

INSPECTION REPORT

KINGSCLERE PRIMARY SCHOOL

Ash Grove, Kingsclere, Newbury, Berkshire

LEA area: Hampshire

Unique reference number: 116295

Headteacher: Mrs Adele Glenn

Reporting inspector :Kath Oram
15666

Dates of inspection: 19th –20th March 2001

Inspection number: 191103

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 to 11 years old
Gender of pupils: Mixed

School address: Ash Grove
Kingsclere
Newbury
Berkshire

Postcode: RG20 5RE

Telephone number: 01635 298583

Fax number: 01635 298983

Appropriate authority: Hampshire

Name of chair of governors: Mrs Sally Mercade

Date of previous inspection: 24/06/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15666	Kath Oram	Registered Inspector
11575	Catherine Fish	Lay Inspector
20345	Ann O'Hara	Team Inspector

The inspection contractor was:

Quality Assurance Consultants
The Hucclecote Centre
Churchdown Lane
Churchdown
Hucclecote
GL3 3QN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 - 12
WHAT COULD BE IMPROVED	12 - 13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 – 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingsclere Primary is an averaged sized primary school with 262 pupils on roll. It is a voluntary controlled Church of England school on the Hampshire-Berkshire border. Most pupils are from the village of Kingsclere and the surrounding area. It caters for boys and girls between the ages of four and eleven. They come from widely diverse backgrounds, although many are from advantaged homes with few pupils eligible for free school meals. There are two pupils with English as an additional language. Pupils' attainment on entry is broadly average. Whilst the proportion of pupils with special educational needs is above the national average, the percentage with statements of special needs is below the national average.

HOW GOOD THE SCHOOL IS

Kingsclere Primary is an effective school, which, with mostly good teaching, has been successful in raising standards over the past few years. The school is well led and provides satisfactory value for money.

What the school does well

- Standards in mathematics and science are above average at the end of Key Stage 2. Attainment in the foundation stage is also above that expected.
- The quality of teaching, by teachers and support staff, is mainly good across the school. The very good behaviour management allows almost all pupils to benefit from lessons.
- Pupils have very good attitudes to school. They show enthusiasm for learning and enjoy coming to school.
- There are good links across subjects to develop English skills, particularly writing and speaking and listening.
- Strong leadership by the headteacher ensures the school has high expectations of the pupils' behaviour and secures a positive ethos for learning. The effective role model of headteacher and other adults ensures pupils have respect for the ideas and feelings of others within a Christian ethos.
- The governors know the strengths and weaknesses of the school and have made sound financial decisions to resource the school successfully to support learning.

What could be improved

- Standards in writing, particularly at Key Stage 1, and information and communication technology across the school.
- The teaching in one class in the middle of Key Stage 2.
- The use of assessment information to inform short-term individual pupil target setting and to plan suitable work for all groups of pupils.

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 June 1996. Since then the school has made satisfactory improvement. Many of the key issues have been addressed successfully.

- The headteacher, senior staff and governors have used monitoring to form a clear picture of what needs to be improved in the school.
- The quality of teaching in Key Stage 1 is now good.
- Schemes of work help to ensure continuity and progression; however lessons for the older pupils in mixed year group classes and for more able pupils are not always sufficiently challenging.
- Assessment systems have been put in place but as yet are not sufficiently used to help inform individual target setting and to plan suitable work for all groups of pupils.
- The youngest pupils now have a good, appropriate curriculum.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
mathematics	B	B	A	A
science	C	B	A	A

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

Over the four years from 1997 to 2000, pupils' attainment in English, mathematics and science by the end of Key Stage 2 has been maintained at a high standard and risen to well above the national average compared with all schools and similar schools. Over the same period results at Key Stage 1 have improved dramatically to be above average in reading and well above average in mathematics in 2000 results. They remain well below average in writing at Key Stage 1 in comparison with all schools and with similar schools.

In the work seen during inspection, standards for pupils aged eleven were above average in mathematics and science. Standards were high in both key stages in reading and speaking and listening. The school has rightly identified a relative weakness in writing across the school but particularly at Key Stage 1. Standards in information and communication technology are below those expected in some areas of the subject, this is because a lack of suitable curriculum planning in the subject means that some elements are not yet sufficiently taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show enthusiasm as learners and enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Most pupils meet the high expectations of staff and behave very well.
Personal development and relationships	There are very good relationships and a good ethos for learning. Pupils' personal development is very good. They respond well to the opportunities offered to take responsibility and show independence.
Attendance	Good.

