

INSPECTION REPORT

RAWMARSH ASHWOOD J & I SCHOOL

Parkgate, Rotherham

LEA area: Rotherham

Unique reference number: 106874

Headteacher: Mrs E Thornton

Reporting inspector: Mr M Massey
23785

Dates of inspection: 5 - 6 February 2001

Inspection number: 190334

Short 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: 3 – 11 years

Gender of pupils: Mixed

School address: Ashwood Road
Parkgate
Rotherham
South Yorkshire

Postcode: S62 6HT

Telephone number: 01709 710847

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Appropriate authority: Governing body

Name of chair of governors: Mrs S Whelbourn

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rawmarsh Ashwood Junior and Infant School is situated in the Rawmarsh West ward of Rotherham, in South Yorkshire. The school has an attached nursery with the equivalent of 26 full-time pupils on roll. The main school, with an age range of 4 years to 11 years, has 221 pupils on roll; 111 boys and 110 girls, taught in eight classes. The school mainly serves the local community, although a few pupils come from outside the school's designated area. The local housing is a mixture of council, rented and owner-occupied and pupils come from a diverse range of backgrounds. There is a broad range of attainment on entry to the nursery but overall standards on admission are below average. Pupils make good progress in the nursery class and attainment on entry to the reception class is average, overall. Children start the school at the beginning of the term in which they are five. Around 25% of the school's population is on the register of special educational need, which is average, as is the percentage of pupils with Statements of Special Educational Need. The proportion of pupils speaking English as an additional language is also, at 1.3 per cent, broadly average. About 23% of pupils are known to be eligible for free school meals, which is above the national average.

HOW GOOD THE SCHOOL IS

This is a highly effective school with many strengths. Consistently good teaching throughout the school ensures that pupils make good progress and achieve high standards. National test results have improved at a rate above the national average. The school is excellently led by the headteacher who is very well supported by other senior teachers, staff and governors. The very good learning ethos created contributes substantially to the extremely positive attitude and the mature and responsible behaviour of pupils. The school gives very good value for money.

What the school does well

- The strong and effective leadership gives a clear direction to the school with the headteacher, staff and governors continuously looking for ways to move the school forward.
- The consistently good teaching and effective use of assessment procedures result in high standards being achieved throughout the school.
- Clear and consistent expectations and very good provision for pupils' personal, social and moral development means that pupils behave well and have very good attitudes to their learning.
- The school puts pupils first and works hard and successfully to create a positive learning ethos that values the efforts of pupils.

What could be improved

- The marking of pupils' work does not always tell pupils how they can improve.
- Although the governors know the school well, they have not developed a formal system for monitoring new initiatives.

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 made very good progress since it was last inspected in December 1996 and has successfully addressed the areas identified in the last report as needing improvement. The school has adopted many of the nationally recommended schemes of work and teachers' planning shows that they are being effectively implemented in all classes. Learning objectives are clearly displayed at the beginning of lessons and appropriate levels of work are set for pupils of different abilities. There has been a very good improvement in the use of assessment procedures. The individual progress of all pupils is carefully monitored and targets set for their attainment at the end of each key stage. The school development plan is now an effective tool for raising standards. All staff members contribute to evaluating the impact of developments and reporting back to the governing body. The governing body take an active part in the planning of new developments and have formulated good procedures for evaluating the performance of the headteacher and staff. Standards in the core subjects of English, mathematics and science have improved well since the last inspection. The high quality art work on display throughout the school has successfully built on the good practice identified in the last inspection. The school is well-placed to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	D	A	A*
Mathematics	D	B	A	A*
Science	C	A	A	A

