

INSPECTION REPORT

**AUGHTON TOWN GREEN
PRIMARY SCHOOL**

Aughton, Ormskirk

LEA area: Lancashire

Unique reference number: 119287

Headteacher: Mr D Hall

Reporting inspector: Mr P Hill
6642

Dates of inspection: 9th – 13th June 2000

Inspection number: 190758

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 - 11

Gender of pupils: Mixed

School address: Town Green Lane
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Lancashire

Postcode: L39 6SF

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Appropriate authority: Lancashire

Name of chair of governors: Cllr G Roberts

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Town Green Primary School is situated on the edge of a large village to the south of Ormskirk and is close to the Lancashire Merseyside county border. The pupil intake is mainly from the village of Aughton and the market town of Ormskirk. The village is comprised of mostly private housing, including a number of private housing estates and a small Local Authority estate near the school. An increasing number of pupils are coming to the school from a wider area of surrounding villages, and from Sefton authority. Pupils come from homes which are, in the main, in higher socio-economic groups. Currently there are 345 pupils on roll (164 boys and 181 girls). The vast majority of pupils are from a white indigenous background with only 1% of pupils of different ethnicity. There are no pupils who speak English as an additional language. The school has 14 pupils identified as having special educational needs with 7 pupils having statements of special educational need.

Over the past years pupils' levels of development, on entry to the school, have been above those anticipated in the areas of experience expected for children aged under 5. This year the school has evidence to show that the children currently in the reception classes had, on entry to the school, levels of development which were lower than in the previous year.

HOW GOOD THE SCHOOL IS

This is a very effective school. By the age of eleven, pupils achieve overall standards in the core subjects which are well above average when compared with similar schools and which are very high in science when compared with all primary schools. The school is very well led and managed and teaching is good overall with a significant amount of very good and excellent teaching. The school provides very good value for money.

What the school does well

- The school is very well led and managed by the Headteacher and Governing Body. The school monitors and evaluates its work very effectively.
- Pupils' levels of attainment are well above average, and they make good progress in their learning.
- Assessment and monitoring of pupils' levels of attainment is very good.
- Pupils' attitudes, behaviour, values, personal development and spiritual, moral, social and cultural development are very good overall.
- Teaching is good overall and very good and exceptional in 25% of lessons. Teachers have high expectations of what pupils should achieve.
- Development planning and the improvement to meet Key Issues identified in the last inspection.
- Links with parents are very good with a large number of parents visiting school and helping with activities.
- The school has a very good ethos and a commitment to high standards.

What could be improved

- The inspection team found no significant areas 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 was last inspected in November 1996. Since that time the school has made very good progress in addressing the Key Issues identified in the last report. The action taken to raise pupils' standards of attainment in information and communication technology (ICT) at both key stages has been considerable. The school now meets the requirements of the National Curriculum in this area. The very good planning for, and provision of, ICT throughout the school has been carefully linked to the improvements in accommodation, also a key area for development in the last report. The improvements in the accommodation have been exceptional, and, as they include an ICT suite and whole school networking, as well as new classrooms in place of the de-mountable classrooms, provide much better access to areas of learning and resources. The rate of progress of the oldest pupils in Key Stage 1 has been improved and lessons are now consistently matched to pupils' needs.

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

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards achieved by 11-year-olds in English, mathematics and science have, for the last 4 years, remained consistently and significantly above national averages. In 1999, the school's targets for attainment were exceeded. Pupils' results in science place the school amongst the top 5% of schools nationally. The standards attained by 7-year-olds in 1999 in reading and writing were also well above average, when compared with all schools and standards in mathematics above average. In ICT, pupils' attainment at the age of 7 and 11 is now in line with that expected nationally. Throughout the school, pupils' well developed speaking and listening skills, together with their very good skills in reading and writing, enable them to make good progress across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils have very positive attitudes to their learning.
Behaviour, in and out of classrooms	Very good: Pupils' behaviour in lessons and around school is mature, sensible and co-operative.
Personal development and	Very good: Pupils form very good relationships with each other and adults, and are

relationships	responsible, confident and articulate.
Attendance	Attendance is in line with the national average and children like coming to school.

This is a very strong area of the school. Pupils of all ages concentrate very well for long periods and apply themselves very conscientiously to their tasks. They are keen to come to school, form very good relationships, are polite and helpful and are confident and motivated to do well.

