

INSPECTION REPORT

NANCLEDRA PRIMARY SCHOOL

Nancledra, Penzance

LEA area: Cornwall

Unique reference number: 111805

Headteacher: Mr Andrew Christophers

Reporting inspector: Mr Rob Crompton
7230

Dates of inspection: 6th – 7th March 2001

Inspection number: 191700
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 category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Nancledra
Penzance
Cornwall

Postcode: TR20 8NB

Telephone number: 01736 740409

Appropriate authority: The Governing Body

Name of chair of governors: Mr Michael Bird

Date of previous inspection: 3rd February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than average, with 106 pupils aged between four and eleven; six pupils attend part-time. Almost all pupils are white. As they start school, children are above average in the development of social skills, their use of language and in mathematical understanding. Eleven pupils are on the school's register of special educational needs and receive support from within the school. There are no pupils with a statement of special educational need. Most pupils come from the local area but almost half are from beyond the immediate area of Nancledra, coming from St Ives and other nearby towns. The proportion of pupils eligible for free school meals is below average. In recent years, the school has been oversubscribed, with about twice the number of applications as places available.

HOW GOOD THE SCHOOL IS

This very effective school achieves high standards. The quality of teaching is very good. Teachers and support staff work in close partnership; lessons are interesting and pupils of all abilities are well catered for. The headteacher provides very good leadership and is strongly supported by the governors; they share a common desire to provide the best possible education for all pupils. There is an excellent ethos and the school successfully meets its aim for pupils to achieve high standards and to enjoy school life. The school gives very good value for money.

What the school does well

- High quality teaching means pupils make very good progress and achieve high standards.
- Under the strong leadership of the headteacher, the school continuously strives to improve.
- Relationships are excellent and contribute to pupils' very positive attitudes and enthusiasm.
- Efficient assessment procedures enable teachers to plan work to meet pupils' specific needs; assessment results are carefully analysed to monitor standards and to set targets for improvement.
- The rich variety of experiences, both in lessons and outside school, sustains pupils' interest and zest for learning.

What could be improved

- The successful methods of teaching mixed-aged classes could be refined to benefit the higher attaining pupils.
- The timetable – particularly for the first teaching period – could be reviewed to help sustain pupils' concentration through more varied lessons.
- The good progress made in the provision for daily assemblies could be built on to provide more opportunities for pupils to participate actively and to think about the daily themes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made since the previous inspection in February 1997. The quality of teaching has improved further and the high standards previously reported have been sustained. Arrangements for daily worship have been made, assessment procedures are now much better, and provision for information and communication technology has improved. Lessons are better structured, although they can still be a little too long. The role of the deputy head has been clarified, enabling her to make a more significant contribution to the management of the school.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A	A	C	well above average A above average B average C below average D well below average E
Mathematics	A*	A*	A*	A	
Science	A*	A	A*	A	

The school builds successfully on children's above average attainment on entry. Good progress is made through the Foundation Stage¹, with most children doing better than expected for their age. This rate of growth continues in Years 1 and 2 so that attainment in reading is very high, and results in writing and mathematics are well above average.

The oldest pupils achieve well above average results. In particular, attainment in mathematics and science was within the top five per cent of national results in 2000. The standards achieved by seven and eleven year olds compared favourably with those of similar schools. This pattern of attainment has been sustained over the past few years.

The work seen during the inspection reflected these high standards. Pupils speak confidently, listen carefully, and read and write very well. They have a very good grasp of number and have a good understanding of mathematical and scientific concepts. This broad range of basic skills enables them to make good progress in most other subjects. They achieve well in art and design, design and technology, history, geography and religious education. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs make good progress. Higher attaining pupils generally achieve their potential, although one or two pupils did not do as well as expected last year.

The targets set each year are decided carefully, using the school's detailed knowledge of each individual pupil. They are suitably challenging and reflect the school's commitment to enabling every pupil to meet their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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¹ The Foundation Stage is from the child's third birthday to the end of the reception year.

Attitudes to the school	Very positive; pupils work hard in lessons and take great pride in their school.
Behaviour, in and out of classrooms	Very good; pupils are attentive in the classroom and behave very well around the school.
Personal development and relationships	Relationships are excellent; the atmosphere of mutual respect and trust allows pupils to flourish while maintaining their individuality.
Attendance	Satisfactory. The seasonal nature of some parents' work means they take holidays in the winter months, which affects attendance figures.

