

INSPECTION REPORT

HORNDALE INFANTS' SCHOOL

Newton Aycliffe, Co. Durham

LEA area: Durham

Unique reference number: 114190

Head teacher: Mrs M Courtney

Reporting inspector: Miss K Manning
20267

Dates of inspection: 12th – 13th February 2001

Inspection number: 191881

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Scholars Path Newton Aycliffe Co. Durham
Postcode:	DL5 7HB
Telephone number:	01325 300 228
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Rodwell
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
K Manning. (20267)	Registered inspector
L Buller (12511)	Lay inspector
K Wallace (1511)	Team inspector

The inspection contractor was:

Quality in Focus
Thresher House
Lea Hall Park
Demage Lane
Lea by Backford
Chester
CH1 6LP

Tel: 01244 851 813

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8
 WHAT COULD BE IMPROVED	12
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
 PART C: SCHOOL DATA AND INDICATORS	13

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horndale Infants' is a small school; with 52 boys and 45 girls in classes from reception to Year 2. A further 31 boys and 21 girls attend the nursery part-time. When they start in reception class, many children do not have the language, literacy or mathematical skills expected of four-year-olds. The school serves a mixed but predominantly disadvantaged community where unemployment is high. Almost all pupils come from English families and all speak English as their first language. The percentage of pupils who are eligible for a free school meal is above average. So is the proportion of pupils who have special educational needs. Although no pupils have statements, thirty-three pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties.

HOW GOOD THE SCHOOL IS

This is an effective school. Good leadership and management ensure that it is improving all the time. Most of the teaching is good and this ensures that all pupils reach the expected level in mathematics and science and do well in writing. Pupils have positive attitudes towards learning and behave well. Although the cost of achieving this is higher than in larger schools, the school continues to give good value for money.

What the school does well

- Good teaching ensures that children in the Foundation Stage get a good start to their education.
- Pupils in Years 1 and 2 make good progress and do well in writing and mathematics.
- Very good provision for pupils with special educational needs helps them reach the levels expected for their age in mathematics and science.
- Pupils respond well to the very good provision for their personal development.
- High quality displays motivate pupils to further effort and make the school an attractive place to learn.

What could be improved

- The number of pupils who achieve a higher level in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in February 1997. Standards have risen and all of the key issues for action identified in the previous report have been tackled successfully. Teachers' daily planning has improved significantly. It states clearly what they intend pupils to learn and links these aims to National Curriculum programmes and levels. Another improvement to teachers' planning is that they now have good quality guidelines to help them plan work and ensure that the skills pupils are taught build on what they already know. Governors and teachers have a much clearer view of what the school needs to do to improve than they did at the time of the last inspection, because they are better at monitoring the quality of teaching and the curriculum. Finally, priorities in the school's plan for development are clearer and more detailed than previously. This, and the commitment of staff and governors, puts the school in a good position to continue to improve provision and raise standards even further.

STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	C	C	C	A
writing	B	A	B	A
mathematics	A	A	B	A

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

Children in the nursery and reception class make good progress in all areas of learning. Consequently, by the time they are ready to start in Year 1, standards are typical for their age in writing, mathematics, knowledge and understanding of the world, creative development, physical development and in their personal and social development. Standards are only slightly below those expected for their age in reading but children come a long way from their low starting point in nursery.

Pupils continue to make good progress in Years 1 and 2. By the time they leave the school, standards are average in reading and above average in writing and mathematics. A real success of the school is that all pupils, including those with special educational needs, reach the expected level in mathematics and science. While the brightest pupils gain a higher level in writing and mathematics no one does in science. This is something the school intends to improve. A measure of the school's success is that when compared with similar schools, pupils do really well in reading, writing and mathematics.

Pupils' skills with information and communication technology are typical for their age. Standards in religious education meet the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children in the Foundation Stage are keen to explore and learn. Those in Years 1 and 2 work hard in lessons and are proud of their achievements.
Behaviour, in and out of classrooms	Good. They listen to their teachers and do as they are told. At lunchtime and breaks they play together amicably.
Personal development and relationships	Good. Pupils are friendly towards one another and adults. They are keen to do jobs around the school and help out in classrooms.
Attendance	Well below average. Although pupils enjoy school, younger ones are often absent through childhood illnesses. Their attendance improves as they get older.

