

# INSPECTION REPORT

## **ORTON WISTOW PRIMARY SCHOOL**

Orton Wistow, Peterborough

LEA area: Peterborough

Unique reference number: 110893

Headteacher: Mr Andy Lane

Reporting inspector: Mr Peter Mathias  
21945

Dates of inspection: 5 - 6 June 2000

Inspection number: 189603

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Wistow Way Orton Wistow Peterborough
Postcode:	PE2 6QF
Telephone number:	01733 370646
Fax number:	01733 371116
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Borrell
Date of previous inspection:	1 - 5 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs Jenny Penfold	Team inspector
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
Standards by the age of eleven are high and pupils make very good progress. There is a strong commitment from the headteacher and staff to assess pupils' progress and use that information to maintain high standards.	
Standards in writing, both within the literacy hour and in other subjects, are high and pupils learn to write well for different purposes and audiences.	
The teaching is good for children under five and consistently good within Key Stage 1 and Key Stage 2. Teachers have high expectations of their pupils who are well supported by teachers and assistants in their lessons.	
The headteacher, key staff and governors provide the school with very good leadership which is based around very clear, long-term strategic planning and detailed, effective monitoring and evaluation of performance.	
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
Standards in the elements of control modelling and monitoring in information technology are not as high as in communications and handling information.	
Opportunities are missed in lessons and in collective acts of worship to emphasise the spiritual dimensions of life.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>



## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Number of full-time pupils:	307		(above average)
Pupils with English as an additional language:	5	1.6%	(higher than most schools)
Pupils entitled to free school meals:	16	5.2%	(below average)
Pupils on the register of special educational needs:	38	11.7%	(about average)
Average class size:	27.9		

The school serves the area of Orton Wistow and children enter the school on a full-time basis at the beginning of the year in which they will be five. Currently there are 50 pupils in the two reception classes, six of whom are under five. There are also five pupils who have English as an additional language of whom two are at an early stage of learning to speak English. About 25 per cent of pupils come from outside the local area.

### **HOW GOOD THE SCHOOL IS**

Orton Wistow is an effective school. It achieves high standards and provides well for all its pupils. It gives good value for money.

#### **What the school does well**

- Standards by the age of 11 are high and pupils make very good progress. There is a strong commitment from the headteacher and staff to assess pupils' progress and use that information to maintain high standards.
- Standards in writing, both within the literacy hour and in other subjects are high and pupils learn to write well for different purposes and audiences.
- The teaching is very good for children under five and consistently good within Key Stage 1 and Key Stage 2. Teachers have high expectations of their pupils who are well supported by teachers and assistants in their lessons.
- The headteacher, key staff and governors provide the school with very good leadership which is based around very clear, long-term strategic planning and detailed, effective monitoring and evaluation of performance.

#### **What could be improved**

- Standards in the elements of control modelling and monitoring in information technology are not as high as in communications and handling information.
- Opportunities are missed in lessons and in collective acts of worship to emphasise the spiritual dimensions of life.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection in July 1996 found that Orton Wistow was a very good school. Standards achieved by pupils were very good, the quality of education provided by the school was good, the school's climate for learning was very good and the management and efficiency of the school were very good. Since then the school has maintained its high standards and has improved in some important areas. Since the last inspection teachers' plans are now more detailed and provide a good basis for learning. Teachers assess pupils' work regularly and this information is very well used to help pupils achieve high standards. There has been a considerable improvement in the quality and amount of



equipment and software to teach information technology. It is well used in communications and handling information. Insufficient use is made of it in other areas of the information technology curriculum. The school does not provide enough opportunities for pupils to develop a greater sense of the spiritual dimensions of life.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	B
Mathematics	B	A	A	A
Science	B	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This is a strong set of results when compared to schools nationally and shows that the school is achieving well above average results when compared with similar schools. Evidence from the inspection confirms that standards are above average for 11 year olds.

Since 1998 the results in the national tests achieved by pupils at the age of 11 have been consistently well above average when compared to those of schools nationally. In 1997 results were above average. In the most recent tests in English, mathematics and science, a well above average percentage of pupils reached the expected level (Level 4) and an above average percentage of pupils reached higher levels.

