

INSPECTION REPORT

ST JOHN'S CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

Mosley Common

LEA area: Wigan

Unique reference number: 106484

Headteacher: Mrs J Walker (acting)

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 26th – 28th March 2001

Inspection number: 193144

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
Gender of pupils:	Mixed
School address:	Commonside Road Boothstown Worsley Manchester
Postcode:	M28 1AE
Telephone number:	0161 790 2195
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K. Worthington
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a Voluntary Aided Primary School with 115 children on roll; 70 girls and 45 boys. This is smaller than the average primary school. The school is situated in Mosley Common in Greater Manchester. All but two pupils are from white ethnic backgrounds and none speaks English as an additional language. Six pupils (5.2%) have statements of special educational needs and this is well above the national average. Twenty-one pupils (18%) are on the school's register of special educational needs and this is broadly in line with the national average. Twenty-seven pupils (24%) are eligible for free school meals and this is above the national average. Pupil mobility is relatively high with significant numbers of pupils commencing and leaving at times other than the usual transfer time. A small number of pupils have experienced some pre-school education prior to commencing full-time education. Attainment on entry to the school is below the national average.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school that gives good value for money. By the end of Key Stage 2, standards are above the national average in English and average in mathematics and science. When compared to similar schools, standards are well above average in English and science and above average in mathematics. All pupils, including those with special educational needs, make good progress throughout the school. The teaching is always good or better and this has a positive impact on the progress of the pupils. The pupils enjoy school, have very positive attitudes towards their work and behave well. The acting headteacher provides effective leadership and the school is well placed for further improvements.

What the school does well

- The teaching and the use of learning support assistants is good in all classes, enabling the pupils to make good progress.
- The pupils' behaviour is very good and they have very positive attitudes towards their work.
- The relationships between pupils and between staff and pupils are very good.
- The acting headteacher provides effective leadership.

What could be improved

- Standards in information and communication technology, which are below national expectations.
- In subjects other than English, mathematics and science, assessment is not used sufficiently to plan work.
- The school improvement plan, which needs to extend beyond the current year.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since that time, the school has made good progress. The trend in the school's average National Curriculum points score for all subjects is above the national trend. The quality of teaching has improved significantly with all lessons being judged good or better. The teachers' lesson planning is good and there are clear learning objectives. The quality of teaching and learning is now monitored regularly by the headteacher and the governing body. All pupils with special educational needs have individual education plans and these pupils make progress in line with their peers. The school improvement plan is a good annual document. The school recognises the need to extend it beyond the current year. The establishment of an 'appropriately furnished outdoor environment' is still under consideration in line with school's desire to develop the early years provision.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	B	A
Mathematics	C	C	C	B
Science	C	D	C	A

Key

well above average A

above average B

average C

below average D

well below average E

Because of the availability of Nursery provision at surrounding schools, and the lack of such provision at St John's, there is a considerable amount of pupil movement between schools. This has a negative impact on attainment.

At the end of Key Stage 1, the 2000 National Curriculum test results show attainment in reading to be above the national average, writing above average and mathematics below average. When compared to similar schools, attainment is above average in reading, well above average in writing and average in mathematics. The results show a significant improvement over the previous year and are similar to what was seen in 1998. However, the small number of pupils in each year group makes it impossible to draw firm conclusions about progress from year to year.

At the end of Key Stage 2, the 2000 National Curriculum test results show attainment in English to be above the national average and average in mathematics and science. In comparison with similar schools, attainment is well above average in English and science and above average in mathematics. The overall trend in improvement for all core subjects is above the national trend, although, again, the results need to be treated with caution because of the small number of pupils in classes. Literacy and numeracy targets are challenging and the school is on course to achieve them.

