 10 per cent satisfactory. The teaching of English and mathematics is very good with effective use made of the National Literacy and Numeracy Strategies to plan well-focused and challenging lessons. The teaching of children under five is good and much emphasis is given to developing their social skills and competence in language and mathematics. Pupils with special educational needs are taught well and the additional support provided enables them to make good progress. A particular strength in the teaching is the way in which the teachers plan work which is matched to the differing ages and abilities within each class. This ensures that the most able are given good opportunities to work at sufficiently demanding levels. The teachers encourage the pupils to take responsibility for their own learning. The pupils respond well and are active, interested and productive workers. The teachers mark the pupils work conscientiously but give insufficient guidance on how the pupils might improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a wide and interesting curriculum and ensures that all pupils have opportunities to develop academic and learning skills.
Provision for pupils with special educational needs	Good. The teachers and support staff plan work which is matched well to the pupils' needs. Individual education plans are well-focused. Parents are involved in reviews of their children's progress. The system of withdrawing pupils for some lessons works effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school encourages the pupils to take responsibility for their own learning and to use their initiative. Spiritual and moral values are promoted well and underpin the work of the school. The broad curriculum includes good opportunities for the pupils to learn about other cultures and to develop an understanding of their role in society.
How well the school cares for its pupils	Very effectively. The staff know the pupils well and plan work to meet their needs. They keep a careful check on progress and behaviour. Lessons are planned using information gained from assessing the pupils' performance.

The parents and wider community are supportive in fund-raising and in helping in classrooms, and the school works hard to involve parents. Some parents would like more information about their children's progress. Reception children have a good curriculum which prepares them well for the National Curriculum. This is a caring school which promotes positive attitudes and values well. There are good opportunities for the pupils to develop thoughtful attitudes and the school has worked hard to create an environment in which bullying and unkindness are not tolerated.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a good sense of teamwork and dedication by staff. The shared values and commitment to raising standards pervade the life of the school and have resulted in very good improvement since the previous inspection.
How well the governors fulfil their responsibilities	Very effectively. There is a strong sense of commitment to improving the school. The governors ensure that all statutory requirements are met.
The school's evaluation of its performance	Very good. The headteacher and governors have a firm grasp of the school's performance and rigorously check on the quality of teaching and learning. The governors regularly monitor the school's plans and targets and provide challenging and effective support in raising standards.
The strategic use of resources	Very good. Financial planning and control are robust and the governors ensure that money is spent wisely and to the benefit of the pupils.

The school has sufficient resources, staff and accommodation and uses them well. The governors make good use of the funds available. Budget decisions are made in the best interest of the pupils, and good use is made of the funds raised by parents to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children behave very well and the school helps them to become responsible. • Their children like school. • Their children make good progress. • The good quality of the teaching. • That the school expects their children to work hard. 	<ul style="list-style-type: none"> • The information they receive about their children's progress. • A wider range of activities. • Some aspects of the leadership and management of the school. • The use of computers.

The inspection team endorses the positive views of the parents. In view of its size, the school makes good provision for additional activities. The school has been through much change in recent years and the headteacher and governors have been successful in maintaining a positive ethos and improving the quality of education. Computers are used sufficiently to extend the pupils' skills and standards are about average for the age of the pupils. There is some good information provided by the school but more focus is needed on explaining to parents what is expected of their children and how much progress they are making.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils of all abilities make good progress and work hard.

