

INSPECTION REPORT

MOTTRAM ST ANDREW PRIMARY SCHOOL

Mottram St Andrew, Macclesfield

LEA area: Cheshire

Unique reference number: 111460

Headteacher: Mrs C Bowen

Reporting inspector: Mr J White
17242

Dates of inspection: 30th April – 1st May 2001

Inspection number: 191414

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior School |
| School category: | Foundation |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Priest Lane Mottram St Andrew Macclesfield Cheshire |
| Postcode: | SK10 4QL |
| Telephone number: | 01625 829035 |
| Fax number: | 01625 820226 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr A Thornton-West |
| Date of previous inspection: | 20 th January 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-----------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the village of Mottram St Andrew, close to Wilmslow, Cheshire. It serves the local village but pupils also travel from a wider area. The school roll is smaller than average but has risen since the last inspection and is now 153 (82 girls, 71 boys). Twenty-three children are in the foundation stage, taught in a reception year class. Pupils live in mainly owner-occupied housing and the percentage of adults with higher educational qualifications, in the ward of Prestbury and other wards geographically close to the school, is well above the national average. The number of pupils eligible for free school meals is well below average. All pupils are white. Nineteen pupils are on the school's special educational needs register, a well below average figure. Three pupils have statements of special educational need. Attainment on entry to the school is broadly above average. The school has received an Investors In People award, and a School Achievement award.

HOW GOOD THE SCHOOL IS

The school has continued to improve since its last inspection. High standards in English, mathematics and science are achieved by the age of eleven. Teaching is good. Pupils behave well and are keen and confident learners. The headteacher is a very effective leader and is well supported by governors and staff. Good value for money is provided.

What the school does well

- Because of good teaching, infant and junior pupils achieve well in English and by the age of eleven standards are high.
- Effective teaching is helping the oldest most able pupils to achieve at least high standards in mathematics and science.
- Pupils' very positive attitudes, good behaviour and confidence help them to achieve well.
- The headteacher provides very effective leadership and is well supported by staff and a very well informed governing body.

What could be improved

- The oldest infant pupils are not attaining as well in mathematics as they are in English.
- Pupils often do not take enough care in their handwriting and presentation of work.
- Marking does not consistently help pupils to improve their work.

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 January 1997 and was judged to be a good school with many strengths. It has continued to improve. All the last inspection's key issues pertained to the curriculum and they have been addressed well. Policies and schemes of work have continued to be developed and suitably support progression in pupils' learning. Teachers now use a common format for planning, which clearly identifies learning objectives and assessment opportunities. Significant improvement has been made in developing pupils' writing. In general, the most able pupils' work is more challenging. The arrangements for music tuition have changed and no longer disrupt the teaching and learning. Other improvements have been made. Standards in the national tests for pupils aged seven and eleven have risen over time. The school exceeded its statutory targets for English and mathematics. Monitoring and evaluation of teaching and learning are now very thorough and followed up by appropriate action.

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 | A | A* | B | C |
| Science | A | C | A | A |

Key

well above average A

above average B

average C

below average D

well below average E

The results show that, taking the three years 1998 to 2000 together, pupils' performance in all three subjects exceeded the national average for their age group. The school's trend in performance was broadly in line with the national trend. In the 2000 tests pupils did particularly well in English and science when compared with similar schools. Because of good teaching, high standards in all three subjects are being achieved by the current Year 6. Standards in mathematics have improved because of increased challenge for the most able pupils. In the most recent national tests for seven-year-olds, pupils' results in reading and writing were very high and within the range of the top five per cent of schools across the country. Results in mathematics were well above the national average. Pupils' overall performance compared very well with that of similar schools. The school's performance in Science Teacher Assessments was very high in comparison with the national average. The range of prior attainment is broader in the current Year 2 than in last year's. Standards in English are good but better than in mathematics where they are average overall. No infant lessons were observed in science but pupils' work is generally of a good standard.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils' attitudes are very positive. |
| Behaviour, in and out of classrooms | Behaviour is good. |
| Personal development and relationships | Relationships are very good and sometimes excellent. Pupils respond very well to responsibility. |
| Attendance | The attendance rate is well above the national average. |

Pupils are confident and work diligently. They contribute very well to class discussions.

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.