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.

Teaching in English, maths and science is good. Teachers have very high expectations of what pupils can achieve; planning and lesson preparation are very good and meets the needs of all pupils. The teamwork between teachers and all supporting adults is very good and considerably enhances pupils' learning. The information from the assessment of pupils' levels of attainment is used very effectively to plan the next stage of their learning. All basic skills, including literacy and numeracy, are well taught. The needs of all pupils, including those with special educational needs, are very well met. Teaching in 25% of the lessons observed was very good, with some exceptional teaching. It was good in a further 60% of lessons, and never less than satisfactory. As a direct result of this good teaching, a high percentage of the pupils are making very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall with all aspects of the National Curriculum well provided for. The curriculum is enriched through the good level of extra-curriculum provision, visits and residential visits.
Provision for pupils with special educational needs	Good. Provision is well managed and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This area is very well developed throughout the school. Pupils have a very clear understanding of the differences between right and wrong. Assemblies contribute significantly to pupils' spiritual development.
How well the school cares for its pupils	The school provides a very good caring and supportive environment. There are very effective procedures for identifying how well pupils are progressing.

The school has very effective systems for assessing and monitoring pupils' progress. This is a major strength. As a result, teachers know their pupils very well and provide very good guidance and support. The curriculum is good and provides a wide range of activities. Developments in the ICT curriculum and provision have resulted in considerable improvement since the last inspection report. Parental involvement in the life of the school is very good and the school has a good range of productive links with parents. These links include activities for parents of children about to start school, through to parents helping in classrooms and in other activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior management team manage the school very well.
How well the governors fulfil their responsibilities	Very well. They have a clear view of the future needs of the school and have played a significant part in helping the school meeting the key issues identified in the last inspection report.
The school's evaluation of its performance	Very good. The school thoroughly analyses test results and other data and makes very good use of this information in raising standards and in planning for the future.
The strategic use of resources	Staff, including support staff, are well deployed. The newly improved accommodation is well used and is to be further expanded. The school has made excellent use of available resources to considerably improve the ICT provision.

The school is very well led and managed by a highly committed and knowledgeable headteacher. Strong and caring leadership is provided by the headteacher, senior staff and governors and this is a major factor in ensuring that pupils achieve highly and there has been an upward trend in the overall standards attained since the last inspection. The school is clearly aware of, and applies, the principles of best value. This is very evident in the way in which standards and progress are evaluated and compared. Resources are provided to ensure best value for expenditure, as in the case of the new ICT provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Well over 90% of parents strongly agree, or agree, with the following aspects identified in the Parents' Questionnaire.</p> <ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour is good. • Teaching is good. • Parents feel comfortable approaching school about problems and suggestions. • The school expects children to work hard. • School works closely with parents. • The school is well led and managed. • School is helping children become mature. 	<p>19% of parents indicated in the questionnaire, and some in the Parents Meeting, that they would like to see an improvement in:</p> <ul style="list-style-type: none"> • The range of activities provided out of lessons.

Inspectors agree with all the positive views expressed. The overwhelming majority of parents speak highly about the school and many support it in its work. A number of parents expressed a wish for the school to provide a wider range of out of lesson activities. However, the number and range of activities

provided compares favourably with other schools and bears testimony to the high commitment that staff voluntarily give to pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well led and managed by the Headteacher and Governing Body. The school monitors and evaluates its work very effectively.

The school is very well led and managed by a knowledgeable and highly committed headteacher who leads by example. The headteacher is very well supported by the deputy-head, senior management and governors. The senior management team, which includes the key stage co-ordinators, meets frequently and there is a very close working relationship between the deputy head and headteacher. As a result, the school has clear direction, has a very effective development plan which guides future developments, and clearly makes very good use of available finance and resources. The management has a very clear view of standards achieved and how these compare with schools nationally and locally and they strive to ensure standards improve year on year.

As a result of extremely effective delegation by the headteacher, the contribution of staff with management responsibilities is excellent and is an important factor in the smooth and effective running of the school.