Overall trends show a relative decline in standards in English between 1998 and 1999, for example, results in 1998 were well above average and in 1999 results were above average between 1997 and 1999 the school has improved in line with other schools. In mathematics standards are high and have remained consistently above the national trend. In science standards were above the national average in 1997. In 1998 standards in science fell to average. In 1999 they were well above average. Trends and standards in science are erratic and are currently high.

Results in the national tests for seven year olds are consistently well above average in English, mathematics and science. In the most recent tests these pupils achieve very high standards when compared to schools nationally and to schools considered to be broadly similar.

Pupils enter the reception class with about average levels of basic skills. They make very good progress between the ages of seven and 11 in English, mathematics and science, and pupils with special educational needs also make very good progress. Many pupils achieve well. The school has set realistic targets to maintain high standards and to improve them by increasing the proportion of pupils who should reach well above average standards. A particularly strong feature is the successful way in which the school keeps a very careful eye on its progress towards meeting these targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils work well together and live up to the high expectations set for them.
Behaviour, in and out of classrooms	Very good, relationships between adults and pupils are very good.
Personal development and relationships	Good overall, but there are sometimes not enough opportunities for pupils to take on responsibility and to develop an understanding of living in a community.
Attendance	Very good, there are thorough procedures.

## 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.*

Overall the teaching in the school is good. In nearly seven out of ten lessons seen the teaching ranges between good and very good. In nearly one in five lessons teaching is very good. In one in three lessons teaching is satisfactory. Teaching in the reception class is good and the teachers of this age group have a thorough understanding of the areas of learning considered appropriate for children of this age. They plan well to teach them. There are good opportunities for the deputy headteacher and co-ordinators to work alongside teachers regularly and help them maintain a consistently high standard of teaching which helps to maintain the high standards pupils achieve.

Within Key Stage 1, one in seven lessons is very good. Within Key Stage 2, one in five lessons is very good.

In the best lessons, the lesson is well planned and the teacher has a very good understanding of the subject so that, for example, the sounds that letters make are clearly taught and pupils' interest is held for long periods. Pupils' contributions are very enthusiastically recognised by the teacher's clever use of expressive language. There is a very purposeful approach to learning so that pupils know that it is "Time we got on with some jobs". The lesson is well supported by a very good range of resources. The help from other adults in the room is very well organised so that pupils receive considerable individual help when they are working and as a result make good progress. Teachers encourage pupils to think hard and to work quickly and accurately which they do with enthusiasm. Towards the end of the lesson, the teacher carefully checks to judge how much pupils have learnt.

Where teaching is less successful, the lesson begins purposefully but the teacher does not judge the time well enough to make sure that pupils have enough opportunities to complete

the tasks set, and the teacher does not show a high degree of enthusiasm or promote the pupils' attention sufficiently.

The National Literacy and Numeracy Strategies are well planned and taught. Teachers have a good understanding of the skills they wish to teach and the order in which they will present them. They look critically at their own work and analyse how they can improve it, for example, in the way they encourage pupils to write well. In numeracy teachers insist that their pupils work quickly so that they can be "Much sharper next time" and then measure the improvement in speed in which their pupils complete the task. There is an appropriate level of challenge in the work set for pupils of different abilities so that pupils with some degree of special educational needs are well supported.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good, all subjects of the National Curriculum are addressed thoroughly with the exception of the element of control modelling and monitoring in information technology. There is a strong commitment from staff to teach a wide and interesting curriculum. Extra-curricular provision is very good.
Provision for pupils with special educational needs	Good, support for individual pupils is well matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, there are good opportunities for pupils to learn how to behave well and to know about their own and other cultures. Insufficient emphasis is given in lessons and collective acts of worship, to the spiritual dimensions of life.
How well the school cares for its pupils	Arrangements for monitoring pupils' progress are very good. They receive very good support.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher who has very successfully promoted a strong commitment amongst all staff to achieve high standards for themselves and their pupils. They analyse their work carefully to improve it further. There are very good management structures which enable the senior management team to play a full part in raising standards by working closely with other members of staff.
How well the governors fulfil their responsibilities	The governing body is very well informed and very much involved in making long-term strategic decisions. It knows how