The overall quality of teaching is good. It is satisfactory or better in all lessons and very good in 17 per cent. Literacy and numeracy are taught well in the vast majority of lessons. Expectations are high and as a result pupils generally achieve well. Lessons are well structured and generally cater well for the needs of all pupils. Pupils are keen to learn and work at a good pace. Teachers manage them well and relationships are very good. Teachers and pupils are well supported by the non-teaching staff.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The range of learning opportunities is good. |
| Provision for pupils with special educational needs | Provision is good and pupils make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good overall. |
| How well the school cares for its pupils | Pupils are well cared for. |

Pupils' environment for learning is stimulating and enhances the curriculum. Although no lessons were observed in music and art there is evidence that they contribute well to pupils' cultural development. For example, music is a regular feature of assemblies and the quality of art on display is good. Displays of pupils' work, books, pictures and artefacts also reflect an appreciation of cultural diversity.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides very effective leadership and is well supported by key staff. |
| How well the governors fulfil their responsibilities | The governors fulfil their responsibilities very well. |
| The school's evaluation of its performance | Monitoring and evaluation of the school's work are very thorough. |
| The strategic use of resources | Strategic planning is very good and resources are used effectively. |

The governors are very well informed and support the school very well. The headteacher, governors and staff are committed to improving the school's work. The principles of best value are applied well, for example, the school's performance in national tests is compared with that of other local schools.

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 teaching is good and pupils are expected to work hard.• Behaviour in the school is good.• The school is well led and managed.• Children are helped to become mature and responsible.• Parents are comfortable about approaching the school with questions or a problem. | <ul style="list-style-type: none">• Children do not get the right amount of work to do at home.• The range of activities outside lessons is not interesting. |

Almost 60 per cent of the pre-inspection parental questionnaires were completed. This represents a much higher return than is often seen. Almost all of the completed questionnaires agreed or strongly agreed with the list of what pleases parents most and these views were also reflected in the pre-inspection meeting with parents. The inspection's findings strongly endorse these positive views. Most parents are satisfied with the school's homework policy but some feel it is implemented inconsistently. Pupils' comments to inspectors suggest this may be the case. The inspectors' view is that the range of extra-curricular activities is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Because of good teaching, infant and junior pupils achieve well in English and by the age of eleven standards are high.

- 1 A good foundation for the development of pupils' skills in speaking, listening, reading and writing is laid in the reception class. As a result of the teacher's encouragement children participate eagerly in class discussion and confidently express their views. They speak clearly and listen well. The whole class shared the story of 'Jasper's Beanstalk' and when the teacher pointed to the words on the book's front cover children spontaneously showed their understanding of 'author' and 'illustrator'. One child commented; "That's bold print". As the teacher and the children read the text together good emphasis was given to the sounds of letters and children made good attempts to read unfamiliar words. Many of the children also accurately identified full stops and capital letters. Tasks to develop children's writing are well matched to their abilities. Several children write simple sentences without help and many make good attempts to rearrange a series of words to make a coherent sentence. In general, the children are well on course to exceed the learning goals in communication, language and literacy that are expected by the time they enter Year 1.
- 2 Good questioning techniques at the beginning of a literacy lesson in Year 2 helped pupils to recognise the need for punctuation in a written text and also ensured they used the context to give accurate definitions of key words. Pupils showed good understanding and read the text carefully when they identified examples of direct speech. The teacher expected pupils to work hard and their knowledge of punctuation improved as the lesson progressed. Learning objectives were clear and reviewed at the end of the lesson. Pupils showed creativity in their examples of questions and exclamations, for example, ' "Watch where you are going!" grumbled Jerry' and ' "I'm going to cast a spell on you!" cackled the witch'. Year 2 pupils heard to read during the inspection all read confidently at levels appropriate to their abilities. Pupils' writing shows good progress over time. Their writing includes poems, stories and reports. Pupils try hard to use imaginative and interesting vocabulary. The most able pupils use punctuation well. There are good examples of pupils planning, drafting and reviewing their writing. The pupils' work indicates that the teaching expectations are high.
- 3 Expectations are also high in Year 6 and the teacher uses her very good subject knowledge well. In an effective lesson, in which pupils studied a poem by Ted Hughes, a well managed discussion helped them to improve their understanding of simile, metaphor and alliteration. Photographs were used well to stimulate pupils' writing of their own poems. Good relationships enabled them to express their ideas with assurance and their choice of vocabulary was imaginative, for example, when describing a tiger's eyes as "threatening and watchful". Pupils achieved good standards in their writing and some examples were of very good quality. Pupils developed their ideas well, chose words thoughtfully and often created vivid images. Pupils' completed work indicates they have made good progress in writing since they entered Year 6. The standard of the most able pupils' writing is consistently above average and in some cases is well above. They write extended and complex sentences, use punctuation very well and use varied and imaginative language. Descriptions of characters from "A Midsummer Night's Dream" are good. All pupils write for a good range of purposes including explaining the results of scientific investigations. They are also developing research skills well in using the Internet to

