

INSPECTION REPORT

**EMMANUEL HOLCOMBE CE PRIMARY
SCHOOL**

Holcombe, Bury

LEA area: Bury

Unique reference number: 105338

Headteacher: Mr A R Beedie

Reporting inspector: Mr O L Thomas
16041

Dates of inspection: 15-16 January 2001

Inspection number: 193268

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 to 11

Gender of pupils: Mixed

School address: Helmshore Road
Holcombe
Bury
Lancashire

Postcode: BL8 4PA

Telephone number: 01706 823498

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Appropriate authority: The governing body

Name of chair of governors: Rev R Airey

Date of previous inspection: 20/02/97

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Emmanuel Holcombe CE Primary School is situated in the village of Holcombe, six miles from the centre of Bury; it is smaller than most other primary schools. One hundred and seven boys and girls attend the school. There are no pupils with English as a second language and the very small number of pupils eligible for free school meals is well below the national average. The 18 per cent of pupils with special educational needs is also below the national average. Most pupils live in Holcombe, Ramsbottom, neighbouring Tottington or other parts of Bury. The attainment of the majority of pupils on entry to the school is above average. Most have attended some form of pre-school facility prior to entry.

HOW GOOD THE SCHOOL IS

This is a good school. The pupils' attainment in the national tests for 11 year olds is well above the national average in English and mathematics. This is the result of good teaching throughout the school, which is well supported by effective leadership. The school gives good value for money.

What the school does well

- Pupils attain good standards by the time they leave the school and this is reflected in their test performance in English and mathematics.
- The teaching of literacy and numeracy are good and impact well on pupils' progress. Staff are strongly committed to the pupils' care and welfare.
- Strong leadership by the Headteacher has ensured that high standards have been sustained within a broad and balanced curriculum.
- The very good provision by the school for spiritual, moral and social development is evident in the pupils' very good attitudes and their positive responses to learning.

What could be improved

- The standards attained by pupils in information and communication technology.
- The use of pupils' reading, writing and numeracy skills in the other subjects.
- Pupils' knowledge of and involvement in how to improve their work.
- The systematic evaluation of classroom practice to raise all teaching to the highest levels.

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 maintained the strengths recognised in its last inspection in 1997 and has made good progress in addressing the issues raised. The Headteacher and governors have devised a first rate programme of self-review which has already identified the issues raised by this inspection for improvement and is working effectively towards addressing them. The school has responded well to national initiatives in literacy and numeracy, and to increased national expectations for improving its performance and setting challenging targets, including more effective use of comparative information about test results. The review of the provision for under fives, in line with the curriculum for the Foundation Stage, is targeted in the school development plan. Improvements have also been made in the identification and support for pupils with special educational needs.

There have been necessary, productive changes in the organisation, assessment, planning, delivery and depth of the curriculum offered to the pupils. In addition, the school has built on the already good

provision of pupils' spiritual, moral, social and cultural development, enhanced links with the majority of parents, the community and other agencies and used technology effectively to support the day-to-day administration. The commitment of the Headteacher, staff and governors to improving standards, the pupils' positive attitudes and the support given to the school by the majority of parents are the cornerstones of continuing improvement. Parents value the work of the staff and are generally appreciative of the changes that have taken place since the last inspection.

STANDARDS

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

Performance in:	compared with					<i>Key</i>
	all schools				similar schools	
	1997	1998	1999	2000	2000	
English	A	B	A	A*	A	very high A*
Mathematics	A*	A*	A	A	A	well above average A
Science	A	A	A	B	C	above average B
All subjects	A	A	A	A	A	average C D
						below average E
						well below average

N.B. The cohort sizes are small and different sized groups of pupils are being tested each year. This could account for slight fluctuations in performance in some years.

The pupils achieve standards in English and mathematics by the age 11 that are well above the national average and also in comparison with similar schools. The exception is science, which although above the national average is only in line with similar schools. Test results for seven year olds show an impressive picture when compared nationally and with similar schools. Results in reading, writing and mathematics are all well above the national average.

On entry to school attainment is above average and this is well sustained as they move through the school. They make good progress in the Early Learning Goals with many who are working within the National curriculum by the age of five.