Pupils' attitudes and values exert a positive influence on their learning; classrooms have a purposeful atmosphere and teachers are able to concentrate on the work in hand without dwelling on behaviour.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 15	Very good	Very good	Very 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 teaching in the school is very good. In 86 per cent of lessons, the teaching ranged between good (13 per cent) and very good (73 per cent); the remainder (13 per cent) were satisfactory.

The teaching of English and mathematics is very good; teachers explain things clearly, generate enthusiasm and create a purposeful working atmosphere where pupils feel confident and do their best. Teachers know the subjects very well and are able to build on pupils' existing knowledge through skilful questioning. They meet the needs of all pupils very well. Literacy and numeracy are taught very successfully in specific lessons and in other subjects such as science, history and geography.

Pupils are very enthusiastic and try hard. The youngest children respond with great fervour to the rich variety of activities provided. As they move through the school, pupils develop increasing independence. The oldest pupils have a good degree of maturity; their high level of commitment means they get the most out of lessons and take full advantage of the high quality teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: the curriculum is approached imaginatively and pupils' learning is enriched through sporting and creative activities, and educational visits.
Provision for pupils with special educational needs	Very good: pupils who need extra support are identified early and their progress is carefully tracked. Teachers provide work at different levels in the classroom and are ably assisted by the special needs co-ordinator and learning support staff.
Provision for pupils' personal development, including spiritual, moral, social and cultural, development	Good. Lessons provide opportunities for pupils to think about meaning and purpose in the natural world and in human achievement. There is potential for assemblies to contribute more to pupils' spiritual development. Moral and social development is promoted very well through the day-to-day life of the school. Pupils have good opportunities to take on responsibilities and do so willingly and efficiently. Art, drama and literature are used to promote cultural development and multicultural awareness is developed through religious education.
How well the school cares for its pupils	The school has high regard for pupils' safety and welfare. Sound procedures for child protection have been established.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and provides very good leadership. Subject co-ordinators are highly competent. They have a very good grasp of what needs to be done to maintain and improve standards and successfully lead developments.
How well the governors fulfil their responsibilities	Governors are well informed, committed and have a good level of day-to-day contact with the school. The headteacher and governors work well together to promote the school's aims.
The school's evaluation of its performance	Thorough analysis of pupils' progress takes place and teaching is closely monitored. This approach enables the school to refine the curriculum and to set appropriate priorities for teaching and learning.
The strategic use of resources	Resources are carefully allocated in line with the school's priorities.

Strong leadership and efficient management have a positive impact on pupils' attainment and personal development. The school runs smoothly and all staff work together very well to achieve high standards of teaching and learning. Governors apply the principles of best value in order to make optimum use of available funding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behave well and make good progress. • Teachers are very effective and expect pupils to work hard. • The school keeps parents well informed about how their children are doing. • The school is open and welcoming and works in close partnership with parents. 	<p>Individual parents raised minor issues but there are no common concerns.</p>

The inspection supported parents' positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High quality teaching means pupils make very good progress and achieve high standards.

1 The quality of teaching is a major strength and is consistent throughout the school. A potent combination of teacher expertise, careful planning and highly skilled classroom techniques, together with pupils' positive attitudes and eagerness to learn, results in very good progress and well above average results. This was exemplified in most lessons observed.

2 The teacher and nursery nurse make a highly effective partnership in the Reception/Year 1 class. Stimulating activities cater for the spread of ages in the class and the flexible way in which teaching groups are organised means that an appropriate emphasis is given to the areas of learning for those children at the Foundation Stage and those who are working at the first levels of the National Curriculum. For example, in a numeracy lesson, the younger children were well supported by the class teacher as they drew houses with odd and even door numbers, while the nursery nurse worked with the older children as they identified odd and even numbers on a 100 square; the more confident children were given a more challenging task. Through skilful questioning at the end of the lesson, the teacher drew out children's ideas and encouraged them to use the correct mathematical vocabulary as they explained what they had done. Similarly, in a science lesson on the properties of materials, pupils tackled the task at different levels. All showed a very good level of independence and were able to categorise the various objects using their own criteria. In both these lessons, most pupils were working at a level well above that expected for their ages – an indication of the positive way they respond to the high expectations set.