Both the long and short-term needs of the school are very well managed. In the long term, the exceptionally well managed improvements to the school have been very well linked to the enhanced provision of ICT facilities, with a very clear eye on future developments. In the short term, the headteacher, supported by governors, recently reacted very well to a staffing issue, quickly and efficiently providing teaching continuity for a Key Stage 2 class. This class had been taught by several teachers over the recent past and all concerned, including parents, were anxious to provide more stability for these pupils.

The strong and caring leadership is a major factor in ensuring that pupils achieve highly and there has been an upward trend in the overall standards attained since the last inspection. The leadership and management has ensured that the school has a **very good ethos** strongly based on ensuring pupils are secure, enjoy school, **and on a commitment to high standards.**

The school is clearly aware of, and applies well, the principles of best value. This is very evident in the way in which standards and progress are evaluated and compared and resources are provided to ensure best value for expenditure, as in the case of the new ICT provision.

The school's evaluation of its performance is very good. A major part of this is the way in which the school monitors and evaluates pupils' progress and uses the results to further improve standards. This is a considerable strength of the headteacher who is clearly aware of, and has very good knowledge of, national trends and strategies in this aspect. As a result the **assessment and monitoring of pupils' levels of attainment is very good.** Lessons are carefully planned to take into account pupils' needs, to reflect those areas which are successfully taught and those areas where a fresh or different strategy or teaching approach is needed.

The school has made a very good start to the Literacy and Numeracy strategies and the planning, teaching and outcomes have been carefully monitored.

The role of the subject co-ordinator is very well developed with co-ordinators playing an important part in the monitoring of the curriculum and standards of achievement. Co-ordinators view and comment on colleagues' plans on a regular basis.

Pupils' levels of attainment are well above average, and they make good progress in their learning.

Standards achieved by 11-year-olds in the core subjects of English and mathematics are well above the national average and in science they are very high. Furthermore, the percentage of pupils reaching National Curriculum Level 5 is also well above the national average in English, mathematics and science.

The standards achieved by 7-year-olds in reading and writing are well above national average and in mathematics are above. Again the percentage of pupils achieving a higher level, Level 3, is well above the national average in reading and writing. It was just above the average in mathematics.

These results are an improvement from the time of the last inspection and are clearly based on good teaching, careful assessment of where pupils are in terms of National Curriculum levels and planning to meet their needs.

The pupils' levels of attainment, in both key stages, in all other areas of the curriculum, are of a similar high standard.

In all lessons, pupils make good progress. They listen with interest to what teachers have to say and are eager to play a part in the lesson. Even the youngest pupils are keen to express points of view and to answer questions. Older pupils are equally eager to answer questions and play an active part in lessons. By the time they are eleven, pupils are able to put forward clear explanations and rational, clearly argued hypotheses. Slightly lower down the school, in a Year 5 English lesson, pupils analysing 'A Midsummer Night's Dream' were able to clearly explain their ideas, used a good range of vocabulary, and based their analysis on a good understanding of the plot and its characters.

Pupils' good progress in numeracy and literacy is clearly enhanced by the detailed planning for the development and use of these skills in other curriculum areas.

Pupils who are identified as having special educational needs are well catered for throughout the school. Teachers and support staff plan targets for these pupils very carefully and, in all lessons observed, pupils made good progress towards attaining these targets.

Pupils' attitudes, behaviour, values, personal development and spiritual, moral, social and cultural development are very good overall.

The vast majority of pupils have a very good attitude to their work. This has a positive impact on their learning. Pupils are keen to attend school; they appear happy, confident and take a pride in their school, their achievements and work. They get involved in a wide range of activities. The school places great emphasis on pupils' self-discipline. As pupils progress through the school it is evident that most pupils respond well to the high expectations of behaviour placed on them by staff.

Behaviour is very good. Both in classrooms and in and around the school, behaviour is rarely less than satisfactory and more often than not is very good. The majority of pupils know how to behave and know what is expected of them. They are clear about the system of rewards and sanctions, and are involved at many stages of the procedure to draw up class and school rules. When given opportunities to work in groups and pairs, pupils do so constructively and co-operatively. Pupils play well together, with both juniors and infants making good use of the large play area. No one group dominates the play and there are many examples of mixed gender groups and mixed aged groups playing well together. Pupils are able to work and play with the absence of oppressive behaviour. Pupils are very aware of and respect the anti-bullying procedures. Although no one in the school is complacent about harassment, the school has very tight procedures for dealing with any incident. Parents also recognise and value the very good behaviour within the school.

