

INSPECTION REPORT

CHILDER THORNTON PRIMARY SCHOOL

Childer Thornton

LEA area: Cheshire

Unique reference number: 111083

Headteacher: Mr G Powell

Reporting inspector: Mr Keith Bardon
11807

Dates of inspection: 8 – 9 May 2000

Inspection number: 189519

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 to 11
Gender of pupils:	Mixed
School address:	New School Lane Childer Thornton Cheshire
Postcode:	CH66 1QY
Telephone number:	0151 339 3074
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Rusling
Date of previous inspection:	23 September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Childer Thornton Primary is a village school situated in a rural area on the outskirts of Ellesmere Port. It is smaller than the average primary with 156 pupils on roll. In recent years the school has become increasingly popular with parents and draws many of its pupils from less advantaged areas outside of its own locality. As a consequence of their diverse backgrounds, pupils' attainment on entry varies considerably. While, overall, attainment on entry is above average, in some years a marked proportion of pupils have problems with basic skills. Across the school as a whole, 12 per cent of pupils have special educational needs which is below the national average but here too there are significant year on year variations. In the current Year 6, for example, two out of the 15 pupils have significant learning difficulties and three quarters of the pupils in the year group have at some time had special educational needs. The proportion of pupils eligible for free school meals is very small and there are no pupils from minority ethnic backgrounds. The profile of pupils entering the school is likely to change in the future as a considerable number of new houses are under construction close by.

HOW GOOD THE SCHOOL IS

Childer Thornton provides its pupils with a good standard of education in a caring and supportive environment. Teachers promote an enthusiasm for learning that enables pupils to achieve well, both academically and personally. Although the money spent per pupil by the school is a little above the national average this level of spending represents good value.

What the school does well

- Good quality teaching results in effective learning and standards of attainment that in most years are above and on occasions well above average;
- The pupils respond well to the interesting and challenging lessons that teachers provide and throughout the school pupils make good progress;
- Very good leadership and management provide the school with a clear sense of purpose and inject a strong desire amongst staff to improve even further;
- Pupils' personal development is promoted very well through the school's very positive and caring ethos and the strong sense of community that this generates.

What could be improved

- Pupils' levels of attendance are below the national average;
- The criteria in the school's development plan against which levels of success are to be judged are not sharp enough

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has addressed the issues from the last inspection well and has made good improvement overall. Standards have been consistently above average and test results have kept pace with the national improvement. A good quality of teaching has been maintained and the national strategies used well to improve pupils' achievements in literacy and numeracy. Information technology and design and technology are no longer weak subjects and effective methods of assessing pupils' progress have been and are continuing to be developed. Strategies for monitoring teaching have been established and are beginning to provide useful information for both staff and governors. The subject management role of teachers has been reviewed and strengthened. The national schemes of work have been used effectively to improve the guidance available to teachers when they are planning lessons. The

school's development plan is better than it was although further improvement is required. Through class and whole school assemblies the school provides a daily act of corporate worship that complies well with statutory requirements.

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	C	A	B	C
mathematics	D	A	A	A
science	E	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

In the last two years the school's results have been good and have kept pace with improvements in standards nationally. Overall, pupils attain high standards both against the national averages and in comparison with schools with a similar intake of pupils.

When they took the National Curriculum tests in 1996 as seven-year-olds the pupils currently in Year 6 scored much lower than is normal for the school and a significant number had special educational needs. Since that time they have made good progress in relation to those results and have achieved well. However, because of the higher than usual current and historic incidence of special educational needs in this group, results this year can be expected to fall in national terms, but pick up again the following year. The school tracks pupils' development carefully and is fully aware of these variations. Consequently, lower performance targets have been set for this year than is usual. Despite being lower, these targets represent a good level of challenge and both pupils and the school are working hard to meet them. Currently pupils in Year 6 are attaining standards that are close to the national average but in other year groups standards are generally above or well above average.

When they first enter the reception class most children have above average basic skills although this can vary significantly from year to year. They make a good start in the reception class and by the age of five all but a very few have reached the national targets for the age group and a marked proportion have already begun National Curriculum work.