Pupils respond well to the way that teachers encourage good behaviour. They are proud of the rewards they get for effort or behaviour and gaining a certificate is a cause for celebration involving classmates, teachers and parents.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	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 good quality of teaching has been maintained since the previous inspection. Sixty-four per cent is good and a further nine per cent is very good. The remaining 27 per cent is satisfactory. Teaching is always good in the Foundation Stage, where interesting activities help children make good progress in their learning. In Years 1 and 2, teachers are good at teaching the basic skills of literacy and numeracy. The emphasis they give to grammar, punctuation and spelling helps pupils do well with their writing. Similarly, the emphasis given to mental mathematics encourages pupils to think quickly and solve problems.

Another strength of the teaching, throughout the school, is the very good provision made for pupils with special educational needs. Work is pitched at the right level and teachers make good use of support staff and other adults to work with these pupils each day. Consequently, they make good progress towards the targets in their individual programmes of work.

An area of teaching that could be improved is that, in science, teachers do not always plan challenging enough work for the brightest pupils. As a result, no pupils achieve a higher level in National Curriculum tests.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. It is enriched considerably by educational visits and visitors.
Provision for pupils with special educational needs	Very good; pupils are given the support they need to do the best they can. As a result, they achieve the level expected for their age in mathematics and science.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' spiritual, moral, social and cultural development is very good. Consequently, pupils develop the positive attitudes and behaviour that help them achieve well by the time they leave the school.
How well the school cares for its pupils	Pupils are looked after well. Teachers keep a close check on their well-being and academic progress. Procedures for monitoring pupils' attendance are good.

The curriculum includes several features that enrich it considerably. Teachers plan many opportunities for pupils to learn from visits to museums, a farm and Durham cathedral, castle and riverside. Artists and theatre groups visit the school regularly and encourage pupils to be imaginative in dance, drama and art. Pupils join in community projects, such as collecting litter and learn about the work of the police force and fire brigade when they visit the school. In addition to being very popular, this wide range of first-hand experiences helps promote pupils' social and cultural development very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good leadership by the headteacher and senior teachers is one of the reasons why pupils continue to do well. They are quick to seize opportunities to improve teaching and the curriculum and are constantly looking for ways to raise standards.
How well the governors fulfil their responsibilities	Governors fulfil all of their statutory responsibilities ably. They keep a close eye on teaching and spending.
The school's evaluation of its performance	Teachers and governors are aware of the strengths and weaknesses of the school. They have a carefully thought out plan of what needs to be done in order to improve and check regularly to see how well they are doing.
The strategic use of resources	Resources are satisfactory and are used to good effect to improve teaching and learning. High quality displays of pupils' work make the school an extremely attractive place for pupils to learn.

Governors and teachers make thorough comparisons of pupils' performance in tests with local, similar and all other schools. Decisions about the curriculum are reviewed at least annually to see if they are effective in maintaining standards. Governors ensure that they get the best possible value for money by shopping around for the best price and by looking to see what effect spending has on pupils' attainment. For example, governors judge that spending on educational visits is good value for money because they promote pupils' social and cultural development at the same time as they learn about art, music and dance. Parents' views are occasionally sought on matters such as homework.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents believe that their children are making good progress in school. • Parents think that pupils behave well in school. • They find it easy to approach the school with questions or problems about their children. • Parents are pleased that their children like school. • They are glad that their children are expected to work hard and do their best. • Parents feel that the school is well led and managed. • They feel that the school works closely with them for the benefit of their children. 	<ul style="list-style-type: none"> • A small number of parents are not happy with the amount of homework their children get. • They feel that there are not enough after-school clubs or activities for their children.

The inspection confirms all of the positive views held by parents. Parents' concerns about homework are unfounded. Reading diaries show that many children read regularly with parents and family. Parents are right that the school does not provide enough after-school clubs. The headteacher and governors feel that children are given many opportunities to join in fun and extra activities during the day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching ensures that children in the Foundation Stage get a good start to their education.

During their time in the nursery and reception class, children make good progress in all of the areas of learning. This is because teachers have a thorough understanding of how to teach young children and plan activities that are interesting and fun.