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

Children's attainment on entry to the nursery class is below average. Children make good progress in their time in the Nursery and on transfer to the reception class, standards are broadly average. They continue to make good progress in the reception class and are in line to achieve the nationally expected standards in all the areas of the foundation curriculum. This good progress is maintained throughout the school. National test results for seven-year-olds in 2000 were average when compared to all schools in reading and writing. In mathematics, they were above average. When compared to similar schools standards were well above average. National test results for eleven-year-olds in the year 2000 show that pupils achieved well above average results in English, mathematics and science. When compared to similar schools the results were exceptionally good, being in the top five per cent of the schools in this group. Over the five years, standards have consistently improved in English. In both mathematics and science, there was a slight decline in standards from 1996 to 1997 but there has been rapid improvement from 1998 to 2000. Overall the school's results are improving at a rate above the national trend. For the present group of pupils in Year 6, standards are above average in English, mathematics and science. Information and communication technology is effectively used to support learning in these core subjects. The school has set appropriate targets for maintaining high standards and is well placed to meet these targets with the current cohort of pupils. Bearing in mind the below average attainment on entry to the nursery, the achievement of pupils is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a real enthusiasm for school and they sustain high levels of concentration, responding well to the very good learning ethos promoted by the school.
Behaviour, in and out of classrooms	Very good. In lessons, pupils behave well and this enables everyone in the class to concentrate on their work and make good progress. Behaviour in the dining room and around the school reflects an impressive maturity in pupils with no signs of aggression or overbearing behaviour.
Personal development and relationships	Very good. Pupils get on well together, often supporting one another well in lessons like science and design and technology. Pupils involved in the school council take their responsibilities seriously.
Attendance	Excellent. Pupils arrive punctually and are eager to start work. Recent good initiatives by the school have resulted in improved attendance from identified groups of pupils.

The pupils' attitudes, behaviour and personal development are significant strengths of the school. This reflects the importance attached to this aspect of school life by the staff and means that pupils are free to concentrate on their learning.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 87 per cent of the lessons seen, the teaching ranged between good (53 per cent) and very good or excellent (34 per cent). No teaching was unsatisfactory. Overall the teaching of children under five is very good. The teacher's planning and provision in the nursery class is particularly good. The teaching of literacy and numeracy is very effective with much high quality teaching observed in both key stages and particularly at the end of Key Stage 2. This results in pupils making good progress in their learning. A very good feature of the teaching is the importance attached to promoting writing and numeracy in other subjects, such as science and design and technology. This is helping to improve pupils' writing skills in lessons outside the Literacy Hour. The high expectations of teachers, in both standards of work and behaviour, sets the tone for lessons and contributes substantially to the high standards and positive attitudes of pupils. Marking is kept up to date and provides positive encouragement to pupils but does not always tell pupils how they can improve. Teachers value the work of all pupils treating them with respect and expecting a mature response. This establishes very good relationships and pupils are confident to ask questions and discuss their learning openly. Classroom assistants work well with teachers and make a good contribution to pupils' learning. Pupils with special educational needs and English as an additional language are well provided for and these pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and balanced curriculum. The organisation allows for high quality work to be produced in subjects like art and there is extensive extra-curricular provision for older pupils.
Provision for pupils with special educational needs	Good. Pupils who need extra support are identified early and given appropriate support in lessons. Pupils' individual education plans are regularly reviewed and the majority of the targets are carefully graded so that they provide good guidance and measures for improvement.
Provision for pupils with English as an additional language	Good. Pupils are fully integrated into lessons. They are well supported by teachers and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school gives excellent guidance on moral issues and supports older pupils' personal development very well through the provision of a school council. Opportunities are taken in lessons and at lunchtimes to promote good social interaction. Very good opportunities are provided to enhance pupils' spiritual and cultural understanding.
How well the school cares for its pupils	The school cares for pupils very well. Child protection procedures are well established and there are excellent procedures for assessing pupils' academic progress.

The school has established a strong partnership with parents and actively promotes their involvement in

their children's learning through initiatives like Sure Start and Family Literacy. The school meets all its statutory requirements. The quality of information given to parents is excellent. This is well supported by the extensive assessment procedures used by the school. Provision for literacy and numeracy is very good with staff constantly seeking opportunities to support these areas in other subjects. The very high quality personal, moral and social provision makes a strong contribution to pupils' good attitudes and behaviour.

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 excellent leadership and is strongly supported by a dedicated and enthusiastic staff who are constantly searching for ways to improve still further.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They know the school well and many governors make regular visits to the school.
The school's evaluation of its performance	Excellent. The school uses information from national test results to identify areas for improvement and these are included in the school development plan. All staff evaluate developments and these are fully discussed with governors.
The strategic use of resources	Very good. The school uses its budget well to ensure good support is given to identified areas for improvement, both through enhanced staffing and equipment. Overall, the school gives very good value for money.

The strong leadership is instrumental in setting high standards and ensuring that everyone is committed to them. A rigorous system of monitoring teaching and learning is in place and this makes a good contribution to teachers' continuing development. Governors provide good support to the school and are well informed about the school's performance. They visit the school regularly but have not yet formalised a system to monitor new initiatives. The excellent procedures for evaluating pupils' performance and improvements brought about through the school development plan reflect the school's commitment to continuous improvement.

