

# INSPECTION REPORT

## **PIRTON PRIMARY SCHOOL**

Pirton

LEA area: Hertfordshire

Unique reference number: 117128

Headteacher: Mrs S Rix

Reporting inspector: Mrs J Clemence  
22629

Dates of inspection: 14 – 15 February 2000

Inspection number: 117128

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street  Pirton Hitchin Herts
Postcode:	SG5 3PS
Telephone number:	01462 712370
Fax number:	01462 712370
Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Shearer
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Teachers are effective; there is a high proportion of good, very good and excellent teaching that is having a direct effect on the pupils' rate of progress.

The pupils' attitudes and behaviour are very good overall; relationships between pupils and with adults are very good and personal development is very good. This creates a good foundation for pupils' progress and learning.

The partnership between the school and parents is good with a high level of cooperation that supports the pupils in their work.

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There are weaknesses in the accommodation and security of the school that compromise the health and safety of the pupils.

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Standards achieved by pupils in writing are too low.

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### **PART A: SUMMARY OF THE REPORT**

## INFORMATION ABOUT THE SCHOOL

Pirton Primary School is a small village school in Hertfordshire with 131 pupils. Most pupils live in the village. Four per cent of the pupils are known to be eligible for free school meals, and all come from a White ethnic background. Fifteen per cent of the pupils are on the school's register for special educational needs, and two pupils have statements of special educational needs. A very small minority of pupils has English as an additional language. The pupils' attainment on entry is mostly above the national average. The school is housed in two buildings, one being the original accommodation with some modifications that is more than 100 years old and a more recent building. The school has a large and easily accessible site with a public footpath running between the playgrounds that is the centre of much debate and controversy in the village with the governing body, headteacher and Parish Council spending prolonged time and effort in attempts to resolve the dispute. Since the last inspection, there have been significant changes. The number of pupils has increased by almost half and a new headteacher has been in post for one term.

## HOW GOOD THE SCHOOL IS

Pirton Primary is an effective school whereby many pupils achieve high levels by the time they leave. There is a high proportion of good and very good teaching that is having a positive impact on the pupils' rate of progress. The headteacher is providing clear educational direction with a strong emphasis upon further raising standards. There are some inefficient elements to the school. The headteacher and governing body are spending too much time on matters that do not relate directly to the quality of education and standards because of continued difficulties with the accommodation. As a result, time and resources are being diverted from supporting the pupils' education directly. In addition, the length of the school day is at the lowest end of the recommended time for pupils in Key Stage 2 and the school has well above average expenditure per pupil. The school provides unsatisfactory value for money because of weaknesses in the use of strategic resources, time spent teaching the pupils is at the lower end of that recommended and finances are having to be allocated to provide additional supervision for the pupils in the playground because of the unresolved issues of public access through the school grounds

### What the school does well

- By the end of Key Stage 2, pupils' attainment in mathematics and science is well above average;
- The headteacher is having a positive impact in raising standards and improving the quality of education for the pupils;
- Teachers are effective and there is a high proportion of good and very good teaching, with a small amount seen to be excellent. This is having a direct and positive effect on the pupils' rate of progress;
- The pupils' behaviour is good overall; relationships between pupils and with adults are very good;
- The partnership between the school and parents is good with a high level of cooperation from parents that supports the pupils in their work;
- Attendance is very good

### What could be improved

- There are weaknesses in the accommodation and security of the school that currently compromise the health and safety of the pupils;
- Strategic resources such as the headteacher's time and the governing body's energies are not always being used efficiently;
- The standards achieved by pupils in writing are too low;
- The science curriculum is not well balanced and insufficient time is given, for example to scientific enquiry;
- Information technology does not meet statutory requirements, staff expertise and confidence is variable; equipment is underused with opportunities missed to develop IT across the curriculum