One of the main reasons why children get such a good start in the Foundation Stage is that teachers, support staff and volunteer helpers promote children's emotional, personal and social development in everything they do. In the nursery, established routines help children settle quickly. For example, children know to get a book and sit in a circle at the start of each session and do this without any fuss. Children are encouraged to do things for themselves; they wash their hands and try to put their own hats and coats on. The many opportunities they get to make choices helps them gain independence. This is further developed in the reception class, where they are expected to work quietly when the teacher is busy with another group of children.

Teachers use a wide range of strategies to help children learn and there is a good balance of activities that are led by the teacher and those where children work alone or with others. For example, children in both classes, learn to enjoy books and to listen attentively when the whole class gather together for reading and story time. The work they do in small groups is often the time when they form friendships with other children. For example, children in the reception class helped one another choose cards and spell words that began with *ch* as part of a literacy lesson. In both classes, children enjoy the many opportunities they have for learning through practical activities. In the nursery, they gain knowledge and understanding of the world from their experiments into which clothes are warmest and how to use their senses to find things out. Teachers plan many opportunities for children to engage in creative activities such as painting and making music. Children in the reception class talked proudly about the models they had made using household objects and explained how they had fixed parts together.

A further strength to the teaching comes from the many opportunities teachers plan for children to widen their vocabulary and speak to others. Staff constantly encourage children to answer questions, give their opinions and join in conversations. This was evident in both classes. For example, in the nursery, children were asked to say what they thought the fox was thinking as he swam across the river with the Gingerbread Boy on his back. With gentle prompting they used phrases such as, *he's hungry* and *he's smacking his lips*. Similarly, in a literacy lesson in the reception class, each child in a group was given the chance to talk about their writing and listen to what others had to say. Several children in the school have special needs arising from difficulties with speech and language. They make good progress as a result of the emphasis teachers give to speaking and listening and are far more confident by the time they leave the reception class.

Pupils in Years 1 and 2 make good progress and do well in writing and mathematics.

Standards in writing and mathematics are above average and have been consistently high for the last four years. When compared with similar schools, pupils in Horndale Infants' do really well and this is a success for the school.

Teachers plan many opportunities for pupils to write each day and in all subjects. It starts in the nursery, where children are encouraged to attempt to write their names and to put captions on their drawings. Adults often act as a secretary, writing children's words, with the activities giving a clear message that writing is valued and important. Children know this and are keen to have a go. These early foundations are built upon in the reception class, where children write for a wide range of purposes. For example, in their work on knowledge and understanding of the world, children write about how babies stay at home but they go to school, and about the programmes they like to watch on television. Pupils in Years 1 and 2 write for an increasing range of purposes, they complete crosswords, write stories and poems and accounts of their work in science, geography and history. The practice they get is a significant factor in why standards are above average.

A strength of the teaching in Years 1 and 2, is that teachers have adapted the National Literacy Strategy very well to meet the needs of pupils. Each day, pupils spend some time learning about grammar, punctuation and spelling. This was done well in a lesson in a Year 2 class when the teacher asked pupils to read the words spoken by characters in a story. As a result, by the end of the lesson, most pupils understood the purpose of speech marks in text. Pupils in Years 1 and 2 are given spellings to learn at home. This reinforces the work they do at school and helps them achieve good standards. For example, pupils in Year 1 generally correctly spell those words, which they use regularly or if not spell them the way they sound. Those in Year 2 spell more difficult words, such as *sometimes* and *once* correctly. Finally, teachers expect pupils to try their best with handwriting. They insist that letters are formed correctly and that words sit on the line. Pupils respond to these high expectations by producing work that is neat and of good quality.

In mathematics, standards are above average because of the methods used by teachers. One of the strengths of the teaching, throughout the school, is the way that mathematics is part of pupils' everyday experiences. For example, children in the nursery sort bears according to colour and learn to count. Older pupils add and take away as they work out how many children are absent or how many minutes they have left to complete a task.

In Years 1 and 2, pupils get almost an hour of mathematics each day and teachers use the format of the National Numeracy Strategy very effectively. Lessons always start with mental mathematics activities. Pupils enjoy this time, especially when they are under pressure to think quickly and have to work out problems in their head. Teachers increase the tension and fun by asking pupils to use a *number fan* to give their answers. Everyone has to show their answer from a set of numbers joined together like a fan. This ensures that everyone takes part and the teacher can see at a glance if anyone is having difficulty.