	the school is succeeding.
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The school's evaluation of its performance	Procedures for monitoring pupils' progress in their learning are very thorough and are a major strength of the school. The headteacher and senior management team judge individual teacher's performance regularly and take appropriate action.
The strategic use of resources	The very good range of good quality resources is used well. The school is an attractive and colourful environment which reflects the school's commitment to high standard and success.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The progress made by pupils.</li> <li>• The overall quality of teaching.</li> <li>• The way the school is led and managed.</li> <li>• The expectations of the school for children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Some feel that their children do not receive the right amount of homework.</li> <li>• Some feel that they are not sufficiently well informed of their children's progress.</li> <li>• Some feel that the school does not work sufficiently closely with parents.</li> <li>• Some feel that the school does not provide enough activities outside of lessons.</li> </ul>

The inspection team agrees with the parents' general positive views of the school. From an inspection of pupils' work and teachers' planning and from talking to pupils and teachers it is clear that the school sets an appropriate amount of homework. There is an adequate amount of information available to parents about their children's progress. There is a good range of activities provided including the provision for extra study groups in the school holidays. There have been difficulties in some cases in dealing with some parents' complaints to the parents' satisfaction.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards by the age of eleven are high and pupils make very good progress. There is a strong commitment from the headteacher and staff to assess pupils' progress and use that information to maintain high standards.**

1. The results for pupils aged 11 in the national tests have been consistently high since 1997 except in science, where they dipped to average in 1998. Now results in science are well above average both for schools nationally and for schools considered to have pupils who come from broadly similar backgrounds. The school's pattern of improvement is broadly in line with the national picture overall although there has been a slight fall in English standards and a sharp rise in standards in science recently. Currently standards are high and the school has overall maintained its relatively high level of performance. To do this there has been a consistent and detailed analysis of individual results using evidence from previous national tests and assessments as well as the school's own information and records. These are very well used to look critically at the performance of individual pupils and groups of pupils to identify when pupils are not achieving appropriately. When this occurs the school systematically and rigorously evaluates the reasons why this has happened and from that process takes well thought out actions to address any shortcomings. For example, in the year 1997/1998 the school evaluated in detail its performance in mathematics, looking at the quality of teaching and assessment in that subject. The subsequent document provided a clear analysis of what the school did well and what needed improving. As a result, issues were identified, for example, in the way the subject was taught and subsequent measures were taken to judge the success of the changes made.
2. The results in reading, writing and mathematics for seven year olds have been well above average for schools nationally between 1997 and 1999. The National Literacy Strategy has been used effectively across the school to maintain standards in English and the National Numeracy Strategy, along with the school's own rigorous approach to the teaching of mathematics, has helped to keep standards high in that subject. Pupils are well challenged and achieve well, building in a systematic way between years.

**Standards in writing, both within the literacy hour and in other subjects, are high and pupils learn to write well for different purposes and audiences.**

3. At the time of the last inspection the range of pupils' writing at the end of both key stages was good and standards were above the average. Pupils were learning to write in different styles and for different purposes although the audience for writing was predominantly their teacher. Since then standards have been maintained and the relative weaknesses have been addressed. A significant factor in this success is the impact of the school's well thought out arrangements for the English co-ordinator to keep a careful eye on teachers' plans, the quality of teaching and learning and the adequacy of resources. Pupils' work is reviewed regularly so that issues can be quickly identified and corrected. For example, there was a decline in the length and quality of pupils' writing which was effectively addressed by the introduction of specific lessons to provide more opportunities and help for pupils to write well in a variety of styles. A particularly strong feature is the good quality of writing in other subject areas. For example, in history in Year 6, pupils write at length about life in Victorian times and compare it with life in their own area today.

They know that in Victorian times “father known as papa was in charge of the home and everyone treated him with honour”. They write lively scripts for ‘KP Radio’ and can present arguments logically, for example, when considering the impact of the felling of trees in the rain forests. They are able to use their skills confidently in word processing to present their work neatly.

4. There are very well-planned opportunities for pupils to extend their skills in writing, for example, when researching for information and using that information to present and argument, when looking at a census return of Orton Waterville in 1881. Pupils respond well to the challenges set and the school is well on the way to meet the even higher standards it is setting for itself.

