

INSPECTION REPORT

**CHARLES DARWIN COMMUNITY
PRIMARY SCHOOL**

Darwin Street
Castle, Northwich,
Cheshire, CW8 1BN

LEA area: 875 Cheshire

Unique reference number: 111053

Headteacher: Mrs H Wilson

Reporting inspector: R McGovern
10541

Dates of inspection: 14th – 16th February 2000

Inspection number: 190463

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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Darwin Street

Castle

Northwich

Cheshire

Postcode: CW8 1BN

Telephone number: 01606 75194

Fax number: 01606 784143

Appropriate authority: The Governing Body

Name of chair of governors: Mrs C Jones

Date of previous inspection: 11/11/1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	354	(bigger than other primary schools)
Pupils with English as an additional language:	4	2.0% (higher than in most schools)
Pupils eligible for free school meals:	70	19.7% (in line with the national average)
Pupils on the register of special educational needs:	59	16.6% (in line with the national average)
Average class size	22	

The number of pupils attending the school has grown over recent years. The attainment of the four year olds when they start school covers a wide range, but it is generally lower than that found nationally.

HOW GOOD THE SCHOOL IS

Charles Darwin Primary is a very effective school. It achieves high standards. The teaching is good and the leadership and management of the school is very good. The school gives very good value for money.

What the school does well

- Results in the national tests at age 11 are very high; they have improved year on year and the headteacher and teachers are committed to sustaining and raising standards for all pupils.
- Overall, the teaching is good, with 42 per cent of lessons observed being very good or excellent.
- There is very good support for pupils who experience difficulties in learning to read.
- The headteacher leads by example and creates an ethos that strongly supports achievement and learning.
- The pupils have very good attitudes towards learning: they work very hard and enjoy school.
- The pupils behave very well; they are polite and get on well with each other; they understand the importance of truth, respect and fairness.

What could be improved

- Planning what needs to be done to raise the quality of the teaching to the level of the best.
- The school improvement plan is not clear about the school's priorities for improvement.

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 good progress since the last inspection in November 1996 and has continued to improve in many areas. The results achieved by pupils in the national tests at age 11 have risen year on year. Good progress has been made on planning the early years curriculum. Subject co-ordinators are involved in planning work and monitoring standards in their subjects. A marking and assessment policy is in place and this is beginning to guide the work of all teachers.

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	B	A	A*
mathematics	B	A*	A*	A*
science	A	A	A	A

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

These test results are very high. They are in the top 5% nationally. The school exceeded the attainment targets it set itself in 1998 and 1999. Inspection evidence confirms these high standards for 11 year olds. Standards in reading and writing are high. The pupils make good use of books and are able to write at length. Standards in mathematics are high overall, but the pupils' ability to calculate mentally varies from class to class.

The results in the national tests for pupils at the age of seven were above average. The children enter the school with a wide range of abilities but, overall, their attainment on entry is lower than that found nationally. All pupils, including those with special educational needs, make very good progress in their reading, writing and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good indeed. The pupils enjoy school; they settle quickly to their work, show interest in all they do and take a pride in their achievements.
Behaviour, in and out of classrooms	Excellent. The pupils are polite, kind and considerate.
Personal development and relationships	Excellent. The pupils show great respect and care for property and each other. They work and play together very well and enjoy taking responsibility.
Attendance	Good. The pupils are eager to come to school.

The pupils' attitudes to school and their personal development and behaviour is a significant strength. They are eager to come to school; they have confidence in their teachers and feel well supported in their learning. Their behaviour in classrooms and around the school is excellent. Older pupils are confident in showing visitors round the school and talking to them about their work. The 'buddy system' in which younger pupils are cared for by older pupils is very effective. There have been no exclusions.