Another reason why standards are above average is that teachers ensure that the work planned for pupils is pitched at the right level. The brightest pupils are challenged by the provision of more difficult work; for example, in Year 1, pupils' books show that lower attaining pupils work with numbers to 20, while higher attaining pupils work with numbers to 99. Teachers also plan appropriate work for pupils with special educational needs and ensure that they get the extra support they need to do the best they can.

Very good provision for pupils with special educational needs helps them reach the

levels expected for their age in mathematics and science.

The school makes very good provision for pupils with special educational needs. Teachers feel that it is important to identify pupils' special educational needs as early as possible in order to provide additional support before pupils fall too far behind. In order to do this they analyse the findings of assessments of children in the nursery and reception classes. As a result, pupils with speech problems and those with learning difficulties arising from reading, writing and mathematics are quickly given the support they need, either in the classroom or in small groups withdrawn for extra help. The system has proved to be particularly effective, in that last year, all pupils reached the expected level in National Curriculum tests in mathematics and science.

Pupils with special educational needs get an exceptional amount of help and support from teachers, classroom assistants and volunteer helpers and this helps them make good progress. As soon as pupils are identified as having special educational needs, teachers plan a programme of work and support and begin to keep detailed records of their progress. The work they are given in classes is always pitched at the right level so that they feel successful and enjoy their work. For example, they show what they have learned in science by recording their findings as pictures.

Teachers also make good use of other adults in the class to work with small groups of pupils who need additional help. Classroom assistants make a significant contribution to the teaching and because there are several volunteers who work in the school, there is generally more than one adult in each class. Pupils benefit tremendously from this extra attention and make good progress towards the targets in their individual education plans. This was evident when a group of children in a class in Year 2 were motivated by a volunteer helper to finish their writing.

Pupils respond well to the very good provision for their personal development.

The school makes very good provision for pupils' personal development and they respond by behaving well, being keen to learn and forming good relationships with adults and one another. The main reason why this is so effective is that teachers plan very thoroughly to ensure that pupils' spiritual, moral, social and cultural development is part of everything they do.

Teachers and parents have recently agreed a policy for encouraging good behaviour. This is working well because it is simple and staff follow the procedures scrupulously. Each day, children who make an effort or follow the rules are rewarded with praise and coloured cards. Then, in a special, weekly assembly, classes or individuals are given certificates. This is an important occasion for pupils and they are keen to explain how and why they get certificates. When they do it is a cause for celebration involving classmates and parents. However, good behaviour is not just a response to getting certificates. Pupils are very keen to please their teachers and want to do well.

Throughout the school, teachers encourage pupils to be responsible and think about the consequences of their actions. As a result of gentle reminders when they do wrong, children in the nursery learn to share toys and equipment. As they get older, pupils are encouraged to take on more responsibility for their learning, whether it is completing their work or getting the equipment they need to help them with their work. This was evident in the reception class when children quietly left what they were doing to begin work with the teacher.

Teachers plan interesting activities for pupils and they respond by being keen to learn. Children in the nursery can hardly wait to get their coats off at the beginning of the session

and older pupils generally come into school with a smile on their face. Pupils work sensibly in lessons, they listen to what their teachers say and handle equipment carefully. This was evident in a science lesson in a class in Year 2, when pupils worked with large quantities of water and spilled very little. Pupils in Years 1 and 2 concentrate on their work and rarely need reminding to get on. When work interests them, such as drawing in the style of a famous artist, they quickly become absorbed in what they are doing.

Pupils form good relationships with adults and one another. These are based on mutual respect and liking. Children in the nursery make friends as they learn to play and work together. Older pupils often work in small groups and co-operate to complete the tasks they are set. They are also keen to help younger children. This was evident in the playground when a number of older boys and girls offered younger children a turn with hoops and balls.

Teachers ensure that pupils have time to think about their actions through prayers and when they listen to stories about Christianity and other religions. There are many displays around the school to help pupils learn about other cultures. They learn about their own culture through exciting first-hand experiences of watching theatre groups and when they go on educational visits to museums, cathedrals and castles.