The school sets targets for year groups based on accurate assessment procedures. These targets are realistic but demanding, seeking to improve standards but showing awareness of the pupils' capacity to achieve. The inspection finds standards in speaking and listening, reading and number are high and are real strengths at both key stages. Standards in writing are at least satisfactory. However, the usage of reading and writing across all subjects of the curriculum is weaker particularly at Key Stage 2. Pupils' attainment in information and communication technology is overall below expectations by the age of 11 although the school is taking action to rectify this situation and some good progress is being made. Pupils have an adequate knowledge of word processing but do not attain as expected in the other aspects of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils enjoy school, are well motivated and have very positive attitudes to learning.
Behaviour, in and out of classrooms	Generally good, many pupils show a high level of self-discipline for their ages.
Personal development and relationships	Very good. Pupils of all ages get on well together. They are offered opportunities to use their initiative and many pupils take on responsibilities, which they relish.
Attendance	Good. Most pupils enjoy coming to school and arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

Twelve lessons were seen. Thirty three per cent of teaching was very good, fifty nine per cent good and eight per cent satisfactory. Teaching is consistently of a high standard at the end of Key Stage 1. Although never less than satisfactory teaching shows some inconsistency in Key Stage 1 and when scrutiny of work is taken into account it shows that the impact of teaching could be improved further in Key Stage 2 as well. The good and very good teaching observed has a positive impact on the standards achieved. A key factor of success is the direct teaching of basic skills based on what the pupils know, understand and can do. Knowledge of the National Curriculum requirements is secure. The quality of the teachers' marking is too inconsistent and generally lacks comment to show pupils how to improve their work and to set them targets. Pupils' reading and writing skills are underused in other subjects and there is a lack of challenge in some tasks particularly for the oldest pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is overall broad and balanced and caters well for pupils of all ages and abilities. Information and communication technology requirements are not fully met.
Provision for pupils with special educational needs	Identification procedures have been improved. Teachers match work well and set suitable targets. Non-teaching support is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good, prepares pupils well for life and the next stage of learning. There are plentiful opportunities to widen the pupils' views and understanding of the world and its people.
How well the school cares	Good support is given for pupils' welfare and academic needs. Staff know the

for its pupils	pupils well and their assessments of work support the high standards achieved.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	The Headteacher's strong leadership, his support of key staff and the very good Christian ethos all impact very well on the pupils' personal development and the standards they achieve.
How well the governors fulfil their responsibilities	Good, with the exception of the delivery of information and communication technology. The principles of best value are being applied in financial management.
The school's evaluation of its performance	The Headteacher has a clear view of the school's work but too little time to act effectively on his knowledge of strengths and areas for improvement. Governors are well informed.
The strategic use of resources	Very good, effective use is made of staff, of time and of material resources and the limited accommodation. The school gives good value for money.

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 progress made by their child at school. • The quality of pupils' behaviour. • The quality of teaching. • The approachability of the school. • The school's expectation for hard work and achievement. • The leadership and management of the school. • The quality of pupils' personal development. 	<ul style="list-style-type: none"> • The amount and quality of homework that is given. • The quality of information given on pupils' progress. • The working relationship between school and parents. • The provision for after-school activities.

The inspectors agree with the positive points raised by parents. In relation to what they would like to see improved, evidence shows that:

- There are inconsistencies in the amount and quality of homework given and its impact on the pupils' learning, which ranges from very good to poor.
- The amount and quality of information sent to parents, and the openness of the Headteacher and staff, to discuss children's progress is very good.
- The provision of extra-curricular activities, which include sporting, recreational and educational activities, is extensive, although much is only available to the older pupils.
- Overall, the quality of teaching is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain good standards by the time they leave the school and this is reflected in their test performance in English and mathematics.

1. In the most recent national tests for the Year 2000 the proportion of 11 year old pupils attaining at the expected Level 4 or above was well above the national picture in English and mathematics and above in science. In comparison to similar schools the English and mathematics results are well above average but the school does not fare as well in science and results when compared with others are average. The results for the seven year old pupils in the national tests are impressive. Their attainment in reading, writing and mathematics was well above the national average and that of similar schools. Teacher assessments for science show similar high standards. These results mirror the trend over the past three years and are testimony to the school's success in meeting its aim to provide high quality education. The attainment of pupils with special educational needs is in line with their abilities and they generally make good progress in meeting their individual targets.

2. In English, Year 1 and 2 pupils enjoyed reading the story of Cinderella, using their word attack skills well to read unfamiliar words. They make good progress in expressing their ideas clearly using appropriate vocabulary in extended sentences. Their ability to recognise the need for speech marks and their ability to provide examples of conversation and speech bubbles is well above what is normally expected of pupils of their ages. During a very good lesson, which focused on traditional stories, Year 5 and 6 pupils used their high-level literacy skills to listen attentively, concentrate well, and share their views on the content of Pandora's Box. Pupils spoke clearly and articulately. They were able to follow and share in the reading of the text, coping well with the pronunciation of the names of Greek Gods and in defining the meaning of the abstract nouns such as; disease, cruelty and pain.

3. In mathematics, pupils attain well above the national average at the end of both key stages and all make good progress including those identified with special educational needs. From an early age the pupils have a good recognition of numbers. For example, Year 1 pupils can count to 20 and back, sequencing from different starting points. By the age of seven, pupils have a good knowledge of numbers to one hundred, can provide missing numbers in jigsaw pieces taken from a 100 number square correctly. They have a good knowledge of two-dimensional shapes. A quick and accurate response by Year 5 and 6 pupils to a demanding mental recall session showed how confident and competent they are in their knowledge and usage of the four rules of number in a variety of contexts. Pupils were also able to use their knowledge and understanding of "time" to structure the sessions of a football match that had gone into extra time; a problem that many 11 year olds would have found difficult to solve mentally.