Most pupils show very good attitudes to each other and to their work. They are very helpful and polite. They are confident in their manner and show an enjoyment for school.

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 quality of teaching is good although it ranges from excellent to unsatisfactory in Key Stage 2. Almost three-quarters of the teaching in the Junior classes is good or better. Teaching is always at least satisfactory in the Foundation Stage and in Key Stage 1. The minority of unsatisfactory teaching occurs in the one class with Year 4 and 5 pupils where lessons move at a slow pace and pupils are insufficiently challenged. The quality of teaching is good in English and mathematics at Key Stage 2 and in the Foundation Stage. It is satisfactory in Key Stage 1. Particular strengths in teaching in all subjects and throughout the school, include teachers' management of pupils and their ability to secure a good learning environment which encourages pupils to offer ideas and develop their understanding. The skills of literacy and numeracy are generally taught well.

The best teaching is with the oldest pupils when they are taught in three of the four groups set for mathematics. In these lessons teachers and support staff have good subject knowledge, set challenging tasks, and make effective use of questioning to help pupils think for themselves. At Key Stage 1 teachers do not always have sufficiently high expectations of what pupils can achieve in writing. The school meets the needs of those pupils with special educational needs and they make good progress. Older pupils in mixed aged classes and potentially higher attaining pupils across the school are not always sufficiently stretched except in mathematics lessons at the end of Key Stage 2. Planning for these pupils does not always identify how the learning will be extended to higher levels. Younger pupils in these classes make good progress.

The percentage of satisfactory or better teaching was ninety-three per cent. The proportion of good or better teaching was sixty-eight per cent. Particular strengths in pupils' learning include their enthusiasm for learning and their ability to settle quickly to their work and concentrate well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory. There are good links between subjects particularly for developing English skills. The curriculum for the youngest pupils is good.
Provision for pupils with special educational needs	This is good. Pupils are well supported and make good progress in English, mathematics and science.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is good; for their moral and social development it is very good. Cultural development is good overall although the emphasis on developing an understanding of the rich diversity of their own and other cultures is underdeveloped.
How well the school cares for its pupils	This is good overall. Staff know the pupils well, they do not always make sufficient use of this information to ensure pupils know when they have succeeded and what they need to do to improve.

Adults in the school provide good role models and help pupils by reinforcing the difference between right and wrong. There are good procedures for ensuring the safety and welfare of pupils. There are very good procedures for promoting good behaviour. All areas of the curriculum meet the statutory requirements.

The use of information and communication technology is not yet established sufficiently across the curriculum. The school's links with parents are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Strong leadership by the headteacher ensures teachers have high expectations of pupils' behaviour thus securing the high quality learning environment. The effective role model provided by the headteacher and other adults ensures pupils have respect for the ideas and feelings of others within a Christian ethos.
How well the governors fulfil their responsibilities	Good. Governors know the strengths and weaknesses of the school and support the staff in making improvements.
The school's evaluation of its performance	Good. The school has identified appropriate areas for improvement from analysis of data and monitoring work in classrooms.
The strategic use of resources	Very good. Governors have made sound financial decisions to successfully resource the school to support learning.

The school is effectively led. The principles of best value are considered and applied to the school's context satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Parents feel comfortable approaching the school. • The school is well led and managed. • The school is helping children to become mature and responsible. • The teaching is good and children make good progress. 	<ul style="list-style-type: none"> • Some parents feel they are not kept well informed about how their child is getting on. • They would like to see a more interesting range of activities outside school. • Some parents believe the school does not work closely enough with them.

The inspection team agrees with parents' positive comments, although pupils in some classes could make even better progress. Inspectors find that the school provides sufficient opportunities for outside activities, for parents to be kept informed about the progress made by their children and to work closely with parents. As yet, the school does not actively seek feedback from parents as to how well it is succeeding with any of these areas.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in mathematics and science are above average at the end of Key Stage 2. Attainment in the foundation stage is also above that expected.