support work in history. Year 6 pupils are confident and interested readers and standards are high. For example, the most able pupils read very fluently and accurately and have very good understanding of text. They have good knowledge of different authors and talk very clearly about their likes and dislikes. In general, Year 6 pupils are very confident and highly articulate speakers.

- 4 English lessons were not observed in all classes. However, all classrooms are well organised to support pupils' literacy development and contain good examples of pupils' writing across the curriculum, for example in history, geography and religious education. Literacy targets are challenging and not only shared with pupils in lessons but also prominently displayed in classrooms. There is also good evidence of the use of information and communications technology to support pupils' literacy development.

Effective teaching is helping the oldest most able pupils to achieve at least high standards in mathematics and science.

- 5 In a very good lesson in Year 6 all pupils improved their knowledge and understanding of varied methods of multiplication. At the beginning of the lesson brisk pace in the teaching kept pupils on their toes as they calculated mentally. The teacher varied questions according to pupils' mathematical ability and this enabled the most able to demonstrate their very good speed of mental recall. The teacher encouraged them to explain their thinking when working out a range of number problems. Their clear explanations showed they have learned number facts well by heart and apply their skills very well, for example, when very quickly and accurately calculating £5 divided by 45p. They also used mathematical terminology very well. The teacher ensured that written tasks following the whole class mental work were suitably challenging for the most able pupils. They showed their very good understanding of place value when they solved a range of problems involving decimals. At the end of the lesson when the teacher drew the whole class back together pupils' learning was extended further as they were asked to explain how they would calculate 224×138 . The most able pupils' completed work indicates they use a good range of methods of computation and choose appropriate operations to solve problems. In discussion with inspectors pupils accurately approximated decimals when solving number problems and also showed they understand the equivalencies between fractions, decimals and percentages. Although no lessons were observed in shape, space and measures pupils' work indicates that expectations in the teaching are high. For example, pupils have correctly identified the symmetries of two-dimensional shapes and have good understanding of different triangles.
- 6 The school has given science a higher profile in the last two years and has particularly focused on ensuring the most able oldest pupils are sufficiently stretched. A group of eight high attaining Year 6 pupils were observed being taught work drawn from the Key Stage 3 National Curriculum programmes of study. The degree of challenge in the work was very high (level 6 of the National Curriculum) and pupils responded very well. Pupils studied a range of different rock including chalk, gritstone, dolerite and slate. The teacher's very good use of scientific terminology helped pupils to describe the rock's properties, for example, the degree of hardness, appearance and permeability. Pupils showed excellent scientific knowledge when they described the effect that a drop of vinegar had on chalk and used 'acid' and 'alkaline' correctly. Because of the teacher's well-focused and very challenging questions pupils improved their knowledge and understanding of geology. Towards the end of the lesson they were successfully categorising the samples of rock as metamorphic, igneous or sedimentary. These most able pupils also achieve at least

high standards in other aspects of science. In discussion with inspectors individuals talked very well about scientific investigations they have undertaken and showed very good understanding. For example, they gave a very clear explanation of photosynthesis when describing life processes in plants. When talking about physical processes they explained balanced and unbalanced forces clearly. Pupils' completed work indicates they are consistently expected to work at high levels and undertake investigative work regularly. They hypothesise well, describe the methods they have used clearly, and draw conclusions that are clearly related to the evidence, for example, in testing materials for electrical conductivity.

Pupils' very positive attitudes, good behaviour and confidence help them to achieve well.