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in November 1996 identified many strengths in the leadership, standards and quality of education. The key issues have been addressed satisfactorily so that: provision in foundation subjects has improved; responsibilities for curriculum coordinators are clearer and there are more opportunities for higher attainers. The length of the school day was reviewed, but is still shorter than in most schools. The school has undergone significant changes since the previous inspection and has a new senior management. There has been a relatively high turnover of staff, and the resignation of the previous headteacher impacted on the overall morale of the staff. Since the last inspection, high standards have not been sustained consistently. This is due to higher numbers of pupils with special needs in some years and the focus and energies of governors and senior managers have been diverted away from key priorities such as pupils' progress and overall standards achieved. Since the appointment of a new headteacher and other members of staff, there are clear signs of improvement and strong evidence to show improving trends in standards.

## 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	B	C	C
Mathematics	A	A	A	A
Science	D	A*	A	A

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

By the age of seven, the test results in 1999 in reading and writing were broadly in line with the national average and when compared with similar schools. In mathematics, results were below the national average and below average when compared with similar schools.

By the age of eleven, the test results in 1999 showed that standards in English were in line with the national average and average for similar schools. In mathematics and science, standards were well above the national average and well above average when compared with similar schools. The evidence gathered during the inspection confirmed these standards in English and in mathematics and science standards are slightly lower than the previous year. This is because there is currently a greater proportion of pupils with special educational needs in Year 6.

The present high standards in English, mathematics and science in Year 1 and Year 5 indicate that pupils are on target to attain high standards in 2001. The school's targets, based on pupil's individual targets are challenging, yet realistic for each of the year groups.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have good attitudes; they are keen and enthusiastic to do well.
Behaviour, in and out of classrooms	Pupils behave well, they are courteous towards one another and adults and show respect regardless of differences in background.
Personal development and relationships	Pupils' personal development is very good and many show increasing maturity and responsibility for their actions. Relationships between pupils and with adults are very good, based on trust and consideration for one another.
Attendance	Attendance is very good

The majority of pupils are enthusiastic about school and take care and pride in their achievements. The pupils' good behaviour makes a very positive contribution to the ethos and sense of order and discipline throughout the school. Many pupils show a growing appreciation of the importance of good citizenship and relationships between pupils and with adults are very good. A small minority of pupils do not yet realise the importance of applying themselves to school and are too casual about their work.

## 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.*

Good teaching was observed in thirty five per cent of lessons seen. In thirty per cent of lessons, teaching was judged to be very good or excellent. All other teaching was judged to be satisfactory. The upper end of Key Stage 2 has teaching of consistently high quality with some excellent characteristics. The high proportion of good teaching is having a positive impact on the pupils' learning as many show increased understanding, apply themselves with obvious effort and work productively in order to achieve good quality results. Literacy and numeracy are taught well throughout the school and the focus on improving writing is having a positive effect on standards. Teachers lack confidence and expertise in information technology and its use across the curriculum is underdeveloped.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is mostly broad and balanced apart from science and information technology.
Provision for pupils with special educational needs	Good. The additional support groups to assist the pupils' literacy and numeracy skills is helping them to progress faster in other areas.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' spiritual and cultural development is satisfactory. Provision for their moral and social development is good.
How well the school cares for its pupils	The procedures for child protection are satisfactory, however there are some overriding weaknesses in the accommodation and security that are unsatisfactory and impact upon the pupils' welfare.

The curriculum is mostly well balanced and provides a broad range of subjects for all pupils. In science, there is insufficient time given to scientific enquiry. The information technology curriculum does not fully meet statutory requirements due to a lack of equipment. The good provision for pupils' moral and social development is having a positive impact on all areas of school life. In otherwise satisfactory provision for their spiritual and cultural development, there are missed opportunities in the teacher's planning and provision to extend the pupils' awareness of spirituality and culture beyond their own immediate experience. There are many weaknesses in the accommodation including the poor quality of the buildings and unsatisfactory elements in security. There is a good partnership between the school and parents that provides a high level of support for the pupils at home and school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and has a clear understanding of the relative strengths and weaknesses in the school. The deputy headteacher provides useful support and together with the headteacher makes a complementary team.
How well the governors fulfil their responsibilities	The governing body is active and committed to bringing about the necessary improvements in the school.
The school's evaluation of its performance	The school is beginning to evaluate its performance more formally. There are informal discussions to ensure that the principles are applied for ensuring best value for money.
The strategic use of resources	The strategic use of some resources is currently unsatisfactory.