1. All pupils show enthusiasm for learning. This is particularly evident with the youngest pupils and in mathematics and science lessons throughout the school. This has a positive impact on standards.

2. Pupils in the foundation stage show high levels of concentration and enjoyment for the teaching. They thrive in a class where the teacher's planning ensures work is both fun but also develops understanding. She pitches lessons at appropriate levels for children to build on what they already know and demonstrate their growing proficiency in number and language skills. The teacher and assistant know just when to intervene and ask that pertinent question and when to allow children to have a few minutes to think alone and then share their thoughts with a friend. All these strategies give children confidence to try out ideas, feel safe to learn and to make good progress across all aspects of the curriculum.

3. Standards in mathematics are very high both when compared with other schools and with similar schools. The pupils benefit from high quality teaching in this subject particularly when they are taught in groups with those of similar ability. The majority of teaching in these maths sets is focussed on stimulating and challenging pupils to think. The teaching of the most able pupils has very high expectations particularly when pupil's are asked to calculate mentally or work out the percentage difference of money problems. Teachers build effectively on what has been taught in previous classes and are not satisfied with pupils only attaining the national standards.

4. Science is systematically taught throughout the school. There is good guidance for teachers on how to make connections with other areas of the curriculum, such as local history studies or work on the Romans. This strengthens the application of knowledge and understanding of science and helps pupils make good progress. Teachers take advantage of pupil's natural curiosity about the world around them and plan activities that enable them to make good gains in knowledge and to record their findings in a variety of ways. They make good use of homework to encourage pupils to research topics for themselves.

The quality of teaching is mainly good across the school by teachers and support staff. The very good behaviour management allows almost all pupils to benefit from lessons.

5. Almost all of the lessons seen were at least satisfactory. Twenty-nine lessons were observed, of which one was excellent, five were very good and fourteen were good. The features of the best teaching include good questioning to extend knowledge, good use of errors as teaching points to establish understanding and the use of demonstration to model what pupils need to do to succeed. Teaching assistants make a significant contribution to the high quality teaching and learning. They promote the positive learning environment and teach the pupils well, both in classes and when pupils are withdrawn in small groups.

6. One of the reasons why teaching is so effective in maintaining high standards at the end of Key Stage 2 in particular, is the attention the school gives to teaching basic skills. Teachers have good subject knowledge and find interesting ways of ensuring pupils remember what they have learned. They carefully plan to build on previous lessons and structure each lesson to move the pupils on to the next steps in learning. Teachers are well

prepared and make good use of the many resources available to support learning.

7. In almost all lessons teachers manage behaviour with sensitivity and skill. They focus the attention of pupils on what they are learning by praising acceptable behaviour and moving lessons on to purposeful activities. The behaviour policy is usually applied consistently by staff, enabling pupils to experience consistent expectations throughout the school. There is a small minority of pupils who need their behaviour monitored. They respond well and co-operate in lessons which keeps the focus on learning.

Pupils have very good attitudes to school. They show enthusiasm for learning and enjoy coming to school.

8. Pupils have very good attitudes to learning. They are particularly good across the school at organising themselves, settling quickly to their activities and working sensibly. They work collaboratively in pairs and larger groups, supporting each other and listening well to contributions of other pupils. When talking about their work, pupils are enthusiastic and confident. They enjoy opportunities to work independently of the teacher, working hard and concentrating well.

9. Pupils willingly take on responsibility when the opportunity is given to them. They perform tasks such as generally tidying up their own classrooms and work-space conscientiously and without fuss. They help each other in lessons and during breaks. They enjoy more structured opportunities to take responsibility such as being members of the School Council. This has helped to generate ideas for development of the grounds and for linking playtime games to the behaviour policy.

There are good links across subjects to develop English skills, particularly writing and speaking and listening.

10. The curriculum is generally well planned to develop links between subjects and give opportunities for pupils to apply the skills they learn in English. This is particularly true of speaking and listening skills which are well developed across the school. Pupils are encouraged to explain their thinking and speak clearly and fluently across all subjects. There are good opportunities for structured discussions in debates, class circle time and in personal and social education lessons.