Inspection evidence shows that standards in English, mathematics and science are in line with national expectations at the end of Key Stage 2. Fewer pupils will achieve the expected Level 4 in English and mathematics than in previous years. However, the cohort size is

small, 20% of the pupils have special educational needs and there has been considerable pupil movement between schools. As a result, the apparent downturn in results is not a true reflection of the overall standards achieved by the school and inspection evidence shows that pupils of all abilities are achieving as well as can be expected in English, mathematics and science. Reading skills are well taught and the pupils' writing skills improve because of the good variety of writing activities they undertake. Standards in art and design are above national expectations by the end of Key Stage 2. Standards in information and communication technology are below expectations at the end of both key stages. Although the pupils have satisfactory skills in word processing and data handling, their skills in the use of spreadsheets and monitoring and control are below expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. The pupils have very positive attitudes towards school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Very good. Most pupils behave well in and out of the classroom.
Personal development and relationships	Very Good. Relationships between pupils and between staff and pupils are very good and there are good opportunities for the pupils' personal development.
Attendance	Unsatisfactory. Despite the best efforts of the school, a small number of pupils are absent too often.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
13 lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall. During the inspection, 23% of the lessons seen were very good and 77% were good. There were no unsatisfactory lessons. This is a significant improvement since the previous inspection when 13% of the lessons were unsatisfactory and approximately 27% satisfactory. The good teaching is observed in all classes and this consistency is a strength of the school. The literacy and numeracy strategies have been implemented very effectively and the teaching of English and mathematics is good. The teachers' planning in these two subjects is particularly good and has a positive impact on the progress made by the pupils. There is a particularly high number of pupils with special educational needs in some year groups, and the effectiveness of the teachers' planning helps to ensure that these pupils make good gains in their learning. Other groups of pupils, including higher attaining pupils, also learn well. The grouping of pupils in Key Stage 2 according to their prior achievement in English and mathematics assists the teachers in ensuring there is a clear match of work for the different groups of pupils.

The teachers have a good knowledge of the National Curriculum subjects and this helps them to teach with confidence. They choose different methods to teach the children according to the activity, selecting individual, group and whole class sessions. The pupils' work is marked well. It is marked regularly and, as well as telling the pupils how well they have achieved, it gives them targets for improvement.

Pupils' learning in information and communication technology is unsatisfactory as a result of weak teaching. However, the staff are undertaking training to improve their knowledge of this subject and there is evidence that this is beginning to have a positive impact on standards in the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All areas of the National Curriculum are covered and sufficient time is devoted to each subject. The curriculum meets statutory requirements. The school recognises the need to develop aspects of the information and communication technology curriculum. There is a satisfactory range of out of school activities. A number of visits and visitors add to the quality of the curriculum.
Provision for pupils with special educational needs	Good. The procedures for identifying those pupils with special educational needs are good. The learning support assistants play a significant role in supporting these pupils and enable them to make the progress of which they are capable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Staff are very good role models and there are clear codes of behaviour. The strong Christian values encourage the pupils to develop a mature attitude towards others. Good provision is made for spiritual development and there is very good provision for moral and social development. The provision for cultural development is satisfactory.
How well the school cares for its pupils	Good. Child protection procedures are good. There are good procedures in place for assessment of pupils' progress in English, mathematics and science. The procedures for assessing other subjects are at an early stage of development.

The relationship between parents and school is good and there is good communication between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher has ensured the school continues to make progress whilst awaiting the appointment of the new headteacher. The caring ethos of the school has been maintained and there is a shared determination to ensure all pupils make the best possible progress. There is a strong drive to improving standards through careful and effective monitoring of teaching and learning. Because of the small number of teachers, all staff shoulder considerable curriculum responsibilities but they undertake their duties willingly and effectively.
How well the governors fulfil their responsibilities	The Governors are effective in supporting the headteacher in moving the school forward and in doing so they also fulfil their statutory obligations.
The school's evaluation of its performance	Good. The staff analyse the results of end of key stage tests. Progress of pupils, including that of different groups of pupils, is carefully analysed and the school seeks ways to improve its provision.
The strategic use of resources	Good. The school makes good use of staff, learning resources and the accommodation. Expenditure is well focused and linked clearly to the priorities identified in the school improvement plan. However, the school needs to extend the period covered by the school improvement plan in order to develop its strategic planning. The school applies the principles of best value by seeking quotations for services and selecting the most cost effective options.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The children make good progress. • Behaviour is good. • The teaching is good. • The level of homework. • The ease with which they can approach the school. • The leadership. 	<ul style="list-style-type: none"> • Information about how the children are getting on. • Opportunities for the parents to work more closely with the school. • The out of school activities.