TEACHING AND LEARNING

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

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

Overall, the teaching in the school is good. In 60 % of what was seen, the teaching was good, very good or excellent. The rest was satisfactory. The pupils are interested in their work and keen to do well. They make good progress in their learning in lessons and over time. The teaching of English and mathematics, including literacy and numeracy is very effective; it is at least satisfactory in all classes and in over 50% of what was seen, it was very good or excellent. A key issue at the time of the last inspection was to improve the marking and assessment of pupils' work. The school has made good progress overall, and there are examples of good practice in setting targets for groups and individual pupils in some classes. In these lessons the needs of all of the pupils are met very well. The classroom assistants give excellent support to the pupils in lessons and when they are withdrawn from the classroom to be given extra help.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A broad and balanced curriculum which meets all statutory requirements. Extra-curricular provision is good. The curriculum is enriched by the very good work in drama and art.
Provision for pupils with special educational needs	Very good. The pupils' needs are well met within lessons and there is excellent provision for those who are withdrawn from the classroom for extra help.
Provision for pupils with English as an additional language	Very good. The pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The good role models of staff, very clear expectations of behaviour and the School Council ensure that the pupils learn the difference between right and wrong. The pupils' spiritual development is fostered very effectively in the culture of achievement. Cultural development is given a very good emphasis with notable strengths in drama and the visual arts.
How well the school cares for its pupils	There are good procedures for ensuring pupils' welfare and guidance. Pupils are shown a high level of care and there are very effective procedures for child protection.

The quality and range of the curriculum is very good. Literacy and numeracy are given a high priority and the curriculum is enriched by interesting work in history and geography, residential visits and field trips. Standards of achievement in art and speaking and listening are very high and these make a significant contribution to the pupils' personal and cultural development. The work in art is led by two knowledgeable and enthusiastic co-ordinators. The work produced by pupils covers a wide range of media and techniques and excellent use is made of photographs and the work of other artists to develop the pupils' personal responses.

The staff show great care and concern for the pupils and they work hard to ensure that each child succeeds.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads by example. The school's ethos rewards achievement and learning. It has the support of staff, governors, parents and pupils.
How well the governors fulfil their responsibilities	The governors are strongly committed to the school. They fulfil all of their responsibilities.
The school's evaluation of its performance	Very good in analysing the overall strengths and weaknesses of the school.
The strategic use of resources	Very good. The time, money, people and specific grants are used well and the school gives very good value for money.

The leadership and management, at all levels, is a significant strength of the school. The headteacher and governors are skilled in comparing the performance of the school with similar schools and ensuring that appropriate action is taken to raise standards and improve the quality of education provided. They balance the costs involved in making improvements with their effectiveness in, for example, the provision made for pupils with special educational needs and those who find learning to read difficult. As a result, the work provided for these pupils and the progress they make is very good. The planning for this type of work could be made more explicit in the school development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards attained. • The expectation that the children will work hard and do their best. • The very good behaviour. • The high level of care and commitment shown by staff. • The high quality of teaching. 	<ul style="list-style-type: none"> • Some feel that the homework takes too long to complete. • • • •

The inspection team agrees with the strengths identified by the parents. The homework set is related to the work in lessons and, in most cases, would take the recommended time to complete.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in the national tests at age 11 are very high; they have improved year on year and the headteacher and teachers are committed to sustaining and raising standards for all pupils.

1. The results of the national tests for 11 year olds in English, mathematics and science in 1999 are impressive. Taking all of these subjects together, the performance of the pupils was well above the national average and very high when compared with schools with pupils from similar backgrounds. In addition, the percentage of pupils reaching the higher Level 5 was well above the national average. Taking the four years 1996 – 1999 together, the performance of the Darwin pupils is equivalent to an advantage of around two term's progress in their work compared to the national picture. Year 6 pupils are able to identify nouns, verbs and adverbs and are able to discuss the impact of word order on grammar. In mathematics they are confident in using paper and pencil methods in all the four operations and can apply this to the calculation of fractions and percentages. The school attributes these high standards to the very clear emphasis that is given to the teaching of English and mathematics within a broad and balanced curriculum. This is so. Opportunities to extend and reinforce literacy and numeracy are not overlooked in the other subjects. In science the pupils are encouraged to record their work in data and charts; their reports are well structured and they are clear about what they did and what they found out. Much of the pupils' art work on display is annotated with a commentary about how the work was produced, or imaginative writing linked to the work. The impact of this is twofold: it provides a very good context for developing the pupils' writing and makes demands on the observer to use their reading skills. But the high standards and pupils' achievements are also a result of careful planning and targeting of the work in Key Stage 2. The teachers have undertaken a careful analysis of the programmes of study in the core subjects and the pupils' performance on the previous year's tests. They plan the lessons together and know which areas are likely to require additional work. The pupils are confident that their teachers will help them with any areas of weakness. A year 6 pupil commented "*If we don't understand something we'll get help in small groups or the booster classes*".
2. The results for 7 year olds in the national tests in reading, writing and mathematics were not as high as those for the older pupils, but they are higher than average and above those found in similar schools. The pupils make very good progress. Many enter the school with very little knowledge of the alphabet. By Year 1 they recognise letters and the sounds they make and most children are beginning to sound out combinations of letters and sounds as a way of reading unfamiliar words. By Year 2 they read a range of books confidently and enjoy them. They write diaries, accounts, letters, stories and poetry. Their writing shows a varied vocabulary and good use of punctuation. In mathematics most of the pupils in Year 2 are working confidently with numbers to 100 and they are able to choose the appropriate paper and pencil method when solving addition and subtraction problems.
3. In both key stages the pupils achieve high standards in speaking and listening. In the reception classes the teachers plan exciting lessons and the children are able to talk confidently about the life cycle of a butterfly and the story of the caterpillar. Pupils in Year 2 enjoy reciting poetry. At Key Stage 2 the pupils perform confidently in an assembly and hold the attention of the whole school.
4. High standards of achievement in reading, writing, speaking and listening and number are what the headteacher believes to be the basic entitlement of every child. The commitment of all staff to this goal is evident.