Personal development is very good. Pupils are involved in the daily routines of the school, for example preparation for assemblies, and they notice what needs to be done. Pupils automatically help others and older pupils help younger ones at lunch times. Pupils become more confident as they get older and, when given the opportunity, take more responsibility for organising their own work.

Relationships are very good. They show respect for feelings, values and beliefs. This is well demonstrated by the way pupils listen to each other in lessons, show appropriate appreciation for each other's efforts and are willing to share resources and materials. Even the youngest children know the value of taking turns and sharing things sensibly.

Provision for pupils' spiritual, moral, social and cultural development is very good.

Provision for spiritual development is good. Opportunities are promoted through good assemblies where pupils are given time for personal reflection and through aspects of the curriculum, for example, where pupils learn about the wonders of the natural world and human achievement.

Moral development is very good. Moral principles are consistently promoted through all aspects of the school work. Pupils have a strong sense of right and wrong and have a clear understanding of the impact their behaviour has on others.

The school has a well-developed programme of opportunities to promote pupils' social development. Pupils are increasingly given more responsibility as they progress through the school with all the Year 6 pupils having some regular ongoing responsibility. Older pupils have the opportunity for a residential experience. The school consults pupils whenever possible and involves them in the daily running of the school and the development of school policy.

Cultural development is good. Music, art and drama, as well as a good range of visits and visitors, help to broaden pupils' cultural experience. The experience of the extra-curricular music sessions makes a significant contribution to pupils' cultural development. Multi-cultural development is satisfactory. Through literature, RE and assemblies, pupils are able to appreciate the traditions of a variety of other cultures and faiths.

Teaching is good overall and very good and exceptional in 25% of lessons. Teachers have high expectations of what pupils should achieve.

Teachers have very good subject knowledge and high expectations of what pupils can and should achieve. In all areas, teachers have very high expectations of how pupils should behave. As a result, pupils in all classes are very well behaved and concentrate on their work. Teaching in 25% of the lessons observed was very good, with some exceptional teaching. It was good in a further 60% of

lessons, and never less than satisfactory. As a direct result of this good teaching, a high percentage of the pupils are making very good progress. Teaching of basic skills is very good and the teaching in English, mathematics and science is good across the school.

Teamwork between support staff and teachers is very good. This is noticeable throughout the school, and especially in the support for pupils with special educational needs.

Teachers' lesson planning is very good, based on clear guidance from policies and subject schemes of work. Lesson targets are linked very clearly to the needs of the pupils. Teachers plan for, and use, a good range of strategies and activities, challenging and inspiring pupils to think and to learn. In most lessons, there is a very good use of resources, all carefully linked to the lesson topic. Teachers make very effective use of the information from the assessment of pupils' levels of attainment to plan the next stage of their learning. The needs of all pupils, including those with special educational needs, are very well met.

The good quality of the teaching has an obvious impact on the extent to which pupils learn and acquire new knowledge and understanding. They are able to form very positive relationships with teachers and as a result are confident to explain their thinking and to put forward ideas. In all lessons, teachers develop an atmosphere in which pupils are productive and well behaved, show interest in their work and are able to sustain concentration for long periods.

The school is aware of a number of areas for further evaluation and development:-

For some topics and subjects, including science, teachers make quite extensive use of photocopied materials as resources for their lessons. In many cases this is effective and allows teachers to present relevant material and worksheets to pupils. From the scrutiny of pupils' work there is some evidence to indicate that standards of pupils' presentation of written work and diagrams are not as good when completing worksheets as when pupils are writing in books and making their own decisions about layout of tables and of diagrams.

The National Strategies for literacy and numeracy have been well implemented in all areas of the school, including for the youngest children, a number of whom are only just five. This early move into the National Curriculum, from the Desirable Learning Outcomes has, at the time of the inspection, placed increased demands on very young children and has, to some extent, restricted opportunities for creative play, etc. The school is aware of this and plans to review the situation.

Development planning and the improvement to meet Key Issues identified in the last inspection.

The school development plan is the result of a very thorough and careful process culminating in a document which identifies the needs and future direction of the school. The plan balances national and local requirements as well as the immediate needs of the school, for example in terms of staffing and accommodation etc. This area is clearly a considerable strength of the school and results from very good leadership and management.