**The teaching is very good for children under five and consistently good within Key Stage 1 and Key Stage 2. Teachers have high expectations of their pupils who are well supported by teachers and assistants in their lessons.**

5. Teachers plan their work carefully and have high expectations of what their pupils can achieve. They work closely with their assistants and other staff so that all pupils including those with special educational needs are very well supported and encouraged. They have good skills in teaching the sounds letters make and prepare their lessons carefully to emphasise these skills regularly. They create a busy working atmosphere so that all pupils are eager to start their work. Teachers of children under five have a very good understanding of how to catch the interest of these children through their play and through carefully planned activities. Within Key Stages 1 and 2 pupils are prompted to form opinions for themselves and to demonstrate what they have learnt. They do this confidently because they know that their contributions will be valued by their teachers. They are encouraged successfully to work independently and to relate to the needs of others, for example, when discussing news of an earthquake in Sumatra.
6. A particular strength of the teaching is the way in which teachers work together very well so that all are able and willing to share their knowledge and ideas and to think thoroughly about and put into practice, ways of improving their work. As a result the National Literacy and Numeracy Strategies have been introduced very successfully.

**The headteacher, key staff and governors provide the school with very good leadership which is based around very clear, long-term strategic planning and detailed, effective monitoring and evaluation of performance.**

7. The headteacher is a very effective and strong leader who works closely with staff and governors to provide the school with a clear sense of direction. The headteacher and governing body have established a well thought out management structure so that all staff feel that they have an important part to play in the life of the school. Their individual efforts are valued and recognised. The school takes its role of developing the whole staff very seriously and is very successful in this. Staff are encouraged to take on responsibilities and there is a very strong sense of honesty, shared effort and commitment to getting the most from their pupils, for example, in very professional and detailed ways, working groups of teachers have recently looked carefully at English and mathematics. There are detailed written evaluations of the subjects, showing what is done well and what needs improving throughout the school. These initiatives have been acted upon consistently and effectively.

8. The headteacher is particularly well informed about what is going on by a system of regularly visiting classrooms to watch teachers teach and to evaluate the standards being reached. This information is carefully recorded and is used well, for example, in a current major evaluation of the effectiveness of teaching and learning styles. Pupils' progress is watched carefully. This is a very good example of the very well informed and thorough way the school is managed.
9. Assessment information is well used to compare each pupil's performance from the time that child began school and to predict the standard which could be expected. The school keeps a very careful eye on this so that many pupils achieve very well by the time they leave the school. There is a very strong culture of aiming for high standards from pupils.
10. At the time of the last inspection the headteacher's management and leadership roles were well established but the key issue was to enable the team leaders and co-ordinators to take a more active role in the school's monitoring and evaluation of the curriculum. Since then, this and other key issues have been thoroughly addressed by a process of close co-operation between the governing body and the school. Planning for the long term is a particular strength of the governing body which is very well informed, hardworking and successful.
11. Together with the headteacher the governing body has fostered, within the school community, a very positive outlook so that teachers and other staff are able to feel that their skills are valued and put to good effect. Staff and governors work closely together in a strong spirit of co-operation. They have a 'can do' mentality which has enabled the school to take up a range of new initiatives and opportunities and plan very thoroughly through the school development plan. This provides the driving force for future actions and the means of judging accurately the success of decisions.

## **WHAT COULD BE IMPROVED**

### **Standards in the elements of control modelling and monitoring in information technology are not as high as in communications and handling information.**

12. At the time of the last inspection, standards in this subject were in line with those expected and usually found amongst pupils aged seven and 11, but on the whole pupils did not use information technology sufficiently to support their learning in other subjects. Since then standards have risen at the end of both key stages in the areas of communication and handling information so that they are above the expected levels. These improvements are directly related to the impact of the post inspection action plan which was based around a detailed audit of systems and practices done in the school. As a result the range of equipment and software has been increased so that there is a very good range of resources for teaching the subject. These are well arranged so that pupils have good opportunities to use information technology both in classrooms and in the computer room. Typically the school took full advantage of opportunities which became available from local industry and from central sources to help fund these initiatives.
13. Currently staff are confident in their use of computers, for example, individual teachers have their own laptop computers and E-mail addresses to which parents are encouraged to send and receive messages. They provide pupils with good opportunities to use computers in support of their learning in other subjects, for



example, in their writing about 'Black Beauty' in which they show good skills in composing and editing their work. They use CD-ROMs confidently to discover information for themselves. They are keen to log on to the Internet to find out about favourite authors. They generate questions to send to an author's E-mail address. They are able to collect and analyse data from the 1881 census of the local area and express it in a variety of graphical ways.