3 The varied expertise of teachers is used very well and pupils benefit from their individual strengths. Year groups are taught separately or combined as appropriate. For example, while Year 2 had a religious education lesson, Years 3 and 4 took part in an art and design workshop and Years 5 and 6 conducted science experiments. Although the teachers were not teaching their regular classes, all three lessons were successful because they used their background knowledge to good effect. The Year 2 lesson was well structured to include opportunities for pupils to develop their understanding of God and to relate the parable of the lost sheep to their own everyday experiences. They performed small dramatic pieces confidently at the end of the lesson, demonstrating a very good level of understanding. Photographs taken earlier by the children provided an excellent stimulus for the further development of pattern work in the art lesson. Pupils were encouraged to be individual and creative; they were enthusiastic and took great pride in their completed designs, which were of a high standard. The oldest pupils were investigating the insulation properties of various paper and plastic cups. They showed a good degree of independence and, skilfully prompted by the teacher, refined their experiments to ensure that the testing was fair. One group used sensors connected to a computer to log changes in temperature; this called on their information and communication technology (ICT) and numeracy skills as they had to work out how the probes were calibrated in order to translate the information accurately.

4 Literacy and numeracy are taught very well. The national strategies have been slightly modified so the school can take full advantage of volunteer help. Guided reading takes place at the beginning of every day during the *Reading Roundabout* sessions. On most days, each small group in every class has the benefit of focused adult support from a teacher, a learning assistant or a parent. This highly efficient use of time contributes to the excellent standards in reading across the school. Pupils enjoy these sessions – for example, a group of older children read a humorous play which contained extracts from *Macbeth*. They were fully absorbed in the plot and rose to the challenge of reciting the witches' spell with dramatic interpretation.

Literacy and numeracy skills are consolidated and extended very well in other subjects. Year 4 pupils were using three variations of recording speech – speech bubbles, inverted commas

and play scripts – when learning about the six wives of Henry VIII; numeracy skills are called upon regularly in science, design and technology and geography.

5 The teaching of ICT has improved since the previous inspection. Pupils are benefiting from the recently acquired computers and teachers' increased skills. In some lessons, computer work is only loosely related to the main theme and, as identified in the school's improvement plan, further work needs to be done to help teachers to use ICT to enhance and extend pupils' learning in other subjects.

Under the strong leadership of the headteacher, the school continuously strives to improve.

6 The headteacher provides a very clear direction for the school. He is very focused on maintaining high standards and his open style of management enables everyone to play their part fully. Before any national or local initiatives are introduced, the headteacher carefully considers the implications for this particular school. He often prepares a summary paper to provide a basis for staff discussion. For example, when the assessment procedures were revised, he wrote a succinct and well-reasoned account, which gave useful background information and identified areas for discussion. As a teaching head, his classroom practice provides a good example for colleagues. Although his teaching was not directly observed, the quality and quantity of pupils' work and their fulsome tribute to his skills, provided evidence of high quality teaching.

7 All staff take on additional responsibilities and do so willingly and effectively. Everyone involved in the school feels valued and there is a common sense of purpose. A positive atmosphere permeates the school and staff strive for high standards of work and behaviour.

8 Governors share the headteacher's determination to ensure the highest standards and he has their confidence. They work hard on the school's behalf. They manage developments well and are increasingly involved in setting targets for further improvement. Governors know the school's strengths and areas for development. They keep informed through frequent visits and receive detailed reports from the headteacher. The headteacher, staff and governors successfully promote the school's aim to create a community where pupils' individuality is celebrated and where pupils' achieve their potential.

Relationships are excellent and contribute to pupils' very positive attitudes and enthusiasm.

9 The school is a harmonious community where the atmosphere is relaxed but purposeful. In lessons, the vast majority of pupils are attentive, eager, willing and co-operative. These positive attitudes are a significant factor in the good progress that pupils make through the school.

10 Pupils are encouraged to use their initiative and to make suggestions. During a highly successful music lesson in the Reception/Year 1 class, one child volunteered, "Jack can tell us the numbers and I can be the counter". All the class joined in with enthusiasm and sang with great gusto. The teacher's warm, positive and dynamic approach drew a delightful response and the children made very good progress, singing tunefully and expressively, joining in with percussion instruments and following the 'conductor'.

11 Teachers treat their pupils as mature individuals; they successfully generate an atmosphere of learning, helping pupils to reflect on their own work and to offer constructive criticism to their classmates. This was evident when Year 3 and 4 pupils offered suggestions about how designs could be improved and when older pupils commented on each others' use of connectives in a piece of explanatory writing.