1. On admission to the school at age four the pupils have a wide range of skills but the proportion of those with higher levels of knowledge and understanding varies widely. Attainment is broadly in line with that expected of four-year-olds but a little below the average in the local authority. Children under five make good progress. They settle into the school's routines very quickly and through effective teaching become proficient learners who are well organised and who take responsibility for their own work. They make good progress and by the age of five attain the standards expected for five-year-olds with most achieving beyond this in language and literacy and mathematics. They enjoy reading and writing and show much confidence in handling books and in responding to stories and poems. They recognise familiar words and phrases and join in with enthusiasm during story time repeating phrases with expression. In their number work they count beyond 20 and the more able add and subtract small numbers correctly. They recognise patterns and enjoy number rhymes and games. The children work hard. They settle very quickly to tasks and share equipment and resources. They waste no time and during the structured play activities focus on the task well. For example, in playing in the sand trays they eagerly discussed the difference in texture between wet and dry sand and worked carefully when finding out which containers held the most sand or water.
2. The school has an above average proportion of pupils with special educational needs and they make good progress. Over half of the pupils with special educational needs are in the Year 5 and 6 class and this has an impact on the overall standards attained in the national tests at age eleven. However, standards are as high as they should be given the particular make up of the class. The pupils benefit from well-focused support either in withdrawal sessions with a teaching assistant or through work in the classrooms which is matched to the targets in their individual education plans. They make good progress in spelling, learning words as part of homework and then applying their knowledge in their written work. Most of the pupils with special educational needs achieve average standards in their handwriting by the time they leave the school and this is due to effective direct teaching of skills and regular practice. Regular and consistent practice of reading helps the pupils to make as much progress as possible in using their reading skills in other subjects and it is a mark of the school's success that almost all of these pupils read competently, although they do lack fluency. Those pupils with statements of special educational needs make good progress in reading. Although they do not always read accurately they are able to substitute words which give a similar meaning to that in the text, showing a secure understanding of what they are reading.
3. The school's performance in national tests varies from year to year due to the proportion of pupils with special educational needs and the variation in size of pupils in each year group. However, there is an upward trend in attainment which is in line with the national trend and standards are as high as they should be. In 1999, the pupils in Year 6 attained standards which were well above the national average in English and mathematics and among the top five per cent of schools nationally in science. The results at the end of Year 2 were above average in reading and average in writing and mathematics. This year, inspection evidence shows that infant pupils have above average reading and mathematical skills. This year those pupils in Year 6 have average levels of attainment in English, mathematics and science. This represents good

success in view of the high proportion of pupils with special educational needs. The school has realistic, challenging and achievable targets which it is on course to meet.

4. Infant and Junior aged pupils make good progress. Throughout the school there is a commitment by teachers and pupils to hard work. The pupils concentrate well and persevere with tasks. They work quickly and accurately paying attention to presentation. In literacy and numeracy lessons they are keen to complete tasks and are anxious to move onto the next task without wasting time. The school's records of pupils' achievement provide useful information about the progress made by each pupil in knowledge, understanding and skills. Inspection evidence found that the pupils make good gains in reading particularly in reception and Years 1 and 2. They develop from having limited early reading skills to being proficient readers by the age of seven. They make good gains in recognising letters and the sounds they make and use this knowledge well to build words. The juniors make good progress in handwriting, spelling, punctuation and grammar and are competent readers and writers by the time they leave the school. Very good progress has been made in developing mental arithmetic skills since the introduction of the National Numeracy Strategy and the pupils use their knowledge of number facts well to solve problems quickly and accurately. More able pupils make good progress in all aspects of their work as they receive suitable challenge from their teachers and are given opportunities to work in ability groups for English and mathematics. The teachers successfully provide an accurate match of work by using a variety of methods, setting varied tasks and establishing high expectations.

The quality of teaching is good. The staff work effectively as a team, and plan lessons well so that the pupils are challenged and develop positive attitudes to learning.

5. The quality of teaching is good and has improved since the previous inspection through more effective planning and successful monitoring. In the lessons seen all of the teaching was satisfactory or better. In 40 per cent of lessons the teaching was very good, half were good and 10 per cent were satisfactory. The most effective teaching was in English and mathematics and the staff made effective use of the National Literacy and Numeracy Strategies to plan well-focused and challenging lessons. Reception children are given many practical activities and much helpful guidance and as a result they make good progress through effective teaching. Pupils with special educational needs benefit from some additional support and work which is matched to their needs. Similarly the more able pupils have good opportunities to work with their older classmates and make good gains in their learning as much of the work set is challenging and demanding.
6. A particular strength in the teaching is the way in which the teachers plan work which is matched to the differing ages and abilities within each class. This ensures that the most able are given good opportunities to work at sufficiently demanding levels. The pupils are left in no doubt about the tasks to be completed and at the start of lessons are given clear guidance and an appropriate amount of time to complete work. The teachers organise their time well so that each group receives suitable support. This is done very well in literacy and numeracy lessons. After a well-paced introduction and opportunities for the pupils to clarify what is expected the teachers organise groups by ability and provide sufficiently challenging tasks. They encourage the pupils to select resources and to take responsibility for their own learning. The pupils respond well and are active, interested and productive workers. For example, in writing activities, the pupils make good use of dictionaries and wordbooks to check their spelling. During these times the pupils work productively focusing on the tasks and working at a good speed but also paying attention to accuracy.