The school is well led and the headteacher has identified a suitable plan and priorities to raise standards further. In a short space of time, there has been sensitive, yet clear direction outlined for the future. The governing body is organised effectively and understands the roles and responsibilities in order to fulfil requirements. In practice, some of the senior management time is not used most efficiently and therefore the best value for money is not being achieved. Too much time is being taken by the headteacher and governing body on matters related to the accommodation and unresolved access to the public footpath. This is diverting attention, energy and resources away from important issues such as the quality of education and further raising standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Parents feel comfortable about approaching the school with questions or problems</li> <li>• Children are expected to work hard and do their best</li> <li>• Children make good progress</li> <li>• The teaching is good</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for an interesting range of activities outside lessons</li> <li>• The right amount of homework</li> <li>• Closer working relationships with parents</li> <li>• More information about how their children are getting on</li> </ul>

The inspection team confirmed all the positive aspects of the school outlined by parents. The team agreed that there is a restricted range of out of school clubs although a valuable range of visits, including residential trips to support classroom work. Overall the provision is satisfactory but there is room for development. Relationships between the school and with parents was seen to be positive overall, although there continues to be a transition where some parents are getting used to a different leadership style. The inspectors judged there to be a satisfactory amount of information available for parents in relation to the pupils' progress. Homework was also judged to be set at a satisfactory level.

## PART B: COMMENTARY

## **WHAT THE SCHOOL DOES WELL**

### **By the end of Key Stage 2, pupils' attainment in the most recent national test results in mathematics and science is well above average**

1. Pupils by the end of Key Stage 2 are achieving results in national tests that are well above the average in mathematics and science. In the most recent national test results, one third of the pupils achieved level 5 and in science half the pupils achieved level 5. These results are well above the national average and well above average when compared with similar schools. In mathematics, pupils by Year 6 use mental calculations accurately and explain clearly the reasons for their workings. They use suitable methods for calculating percentages and decimals and have a wide ranging mathematical vocabulary. Numeracy is taught effectively and there are increasingly good opportunities provided for its use across the curriculum. Teaching in the booster groups for literacy and numeracy is highly effective and making a clear impact on the rate of pupils' progress.

2. In science, pupils develop their understanding of how scientific ideas are accepted and rejected and make good links to social and historical issues. They apply their scientific knowledge effectively to evaluate the effects of science on the quality and health in people's lives. The very good and often excellent teaching at the end of Key Stage 2 is a significant factor contributing towards the pupils' high achievements. Teachers have very good subject knowledge and explain clearly what is required during lessons. The lessons are conducted at a brisk and lively pace with suitably high expectations for all pupils, including higher attainers and those with special needs. Scientific resources are used effectively to enable all pupils to demonstrate their learning practically. Pupils are often required as part of the lesson to work in groups and explain their own learning, using the resources made available. This process is also used efficiently by teachers to assess the pupils' learning and plan precisely for future lessons.

### **The headteacher is having a positive impact in raising standards, improving the quality of education and establishing a new staff team**

3. There has been significant change in the leadership and management since the previous inspection with a new headteacher appointed in the term prior to the most recent inspection. The previous headteacher resigned after some difficulties between themselves and the governing body, and consequently several long standing teachers also resigned. As a result, there is a high proportion of recently appointed teachers on the team. The headteacher inherited a staff team that had experienced a period of uncertainty, with morale amongst the staff being low.