11. Teachers make reference to English skills being used in other subjects. For example, when studying India in Key Stage 2 pupils are developing their skills in skimming and scanning information, making notes and then writing their own understanding of the subject matter. Note taking and recording skills are also being well developed in science. In history due attention is given to pupils writing in paragraphs and the correct use of language. Younger pupils have the opportunity to research and make their own books when studying the early days of space travel. These good opportunities for developing writing skills in Key Stage 1 have yet to have an impact on the standards of achievement in English.

Strong leadership by the headteacher ensures there are high expectations of pupils' behaviour and secures a positive ethos for learning. The effective role model provided by the headteacher and other adults ensures pupils have respect for the ideas and feelings of others within a Christian ethos.

12. There is a very clear educational and pastoral direction for the work of the school from the headteacher. She leads by example and models the good relationships seen in the school. She has put structures in place for encouraging good behaviour and promoting independence. Pupils know the rules and respond very well to them. Courtesy and politeness

are a feature of their behaviour as they move around the school. Staff and pupils are proud of their school and show care for the environment and respect for property.

13. There are many factors which contribute to enabling pupils to reach high standards academically and personally. The most significant is the good relationships which exist in the school between adults and children and amongst the children themselves. This helps create a sense of purpose throughout the whole school, where pupils want to do well and enjoy being in lessons. Another feature of this school, in which pupils succeed, is the sense of teamwork where everyone is working together through well-considered policies and guidelines.

14. At every opportunity staff encourage pupils to consider the impact of their actions on others and to contribute to the well being of the whole school community. All staff in the school help to promote the quality environment from governors, cleaning staff, teachers and kitchen staff. As pupils progress through the school there are lessons which develop this sense of citizenship through personal and social education. In these lessons pupils feel safe to discuss their thoughts and feelings, and are learning and making confident decisions concerning their health and the environment.

The governors know the strengths and weaknesses of the school and have successfully resourced the school to support learning.

15. Through the school development plan governors target what needs improving. The plan is a useful tool for guiding the work of staff. It clearly identifies what actions need to be taken to improve standards and maintain the high quality learning environment of the school. Governors, with the headteacher, have carefully prioritised the financing of initiatives to support learning most effectively. This is particularly true of the spending on special educational needs support. The school employs high quality teaching assistants who support pupils well. They have a positive effect on the good progress pupils make and the high standards the school achieves at the end of Key Stage 2. These staff make a significant contribution to the good relationships in the school and the positive attitudes of pupils to learning.

16. It is noticeable around the building that the school places high value on providing a high quality environment for learning. In recent months a superb library has been set up with many quality books and suitable furniture. Staff and pupils are beginning to make use of this feature and this is having a beneficial effect on pupil's approach to research and a love of books. There is also a new computer suite, where pupils' skills are being developed rapidly during lessons. Throughout the school there is evidence of consideration being given to providing quality learning environments, well furnished, and with ample resources organised so that staff and pupils have easy access.

WHAT COULD BE IMPROVED

Standards in writing particularly at Key Stage 1 and information and communication technology across the school.

17. The school has made good use of assessment information and of reviewing pupil's work to identify what it needs to improve in English. The school development plan rightly identifies the actions to be taken to improve writing across the school. Writing is generally in line with national expectations, with some pupils above them, at the end of Key Stage 2. The school would like to improve this further. The oldest pupils write well technically and the teachers are now looking to improve the content and style to the highest levels. In Key Stage 1 due attention is being given to punctuation and spelling. Inspection evidence shows that

teachers do not always have sufficiently high expectations of the way younger pupils present their work, nor check the content, and the correct spelling of simple words. There are good opportunities to develop writing skills across the curriculum, and the school should do more to link marking of work to writing targets in all subjects to help raise standards.

18. The school is aware that by the time pupils leave standards are not at the levels expected in all elements of information and communication technology (ICT), particularly in controlling, monitoring and modelling. Inspection evidence shows that when pupils are taught the skills of word processing, importing graphics into text and drawing they achieve well in both key stages. Much of the difficulty lies with the lack of good guidance for teachers on how to integrate the subject into the curriculum as is seen in other areas, such as science. Information communication technology skills are not at present systematically taught; it rarely appears in lesson plans for literacy and numeracy. When ICT is planned and taught such as in making instructional leaflets, pupils achieve well and make rapid progress. The school is poised to improve standards in ICT, there are plans for staff to be trained during the summer term, and a new computer suite for whole class teaching has just been set up.

