

INSPECTION REPORT

**ARCHBISHOP BENSON C of E (VA) PRIMARY
SCHOOL**

Truro

LEA area: Cornwall

Unique reference number: 112012

Headteacher: Mr Philip J G Sell

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 25 - 27 September 2000

Inspection number: 192462

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:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Bodmin Road Truro Cornwall
Postcode:	TR1 1BN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs N Hurst MBE
Date of previous inspection:	March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Archbishop Benson C of E Primary School is one of the biggest primary schools in the county, and one of the largest church schools in the Diocese of Truro. The school is proud of its Church Aided status. There have been a number of staff changes since the previous inspection, mainly at Key Stage 1. A new headteacher has commenced his duties within the past 14 months. There are 440 pupils on roll aged between four and 11 years, which is much larger than average. Thirty eight pupils have free school meals, which, at nine per cent, is lower than average. No pupils have English as an additional language, which is below the national average. The number of pupils with special educational needs, including statements, is 66, which, at 15 per cent, is below the national average. The number of pupils with statements of special educational need is six, and, at one per cent, is below the national average. The average class size, at 31.4, is larger than average. There have been no exclusions of pupils in the school. In reception classes, admission is by a two-term entry, in September and January. Pupils can be admitted on a part-time basis a term before they are due to start full-time. Overall, children's levels of attainment are slightly above the nationally expected levels on entry.

HOW GOOD THE SCHOOL IS

Archbishop Benson C of E Primary School is a highly effective school, providing a very good quality of education with some excellent aspects. Pupils' achievements are consistently well above average and standards are higher than those expected normally. Very good teaching impacts substantially on pupils' higher attainment. The high quality of leadership and management ensures that staff constantly strive to achieve higher standards in all aspects of the school's development. The school gives very good value for money. The many outstanding strengths of the school far outweigh those areas in need of improvement.

What the school does well

- The headteacher has an excellent grasp of the school's needs and leads with imagination and purpose.
- The informed governing body is very good at shaping the direction of the school; financial and daily administration are of a high standard.
- Teaching is a major strength and impacts significantly on pupils' very good learning, so that standards in English, mathematics and science are mainly above the national average, particularly for reading.
- New entrants are given a very good start in their early education through a lively, well balanced programme at the Foundation Stage.
- The planned curriculum is broadly balanced and provides very good enrichment, particularly through creative arts.
- The very good behaviour of pupils and very good relationships are ensured by the hard working staff, who co-operate well as a team to give very good support to pupils.
- The school's links with the highly supportive parents are very good.
- The Christian ethos of the school is strongly reinforced through very good respect for individual differences and sensitively managed daily services.

What could be improved

- Although standards in information communications technology (ICT) have improved since the previous inspection, the school's provision for ICT is not fully integrated into the curriculum.
- There are insufficient staff to support pupils in need at Key Stage 2, particularly for mathematics.
- The library at Key Stage 2 is too small, the Foundation Stage lacks secure outdoor or covered areas for purposeful play and the school lacks small tutorial rooms for withdrawal tuition and musical activities.

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 March 1997 reported that Archbishop Benson C of E Primary School was a

good school. Since that time, very good progress has been made in important areas and all the key issues have been rectified effectively, apart from fully improving provision for ICT.

The new headteacher has initiated many worthwhile improvements through his key outlook: “*staff training is the key to school improvement.*” As a result, confidence amongst the staff has improved, personal relationships are very good and all roles and the monitoring of key areas are functioning well.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A	A	C	
science	B	A	A	B	

In 1999, English and mathematics’ results were well above the average national levels by the end of Key Stage 2, compared with all schools. Mathematics’ results, however, compared with similar schools, include some pupils’ scores who were ‘ungraded’, thereby lowering the average for mathematics. Scores reflect a lack of sufficient support in mathematics for lower attainers. Higher attainers reach high standards, which are well above the average and are well challenged in all basic subjects.

Standards of the present Year 6 pupils overall are mainly well above the national average in English and science. They are mainly above the national average in mathematics, although lower attainers make insufficient progress in their learning. At the Foundation Stage, most children achieve the Early Learning Goals before commencing their studies of the National Curriculum. A significant number achieve above the expected levels. At the end of Key Stage 1, standards of pupils are above the average national levels in English, mathematics and science. Despite improvements, there is still underachievement in overall standards in ICT in both key stages. The standards in the creative and expressive arts are exceptionally good and well above the expected levels nationally.