In the past few years, seven-year-olds have performed well in the national tests. This trend is continuing and in the Year 2 class pupils are attaining good standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn and respond well to the challenge in the work they are set.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous. They respond well to teachers' requests and behave in a sensible and mature manner.
Personal development and relationships	Pupils' personal development is very good. Pupils show a good level of independence and readily take on responsibilities. Throughout the school relationships are excellent.
Attendance	Unsatisfactory. Although unauthorised attendance is low and not a problem the level of authorised absence is above the national average.

TEACHING AND LEARNING

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

In all, 15 lessons were seen and teachers were observed in other situations, such as class discussions and assemblies. In 53 per cent of the lessons observed the teaching was good and in a further 27 per cent it was very good. In the remaining 20 per cent the teaching was satisfactory.

In the single lesson seen in the reception class a very positive impression of the teaching was gained. In both Key Stages 1 and 2 there was a spread of very good, good and satisfactory teaching with good lessons predominating.

Across the school the teaching of English and mathematics is good. The teaching of English in the two older junior classes is particularly effective and generates a high level of interest from pupils. Literacy and numeracy are taught well. Teachers recognise the opportunities that different subjects present and use these effectively to develop pupils' reading, writing and understanding of numbers.

Teachers know the strengths and weaknesses of their pupils well and plan carefully to ensure that the work is appropriate and builds on what they already know and can do. This helps ensure that the needs of all pupils are regularly met. Teachers build a high level of challenge into their lessons and pupils are stimulated to think for themselves. Pupils respond well to the challenge, concentrate well and make good gains in skills, knowledge and understanding. Most lessons move along at a good pace although occasionally the teacher takes a little too long to build up the momentum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. Appropriate emphasis is placed on the teaching of key skills but pupils have regular opportunities to learn across the full range of subjects. The provision for information technology, which was found to have weaknesses during the last inspection, is much better and computers are used well to support a range of different subjects, particularly English and mathematics.
Provision for pupils with special educational needs	Good. Care is taken to ensure that pupils' individual needs are met and that the pupils are fully included in lessons. Consequently pupils with special educational needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	School promotes pupils' personal development very well and a strong community spirit prevails. Provision for their spiritual and cultural development is good and for moral and social development it is very good.
How well the school cares for its pupils	School provides a good level of care and monitors pupils academic and personal development closely.

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 the school with strong and clear leadership and is ably supported by the deputy head. Subject co-ordinators contribute very effectively to school management.
How well the governors fulfil their responsibilities	With the exception of a small number of mistakes in the way attendance and test results are reported, governors fulfil their statutory responsibilities effectively. The Governing Body has a core of hard-working governors who perform their duty as a 'critical friend' of the school well.
The school's evaluation of its performance	Good overall. Procedures for monitoring pupils' performance and development are well established and very thorough. However, criteria in the school development plan against which effectiveness is to be measured are too broad.
The strategic use of resources	Very good. The funding made available to the school is spent well and finances are carefully controlled. However the school and governors buy many services from the local authority and do not always check as carefully as they could that these are providing the best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are taught well and make good progress in their learning and in developing a sense of responsibility;• The school is managed well and deals sensitively with any problems that arise;• Although they are expected to work hard, the children enjoy school.	<ul style="list-style-type: none">• A proportion of parents feel that the school's approach to homework is unclear and inconsistent;• Some parents feel that the range of extra-curricular activities is too narrow.

Inspectors share the parents' positive views of the school and of the good provision it makes for their children's education.

The school's policy on homework, which has been shared with parents, is clear and unambiguous. The inspection team saw a good range of completed homework and judged that this was appropriate and adequate.

While there is always scope to extend the extra-curricular activities, inspectors feel that for a school of this size the range provided is sufficiently broad.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good quality teaching results in effective learning and standards of attainment that in most years are above and on occasions well above average.