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 like school. • Children make good progress and behave well. • Teaching is good. • The school expects children to work hard. • The school is well led and easy to approach. • Children are encouraged to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work children do at home.

The inspection team fully agrees with the positive views that parents have of the school. The parents' meeting showed that a few parents would appreciate more extra-curricular provision for younger pupils but it is difficult to see how this could be achieved without lessening the provision for older pupils. The school's homework policy shows that government guidelines are followed but this has not been discussed with parents recently.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The strong and effective leadership gives a clear direction to the school with the headteacher, staff and governors continuously looking for ways to move the school forward.

1. The excellent leadership provided by the headteacher is well supported by a hard-working and dedicated staff. The success of the school owes much to the drive and continual search for improvement given by the headteacher. She has successfully empowered her senior management team and other subject co-ordinators to play an active role in developments within the school. As well as delegating effectively the headteacher and other senior teachers offer active support and encouragement to staff. As a result staff feel that their work is valued and there is a commitment to their development as individuals and professionals.
2. The school development plan is a clear document that sets out a straightforward agenda for improvement that is keenly directed towards raising standards. All staff contribute to the plan through their role as subject co-ordinator. Key staff are identified in the plan and realistic timescales are identified. Developments are carefully monitored throughout the year and, at the end of the year, improvements are evaluated by the staff responsible. They are then discussed with the headteacher and reported back to the whole staff and governing body. All staff, therefore, play a key role in moving the school forward.
3. A very good system of monitoring and identifying how to improve teaching is in place. A timetable of classroom visits ensures that all staff are observed regularly. Very often the headteacher carries out these observations with the subject co-ordinator, which leads to a shared agreement of strengths and areas for improvement and is a good method of furthering the professional development of staff. Written reports are prepared and identified areas for improvement noted. Staff receive immediate feedback and subsequent visits focus on whether the identified improvements have taken place. Staff are given good support in order to improve their practice. A noticeable feature of discussions with staff was the high value they placed on these monitoring visits that is a tribute to the manner in which they are carried out.
4. The governors have a good knowledge of the strengths and weaknesses of the school. They are familiar with the performance of the school in national tests and discuss this at governors' meetings. Many governors visit the school regularly, although no formal system has been established. The information that they gain from their knowledge of standards and through school visits means that they can, and do, work effectively with the staff in establishing priorities for the school development plan. The governors have attended training on performance management and have successfully set targets for the headteacher.

The consistently good teaching and effective use of assessment procedures results in high standards being achieved throughout the school

5. The quality of teaching is consistently good and the proportion of good, very good and excellent lessons has improved considerably since the last inspection. Teachers have a good subject knowledge and have worked hard to ensure that the national literacy and numeracy strategies meet the needs of the pupils at the school. The school has identified the need to improve writing in order to raise standards further. This is evident in lessons across the curriculum, such as design and technology. Teachers are aware of the opportunities to promote numeracy in subjects like science and pupils are encouraged to apply their knowledge in a range of different situations. This gives them a good understanding of the importance of mathematics in other areas of the curriculum and contributes significantly to their learning. A good example of this was seen in a science lesson where pupils used stopwatches to record the results of their experiments and collected the data in a table for later analysis. The enthusiasm of the teachers is a feature of the school. A mathematics lesson in Year 6 was taught with passion by the teacher who was visibly

willing the pupils to learn. This communicated itself to pupils and resulted in high levels of concentration and an eagerness to be successful and complete the tasks set. It is this commitment by teachers to improve pupils' understanding that is the driving force behind the high standards achieved and the good progress that pupils make.