4. The headteacher provides effective leadership and management to the school. In the short time the headteacher has been in post, clear priorities have been identified for continued improvement, based on an understanding of the school's relative strengths and weaknesses. There is a strong emphasis upon raising standards and improving the quality of education for all pupils. A new staff team has been established with sensitivity and morale continues to improve. The overall performance by the school and improvements since the previous inspection has varied significantly and there was evidence to show that standards were dropping with a loss of direction and focus over time. As a result of the new headteacher's effectiveness, the school has regained clear direction and motivation and all pupils have targets that are both challenging, yet realistic.

5. The headteacher quickly established systematic methods for monitoring the quality of

teaching and subsequently set targets for continued professional development for all staff. At the same time, procedures were identified to track the pupils' progress more precisely from the time they enter school through to leaving. This information is being analysed effectively and used to target specific resources and additional support where necessary. As a result, pupils with special needs and higher attainers are clearly identified and their rate of progress tracked closely. This is leading to a more rapid rate of progress and raising of standards as needs are being met more efficiently. These and other strategies have provided the senior management team with a very clear idea about important aspects of the school and what needs to be done in order to bring about further improvement.

**Teachers are effective; there is a high proportion of good, very good and excellent teaching that is having a direct effect on the pupils' rate of progress**

6. There was a high proportion of good, very good and excellent teaching seen during the inspection. Good teaching was observed in thirty five per cent of lessons seen. In thirty per cent of lessons, teaching was judged to be very good or excellent. All other teaching was judged to be satisfactory. At the upper end of Key Stage 2, there was very good and excellent teaching. Teaching in the booster classes was seen to be high quality and effective. The good features that characterise most of the teaching include detailed plans that meet the needs of all pupils. Teachers conducted lessons at a brisk and challenging pace, resulting in pupils working hard throughout and achieving well. There was often a rigorous use of questions that extended the pupils' understanding as well as providing useful assessment information for the teacher.

7. Teaching in the booster classes was carefully focused and supporting a number of pupils successfully. Pupils in the booster classes were able to make good progress in story writing, using source material and paid careful attention to their spelling, handwriting, presentation and punctuation.

8. There were examples of excellent teaching such as science in Years 5 and 6 where there was excellent knowledge of the subject, reflected in the precise use of language, questions and scientific concepts. Consequently the pupils were highly motivated as they discussed how the earth orbits the sun, how the moon orbits the earth and how day and night occurs. The teacher's excellent use of resources enabled all pupils to work in groups effectively as they gave demonstrations using balls of different sizes to illustrate their understanding of how the earth spins around it's own axis.

9. The good teaching in Key Stage 1 showed teachers demonstrating consistently good subject knowledge. At the lower end of the key stage for example, higher attainers were suitably challenged with increasingly complex spellings, the lessons were conducted at a very lively pace and pupils were making good gains in their learning.

10. There are many examples where the teachers' good subject knowledge enables pupils to have a clear understanding of the subject. This is very clear in literacy where teachers have a good grasp of teaching reading and in numeracy where pupils are challenged to use their knowledge of number across the curriculum.

**The pupils' attitudes and behaviour are good overall, relationships between pupils and with adults are very good and personal development is very good. This creates a good foundation for pupils' progress and learning.**

11. The pupils are keen and enthusiastic towards their work. They are well behaved in and between classes and understand the importance of rules and order. Pupils' personal development is very good and they take on responsibility willingly. They are actively involved in decision making, for example through the school council and show a genuine understanding of the meaning of good citizenship. The good relationships between pupils and with adults are based on consideration and respect. The good attitudes and behaviour and the very good relationships and personal development help to create a well ordered school where the majority of pupils apply themselves rigorously to work and show pride in their progress and achievements.