7. The teachers have good subject knowledge and use it well to provide interesting lessons. Their varied approaches and methods combined with effective questions keep the pupils interested. There is a good blend between direct teaching to the whole class and support for individuals or small groups. The teachers achieve this balance through their thorough knowledge of the pupils as individuals and through careful monitoring of what the pupils have achieved. They use this information to plan the next stage in learning. The pupils enjoy learning and are keen to do their best. This is illustrated by the good quality of presentation and attention to detail and accuracy in their work. The teachers set high standards and expect the pupils to behave well. The pupils respond to the firm, fair and good-natured discipline by behaving very well and by showing a keen interest in all they do.
8. In all classes there is a good balance between instruction and opportunities for the pupils to investigate. In science lessons, the teachers give good guidance about the aims of the lesson and then allow the pupils to plan experiments and to investigate different avenues. The teachers intervene in mathematics lessons by asking questions or giving clues about patterns in numbers to aid pupils' understanding. In English lessons, the teachers use a variety of texts and match them well to the pupils' reading skills. For example in the Year 5 and 6 class the pupils analysed some poetry, worked effectively in groups to practise performing and then shared the poem with the class. Their peers responded well with spontaneous applause and then made helpful and constructive comments about how to improve the performance.
9. The basic skills of reading, writing and number are taught well. Many and varied approaches are used to teach reading including regular practice at home. The staff are careful in their choice of texts to include those of interest to boys as well as girls and as a result standards in reading are high. A combination of teaching new words, often linked to a spelling programme, focusing on learning the sounds that letters make and providing a wide range of interesting books all help to ensure consistency in the development of reading skills. The teachers encourage the pupils to write in a variety of styles and to develop skills such as note-taking, letter writing and producing prose and poetry. Much emphasis is given to the teaching of spelling, grammar and punctuation within the context of writing stories and accounts. Good handwriting is encouraged through regular practice. The teachers have a good knowledge of the National Numeracy Strategy and use the suggestions it includes to plan lessons which build consistently on previous learning. There is much practice of mental arithmetic and opportunities for the pupils to use numbers in other subjects as well as to make use of mathematical skills such as graphing in science.
10. In summary:
 - Most of the teaching is good:
 - There is a good balance between direct teaching and opportunities for the pupils to work on their own:
 - Planning takes account of the different ages and abilities in the classes:
 - The teachers have good subject knowledge:
 - Lessons are well organised and a variety of approaches are used to motivate the pupils.

The headteacher provides very good leadership and is supported well by other staff and the governors in managing the school.

11. The school has been through many changes, particularly in its staffing, since the previous inspection. In spite of this, the headteacher, staff and governors have worked

hard to ensure that the following weaknesses identified in the previous inspection report have been remedied.

- Lesson planning is good and takes into account the needs of different groups of pupils.
- There is sufficient time allocated to each subject.
- The pupils have been given much more responsibility for their own work.
- There are good schemes of work and policies are in place and they are used well to support the consistent teaching of skills, knowledge and understanding.
- The governors are very involved in decision making and evaluating the school's performance.

As a result of the school's action, progress has improved and the school is well placed to build upon its success.

12. The headteacher leads by example in her teaching and provides very effective leadership, giving suitable opportunities for all staff to be involved in decision making and to take the lead in managing the subjects. There is a rigorous programme of checking up on the effectiveness of teaching and this has resulted in improved quality in lessons since the previous inspection. The governors are involved effectively in this programme of monitoring. They are regular visitors to the school and in addition to fulfilling their statutory responsibilities take a keen interest in evaluating the school's performance. They have observed lessons in literacy and have a good awareness of the progress being made by pupils with special educational needs. Regular reports of these visits are shared at governors' meetings and this helps the governors to focus on the next steps forward for the school. The result is that there is now a useful plan for the future which focuses on improving standards. The plan includes costs, who is to be responsible for action, ways of measuring how much has been achieved and appropriate timescales. The plan is also linked well to the school's challenging but achievable targets in the national tests for pupils aged seven and eleven.
13. The teachers work together effectively and share responsibilities fairly. There is a good sense of teamwork and this spirit of co-operation provides a good example to the pupils. Staff plan together and regularly review what has been taught. They have produced helpful schemes of work to guide teaching and the headteacher checks to see what has been achieved. Corporate decisions are made about purchasing new resources. There is an effective programme of staff development which is linked to the school's and national priorities and sufficient opportunities for individuals to pursue their own educational interests.
14. The school's finances are in good order. The governors and staff make prudent spending decisions and manage the budget well. There is a healthy surplus which has been earmarked to provide additional computers and staffing as well as a small contingency fund in case of emergency. The governors spend wisely keeping the interests of the pupils at the centre of their decision making. They seek to obtain the best possible use of funds when purchasing supplies and services and are ably assisted in this by the efficiency and expertise of the school secretary. The governors take stock of the results of their decisions for example in analysing the effectiveness of the additional support provided for the pupils with special educational needs.