The inspection team agrees with the parents positive views about the school. Annual reports outlining the pupils' progress are informative and there are sufficient opportunities for the parents to discuss the work of their children with teachers. A number of parents and friends

help in the school and the staff welcome any offers of assistance. For the size of school, a satisfactory range of out of school activities is offered to the pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The teaching and the use of learning support assistants is good in all classes enabling the pupils to make good progress.

1. Throughout the school, the teachers teach well. They look at what has worked and what has not and actively seek ways in which to develop their teaching skills. They willingly take on board national strategies and work hard to make them succeed. For example, the numeracy and literacy strategies have been implemented very effectively. The teachers' planning in these two areas of the curriculum is of a high standard and gives a clear indication of what is to be taught and how. This provides a solid foundation for the teaching and is reflected in the progress the pupils make. The planning takes careful account of the needs of different groups of pupils and, as a result, all pupils, including those with special education needs and the higher attaining pupils, make good progress.
2. The teachers are enthusiastic and enjoy their work and the happy atmosphere motivates the pupils to work hard. Pupils are expected to behave well and to work hard and most live up to these expectations. In a good Year 4 science lesson, the teacher's enthusiasm ensured that the pupils were quickly absorbed in the task of preparing a 'fair test' to determine the insulating properties of different materials. The group activities were well designed, so that all pupils were challenged. As a result, their understanding of a 'fair test' was enhanced and they made good progress in their ability to pose questions, record their findings and compare results. Good links are made with mathematics as the pupils drew line graphs to record the heat loss over a set period of time. The teachers provide a good range of writing activities. As a result, the pupils develop good skills in writing stories, letters and accounts of activities. The teachers insist on good presentation and the pupils write neatly, setting out their work carefully.
3. The pupils are grouped according to ability for both literacy and numeracy activities. However, this still necessitates pupils from a wide age range being taught together. The teachers manage this situation very effectively through careful assessments of the pupils' work and by getting to know them very quickly. The teachers understand the needs of all pupils and they talk to them according to the pupils' maturity and age, ensuring all children are given the opportunity to participate fully in lessons. The teachers' questioning is good and helps to maintain the pupils' enthusiasm for learning.
4. The teachers are very supportive and are keen to help each other. Senior staff give good guidance to less experienced and temporary teachers enabling them to teach with confidence.
5. The teachers' marking of the pupils' work is good. It is marked very clearly and the pupils are told what they are achieving and, importantly, how they can improve. Homework is used very effectively to enhance what the pupils learn in class, particularly in English and mathematics. The parents at the meeting with the inspection team were pleased with the quality of teaching. They felt the quality of homework was good and had a positive impact on their children's learning.
6. During lessons, the learning support assistants work closely with groups of pupils. They know the pupils very well and have a clear understanding of what the teachers expect the pupils to achieve and what they are expected to do with the pupils. As a result, their support is very effective and enables the pupils to make good progress.