Throughout the school, literacy standards are much higher than those normally seen, particularly in reading. Lower attainers in literacy receive very good adult support and make very good progress. Numeracy standards in all classes are mainly above the expected levels nationally, apart from lower attainers who underachieve, because of a lack of adult support.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their studies and their concentration is very good. They are happy to come to school.
Behaviour, in and out of classrooms	Pupils’ behaviour is very good, with no evidence of oppressive behaviour.
Personal development and relationships	Very good. Pupils conduct independent research in class and use their initiative well. Relationships reflect significant respect for the feelings, values and opinions of others.
Attendance	Attendance and punctuality are very good. The rate of unauthorised absence is below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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 quality of teaching and learning was predominantly very good. Nine out of ten lessons were good or better. Almost half the lessons seen were very good or better, with some excellent aspects. A significant proportion of lessons were excellent at the upper Key Stage 2. This is a much higher proportion of very effective teaching than is usually seen. The high standards attained by pupils reflect the positive impact on achievement made by the very good teaching. The teaching of literacy is exceptionally good, particularly for reading. Handwriting, punctuation and grammar are well taught. The effective teaching of numeracy ensures good warm-up activities for mental calculations and highly informed questioning. There are good opportunities for problem-solving. However, lower attaining pupils lack sufficient adult support in numeracy lessons. The teaching of science ensures that pupils have good skills in establishing fair tests and in drawing accurate conclusions from observations. The teaching of creative and expressive arts is a strength, particularly in art and music. Teachers' expertise in ICT is good, but insufficient learning opportunities are provided for pupils in this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced in the main and meets statutory requirements. Activities are imaginative and relevant. Provision for extra-curricular activities is good. Good attention is paid to the National Literacy and Numeracy Strategies in the planning of the curriculum. ICT has much improved, but the scheme of work does not link with other subjects effectively.
Provision for pupils with special educational needs	All pupils with special educational needs are welcomed and make good progress in nearly all subjects, apart from mathematics. The co-ordinator and support staff work conscientiously to meet the needs of most year groups. Their timetables and duties do not provide sufficient support in lessons in numeracy, particularly in Years 5 and 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is very good. Provision for the spiritual development of pupils is excellent. The school encourages a well developed sense of mutual responsibility, which is protective of people and the environment.
How well the school cares for its pupils	There are very good procedures implemented to assess all pupils, and a good analysis is made on all results. The quality of care is very good. The school is very clean and well maintained. All staff, including mealtime assistants, ensure that pupils are well supported in an ordered community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good with some excellent features. The imaginative, purposeful headteacher has an excellent grasp of the school's educational needs and in a short period since commencing his office has ensured that the monitoring of most key areas are functioning well. The dedicated deputy headteacher provides very good support and the enthusiastic staff carry out their co-ordinator roles most effectively in the main.
How well the governors	The chair and governors are excellent at strategic planning. Governors are

fulfil their responsibilities	articulate, informed and pro-active.
The school's evaluation of its performance	An excellent audit of the school's strengths and weaknesses has resulted in secure foundations on which to base the school's new development plan. All the key issues of the previous report have been rectified and standards raised, apart from ICT which has improved, but not sufficiently.
The strategic use of resources	The school uses its resources of time, equipment and the limited budget very effectively. However, the use of equipment for teaching ICT is somewhat limited. Despite the constraints of the building, the accommodation is used to its maximum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very happy ethos of the school. • The very good progress overall of pupils. • The approachable headteacher and staff. • The new change of management style with more staff involved. • That the school is moving in the right direction. • Children are happy to come to school and are well prepared for the next stage in their education. • The information given about the curriculum for the coming year. • Links between the school and parents are very good. 	<ul style="list-style-type: none"> • The inconsistency between year groups of the allocation and marking of homework. • The range of activities outside lessons. • The provision of an early morning and after-school club for children of parents who are working. • Evening meetings for parents of new children. • Extra funding for gifted and talented pupils. • Two parents voiced concerns over special educational needs provision.

Inspectors agree with all the parents' positive views about the school. In addition, inspectors found that There was some inconsistency for pupils aged seven to nine years, with the allocation of homework. The range of activities outside lessons was about normal for this size of school. A group of parents are looking into the possibility of providing an early morning and post-school club for children whose parents are working. Inspectors considered this a worthwhile development. The school is considering the idea of an evening meeting for parents of new children. Daytime meetings are organised so that new children starting their early schooling benefit from attending and meeting other pupils when the school day is functioning. The school explores all avenues of raising extra funding and would welcome extra resourcing for the gifted and talented pupils. Overall, special educational needs provision is good and specialist staff work hard. Inspectors agree that there is insufficient support for lower attainers in mathematics.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher has an excellent grasp of the school's needs and leads with imagination and purpose.