1. Children are provided with a good start to school life in the reception class. From the outset they are stimulated to learn and achieve well in relation to the national targets for these 'early learners'.
2. The performance of seven-year-olds in the National Curriculum tests has been consistently good since the school's last inspection and there is every indication that this will be sustained in the immediate future. Standards by the end of Year 2 are above average and pupils' achievements are good, particularly in English and mathematics.
3. Literacy and numeracy are generally taught well in Key Stage 1. Pupils are provided with a wide range of reading matter and given regular opportunities in a good range of subjects to read both to themselves and out aloud. Consequently by the age of seven the majority of pupils read with confidence and understanding. During a mathematics lesson, pupils were able to read a range of terms relating to addition and to use them correctly to compose sentences that answered a mathematical question. This simultaneous development of both literacy and numeracy made for a very effective lesson, which extended pupils' technical vocabulary and consolidated their good understanding of the process of addition. Pupils know how to adjust the style of their writing to suit different purposes and how to correct it so that it reads as it should. For example, in a Year 2 English lesson, pupils were able to identify when an incorrect verb tense had been used and which words had the wrong ending.
4. Standards are good in other subjects. In a geography lesson in Year 1 pupils showed very good knowledge of their locality. They were able to identify local landmarks from photographs and help position them on a large-scale street map of the immediate area. Pupils have a good understanding of how to make a science test fair and can explain cause and effect such as how the size of a pushing force relates to the distance a toy car travels.
5. For the past two years the school's eleven-year-olds have performed well in the National Curriculum tests and results have been above or well above average in English, mathematics and science. This is a reflection of the success of the school's drive to raise standards and has enabled results to keep pace with the rise in standards nationally.
6. As a group, the pupils currently in Year 6 have always performed at a lower level than is normal for the school. When they took the national tests as seven-year-olds their results were, and still are, the lowest the school has recorded. Year on year fluctuations in performance grades are not uncommon in small schools, often stemming from pupils' differing aptitudes for learning and the significant difference that a small number of pupils can have on the results overall. The school monitors pupils' performance carefully and quite reasonably expects the test results of the eleven-year-olds to be lower this year than in the recent past. Consequently the school has set its performance targets below those of last year. This is not a lowering of expectation but an accurate reflection of a group of pupils who, despite trying hard and being taught well, have some difficulty attaining the nationally expected standard. The school has worked conscientiously to ensure that the Year 6 pupils are as well prepared for the national tests as they could be, providing many with extra tuition in English and mathematics.

7. Most of the current Year 6 pupils are attaining average standards for their age but very few attain at an above average level and a significant minority of pupils are below average. However, pupils' achievements in relation to what they were attaining when they first came to the school are good and represent significant progress. Most Year 6 pupils understand what they are reading although some struggle when they encounter less common words. They write colourful poems and interesting stories, although some pupils have problems writing at length and spelling accurately. Literacy lessons are particularly well taught in the older two classes and this effectively develops pupils' interest in the English language and their appreciation of how powerful the written word can be. During one of these lessons pupils were able to use their developing understanding to analyse a piece of persuasive writing and to make judgements about how well the language had been used to construct the arguments for and against. When problem solving in mathematics the majority of Year 6 pupils are able to use different operations competently but have only a limited range of strategies to draw upon and often lack confidence when making mental calculations. Pupils' understanding of scientific ideas is sound although they have problems with more abstract concepts such as those that relate to the nature of light. The pupils in Year 6 have worked hard to reach the standards they have attained and while many do not find school work easy they apply themselves well and concentrate hard to make the best of the good opportunities to learn that the school provides for them. These positive attitudes to learning are typical of pupils throughout the school.
8. In contrast to the attainment in Year 6 a good proportion of Year 5 pupils are working at a level above and in some instances well above the national average for their age and can be expected to perform very well when they take the national tests next year. The standards attained by Year 5 pupils are far more typical of the school as a whole. For example, in mathematics lessons for the mixed Year 5 and Year 6 class it was often the younger pupils who responded first to the more challenging questions and showed clearer understanding of the mathematical concepts involved.

The pupils respond well to the interesting and challenging lessons that teachers provide and throughout the school pupils make good progress.