7. The proportion of pupils with special educational needs is higher than is seen nationally and the school has established good procedures to ensure that their needs are met. The school undertakes assessment on entry to the school and this is used in conjunction with other assessments to ensure that the needs of the pupils are met. The school complies with the procedures in the Code of Practice and follows procedures rigorously. Each pupil has an Individual Education Plan that is clear about their needs, how they will be met and how their progress will be measured. Learning support assistants know and understand the contents of Individual Education Plans and are effective in assisting the teacher to ensure the pupils' targets are met.
8. The learning support assistants regularly withdraw and support small groups of pupils for additional literacy support. The assistants demonstrate a very good knowledge of what is required to enable this support to be successful. They interact with the pupils very well, encouraging them and using praise to motivate them. There is a good level of humour and this, together with the continuous encouragement, ensures the pupils enjoy the activities, work hard and improve their literacy skills.

The pupils' behaviour is very good and they have very positive attitudes towards their work.

9. The pupils' attitudes to learning are very good. They show high levels of interest and enthusiasm during lessons, and speak with confidence when answering questions or talking to their peers. They show particular interest during assemblies, listening carefully to stories from visiting speakers and staff and joining in most enthusiastically with hymns and songs. When asked, the older pupils stated that they liked coming to school and were keen to talk about the activities that they enjoyed most. They spoke enthusiastically about the 'Robin Hood' concerts and thoroughly enjoyed the public performances. They also spoke enthusiastically about visitors that come to the school to help them with their art and music.
10. The pupils have very positive attitudes towards literacy and numeracy activities. They listen attentively to the teachers' introductions and respond enthusiastically to questioning. They particularly enjoy mental arithmetic sessions and demonstrate a desire to improve their skills in this area. When given work, they concentrate well and work hard, both during individual activities and when working in groups. In a very good Key Stage 2 literacy lesson, the pupils made very good progress in their understanding of how authors make writing more interesting through using interesting verbs and adjectives. The teacher made the lesson interesting, giving good examples and questioning the pupils effectively. This encouraged the pupils who listened and behaved very well,
11. The very good standards of behaviour in the school reflect the high expectations of the staff. The high standard of behaviour observed during lessons was also seen in the playground where the pupils played happily and sensibly with one another. The pupils behave well at lunchtime and talk happily and sensibly to one another over their meal.

The relationships between pupils and between staff and pupils are very good.

12. Relationships among pupils and staff throughout the school are very good, generating an atmosphere of warmth and friendliness. The pupils work and play happily together and are appreciative of one another's achievements. Encouragement is used to good effect by the teachers, spurring on the pupils to make good progress.

13. When asked what they liked about the school, the pupils responded, "The teachers. They're friendly but they expect you to work hard." The pupils are appreciative of the support given to them during lessons by the teachers and learning support assistants.
14. The pupils are provided with opportunities to participate in the day-to-day activities of the school. For example, they help with photocopying, read to, and look after younger children, carry out litter patrols and have classroom monitoring responsibilities. The pupils enjoy being given responsibilities and take their jobs seriously. They feel they are listened to and particularly appreciate being asked their opinions regarding the development of the school grounds. The warmth of the relationships between staff and pupils is a feature of the caring ethos of the school.

The acting headteacher provides effective leadership.

15. The school is awaiting the arrival of a newly appointed headteacher. During the time the acting headteacher has had charge of the school, it is evident that the school has continued to develop. The friendly atmosphere that parents commented on is still evident. She has a good working relationship with all staff and this has helped to ensure they maintain their enthusiasm and work in the best interests of the pupils.
16. Each member of the teaching staff has a considerable number of curriculum subject responsibilities and the acting headteacher provides them with good support to enable them to undertake their duties effectively. Staff training is undertaken regularly and this ensures that the teachers keep abreast of current initiatives. All staff are fully involved in the life of the school and this is due in part to the acting headteacher's enthusiasm and the ease with which she relates to colleagues.
17. The relationship between the acting headteacher and governors is strong. There is an active, working relationship that is based on improving standards and recognising the need to promote the school in order to increase numbers. The acting headteacher has a good knowledge of the standards of pupils' attainments throughout the school and is monitoring the success of various initiatives, such as the additional literacy support, to determine their effectiveness. The school's leadership, standards, and financial status place it in a secure position for the incoming headteacher.