1. The headteacher's skills in personal relationships are very good. He is highly regarded by staff, governors and parents, and is loyally supported by a dedicated deputy headteacher. In the short time since his appointment, his allocation of staff's roles is effective and the monitoring of key areas are functioning smoothly. In the main, enthusiastic staff carry out their co-ordinator roles most effectively. The headteacher has initiated an informative audit to establish the main principles for the new development plan. This collaboration involved a meeting of staff, governors and parents, and the open forum identified the school's strengths and future needs in order to move the school forward.

The informed governing body is very good at shaping the direction of the school; financial and daily administration are of a high standard.

2. The governing body is excellent at strategic planning. Governors are articulate, informed and proactive. They are fully involved in the life of the school. Governors have high levels of personal and professional expertise and are conscientious and well organised. Relationships between the headteacher and governors are mutually respectful and sincere. The school's financial and daily administration are of a high standard. Governors receive regular statements and keep a close check on spending, which has resulted in moving the school's finances out of a deficit budget. Due to the concerted effort of staff, governors, parents and members of the community in fund-raising, the shortfall in the funding for the school has been made up effectively.
3. Day-to-day financial procedures ensure a careful separation of functions with regular checks undertaken and good accountancy support from the local education authority. School routines are very efficiently monitored by the school's administrator and the headteacher. There is maximum use of funds, accommodation and resources. The extent to which principles of 'best value' are applied is very thorough. Overall, the school gives very good value for money.

Teaching is a major strength and has a significant impact on pupils' very good learning.

4. The quality of teaching is very good and has a strong impact on pupils' achievement. Some excellent teaching was seen in literacy and science. Teaching is founded on the very good relationships which have been established between all staff and pupils. The quality of discussion in lessons is high, contributing significantly to pupils' understanding. Teachers' expertise reflects their good knowledge of subjects, particularly in literacy, numeracy, science and the creative and expressive arts. All staff have updated their skills for ICT. A positive feature of the very good teaching is in the very high expectations teachers have of pupils' academic performance, presentation and behaviour.
5. Teachers plan carefully together within year groups, so that pupils have equal opportunities to access the school's curriculum. They ensure that lessons are interesting and relevant and that the tasks are well matched to pupils' needs. Their management of pupils is skilful, and at times excellent, so that pupils are eager to try hard and to behave responsibly. Procedures for assessing pupils are thorough and teachers make good analysis of results and data overall in order to plan comprehensively for the next lessons. The very good procedures for assessment are accurate, efficient and take the minimum amount of time to complete. Homework is given in all year groups, although less frequently at lower Key Stage 2, where this is more inconsistent. When available, learning support staff and resources are used efficiently within lessons and for general duties.

New entrants are given a very good start in their early education through a lively, well balanced programme at the Foundation Stage.

6. The teaching for the Foundation Stage children is very good. Children take part in a well-planned and appropriate programme of learning activities which develops secure early skills. The planned activities are lively, relevant and closely based on the Early Learning Goals. There is a very good balance of teacher-directed tasks and child-chosen activities so that children's self-esteem and achievements are encouraged well. In their language development, children greatly enjoy completing their literacy tasks, including the whole-class 'big book' shared sessions. Very good use is made of the class puppet to add humour to the numeracy sessions, for example, when learning to recognise and order numbers, particularly when the puppet 'gets it wrong' and children 'correct' it. Very good use is made of interesting role play areas in order to link aspects of the curriculum and enrich children's experiences and vocabulary. The reception classes provide a lively, happy and exciting environment.

The planned curriculum is broadly balanced and provides very good enrichment, particularly through the creative arts.