Since the time of last inspection the school has made very good progress in addressing the Key Issues identified in the report. The action taken to raise pupils' standards of attainment in information and communication technology (ICT) at both key stages has been considerable and the school now meets the requirements of the National Curriculum. Pupils' standards of attainment in ICT are now in line with expectations. The school has been careful to thoroughly research the current and future needs of the pupils and the requirements of national strategies. The planning has been very good and has been

carefully linked to the improvements in accommodation, also a key area for development in the last report.

The improvements in the accommodation have been exceptional, and, as they include an ICT suite and whole school networking, as well as new classrooms in place of the de-mountable classrooms, provide much better access to areas of learning and resources. The management, with governors playing a considerable and important part, has taken advantage of opportunities from a variety of sources and have combined these into a comprehensive and continuing development. This is having, and will continue to have in the future, a considerable impact on pupils' learning, standards, and the quality of their experiences in school.

The rate of progress of the oldest pupils in Key Stage 1 has been improved and lessons are now consistently matched to pupils' needs. There has been a careful review of teaching strategies and standards of pupils' attainment, and this, linked to changes in staff, have resulted in a good match of the work done by pupils, both to their individual needs and to the National Curriculum. As a result standards have risen.

Links with parents are very good with a large number of parents visiting school and helping with activities.

Parents expressed a very good level of satisfaction with the school, including its aims and ethos.

Parental support is very good. Parents provide valued help in the classrooms with virtually every class having at least one parent helper. Parents are also effective fund-raisers, they accompany school trips and are very supportive of special events held at the school.

Through regular informal meetings in the hall, where coffee and cakes are served, parents of the new intake of pupils are able to speak to staff and the children are able to familiarise themselves with the school. This initiative is greatly welcomed by parents. A member of staff is responsible for co-ordinating parental involvement.

The information supplied by the school is good. The half-termly bulletins and regular letters are timely, informative and well presented. Curriculum evenings have been organised by the school, the literacy evening being well attended by parents. The school consults parents on many issues including the home/school agreement and homework policy. Parents make a very good contribution to their child's learning, supporting them with work done at home.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Although the inspection of the school did not indicate any areas of weakness or for major improvement, two areas are identified as being in need of review. They are:-

- the use of printed material in the form of photocopied sheets for supporting teaching, and;
- the structure of the areas of learning for children aged under five.

Both of these areas have been noted in the paragraph on good teaching.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	20	60	15	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)	0	345
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	21	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	20	20	20
	Total	38	39	39
Percentage of pupils at NC level 2 or above	School	93 (90)	95 (85)	95 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	20	20	20
	Total	38	39	40
Percentage of pupils at NC level 2 or above	School	93 (94)	95 (98)	98 (98)
	National	82 (65)	86 (65)	87 (72)

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	31	17	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	31
	Girls	16	16	17
	Total	44	47	48
Percentage of pupils at NC level 4 or above	School	92 (92)	98 (82)	100 (98)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	30
	Girls	16	16	17
	Total	43	44	47
Percentage of pupils at NC level 4 or above	School	90 (92)	92 (92)	98 (98)
	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	291
Any other minority ethnic group	3

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)	11.4
Number of pupils per qualified teacher	31.4
Average class size	31.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	184

Financial information

Financial year	1999
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	£
Total income	511,771.91
Total expenditure	498,915.00
Expenditure per pupil	1,442
Balance brought forward from previous year	47,942
Balance carried forward to next year	60,799

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	345
Number of questionnaires returned	156

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	5	3	0
My child is making good progress in school.	56	37	3	4	1
Behaviour in the school is good.	53	42	3	2	1
My child gets the right amount of work to do at home.	40	45	10	5	0
The teaching is good.	63	30	1	5	2
I am kept well informed about how my child is getting on.	42	42	12	4	1
I would feel comfortable about approaching the school with questions or a problem.	70	23	4	3	0
The school expects my child to work hard and achieve his or her best.	77	20	1	1	1
The school works closely with parents.	47	43	7	3	1
The school is well led and managed.	62	28	6	2	1
The school is helping my child become mature and responsible.	56	38	4	2	1
The school provides an interesting range of activities outside lessons.	26	50	16	3	5