9. Lively, enthusiastic teaching stimulates pupils' interest. Lessons in English and mathematics move along at a good pace, which maintains pupils' attention and encourages them to concentrate on the tasks they have to complete. The pupils respond well and try hard to meet the targets that teachers set for them. Many classrooms are busy with the noise of pupils discussing their work, asking each other questions and trying out their ideas. Teachers' regular encouragement and praise have a very positive effect on pupils' attitudes to school and on their personal development. As a consequence, irrespective of their levels of attainment, pupils make good progress as they move through the different key stages.
10. Another significant reason why pupils achieve well is teachers' clear understanding of the level at which individuals are working and the way in which they skilfully adjust lessons to ensure that all pupils are provided with appropriate and challenging work. This is particularly well done in classes where pupils of different ages are taught together. The national literacy and numeracy strategies, for example, are used carefully to ensure that lessons are building on what pupils have previously learned and that they are not jumping too far ahead before they are ready. This careful consideration of what pupils' need to learn next is particularly beneficial for pupils with special educational needs and enables them to maintain a good rate of progress.

11. A high level of challenge is a deliberate and very positive feature of many lessons in different subjects. In mathematics lessons in Key Stage 2 for example, teachers make it clear that pupils are expected to look for alternative ways of making calculations so that they can double check an answer or find a better way of working. This encourages pupils to analyse and to put into words the methods they are using and to consider them alongside those of other pupils. In science pupils are given some information but then expected to discover the rest for themselves. This productive way of teaching provides pupils with the opportunity to construct ideas for themselves rather than simply trying to adopt those of others.
12. Teachers ask well-focused questions that make the pupils think and encourage them to make decisions. Occasionally the challenge in the work planned is a little too high but this is quickly recognised by the teachers and often used to advantage. In a Year 2 mathematics lesson, it became apparent that one piece of mathematical vocabulary was causing all pupils difficulties. The teacher then made a feature of this particular piece of terminology and in doing so moved the pupils' understanding forward and provided the class with a focus for the next lesson.
13. The high level of challenge manifests itself in other ways, such as an expectation that pupils will show a good level of independence. For example, in many lessons computers are used to provide a wider range of experiences and opportunities for the pupils. Once they have been shown what to do pupils are expected to work through the task themselves and return to their other work when they have successfully completed it. Pupils show very mature attitudes when given such responsibilities and respond positively to the trust placed in them.

Very good leadership and management provide the school with a clear sense of purpose and inject a strong desire to improve even further.

14. The headteacher provides the school with strong leadership and receives very effective support from the deputy headteacher. They share the same clear vision for the school as a place in which pupils can develop both intellectually and personally and in which they can acquire a love of learning. The team spirit and corporate working of all those concerned with the management of the school are very apparent, helping to provide a very harmonious school with a strong sense of purpose. The senior management structure of the school has been in place for some time. Its success can be measured in the school's popularity with parents and in the significant increase in the number of pupils on role.
15. The school aims to continue the rise in standards and the targets it has set in conjunction with the local education authority are very challenging. Careful consideration is given to the meeting of these targets and how the quality of education can be continually improved. A good example of this is the way in which the school uses the expertise of the teachers in the two oldest classes. One of these teachers has recognised skills in the teaching of literacy and the other has a particular interest in mathematics. Each day they swap classes so that the maximum number of pupils can benefit from what these teachers have to offer in their 'specialist' subjects and this has a very positive effect on pupils' achievements.
16. The monitoring of pupils to ensure they are making the expected progress is very thorough and effective. The data this monitoring provides are used well to inform decisions and to determine the school's priorities for development. Subject co-ordinators make a valuable contribution to this monitoring. Since the last inspection the role of the co-ordinators has been successfully developed and management of the different subjects is much more effective than it was.

17. The governing body plays an active part in the management of the school and most governors are regular visitors. They know the school well and are able to make informed decisions about the use of funds and the employment of staff. For example, they have recently reduced the teaching commitment of the headteacher to enable him to sit in on more lessons or release other senior members of staff to monitor teaching. Teachers have viewed this decision positively and regard it as an opportunity for professional development.

Pupils' personal development is promoted very well through the school's very positive and caring ethos and the strong sense of community that this generates.