7. Lessons are highly relevant and encourage very good attitudes to learning. Activities are carefully planned in order to sustain pupils' good concentration and interest. Good opportunities are provided for pupils to work alone or collaboratively in small groups, for example, when older pupils carry out scientific investigative activities around the theme of 'sound'. The literacy and numeracy planning links closely to the National Literacy and Numeracy Strategies, and teachers make very good choices in the books they share with pupils.
8. There are very good planned opportunities to enrich the curriculum. These have included sporting activities, residential visits to Bonnaford Activity Centre and educational visits in the local area, for example, Truro Cathedral, Morwellham Quay and Lanhydrock House. All pupils participated in Truro schools' festival on the theme of 'Pentecost'. The creative arts are celebrated well at Archbishop Benson C of E Primary School, with many peripatetic teachers visiting to teach the violin, clarinet, cello and guitar. The good musical expertise of the teachers ensures that singing and music underpin the pulse of the school. Pupils' skills in art and ceramics are of a high standard, as is evident through the colourful and lively displays. When pupils leave the school, their transition to secondary schooling is smooth, due to the good links built up for extra-curricular visits.

The very good behaviour of pupils and very good relationships are ensured by the hard-working staff who co-operate well as a team to give very good support.

9. The school is a harmonious community based on trusting and respectful relationships where everyone is valued. Personal contributions are received with respect. As a result, an effective learning environment is ensured. The procedures for encouraging good behaviour are well known by pupils, and they are proud to participate in the school's rewards systems, culminating in celebration ceremonies where individuals are publicly acknowledged. The school successfully achieves high quality relationships through its friendly 'caring' atmosphere. Pupils take their duties seriously, such as when Year 6 pupils are chosen to show new parents around the school. A good 'buddy' system exists to help new and younger entrants to settle into the school.

The school's links with the highly supportive parents are very good.

10. Parents support the school very well and are satisfied with the education provided. This was reflected in the positive comments at the parents' meeting and the satisfaction shown through the

parents' replies on the questionnaires. The arrangements made to integrate new parents and pupils into the school are good. Parents help during and out of school, as well as raising substantial funding for projects such as extra equipment for the Foundation Stage and computers. There is a thriving Parents/Teachers Association which organises a wide range of social as well as fund-raising events. Parents are happy that they have good opportunities to voice their concerns.

The Christian ethos of the school is strongly reinforced through very good respect for individual differences and sensitively managed daily services.

11. Opportunities for collective worship are frequent and based firmly on the Christian faith. The quality of quiet time for prayer and inner reflection is unhurried and transforming. It promotes a fine awareness of our beautiful world, of God, of the unity underlying all people and a growth in personal insight. Pupils gain excellent insight into their own responses, relationships and the spiritual beliefs of their own and other cultures.

WHAT COULD BE IMPROVED

Although standards in information communications technology (ICT) have improved since the previous inspection, the school's provision for ICT is not fully integrated into the curriculum.

12. The broad curriculum for the subject meets statutory requirements, but pupils' learning opportunities lack sufficient focus and structure. Specific, planned computer technology activities are not timetabled clearly enough. Pupils' access to the computers is insufficient, although teachers have planned units of work for each year group. There is insufficient direct teaching of computer skills, although staff have improved their own competency significantly since the previous inspection. Where teachers do identify opportunities to use computer technology to add to the quality of pupils' work, standards are above average. For example, in a Year 6 project about the Victorians, pupils show high attainment in word-processing skills and the importing of photographs onto the text. In Year 5, pupils confidently use a 'sound sensor' to monitor the level of certain actions creating sound. These findings are competently recorded in graphical form on the computer for viewing. However, these successes are not uniformly found throughout other year groups, apart from a Year 4 class's good production of a newspaper. The scheme of work for ICT is not linked effectively to other subjects. There is a lack of guidance and overview of the subject of ICT for teachers to follow.

There are insufficient staff to support pupils needing extra help at Key Stage 2, particularly for mathematics in Years 5 and 6.

13. The results of National Curriculum tests for mathematics at both key stages, indicate that higher attainers in the subject attain well above average standards, but that lower attainers are in need of more support. Although pupils are grouped in mathematics according to prior attainment within the classes at Key Stage 2, pupils are not put into 'set' groups across the year range. Therefore, it is even more important that pupils with special educational needs, and lower attainers, receive sufficient adult support during the sessions, particularly in Years 5 and 6. There is good funding made available for the role of the special educational needs co-ordinator, but insufficient funding for support staff and resources to support lower attainers. The timetabling of the co-ordinator for special educational needs and support staff lacks effective organisation in order to improve these deficiencies.

The accommodation has deficiencies although the site is excellent.