6. Lessons are well managed and classroom organisation is good. Teachers establish good routines and, as a result, pupils know what to expect and start activities promptly and with a minimum of fuss. Classroom assistants support teachers well and have a good relationship with the pupils. They have a good understanding of what the teacher is trying to achieve and offer good support to pupils helping them to make good progress. The high expectations of teachers are evident in their planning and pupils of all abilities are suitably challenged during lessons. There is an expectation that work will be of a good quality and a tradition has developed in the school that reinforces this expectation. Good quality work is the norm, not the exception, and pupils accept this as such. Plenary sessions at the end of lessons often make a good contribution to pupils' learning. In an English lesson in Year 2 the skilful structuring of the plenary session by the class teacher gave pupils time to reflect on their learning and successfully developed their confidence and understanding of letter sounds as well as providing the teacher with valuable information about pupils' understanding.
7. Assessment strategies have developed well during the past two years. Subject co-ordinators carry out a detailed analysis of National Curriculum test results and the information gained is used to target future learning. A good example of this is seen in the present Year 3 class, where extra support has been allocated in order to raise the proportion of pupils attaining average standards. The attainment of pupils is carefully recorded to ensure that they are making good progress. Pupils with special educational needs are well supported through the targets set in their individual education plans. They make good progress and by the end of Key Stage 2, many of them achieve average standards. The use of assessment gives staff a good understanding of areas of strength and weakness in pupils' learning and enables them to improve provision in identified areas. This means that there is a continuing development in teachers' planning and organisation for the benefit of pupils.
8. As a result of the high quality teaching and assessment, standards throughout the school and across subjects are high and pupils make good progress in their learning. The excellent standards achieved by pupils in last years National Curriculum tests for eleven-year-olds is a confirmation of this with pupils at the end of Key Stage 2 scoring amongst the highest five per cent in English and mathematics when compared to similar schools. The rate of improvement over the past four years has been above the national trend with a particularly good improvement in the last two years. The present cohort of pupils is in line to achieve above average standards in English, mathematics and science, although these are not predicted to be as high as those achieved in last year. However, school assessment records and inspection evidence shows that pupils are making good progress in their learning based on their prior attainment. The proportion of pupils achieving at the higher levels in the 2000 national tests was very good, being above average for all schools in English, mathematics and science at the end of Key Stage 2. This reflects the challenging work set by teachers for higher-attaining pupils. The school is well-placed to meet its future targets and maintain the present high standards.

Clear and consistent expectations and very good provision for pupils' personal, social and moral development means that pupils behave well and have very good attitudes to their learning.

9. The pupils are a happy and secure group who are eager to learn and behave very well in lessons and around the school. The school places a high value on this and a clear framework has been established that is consistently applied throughout the school. Lessons are planned to ensure that pupils have good opportunities to work together at appropriate times. Good examples of this are seen in lessons like science when pupils co-operate closely in small groups to carry out experiments and evaluate the results. Older pupils talk keenly amongst themselves about how best to proceed and having listened to one another they agree on a way forward. In lessons like design and technology and art and design pupils are appreciative of one another's work and share

equipment and ideas freely. Teachers give much thought to appropriate groupings to ensure that activities can proceed in the best way for pupils; sometimes arranging groups according to ability and on other occasions having a good mixture of abilities in each group. In this way pupils learn to value the contributions of everyone in the class and realise the importance of offering support to others who might need help. The very good relationships that have been established through this approach and the high expectations of teachers for pupils to behave well, contribute considerably to the good progress that pupils make in their learning.

10. Assemblies play an important part in developing a whole-school understanding of the value that the school places on good behaviour and personal development. A good example of this is seen in the fortnightly "Golden Book" assembly when pupils' honesty, perseverance and helpfulness are celebrated. This assembly provides a strong moral and social thread with opportunities for pupils to reflect on the value of what they have achieved. The establishment of a school council is a very good initiative. Councillors meet every fortnight, having been elected in an open vote of pupils in Key Stage 2. To be elected prospective councillors are expected to visit all the classes to explain their reasons for standing. Pupils from Years 5 and 6 are then elected to represent each class and they are expected to canvass and represent the views of their allotted class. Discussions with councillors show how seriously they take their role and they are excellent ambassadors for the school. They know that they are effective as issues raised by them have been addressed by the school. As one of them said, "We deal with issues".
11. The lunchtime is a good example of moral and social provision coming together to provide a civilised and enjoyable dining experience. Older pupils sit with younger pupils at designated places. There is an expectation that older pupils will help younger ones and set a good example for them to follow. The routines are well established and the expectations are understood by everyone. As a result lunchtime is a genuinely social occasion when pupils can talk sensibly with others from different classes and the good role models provided by older pupils are assimilated by the younger ones. In this way and through the school council pupils develop a good understanding of citizenship.