Pupils co-operate very well when working in pairs or small groups; they share ideas and listen to one another's point of view. As well as learning from the teachers, they learn from each other – a factor which contributes to the high standards of behaviour and academic attainment.

12 At break times, very good relationships are evident. Older pupils are helpful and encouraging towards younger ones, which means the younger pupils feel secure and confident in the playground. One pupil who joined the school recently remarked on the friendliness of teachers and pupils which had helped to her settle in quickly.

13 Pupils take responsibility willingly and treat resources with care. The good condition of classroom materials, computers and musical instruments, which are readily accessible, is an indication that pupils handle them carefully and have a respect for school property. The way that visitors are welcomed provides further evidence of pupils' positive attitudes. They are open, friendly, polite and courteous: a credit to the school and to their families.

Efficient assessment procedures enable teachers to plan work to meet pupils' specific needs; assessment results are carefully analysed to monitor standards and to set targets for improvement.

14 The school has successfully developed effective and manageable assessment procedures. During lessons, teachers use carefully phrased questions to continually monitor pupils' progress in order to give them immediate feedback and to note mentally what needs to be taught next. During whole-class teaching, learning assistants often formalise this process, noting pupils' individual responses, their level of participation and, when possible, their level of understanding. Pupils' work is marked regularly and teachers move from awarding 'smiley faces' and stickers for effort and good work to writing constructive comments and targets for improvement as pupils move through the school. This process is being increasingly used to generate group and individual targets. Comments on presentation are often made on pupils' work; this, together with systematic teaching, results in the good standards of handwriting found in most pupils' books.

15 A 'Standards File' is kept for each subject containing examples of work at all levels of the National Curriculum. This is annotated by teachers to indicate the context in which the work was done and the level of support the pupil had in completing it. It provides a very useful resource for helping teachers to assess standards.

16 Following the baseline assessments made as children start school, various standardised tests are used to assess how individuals and year groups are doing. Careful analysis of test results enables the school to identify where there are strengths and weaknesses in pupils' knowledge and understanding and to provide extra help where needed. This is exemplified in the way pupils with special educational needs are identified and supported. In addition to the formal procedures for assessment, an advantage of the small size of the school is that teachers frequently talk informally about how individual children are progressing. All teachers know all the pupils and, as they regularly teach different year groups, they can provide feedback to class teachers about how they are getting on across a range of subjects.

17 Staff and governors use a range of assessment information to review annual trends and identify areas for development. For example, comparisons between pupils' attainment in reading and other aspects of literacy resulted in writing and spelling being targeted and allocated extra resources, such as the current 'booster' support for Year 6.

The rich variety of experiences, both in lessons and outside school, sustains pupils' interest and zest for learning

18 Each aspect of the National Curriculum is covered in appropriate depth and every opportunity is taken to make links between different curriculum subjects and to relate work to

everyday life. The curriculum is planned in interesting and stimulating ways so pupils have a rich day-to-day experience. There are also many learning opportunities outside the school. Day visits and residential trips extend pupils' horizons and broaden their experience. These help in developing pupils' self-reliance, independence and social skills. For example, older pupils were very enthusiastic about their forthcoming trip to the Isles of Scilly.

19 Pupils can choose from a good range of extra-curricular activities, which cater for individual interests and talents, particularly in sport and music. Given the size of the school, pupils do remarkably well in competitive sports, achieving success in football, towerball, cross-country running, cricket and athletics. Pupils regularly take part in art and speaking competitions and music festivals. This variety of opportunity reflects the school's aim to provide 'anything that broadens the experience of our children'.

WHAT COULD BE IMPROVED

The successful methods of teaching mixed-aged classes could be refined to benefit the higher attaining pupils.

20 Teachers are generally very good at adapting work to match the needs of pupils. This approach is clearly evident in day-to-day lessons. Higher attaining pupils often benefit from working with the older children in the mixed-aged classes. However, recent National Curriculum test results have shown that one or two pupils who might have been expected to achieve a higher level – in science in the tests for seven year olds and English in the tests for eleven year olds – have not done so. As part of its current improvement plan, the school is to review the provision for gifted and talented pupils in the summer term. This should address the provision for higher attaining pupils generally, not only those with outstanding potential.