Overall, the teaching is good, with 42 per cent of lessons observed being very good or excellent.

5. Teachers have high expectations of what the pupils can achieve. This results in high standards of work and behaviour. There is a very good working atmosphere in classrooms.
6. Where teaching is at its best, the teachers have a secure knowledge and understanding of the subjects they teach and this is demonstrated in the range and the quality of the work that is produced by the pupils. The lessons build very successfully on previous work and the pupils are given challenging tasks. The teachers organise pupils in a variety of ways, but most lessons begin with carefully directed whole class teaching. This is followed by small group and individual work. The pupils are set time limits and are required to work at a good pace. The teachers make it clear to them what they are going to learn. Teachers use skilful questioning to assess and extend the pupils' understanding. This results in pupils being confident to talk about what they do and do not understand.
7. One teacher's very good questioning skills in a Year 4 history lesson captured the pupils' interest and challenged them to think carefully about an answer to the question: "*We are told that Queen Elizabeth 1 wore things to make her appear rich and powerful; how has she made herself appear powerful in this painting?*" The class responded immediately with references to her clothes and jewellery and then a pupil confidently exclaimed, "*She's standing on the world, a map!*" The teacher's questioning had been probing and challenging throughout. It had made the children look carefully at the picture and in a very sensitive way allowed them to deepen their understanding of the concept of power. In mathematics lessons in Year 5 and Year 6, the pupils approached the rapid mental calculation work very positively. The teachers encouraged them to explain the strategies they had used and emphasised that there was more than one way to find an answer. These were discussed and compared and the pupils were encouraged to learn from each other.
8. The staff have been keen to implement the National Literacy Strategy and got underway with it before the national guidelines were published. The best lessons follow the structure of the Literacy Hour beginning with some whole class teaching followed by group tasks. All of the whole class teaching observed had good pace; relationships with the pupils were very good and the texts used captured the pupils' interest. The word and sentence level work in reception and Key Stage 1 was very good indeed. In this part of the lesson the pupils had plenty of opportunities to pay attention to the letters and the sounds they make. The teachers used lots of objects and visual resources to make the pupils pay attention in an enjoyable way. The work was challenging and had a very good pace. The study of words and letters and sounds is made exciting and amusing. It combines seeing and hearing with reading and writing. Children in reception quickly learn to match the beginning sounds they hear in words to individual letters. In year 1 the teachers introduce common word endings. There is evident enjoyment in this part of the lesson as the pupils learn to match, discriminate sounds and spell words. In Year 2 the pupils are given plenty of visual resources to help them to read on sight a range of words and to incorporate them into their own work.
9. Not all of the teaching is of this very high quality but there is sufficient expertise and commitment on the part of staff for all to be able to rise to the level of the best.

There is very good support for pupils who experience difficulties in learning to read.

10. Pupils who experience difficulties in learning to read are identified early and are given additional support. The headteacher, staff and governors regard learning to read and write as fundamental and resources are used well to provide a high level of adult support to ensure that pupils make the best progress they can. Learning support assistants are very well briefed about the work that they do to

support pupils in the classroom. When the children are withdrawn from class lessons for extra help, the learning support assistants implement very well planned learning programmes to develop the pupils' phonological awareness, sight vocabulary and enjoyment of reading. The individual programmes are implemented with skill and enthusiasm. The children enjoy the work and make very good progress.