The quality of teaching in one class in the middle of Key Stage 2.

19. There has been substantial support by senior staff for the teaching in this class. However, all teaching seen during inspection was unsatisfactory. It is characterised by unclear explanations, slow pace and activities pitched inappropriately at either too high or too low level for pupils.

There are also shortcomings in this teaching when:

- the school's behaviour policy is not applied consistently;
- pupils' prior knowledge, skills and understanding are not built on systematically;
- the teacher spends an inappropriate amount of time discussing a topic without imparting the required knowledge or helping pupils understand the task;
- pupils are not expected to take responsibility for their own learning and are over controlled by the teacher.

The use of assessment information to inform short-term individual pupil target setting and to plan suitable work for all groups of pupils.

20. The school analyses assessment information at school level and plans improvements from the information gained. It has yet to make sufficient use of this information to impact at classroom and individual child level for all groups of pupils. Long term general targets are identified for pupils on annual reports to parents; these are insufficiently followed up to help pupils know whether they are improving in the areas highlighted. Teachers make assessments of pupils, predict what they will achieve and track progress towards these levels. These predictions now need to be shared with the pupils to help them understand the progress they are making. Some teachers make good use of marking, as the school policy requires, to give feedback to pupils on what to do to improve and how well they have met the learning objectives. This is not yet consistent across the school. Many teachers praise pupils for their contributions to lessons this too could be more focussed on how well they are learning against the objectives for the lesson.

21. The school is organised in mixed aged classes with the exception of the youngest children in the Reception class. The planning of work, in these mixed aged classes, does not always ensure the older or most able pupils in classes are working at a sufficiently high level and are challenged to exceed the national expectations. The school has identified those pupils who are potentially more able but as yet this information is not used systematically within lessons to plan work that makes significant demands on pupils to think for themselves.

The school makes good use of assessment information to plan work in mathematics at the end of Key Stage 2 and for pupils with special educational needs throughout the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, the headteacher, management team, and governing body should:

- (1) improve standards in writing particularly at Key Stage 1, and in information and communication technology across the school;
- (2) improve the teaching in one class in the middle of Key Stage 2;
- (3) ensure assessment information is used to inform short-term individual pupil target setting and to plan suitable work for all groups of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	17	48	24	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	262
Number of full-time pupils known to be eligible for free school meals	N/A	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.4
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	21	18	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	13	20
	Girls	16	11	16
	Total	34	24	36
Percentage of pupils at NC level 2 or above	School	87 (62)	62 (59)	92 (62)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	16	16	16
	Total	35	35	36
Percentage of pupils at NC level 2 or above	School	90 (59)	90 (62)	92 (78)
	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	24	17	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	24
	Girls	15	14	16
	Total	35	34	40
Percentage of pupils at NC level 4 or above	School	85 (79)	83 (76)	98 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	19
	Girls	14	13	15
	Total	34	33	34
Percentage of pupils at NC level 4 or above	School	83 (71)	80 (74)	85 (76)
	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	0
Black – other	1
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	223
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	4	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
Number of pupils per qualified teacher	23.8
Average class size	25.2

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)	0
Number of pupils per qualified teacher	0

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

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	468686
Total expenditure	468449
Expenditure per pupil	1816
Balance brought forward from previous year	23819
Balance carried forward to next year	24056

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	264
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	49	9	2	0
My child is making good progress in school.	28	54	11	2	4
Behaviour in the school is good.	22	59	10	2	7
My child gets the right amount of work to do at home.	23	52	20	3	2
The teaching is good.	28	61	8	0	2
I am kept well informed about how my child is getting on.	20	39	36	3	2
I would feel comfortable about approaching the school with questions or a problem	37	50	10	2	1
The school expects my child to work hard and achieve his or her best.	33	55	7	2	3
The school works closely with parents.	19	48	30	2	2
The school is well led and managed.	29	54	8	0	8
The school is helping my child become mature and responsible.	24	61	13	1	2
The school provides an interesting range of activities outside lessons.	9	25	39	16	10