- 7 Pupils respond well in lessons and are keen to learn. These important learning habits begin in the reception class where children were observed participating eagerly in the whole class's sharing of a 'big book'. The teacher's very encouraging manner ensured they had the confidence to join in discussion and have a go at spelling words. They behaved well. In a good history lesson Year 1 pupils eagerly investigated a range of historical artefacts and confidently suggested what they might have been used for. They handled the resources sensibly and improved their understanding of the past. Relationships between pupils were very good and ensured they co-operated well. Very positive attitudes and good behaviour were also features of a good science lesson in Year 4. Pupils worked safely as they investigated which materials were the best thermal insulators. They showed patience as they measured the changes in temperature at five-minute intervals. Pupils, including a pupil with a statement of special educational needs, worked diligently and made good progress. At the end of the lesson the teacher discussed with pupils whether the learning objectives had been achieved. They responded very well to this opportunity and it helped them to become aware of their own progress. In a geography lesson in Year 5 pupils showed excellent attitudes and behaviour as they studied the water cycle. After a good discussion pupils settled to work quickly and efficiently and made good progress. Mature attitudes and behaviour were also observed in all other year groups. In a numeracy lesson in Year 6 a group of boys and girls co-operated together very well as they played a number game. In a Year 2 literacy lesson pupils' very good behaviour contributed to the calm and purposeful atmosphere for learning. Usually, pupils settle quickly to work independently, following whole class discussions, and can be relied upon to work diligently. For example, in Year 3 numeracy lessons pupils' hard work helped them to make good progress in their understanding of equivalent fractions and they enjoyed explaining how they solved problems such as one third of 21.

The headteacher provides very effective leadership and is well supported by staff and a very well informed governing body.

- 8 The headteacher has been at the school for two years and during this time has successfully built upon the work of her predecessor. The headteacher and staff work very well as a team. A key feature of the leadership and management is the very thorough monitoring and evaluation of the school's work. A regular programme of lesson observations ensures that the headteacher and key staff are aware of strengths and areas for development in teaching and learning. The lesson observations are carefully documented and discussed with individual teachers. Whole school issues are also identified and shared with staff. The findings of lesson observations, in addition to the regular scrutiny of pupils' work, have influenced planning and teaching in literacy, numeracy and science. For example, more focus

has been given to ensuring the most able pupils are challenged sufficiently and that learning objectives are explicit. The headteacher's written comments for teachers on the scrutiny of pupils' work are extremely useful, especially in the evaluation of pupils' progress. The co-ordinators for English, mathematics and science, two of whom are members of the senior management team, are very well informed about the school's work because of the thorough monitoring systems.

- 9 The headteacher and governors have a very clear view of the school's future direction and are committed to raising overall standards. The governors are very supportive of the school and constructively evaluative. Partnership between the governors and headteacher is strong. Governors have a very thorough and up-to-date knowledge of the school's work. For example, those responsible for literacy, numeracy and science have observed lessons, looked at action plans and discussed the curriculum with the subject co-ordinators. The chair of the governing body and headteacher meet regularly to discuss the school's work and the chair has attended training sessions in numeracy. Governors are well known by the staff. The progress of the school development plan is assessed regularly at governors' meetings. The plan's targets are very clear and supplemented by specific action plans for each subject and key aspects. The governors have set challenging targets for the headteacher which include raising the standards of the most able pupils. The headteacher and governors take a very keen interest in how pupils' attainment compares with schools nationally and locally. Results of statutory and optional national tests are analysed carefully and used to help set targets for pupils' progress.

WHAT COULD BE IMPROVED

The oldest infant pupils are not attaining as well in mathematics as they are in English.

- 10 Pupils in Year 2 attain above average standards in English but standards in mathematics are average overall. In the lesson observed, pupils were being taught a range of mathematical vocabulary related to number facts, for example, the use of 'less than', 'difference' and 'more than'. At the beginning of the lesson the teacher probed pupils' knowledge and understanding well as she asked them a range of questions requiring them to use addition and subtraction. Although a few pupils dealt quickly and accurately with adding and subtracting numbers with two digits, most could not recall number facts quickly and the teacher had to help them, for example, in adding 11 to 40. Pupils' learning was good because, with help, they began to improve the speed of their responses. In the subsequent work very few pupils were securely achieving above average levels because they have not learnt enough by heart. For instance, several of the most able pupils took too long to halve numbers and also found it difficult to explain their thinking. The teacher ended the lesson with a lively game designed to improve pupils' mental calculations. Much of pupils' work in mathematics at this age is mental, oral and practical. Nevertheless a scrutiny was made of a sample of pupils' mathematics books. These show that, in general, pupils are attaining standards expected for their age and in some aspects the work is above average. However, there is little evidence of systematic extra challenging work for the most able pupils. In discussion with inspectors pupils were very uncertain of multiplication facts, such as 3×2 , and took too long to calculate mentally $20 - 14$.