11. The success of the work is evident in the national test results and the fact that very few pupils move out of Year 3 unable to read books at an appropriate level for their age.

The headteacher leads by example and creates an ethos that strongly supports achievement and learning.

12. The headteacher provides outstanding professional leadership and works very successfully towards common goals with staff, parents and governors. This clear vision pervades all aspects of the school and it is understood by all. It is best summed up by one of the Year 6 pupils who described the school as "*one of the best.*" The headteacher wants the school to be successful in teaching children to read and write but also to be rounded individuals who are happy to learn and willing to contribute to the life of the school. These aims are translated into a way of working that is clearly understood by all. It is striking that within minutes of arriving in Darwin everyone you meet is keen to tell you about the school and how they contribute to its success.
13. Central to the drive to raise standards and to respond to the issues raised in the last inspection has been the decision to make the headteacher responsible for teaching a Year 6 class for half of the week. In this way the headteacher 'walks the talk' and is able to lead by the excellent example in her own teaching. The staff work well as team and the two deputy headteachers share the management role with the headteacher. There is very good delegation of responsibility and all staff ensure that curriculum changes are managed effectively. This is particularly evident in the way that the school responded to the key issue in the last inspection to evaluate the early years curriculum. The early years curriculum was judged to be satisfactory at that time: it is now judged to be very good. The Key stage 1 co-ordinator and early years staff have worked very effectively to develop the curriculum. The classrooms reflect the rich and varied curriculum that is provided and all of the pupils are learning and making very good progress.
14. The headteacher and governors work as a team. During the inspection governors visited the school and talked about their work. They have a clear view of developments within the school and they are well informed about standards and the school's approach to special educational needs. They appreciate the openness of their relationship with the headteacher and the clear direction she provides. The governors are committed to providing the best possible education for all pupils at the school. Their hard work contributes substantially to the ethos of achievement within the school.

The pupils have very good attitudes towards learning: they work very hard and enjoy school.

15. The pupils are eager to come to school and they behave confidently both in and around the building. Their attendance is good. They work constructively and productively and take a great pride in the presentation of their work. They are keen to do well and during the inspection pupils routinely came into school to finish work before the start of the school day.
16. The pupils have great confidence in their teachers and they feel well supported. As one pupil said, '*if we don't understand something there are the booster groups or Mrs Wilson will help us*'. The pupils have good relationships with the teachers and support staff and one Year 6 pupil summed it up by saying, '*all the teachers are strict but they explain things well*'.

17. The School Council has had a positive impact on pupils' attitudes to school. Pupils are in no doubt that their opinions are listened to and acted upon. This encourages a climate of mutual respect and fairness.

The pupils behave very well; they are polite and get on well with each other. They understand the importance of truth, respect and fairness.

18. In classrooms, around the school and in the playground the behaviour of the pupils is excellent. Children have free access to the building at all times of the school day and behave in a trustworthy and sensible manner.

19. There is no bullying and the children felt that any concerns would be quickly dealt with. Pupils are encouraged to talk about moral issues in class discussions and Religious Education. A stimulating display of their thoughts and feelings is represented on 'The Tree of Dreams' with quotes such as '*I want quiet everywhere*', '*I want to work hard*' and '*I wish that all animal testing would stop*'.

20. The children take very good care of their surroundings. During the inspection they routinely picked up coats and litter. The School Council has recently decided that there should be more regular litter picking sessions.

21. The school works hard to develop positive relationships between pupils and it has clearly defined and well understood school rules which form part of the home-school agreement. Their playtime 'buddy system' is working particularly well with the older pupils giving support and guidance to the younger pupils in key stage 1.

WHAT COULD BE IMPROVED

Planning what needs to be done to raise the quality of the teaching to the level of the best.