12. Many pupils understand the importance of coming to school and approach their work with effort and commitment. There are regular examples where pupils take care in their work and often want to show others what they have accomplished. Visitors to the school are seen as an opportunity to include other adults and pupils willingly discuss life at Pirton in a confident and articulate manner. They are ready to express opinions and preferences in a logical and well considered fashion.

**The partnership between the school and parents is good with a high level of cooperation that supports the pupils in their work**

13. There is close cooperation between parents and teachers that enables pupils to be supported effectively. The school is central to the life of the village community and the Pirton School Association for example takes an active role in a wide range of activities including raising funds for much needed resources. Parents and other helpers, including local residents, regularly organise working parties at week ends to help practically. Many parents are involved actively in supporting their children at home with work, projects and reading. They respond positively to requests for help in the school and ensure their children are well equipped for school life. The school is a key part of village life and there is an aim to include children wherever possible, for example in the dramatic performances, picnics, musical events and religious celebrations. There is a high level of cooperation between the school and other groups to bring this about. The church works very closely with the school to foster a strong partnership. Many of the villagers are both parents and members of other committees creating a close and overlapping community.

**Attendance is very good**

14. The very good attendance of many pupils means a high level of consistency and continuity in their school work. Parents and pupils alike understand the importance of good attendance and punctuality. It is rare for pupils to be taken out of school without very good reason and therefore unauthorised absence is very low. This results in prompt starts to the school day and pupils attending a very high proportion of lessons over the school year.

**WHAT COULD BE IMPROVED**

**There are weaknesses in the accommodation and security of the school that compromise the health and safety of the pupils**

15. Many aspects of the accommodation are unsatisfactory. Some parts of the original building have crumbling walls and peeling paper and its décor overall is poor. The newer building has window frames that fall out regularly and occasionally windows and doors, including fire doors do not open readily. The public footpath through the playground requires additional supervision whenever pupils are outside. Its surrounding walls have been declared unsafe and hedges block visibility between the two parts of the playground. Some parts of the playground surface are cracked and other unsafe areas are cordoned off from the pupils. There are no road markings immediately outside the school to restrict parking; there is often congestion when pupils arrive and leave due to the cars parked immediately outside the entrance. The accommodation both inside and outside has an air of neglect. These weaknesses are taking considerable time and effort to rectify by the headteacher and governing body that diverts their attention and energies from central issues of standards and the quality of education. The poor quality environment and surroundings does not do justice to the efforts of pupils, teachers and parents.

**The strategic use of resources is unsatisfactory and consequently the school is not yet providing satisfactory value for money**

16. The amount of expenditure allocated per pupil is more than in most other schools. The amount of time allocated to teaching the pupils in Key Stage 2 is lower than most schools. Resources are adequate but many are very well worn and the overall environment for pupils to work is in poor condition. The headteacher and governing body is spending much effort in attempts to rectify the weaknesses outlined but it is taking too long. The headteacher is having to allocate her time and other resources to supervise outside play because of the public access to the playground, that could otherwise be directed to supporting pupils elsewhere. The governing body is also spending considerable effort in addressing issues that are not directly related to standards, pupils' progress and the overall quality of education. As a result of these inefficiencies, the school provides unsatisfactory value for money. A swift resolution to the public access across the school playground would make a significant contribution to some of these difficulties.

**Standards achieved by pupils in writing are too low**

17. Evidence from the inspection and scrutiny of the pupils' work shows weaknesses in the quality of writing achieved by some pupils throughout the school. At the lower end of Key Stage 2 specifically, handwriting is not always well formed and the use of punctuation is not consistent or secure. The quality of pupils extended writing is also underdeveloped and there are too few examples of good quality written work. The lack of a library facility is a weakness as pupils have limited opportunities to pursue independent enquiry. Although there are library corners in classrooms, these do not provide the same quality facilities as those offered by a separate library.