WHAT COULD BE IMPROVED

Standards in information and communication technology, which are below national expectations.

18. Standards in information and communication technology are below expectations at the end of both key stages. By the age of eleven, the pupils have acquired satisfactory word processing skills. This results from the teachers providing them with opportunities to write stories, poems and accounts. They have also developed satisfactory skills in analysing databases and producing graphs and charts from the information. However, they have little experience of using spreadsheets and of using information and communication technology to control events. More opportunities could be provided for pupils to use information and communication technology across the curriculum.
19. The school has recently acquired equipment for measuring temperature. This was seen in use during a science lesson when the pupils were measuring the heat loss of various insulating materials. However, the pupils need to have regular opportunities for using such equipment in order for them to become familiar and confident with it.
20. The teachers are undergoing training in information and communication technology – the school recognises that all staff must have sufficient subject expertise to be able to teach the subject effectively. Whilst the school has sufficient computers to ensure that the pupils have regular access, their location in classrooms does not make whole class teaching a feasible option. The school is looking at alternative arrangements, such as using trolleys to bring several computers together.
21. The school recognises the importance of developing the pupils' information and communication technology skills and is working hard to improve them. The recent acquisition of a computerised library system for lending out books, which is operated by the older pupils, is helping the pupils to understand, and become familiar with, the range of computer technology.

In subjects other than English, mathematics and science, assessment is not used sufficiently to plan work.

22. Assessment procedures in the core subjects of English, mathematics and science are good. Whilst assessments are undertaken in other subjects, they are not systematic and, consequently, it is difficult to assess how well the pupils are attaining in these subjects and whether they are achieving the standards of which they are capable. For most areas of the curriculum, the school has adopted, or is in the process of adopting, national guidelines. It needs, therefore, to determine how it can assess the pupils' progress towards national curriculum levels.

The school improvement plan, which needs to extend beyond the current year.

23. The school improvement plan is a clear document that outlines areas of development for the current year. The priorities are clear and methods of evaluating progress towards the goals and costings are also included. This is good as far as it goes. It needs now to be extended beyond the current year as there is no indication of future plans and longer-term development. The number on roll has fallen slightly over the last couple of years and the impact a small number of pupils has on the budget of a small school is quite significant. The governors and senior management team need to establish a longer-term strategic plan in order to be able to react positively to such situations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should now:-

- 1) raise standards in information and communication technology by;**
 - providing the pupils with more opportunities to use information and communication technology in other subjects;
 - improving staff expertise by providing more staff development opportunities;
 - re-locating the computers to improve their effective use;
- 2) develop procedures to assess the pupils' work in the non-core subjects;**
- 3) extend the school improvement plan beyond the current year to give a longer-term strategic view.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	23	77				

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)	115
Number of full-time pupils eligible for free school meals	27

FTE means full-time equivalent.

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	21

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	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.1	School data	0.2
National comparative data	5.2	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	14	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	21	21
Percentage of pupils at NC level 2 or above	School	86 (58)	100 (50)	100 (54)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	18	12
Percentage of pupils at NC level 2 or above	School	86 (54)	86 (46)	57 (54)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	82 (64)	76 (73)	94 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	65 (61)	71 (57)	76 (65)
	National	70 (68)	72 (69)	80 (75)

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

* Figures omitted due to small number of pupils in year groups

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
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)	6
Number of pupils per qualified teacher	19
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	281,702
Total expenditure	272,411
Expenditure per pupil	2,079
Balance brought forward from previous year	29,410
Balance carried forward to next year	20,119

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	64	32	4	0	0
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	64	32	4	0	0
The teaching is good.	71	25	0	4	0
I am kept well informed about how my child is getting on.	61	28	7	4	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.	57	39	0	0	4
The school works closely with parents.	46	43	11	0	0
The school is well led and managed.	61	36	0	3	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	39	39	11	4	7

Other issues raised by parents

No other issues were raised by the parents.