22. The overall quality of the teaching is good and there is much that is very good and excellent. In order to raise the quality of the teaching to the best, the staff need to go on refining their practice rather than making any radical changes to the way in which they teach. This will require an extension of the monitoring role of the headteacher and the co-ordinators. Much of their time at the moment is devoted to confirmation that appropriate work is planned. There needs to be more consideration of how effectively subjects are taught and feedback to staff on what will make their teaching better. The consistency of practice in the word and sentence level work in Key Stage 1 is an example of how planning together, sharing resources and using the training materials to focus on one part of the lesson can be successful. However, lesson observations in mathematics indicate inconsistency in the approach to teaching mental arithmetic. In one lesson, for example, the pupils were asked to share and compare their methods of calculating a mental problem, and to try out various methods recommended by the teacher or their classmates. This good practice was not evident in all lessons. In a number of lessons the approach to solving problems was led by the teacher and tackled in the same way by all of the pupils. There was no opportunity for the pupils to work the problem out for themselves and most pupils used paper and pencil methods to solve problems they were capable of doing in their heads.

23. A key issue at the time of the last inspection was to improve the marking and assessment of pupils' work. The school has made good progress overall. However, there is still inconsistency in the way that pupils' work is marked and the interpretation of the policy by staff. There are examples of good practice in setting targets for groups and individual pupils in some classes. In these classes the work is based on an assessment of the pupils' previous work, and the task of differentiating it and

making it challenging for all of the pupils is more manageable. In some other classes, the teacher's comments on individual pieces of work do not give a clear indication of how the work could be improved.

24. The headteacher and staff are committed to improvement and are well placed to take this work forward.

The school development plan is not clear about the school's priorities for improvement.

25. The school development plan (SDP) is a succinct document covering subject developments, personnel and premises management. In a number of the sections resources become confused with activities. It is not clear how the governors will judge the success of the plan or the impact of the expenditure on raising standards. Even though standards in mathematics are high, inspection evidence points to variation in standards in mental calculation from class to class. A number of staff have discussed this and acknowledge it to be an issue. If it becomes a priority in the SDP, the co-ordinator will need to evaluate current standards, the quality of teaching and the resources and training that will be needed to raise standards. While the staff and the governors recognise where improvements are to be made, this type of evaluation is not used as effectively as it might be to decide what are the key areas for improvement.

The current SDP leaves too much to the discretion of subject co-ordinators and it is not easy for governors to check whether the action taken was worthwhile or provided good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should now:

- (1) raise the quality of the teaching to the level of the best by:
 - ensuring that classroom observations and opportunities for joint teaching provide staff with suggestions on how they might refine their practice;
 - evaluating the implementation of the assessment policy.

- (2) improve the school development plan, setting out clearly the priorities for improvement and methods of evaluation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20.8	20.8	16.6	41.6	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)		354
Number of full-time pupils eligible for free school meals		70

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

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	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	25
	Girls	20	22	21
	Total	43	45	46
Percentage of pupils at NC level 2 or above	School	86 (87)	90 (88)	92 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	25
	Girls	20	21	20
	Total	43	45	45
Percentage of pupils at NC level 2 or above	School	86 (87)	90 (83)	90 (84)
	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	22	27	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	22
	Girls	24	25	24
	Total	46	47	46
Percentage of pupils at NC level 4 or above	School	94 (83)	96 (90)	94 (90)
	National	70 (65)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	20
	Girls	22	22	20
	Total	40	43	40
Percentage of pupils at NC level 4 or above	School	82 (75)	88 (78)	82 (90)
	National	68 (68)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	3
White	
Any other minority ethnic group	1

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: Y[] – Y[]

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	20.8
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	159

Qualified teachers and support staff: nursery

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

Total number of education support staff	[]
Total aggregate hours worked per week	[]

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

Financial information

Financial year	1998-99
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	£
Total income	521600
Total expenditure	522500
Expenditure per pupil	1515
Balance brought forward from previous year	16000
Balance carried forward to next year	15100

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	354
Number of questionnaires returned	215

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1		
My child is making good progress in school.	68	30	1		1
Behaviour in the school is good.	62	38			
My child gets the right amount of work to do at home.	38	51	9	1	1
The teaching is good.	80	19			1
I am kept well informed about how my child is getting on.	48	44	7		
I would feel comfortable about approaching the school with questions or a problem.	75	23	1		
The school expects my child to work hard and achieve his or her best	87	13			
The school works closely with parents.	50	44	4		1
The school is well led and managed.	78	22			
The school is helping my child become mature and responsible.	66	33			
The school provides an interesting range of activities outside lessons.	27	40	19	4	10