WHAT COULD BE IMPROVED

The use of marking to provide guidance to the pupils on how they might improve.

15. The teachers regularly and consistently correct the pupils' work. Marking is often done with the pupils during lessons and this helps to iron out difficulties. The teachers often include positive comments to highlight any strengths in the pupils' work, making good use of praise. However, they do not set targets for the pupils and make it clear enough what the pupils need to do to improve their work. There are some good examples of the use of written questions in the pupils' books but they are rarely answered. Insufficient time is given to reviewing the comments and suggestions made and as a result some mistakes are not rectified.

More effective communication with parents about their children's progress.

16. About a third of the parents who responded to the questionnaires, sent out prior to the inspection, felt that they had insufficient information about how their children were making progress. The school provides some helpful information through meetings between teachers and parents and in the annual written report at the end of the school year. Parents have opportunities to make appointments to meet the staff should they wish. However, more needs to be done to explain to parents what is being taught and the level of success achieved by the pupils. The annual reports contain information about the subjects taught. In English and mathematics some indication is given of how well the pupils have done. However, there are insufficient targets and sharply focused judgements to show parents the relative strengths and weaknesses in their children's work. Parents would like more opportunities to look at their children's work and the school has plans to increase these opportunities in the near future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. This is a very effective school and in order to build on its strengths, the headteacher, staff and governors should:

(1) Improve the use of marking by:

- Setting well focused targets in the pupils' work:
- Providing guidance to the pupils on how they might improve:
- Giving more opportunities for the pupils to respond to corrections.

(2) Improve the information provided to parents about their children's progress by:

- Giving more regular information about the work done by the pupils:
- Sharpening up the annual progress reports so that parents are clear about how much progress their children have made.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	40	50	10	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	105
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	24

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	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	3	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	11
	Girls	3	3	3
	Total	15	14	14
Percentage of pupils at NC level 2 or above	School	94 (88)	88 (94)	88 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	3	3	3
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	88 (88)	88 (88)	94 (82)
	National	82 (80)	86 (84)	87 (85)

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

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	3	8	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	3
	Girls	8	7	8
	Total	11	9	11
Percentage of pupils at NC level 4 or above	School	100 (64)	82 (55)	100 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	3
	Girls	8	8	8
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (64)	91 (55)	100 (82)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
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)	4.6
Number of pupils per qualified teacher	22.8
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	74

Financial information

Financial year	1999 - 2000
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	£
Total income	192,619
Total expenditure	193,694
Expenditure per pupil	1,863
Balance brought forward from previous year	21,571
Balance carried forward to next year	20,496

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	54	8	2	0
My child is making good progress in school.	40	48	8	0	4
Behaviour in the school is good.	22	76	0	2	0
My child gets the right amount of work to do at home.	26	56	16	2	0
The teaching is good.	30	62	4	2	2
I am kept well informed about how my child is getting on.	14	52	34	0	0
I would feel comfortable about approaching the school with questions or a problem.	48	36	12	4	0
The school expects my child to work hard and achieve his or her best.	38	60	0	2	0
The school works closely with parents.	22	60	14	4	0
The school is well led and managed.	30	52	14	2	2
The school is helping my child become mature and responsible.	34	62	4	0	0
The school provides an interesting range of activities outside lessons.	24	50	22	0	4

Other issues raised by parents

Parents said that they were pleased with the work of the school but would like more information about how well their children are doing. Several parents felt that more opportunities should be given for the children to use computers. Parents said that behaviour was good but were concerned about less good behaviour at lunchtimes. They said that the school had been through difficult times with many staff changes but were happy that the situation had improved.