All of this means that pupils gain maturity and confidence at the same time as they make good progress academically. This is one of the real strengths of the school and staff are right to be proud of their efforts.

High quality displays motivate pupils to further effort and make the school an attractive place to learn.

Classrooms, corridors and shared areas are full of high quality displays of pupils' work, photographs, books and objects. Teachers show how much they value pupils' efforts by displaying their work attractively. For example, in the hall, there is a good display of writing about Jack and the Beanstalk, which shows pupils' progress from nursery through to classes in Year 2. Pupils are interested in the displays and respond by stopping to look at the work of others in the hall and corridors. On one occasion, two girls stopped to look at the birthday cake that was to be used in assembly and made comments about how important it is to have a cake that looks good enough to eat.

Classrooms are full to the brim with work by children; there are computer print out pictures of *Teddy* in nursery and children's designs of what they would like in the playground in the reception class, both of which show work in knowledge and understanding of the world. A fine collection of household objects and school desks from the past brings history alive for pupils in Year 1 and in classes in Year 2 there are a number of books made by teachers, that show the work pupils have done in science and religious education. A good feature of many of the displays is that pupils are challenged to do something with them. For example, a display of models made by children in the reception class asks them *how did you fix it?* In a class in Year 2, pupil's sort materials into boxes and are asked *what materials can you find in the classroom?* Pupils often linger to look at displays on their way out to play or at the end of the day. They talk enthusiastically about their work and are keen to show it off to visitors.

Another good feature of the displays around the school is the use made of photographs. They provide an excellent record of what children in the Foundation Stage can do in physical development and of older pupils' involvement in community events such as collecting litter. Particularly good use is made of a digital camera to provide photographs of children for birthday displays and of pupils at work. All of this makes the school an attractive and interesting place to learn.

WHAT COULD BE IMPROVED

The number of pupils who achieve a higher level in science.

Last year, all pupils in Year 2 reached the expected level in science tests. This was a real success of the school. However, because they are always striving for improvement, teachers now want to turn their attention to increasing the number of pupils who achieve a high standard in science. There are several steps the school needs to take if it is to do this successfully. Firstly, teachers are not using the results of national tests to identify what it is that higher attaining pupils cannot do. This means that they are not in turn planning the sort of challenging work that will help pupils achieve a higher level in science tests. For example, in a science lesson in Year 2, the work for lower attaining pupils and those with special educational needs was pitched at the right level for their ability and they were given extra help to support their learning. However, higher attaining pupils were asked to do the same task as average attaining pupils and there were no additional activities to extend their thinking. Similarly, because teachers do not monitor pupils' work they cannot be sure that higher attaining pupils are getting more challenging work or that work is progressively more difficult from one year to the next. Finally, teachers have not used the rigorous systems that have proved successful in English and mathematics to track pupils' progress in science.

Teachers recognise these as the first vital steps towards raising standards even further. They are keen to get on with the job and their enthusiasm and commitment makes them highly likely to succeed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors, headteacher and staff should;

Enable pupils to achieve a higher level in science by

- analysing the results of National Curriculum tests to identify gaps in teaching and learning,
- planning more challenging work for higher attaining pupils,
- establishing procedures for monitoring pupils' books to ensure that the work is progressively more difficult from one year to the next,
- tracking pupils' progress in order to check that the progress they are making is sufficient.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
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
	9	64	27			

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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	97
Number of full-time pupils eligible for free school meals	N/a	45

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	9	33

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	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.2

Unauthorised absence

	%
School data	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	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	16	15	17
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	97 (92)	93 (92)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	16	17
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	93 (92)	97 (92)	100 (92)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	121
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	24
Average class size	24

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	40

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	40

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999/00
----------------	---------

	£
Total income	267068
Total expenditure	264671
Expenditure per pupil	2262
Balance brought forward from previous year	4406
Balance carried forward to next year	6803

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	149
Number of questionnaires returned	17 (11.4%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	88	12	0	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	59	29	6	0	6
The teaching is good.	82	12	0	0	6
I am kept well informed about how my child is getting on.	76	24	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	71	29	0	0	0
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	76	18	0	0	6
The school provides an interesting range of activities outside lessons.	41	24	18	0	17