14. The library at Key Stage 2 is too small and poorly equipped, and does not encourage pupils' independent research skills, for example, how to find information from a set of encyclopaedia quickly. The Foundation Stage lacks secure outdoor or covered areas for purposeful play. For

example, the siting of the shed for storing wheeled toys is too far from the classes. Although the teachers make very good use of the hall's space for more vigorous activities, the outdoor facilities for very young children are below expected standards, that is, for climbing, water and sand activities, and growing flora and fauna. The school has high standards in music and successfully encourages visitors and good relationships within, and from the outside community. However, in a school with a very large number of pupils, there are constant frustrations created because of a lack of small tutorial rooms for extra tuition, musical activities and adult meetings.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. Improve the overall management of learning opportunities in ICT by:
 - Timetabling specific, planned activities for all pupils.
 - Increasing pupils' time spent on using the computers.
 - Increasing the amount of direct teaching of ICT skills.
 - Increasing the opportunities for 'control' technology throughout Key Stage 2.
 - Linking the scheme of work more closely with other subjects.
 - Improving the monitoring, efficiency of guidance, and overview of ICT for teachers to follow.
16. Improve the support given to all lower attainers at both key stages by:
 - Improving the timetable for the special educational needs co-ordinator and the support staff.
 - Providing sufficient adult support for mathematics throughout the school, particularly in Years 5 and 6.
17. With the help and advice of the local education authority and the Diocese of Truro, improve the accommodation issues:
 - The size, layout and amount of books in the library at Key Stage 2.
 - The outdoor facilities for the Foundation Stage.
 - The need for sufficient tutorial rooms.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

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

23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	35	45	10	-	-	-

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	440
Number of full-time pupils eligible for free school meals	38
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	56
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	13
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.01
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 (99)	29 (29)	33 (36)	62 (65)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26 (25)	24 (23)	26 (27)
	Girls	33 (34)	32 (33)	32 (35)
	Total	59 (59)	56 (56)	58 (62)
Percentage of pupils at NC level 2 or above	School	95 (91)	90 (86)	94 (95)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26 (25)	28 (26)	28 (28)
	Girls	33 (35)	33 (35)	32 (35)
	Total	59 (60)	61 (61)	60 (63)
Percentage of pupils at NC level 2 or above	School	95 (92)	98 (94)	97 (97)
	National	(82)	(86)	(87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000 (99)	34 (32)	29 (32)	63 (64)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28 (28)	26 (26)	25 (31)
	Girls	23 (29)	19 (27)	24 (27)
	Total	51 (57)	45 (53)	49 (58)
Percentage of pupils at NC level 4 or above	School	81 (89)	71 (83)	78 (91)
	National	(70)	(69)	(75)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 (27)	26 (26)	25 (31)
	Girls	23 (27)	21 (27)	24 (27)
	Total	48 (54)	47 (53)	49 (58)
Percentage of pupils	School	76 (84)	75 (83)	78 (91)

at NC level 4 or above	National	(68)	(69)	(75)
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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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	381
Any other minority ethnic group	0

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 – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	27.5
Average class size	31.4

Education support staff: YR – Y6

Total number of education support staff	9.6
Total aggregate hours worked per week	240

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	644,006
Total expenditure	643,581
Expenditure per pupil	1,457
Balance brought forward from previous year	-4,765
Balance carried forward to next year	-4,340

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	160

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	1	0
My child is making good progress in school.	49	41	8	0	2
Behaviour in the school is good.	49	46	3	0	1
My child gets the right amount of work to do at home.	31	49	17	0	3
The teaching is good.	59	36	3	1	1
I am kept well informed about how my child is getting on.	34	49	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	63	34	2	0	1
The school expects my child to work hard and achieve his or her best.	61	36	1	1	2
The school works closely with parents.	43	44	11	2	1
The school is well led and managed.	46	46	6	0	1
The school is helping my child become mature and responsible.	46	47	3	1	4
The school provides an interesting range of activities outside lessons.	27	48	13	3	9

Inspectors agree with all the parents' positive views about the school. In addition, inspectors found that:

There was some inconsistency for pupils aged seven to nine years, with the allocation of homework. The range of activities outside lessons was about normal for this size of school. A group of parents are looking into the possibility of providing an early morning and post-school club for children whose parents are working; Inspectors considered this a worthwhile development. The school is considering the idea of an evening meeting for parents of new children. Daytime meetings are organised so that new children starting their early schooling benefit from attending and meeting other pupils when the school day is functioning. The school explores all avenues of raising extra funding and would welcome extra resourcing for the gifted and talented pupils. Overall, special educational needs provision is good and specialist staff work hard. Inspectors agree that there is insufficient support for lower attainers in mathematics.