18. In assemblies and in religious education lessons, pupils are given time to think about moral and social issues and reflect upon the effect of their behaviour on others. In a class assembly, reception children sat in a circle and discussed with sensitivity what 'being nice' involved and how it felt when someone was nice to them. The atmosphere that teachers create encourages pupils to be open about their feelings and to share them with others. This was very apparent in a religious education lesson for lower juniors in which pupils readily discussed their own experiences of 'trust' and 'happiness'.
19. Pupils are encouraged to work for the benefit of others and regularly support a national charity. Older pupils make booklets for the younger ones to read and pupils in Years 4 and 5 have put time and effort into solving one of the school's on-going problems. Moles frequently damage the school sports field and pupils have raised money by making and selling cakes to buy equipment to discourage the creatures without harming them.
20. Older pupils are expected to show care and consideration for the younger ones and to look after them. The relationships between pupils are excellent and all ages work and play happily together. This can be seen clearly after whole school assemblies when Year 6 pupils take reception pupils back to their classroom, leading them by the hand in a natural and responsible manner. From Year 3 onwards, pupils are given the opportunity to attend an annual residential visit helping to extend their social development. Regular visitors to the school provide pupils with a range of experiences of both their own and of other cultures. Pupils take great pride in representing their school at sporting and other events and annually give performances to entertain others.
21. The space within the school is at a premium and the oldest class is taught in the hall. Periodically, in order that physical education lessons can take place and the whole school can come together for assembly, the hall has to be cleared of desks and other furniture. Pupils carry out this task with good spirit, working well together to complete the task quickly and safely. This is typical of pupils' pronounced sense of responsibility and the care they show for each other, stemming from the strong community spirit that prevails throughout the school.

WHAT COULD BE IMPROVED

Pupils' levels of attendance are below the national average.

22. Although the level of unauthorised absence is low there is a significant amount of authorised absence. In the last school year pupils' attendance levels were a full percentage point below the national average and in total over 1600 days of pupils' attendance were lost. A large number of days have again been lost this year, one reason for which is the number of pupils who have taken family holidays during term time.

23. The school's monitoring procedures had not picked this up. The headteacher and governors were unaware that the problem existed and therefore not in a position to bring it to parents' attention. The format used to report attendance figures in the prospectus and in the annual report to parents is incorrect and this has compounded the problem.

The criteria in the school's development plan against which levels of success are to be judged are not sharp enough.

24. The school's development plan identifies with sufficient clarity what is to be done, how long it is expected to take, how much it will cost and who is responsible for managing each of the different initiatives. Areas for development are carefully chosen to raise standards and improve the quality of education the school offers. The plan is reviewed regularly by both senior staff and governors to ensure that it is current and meeting the needs of the school.
25. However, the criteria for success are often too broad and do not provide a sufficiently clear picture of what the school and its pupils are expected to gain from the developments that are taking place. This makes judging the level of success, and determining what needs to be done next, significantly more difficult than it should be. In addition, the current criteria do not enable the headteacher and governors to make accurate evaluations of how well the money allocated to development is being spent and to assess whether the school is getting value for money from its initiatives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The headteacher, staff and governors should:

- Work with parents to reduce the level of authorised absence; monitor attendance more closely and report attendance to parents in a way that shows clearly how the school's figures compare with the national averages (Paras 22,23) .
- Improve the effectiveness of the school development plan by including sharp and specific criteria against which success can be judged and cost effectiveness measured (Para 25).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	53	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	156
Number of full-time pupils eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.7
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	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	10	10	10
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (86)	95 (86)	95 (82)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	10	10	10
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (86)	95 (75)	95 (79)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	7
	Girls	9	9	9
	Total	15	17	16
Percentage of pupils at NC level 4 or above	School	88 (81)	100 (75)	94 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	7
	Girls	9	9	9
	Total	15	17	16
Percentage of pupils at NC level 4 or above	School	88 (88)	100 (75)	94 (88)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	136
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)	6.8
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1998/9
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	£
Total income	255114
Total expenditure	257601
Expenditure per pupil	1673
Balance brought forward from previous year	2901
Balance carried forward to next year	414

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	157
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	1	0	0
My child is making good progress in school.	70	27	1	0	1
Behaviour in the school is good.	65	30	5	0	0
My child gets the right amount of work to do at home.	51	33	15	0	1
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	51	42	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	54	39	6	0	1
The school is well led and managed.	78	18	3	0	1
The school is helping my child become mature and responsible.	71	26	2	0	2
The school provides an interesting range of activities outside lessons.	52	30	9	3	6