The school puts pupils first and works hard and successfully to create a positive learning ethos that values the efforts of pupils

12. On entering the school it is impossible not to notice the care and attention given to the displays of pupils' work and the pride taken in the appearance of the school. Pupils proudly point out the work on display that they have done and talk about one another's work with a clear appreciation. Work of all levels of ability is displayed and the achievements of all pupils are valued by staff. There is a conviction emanating from the headteacher and evident in the staff that school can make a difference and that all pupils can achieve their full potential.
13. This learning ethos is strongly supported by the work done in the community with parents through initiatives like the Sure Start scheme and Family Literacy. The Family Literacy is well organised and enables parents to work with their children in school time under the supervision of visiting teachers. Materials are prepared for families to use at home and parents, grandparents and children are happily and busily engaged in furthering their understanding of literacy. Pupils see that education is relevant to an adult who is important to them and the school becomes an accepted and important place of learning that crosses generations. This adds significantly to the establishment of a good learning environment and the after-school clubs, to which parents are invited, add to this ethos of wanting to learn.
14. Governors make a good contribution to promoting the school as a place that is continually developing through initiatives such as the Annual Governors' Meeting. Following poor attendance by parents they established a school disco and barbeque to run at the same time as the Annual General Meeting. The meeting was then extremely well attended and structured in such a way that parents were able to express their views freely on the school's performance. This placed a high value on the opinions of parents and the contribution that they make to the education of their children.

15. All these initiatives show how much value the school puts on creating a good climate for learning and improvement and demonstrates a clear faith in the ability of everyone to improve and realise the high expectations set by the school.

WHAT COULD BE IMPROVED

The marking of pupils' work does not always tell pupils how they can improve.

16. Pupils' work is regularly marked by all staff. The marking is positive and encourages pupils to do better but it is often a general comment and does not always tell them how they can do better. For example, learning objectives are regularly set for pupils and, older pupils in particular, have these clearly explained to them and have a good understanding of what is required. Through the marking they can tell if they have got their work right but not exactly what they should concentrate on in order to improve further. There are good examples of marking, for example in English, where particular references are made to what a pupil can do to improve their writing. However, this approach is not consistent within any subject or across the school. As a result pupils do not improve at a rate that is as high as it could be.

Although the governors know the school well, they have not developed a formal system for monitoring new initiatives.

17. The governors have a good working knowledge of the school. They are aware of its strengths and weaknesses through their discussions with the headteacher about the results of National Curriculum test results. Some governors make regular visits to the school in order to look at specific areas such as the teaching of mathematics or literacy. They actively try to engage parents in the work of the school and the finance committee meets regularly to monitor expenditure. Because of these activities they are able to make a good contribution to the establishment of priorities in the school development plan. They have plans to allocate governors to specific classes in order to further develop their knowledge of how the school works. They have not yet established a system for monitoring and evaluating the impact of new initiatives in order to judge more effectively whether they are getting the best value for money and whether initiatives are having the desired effect.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to raise standards further the governing body, headteacher and staff should:

(1) improve the marking of pupils' work by:

- reviewing the marking policy in order to identify the need for individual target setting;
- establishing a system of marking that will concentrate on improving pupils work in the key areas of English and mathematics;
- regularly setting and recording individual targets for improvement and reviewing pupils' progress towards these targets with pupils.

(2) establish a system of visits by governors that enables them to monitor new initiatives effectively by:

- organising a system of visits based on initiatives outlined in the school development plan;
- arrange for key staff to brief governors on new initiatives;
- prepare a report to the full governing body following visits, after consultation with the headteacher.

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	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	27	53	13	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)	26	221
Number of full-time pupils known to be eligible for free school meals	0	23.6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	15	15	15
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	93 (76)	89 (87)	96 (84)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	15	15	15
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	93 (84)	96 (89)	96 (92)
	National	84 (82)	88 (86)	88 (87)

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
	2000	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	12	12	13
	Total	26	26	28
Percentage of pupils at NC level 4 or above	School	87 (69)	87 (75)	93 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	10	8	10
	Total	22	22	24
Percentage of pupils at NC level 4 or above	School	73 (69)	73 (75)	80 (81)
	National	70 (68)	72 (69)	80 (75)

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	1
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	1
White	189
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)	9
Number of pupils per qualified teacher	24.6
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	74

Qualified teachers and support staff: nursery

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

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	400211
Total expenditure	409586
Expenditure per pupil	1659
Balance brought forward from previous year	14365
Balance carried forward to next year	4990

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	59	33	5	1	1
Behaviour in the school is good.	54	45	0	0	1
My child gets the right amount of work to do at home.	40	44	14	2	0
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	50	43	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	23	4	1	0
The school expects my child to work hard and achieve his or her best.	70	29	0	0	1
The school works closely with parents.	39	53	6	1	1
The school is well led and managed.	46	47	3	0	3
The school is helping my child become mature and responsible.	54	43	1	0	1
The school provides an interesting range of activities outside lessons.	42	42	9	1	5