Pupils often do not take enough care in their handwriting and presentation of work.

- 11 Pupils have many opportunities to write not only in English lessons but also in other subjects. The headteacher and staff have worked hard to ensure that writing

standards have improved. Pupils write for a good range of purposes and the quality of their ideas and standards of spelling and punctuation are usually good. However, these standards are not always matched in the quality of their handwriting and presentation which is too inconsistent. The development of handwriting and presentation are important elements of the National Curriculum. Pupils often redraft their writing but rarely give sufficient attention to improving their presentation. In some lessons during the inspection pupils used erasers too liberally and the quality of their recording and communication suffered as a result. The quality of written and diagrammatic recording in science and mathematics is too variable.

Marking does not consistently help pupils to improve their work.

- 12 Pupils' work is marked regularly throughout the school. Much of the marking is helpful to them, for example, in indicating what standards they have achieved in a piece of work. Pupils are also reminded of their learning targets. Often they are given praise for their efforts. However, the quality of marking is too variable. At its best it suggests what pupils need to do next to improve their performance and at its worst it is too brief and too accepting of work that could be better.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 13 The governors and headteacher should:
- (1) Raise standards in mathematics in the infants to the level achieved in English by ensuring that:
 - by the end of Year 2, pupils have learned sufficient number facts by heart and
 - work in mathematics for more able pupils is consistently challenging.(Paragraphs: 1-2, 10)
 - (2) Set consistently high standards in pupils' handwriting and presentation of work.
(Paragraph: 11)
 - (3) Ensure that pupils' work is always marked thoroughly and that the marking consistently indicates what they need to do next to improve further.
(Paragraph: 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 12 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 17 | 75 | 8 | 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 | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 155 |
| Number of full-time pupils known to be eligible for free school meals | 1 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 18 |

| 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 | 4 |
| Pupils who left the school other than at the usual time of leaving | 1 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.4 |
| National comparative data | 5.2 |

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 10 | 11 | 21 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|-----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 21 | 21 | 21 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 100 (89) | 100 (94) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|-----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 21 | 21 | 21 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 100 (94) | 100 (94) |
| | 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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 11 | 11 | 22 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 11 |
| | Girls | 11 | 10 | 11 |
| | Total | 22 | 21 | 22 |
| Percentage of pupils at NC level 4 or above | School | 100 (86) | 95 (95) | 100 (86) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 11 |
| | Girls | 11 | 10 | 10 |
| | Total | 22 | 21 | 21 |
| Percentage of pupils at NC level 4 or above | School | 100 (95) | 95 (100) | 95 (100) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Results for boys and girls are omitted where there are less than eleven pupils in either group.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | - |
| Black – African heritage | - |
| Black – other | - |
| Indian | - |
| Pakistani | - |
| Bangladeshi | - |
| Chinese | - |
| White | 132 |
| Any other minority ethnic group | - |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | - | - |
| Black – African heritage | - | - |
| Black – other | - | - |
| Indian | - | - |
| Pakistani | - | - |
| Bangladeshi | - | - |
| Chinese | - | - |
| White | - | - |
| Other minority ethnic groups | - | - |

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) | 8.1 |
| Number of pupils per qualified teacher | 19.1 |
| Average class size | 22.1 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 54 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|----------|
| Financial year | 199/2000 |
|----------------|----------|

| | £ |
|--|---------|
| Total income | 380,108 |
| Total expenditure | 350,060 |
| Expenditure per pupil | 2,366 |
| Balance brought forward from previous year | 7,177 |
| Balance carried forward to next year | 37,225 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 155 |
| Number of questionnaires returned | 89 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 71 | 26 | 2 | 1 | 0 |
| My child is making good progress in school. | 62 | 33 | 6 | 0 | 0 |
| Behaviour in the school is good. | 54 | 44 | 2 | 0 | 0 |
| My child gets the right amount of work to do at home. | 40 | 44 | 16 | 0 | 0 |
| The teaching is good. | 67 | 29 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 42 | 51 | 7 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 69 | 29 | 1 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 72 | 27 | 1 | 0 | 0 |
| The school works closely with parents. | 43 | 52 | 1 | 1 | 3 |
| The school is well led and managed. | 55 | 43 | 1 | 1 | 0 |
| The school is helping my child become mature and responsible. | 65 | 33 | 2 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 45 | 43 | 10 | 1 | 1 |