21 The current 'Standards Files' in each subject contain few examples of work at the higher levels. However, some pieces of written work provided as exemplars do contain elements of work at above average levels in English. The school should use these examples to ensure that the skills not evident are taught in subsequent lessons. Central funds targeted at Year 6 are already being used to provide good 'booster' support and there is potential for this to allow staff to work specifically with the higher attaining pupils. The special educational needs co-ordinator supports pupils on two afternoons each week. Given the small number of pupils involved, the school is rightly considering how this support might be occasionally extended to higher attaining pupils within the available resources.

The timetable – particularly for the first teaching period - could be reviewed to help sustain pupils' concentration through more varied lessons.

22 The school has successfully implemented the National Strategies for Literacy and Numeracy. Pupils make good progress and say they particularly enjoy the new structure of mathematics lessons. Although pupils' behaviour in lessons is very good, some become more restless as the morning progresses and the younger pupils especially find it more difficult to concentrate. The *Reading Roundabout* each morning, where pupils benefit from the additional support of parents, is a productive occasion but when this is immediately followed by a literacy lesson, this lengthy period of English teaching can lose its impact. The school should consider how the timetable might be modified to provide a more varied experience, for example, by moving a literacy or numeracy session to the afternoon and including a creative or practical subject in the morning.

Some sections of the numeracy lesson are a little longer than necessary. The school has identified this issue and is to review each section of the numeracy lesson as part of its current improvement plan. Lessons in other subjects, such as history and geography, sometimes take up almost the whole afternoon. This is appropriate when a variety of activities is included, but leads to some restlessness and lack of concentration when pupils are engaged in similar tasks throughout the lesson.

The good progress made in the provision for daily assemblies could be built on to provide more opportunities for pupils to participate actively and make a personal response to the daily themes

23 Improvements have been made in the provision for corporate worship which was a key issue identified by the previous inspection. The school now complies with statutory requirements. The 'thought for the day' assemblies are carefully planned to address various themes during the school year. For example, during the inspection, the children were being told about local saints. Teachers made the stories interesting, clearly pointing out that many such accounts were regarded as myths and legends. Pupils enjoyed these occasions, often spellbound by the stories and said prayers with appropriate reverence. However, the assemblies did not achieve their full potential in stimulating children's thinking about issues and values. For example, in learning about local saints, they were not encouraged to think more generally about people who make sacrifices for others, or to relate this to their day-to-day lives.

24 Although children occasionally make up their own prayers, most assemblies are led exclusively by teachers. Given their positive attitudes and general enthusiasm, pupils could be more actively involved; for example, older pupils could interpret the 'thought for the day' in their own way or could devise their own themes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve on the existing high standards, the school should:

- (1) refine the provision for higher attaining pupils (paragraph 20) by:
 - including them in the planned review of provision for gifted and talented pupils;
 - identifying which skills need further emphasis in order to ensure higher attaining pupils are given suitably challenging work;
 - providing more opportunities for higher attaining pupils to work together in small teaching groups;
- (2) vary the timetable – particularly for the first period – to help sustain pupils' concentration (paragraph 22);
- (3) provide more opportunities for pupils to participate actively and make a personal response to daily themes in assemblies (paragraph 23).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	73	13	13			

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)		103
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

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	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	7	4	11
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91 (83)	91 (92)	91 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91 (83)	91 (100)	91 (100)
	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	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 (86)	93 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 (86)	93 (93)	100 (100)
	National	70 (68)	72 (69)	80 (75)

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

As the number of boys and the number of girls at each key stage was less than 11, separate figures are not published.

Ethnic background of pupils

Exclusions in the last school year

No of pupils

Fixed period	Permanent
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Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	58

FTE means full-time equivalent.

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	1999 - 2000
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	£
Total income	177847
Total expenditure	176621
Expenditure per pupil	1715
Balance brought forward from previous year	40323
Balance carried forward to next year	41549

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	3	0	1
My child is making good progress in school.	58	38	4	0	0
Behaviour in the school is good.	49	49	1	0	0
My child gets the right amount of work to do at home.	53	39	8	0	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	52	41	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	16	1	0	1
The school expects my child to work hard and achieve his or her best.	58	40	1	0	1
The school works closely with parents.	58	37	5	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	62	37	1	0	0
The school provides an interesting range of activities outside lessons.	53	36	9	3	0