14. Standards in control monitoring and modelling are unsatisfactory because although the school has purchased resources in these areas, they are not used sufficiently. The school has recognised this as a priority for future development. At the moment pupils by the age of 11 cannot use computers to control events in a predicted way, sense physical data such as temperature or heart rate or make predictions about the consequences of their decisions.

**Opportunities are missed in lessons and in collective acts of worship to emphasise the spiritual dimensions of life.**

15. There are sound arrangements for collective acts of worship to take place daily and for visitors such as the local vicar to take an active part in them from time to time. However, during the inspection little time was allowed during these assemblies for pupils to appreciate the spiritual dimensions of life and to reflect upon deeper meanings. For example, during one act of collective worship pupils were given only a brief moment of thought to consider their own behaviour to adults in the school. Opportunities were missed to relate the message of the assembly to greater issues and to pupils' individual contributions to the ethos of the school.
16. In some class discussions teachers are able to provide opportunities for reflection, for example, when in a moment of calm pupils "go inside their own heads" and think of what it would be like to be in an earthquake. In some classes pupils are encouraged to appreciate spiritual matters for example, when composing Buddhist prayers, but in many classes teachers do not give pupils the chance to develop a sense of beauty, for example, when looking at painting by a local artist, or when discussing how to improve life in the school.
17. As a result, while classes are managed effectively and pupils make good progress in their subjects, teachers fail to bring out and emphasise intrinsic qualities in the work. There is no time "to stand and stare" and as a result in some classes, while the school is full of eager activity, pupils are not sufficiently reminded of greater issues.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

18. The school should:
  - (1) raise standards in information technology in the elements of control modelling and monitoring by teaching these areas of the subject effectively; (see paragraph 14)
  - (2) provide planned opportunities in lessons and in collective acts of worship for pupils to experience a greater understanding of the spiritual dimensions of life. (see paragraphs 16 and 17)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	50	33	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	307
Number of full-time pupils eligible for free school meals	N/A	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	11
Number of pupils on the school's special educational needs register	N/A	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	97.7
National comparative data	94.1

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	19	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	18	18	19
	Total	38	38	40
Percentage of pupils at NC level 2 or above	School	90 (90)	90 (90)	95 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	18	19	19
	Total	39	40	41
Percentage of pupils at NC level 2 or above	School	93 (95)	95 (90)	98 (95)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	20
	Girls	21	21	23
	Total	36	37	43
Percentage of pupils at NC level 4 or above	School	82 (82)	84 (84)	98 (98)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	22	21	18
	Total	36	34	33
Percentage of pupils at NC level 4 or above	School	82 (81)	77 (79)	75 (75)
	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	2
Bangladeshi	0
Chinese	3
White	293
Any other minority ethnic group	9

*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	1	1
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)	13
Number of pupils per qualified teacher	23.6
Average class size	27.9

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	160

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	6
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998-99
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	£
Total income	618,194
Total expenditure	578,653
Expenditure per pupil	1,917
Balance brought forward from previous year	73,137
Balance carried forward to next year	112,678

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	100

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2	0	0
My child is making good progress in school.	43	47	6	0	3
Behaviour in the school is good.	37	57	3	2	2
My child gets the right amount of work to do at home.	24	50	20	4	2
The teaching is good.	45	47	5	2	2
I am kept well informed about how my child is getting on.	23	50	19	8	0
I would feel comfortable about approaching the school with questions or a problem.	57	34	8	2	0
The school expects my child to work hard and achieve his or her best.	50	43	5	0	2
The school works closely with parents.	29	49	5	0	2
The school is well led and managed.	53	38	6	0	3
The school is helping my child become mature and responsible.	35	53	9	0	3
The school provides an interesting range of activities outside lessons.	25	38	19	5	13