**The science curriculum is not well balanced and insufficient time is given to scientific enquiry**

18. Until very recently, Key Stage 1 science has been taught through a topic approach and therefore some aspects have not been covered systematically. This weakness has been rectified, however there remain gaps in the pupils' scientific knowledge as a result. At the end of Key Stage 2, there is a very rigorous and successful revision programme that ensures high standards are achieved in the national test results. The amount of time allocated overall to science is below that recommended and there are limited opportunities for pupils to pursue scientific enquiry. As a result, the science curriculum is not well

balanced.

### **The information technology curriculum does not meet statutory requirements**

19. The school has purchased new computer equipment more recently. Other resources are outdated and some do not always work. Some staff lack the skills and confidence to use the new equipment or to handle the inconsistencies of the old resources. There is insufficient access to the Internet and information technology is not yet fully integrated or used widely across the curriculum. There are missing elements of the information technology curriculum due to the lack of suitable software and hardware. In Key Stage 1, for example, pupils are not able to pursue information handling sufficiently because of these weaknesses.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**The governors, headteacher and staff should seek to improve the school by:**

**Addressing the health and safety issues as a priority including:**

- making all walls safe;
- ensuring window frames are correctly installed;
- resolving the longstanding issue of the public footpath through the school site;
- providing appropriate parking restrictions to the area immediately outside the school gates;
- ensuring all fire doors meet health and safety requirements.

**Improving the strategic use of resources and ensure better value for money by**

- making better use of the headteacher, resolving the issues of the public footpath and accommodation and thus releasing more time to focus on standards, pupils' progress and the overall quality of education;
- using the governing body's efforts more efficiently by bringing about a swift resolution to difficulties created by the public footpath and rectifying weaknesses in the accommodation;
- ensuring the length of the school day is extended, specifically for pupils in Key Stage 2.

**Raising standards in English by:**

- improving the quality of pupils' writing, specifically in presentation, punctuation and content of written work;
- providing better library facilities.

**Improve the curriculum for science by:**

- providing better balance and time to the science curriculum, including more emphasis on scientific enquiry.

**Raising standards in information technology by:**

- ensuring the curriculum meets statutory requirements in Key Stage 2, specifically using information technology more systematically in other subjects;
- developing staff confidence and expertise with computers;
- improving the quality and use of computer resources.

## **PART C: SCHOOL DATA AND INDICATORS**

### ***Summary of the sources of evidence for the inspection***

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15%	15%	35%	35%			

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	R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)		131
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	R – Y 6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		20

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	4.2
National comparative data	5.9

Unauthorised absence	%
School data	0
National comparative data	0.6

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	99	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	10	10	10
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	86 (100)	86 (94)	90 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	10	10	9
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	86 (100)	90 (100)	90 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	99	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	8
	Girls	5	4	4
	Total	9	10	12
Percentage of pupils at NC level 4 or above	School	75 (83)	83 (78)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	6	7	4
	Total	10	11	8
Percentage of pupils at NC level 4 or above	School	83 (76)	82 (86)	67 (100)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	131
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: R– Y6**

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	1:23
Average class size	28

### **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.*

### **Financial information**

Financial year	98/99
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	£
Total income	244,763
Total expenditure	240,382
Expenditure per pupil	2,166
Balance brought forward from previous year	4,626
Balance carried forward to next year	9,007

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	130
Number of questionnaires returned	83

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	5	0	0
My child is making good progress in school.	31	63	5	0	1
Behaviour in the school is good.	20	66	6	0	7
My child gets the right amount of work to do at home.	28	60	10	1	1
The teaching is good.	30	65	1	0	4
I am kept well informed about how my child is getting on.	27	45	27	0	2
I would feel comfortable about approaching the school with questions or a problem.	41	46	6	4	4
The school expects my child to work hard and achieve his or her best.	34	61	2	0	2
The school works closely with parents.	25	53	14	0	7
The school is well led and managed.	27	66	2	0	5
The school is helping my child become mature and responsible.	27	66	2	0	5
The school provides an interesting range of activities outside lessons.	12	43	30	1	13