4. Scrutiny of pupils' work and discussions with them shows that they have good opportunities, within a broad and balanced curriculum to read, write and compute numbers. However, there is scope for teachers, particularly at Key Stage 2, to provide a greater challenge for pupils of all abilities to use and extend their reading and writing skills.

The teaching of literacy and numeracy are good and impact well on pupils' progress. Staff are strongly committed to the pupils' care and welfare.

5. The quality of teaching is good overall with some examples of very good teaching at the end of both Key Stages; this is reflected in the quality of the children's learning. Teaching has improved since the last inspection report was published and it has many strengths and few areas for improvement. Teachers' planning, organisation and management of learning are strengths of the school, as are the high expectations, which they have of the pupils' behaviour. Relationships within the school are good; all the teachers know their children well and are highly committed to their emotional, as well as their academic needs. The use made of additional support within the classrooms is excellent. The pre-lesson planning and preparation between the classteachers and the classroom assistant or adult helpers has a positive impact on the effective use of time and the quality of pupils' learning. The teachers are very secure in the teaching of the basic skills in Literacy and Numeracy, and their good questioning techniques during lessons ensure the children are challenged. However, weaknesses were apparent when some teachers did not intervene to assess a task and drive it forward well enough, such as when children counting figures to match a number card waited to be told what to do next. The plenary sessions generally made effective use of direct teaching points and examples of children's work were displayed on the whiteboards. The objectives of the lesson were also revisited in the plenary session, which helped to clarify and consolidate the learning. The teachers' assessments and support for the range of ages and abilities within the classes focus on lesson planning, groupings and match of work for pupils so that the needs of all, including those with special educational needs are generally well met. Time is not wasted either at the start of sessions or during lessons.

Strong leadership by the Headteacher has ensured that high standards have been sustained within a broad and balanced curriculum.

6. Despite a heavy weekly class teaching commitment, until the beginning of the autumn term Year 2000, the Headteacher has been instrumental in enabling this already effective school to improve and flourish. Initiatives, including the national Literacy and Numeracy strategies, have been well managed. The school development plan, which was an interim document at the last inspection, has matured into a very effective management tool, which is used to steer the school forward. It is focused on curriculum and standards. Priorities are identified through a systematic audit of need, carried out by the Headteacher and staff in partnership with the governing body. Monitoring has been a main element albeit within the constraints of a very tight budget and limited staffing levels. This focus has enabled the Headteacher to become well informed about the school's strengths and knowledgeable about those areas needing attention. For example, the need for the earlier identification of pupils with special educational need and the subsequent fine tuning of the curriculum to meet their individual needs. Whole school review, which has involved the staff, governors and LEA personnel, is a strength of the school. There are no areas highlighted for improvement by this inspection, which the school has not already recognised for itself.

7. Considerable attention has been given to the analysis of test and assessment information. Baseline assessments are conscientiously carried out and used effectively to compile pupil profiles. The school sets targets for classes and groups of pupils well, based on a thorough analysis of a range of on-going tests and assessments. The targets are realistic and are supported by the generally good match between how the teachers feel the pupils will perform and their actual results. Accurate assessment and evaluations of what the pupils know, understand and can do in their daily work determine the teachers' planning and the match of work to the pupils' needs. Information is systematically recorded and analysed and pupils' progress is tracked identifying groups and individuals

requiring support. For example, results were used to identify Year 6 pupils who required “booster” support prior to taking the national English tests. These procedures have helped the school’s drive to set itself high but realistic targets.

8. The broad curriculum enables pupils to acquire a very good range of knowledge, skills and understanding. The wide range of complementary activities, including educational visits stimulates their interests. In lessons pupils settle quickly to their work and achieve a good amount; they can readily explain what they have to do. Most concentrate well and show independence in their learning, turning readily to aids such as dictionaries to support their efforts.

The very good provision by the school for spiritual, moral and social development is evident in the pupils’ very good attitudes and their positive responses to learning.

9. The school's development of pupils’ attitudes, values and personal development are all very good and is evident in the pupils' responses. They have a very positive attitude to the school and enjoy attending. When in school they reveal high quality personal relationships. Their good behaviour, supported by the high standards set by the staff, provides a secure and effective learning environment. Pupils’ positive responses and their very good attitudes are encouraged through the school working in partnership with parents. Parents feel generally well informed of their children’s’ progress and they enjoy good relationships with staff. A number of parents assist with the pupils' education in school. They support the Home/School agreement and the work pupils do at home. The school's provision for extracurricular activity is good and supports pupils’ personal development well, although this is best for the oldest pupils. The range of this provision covers sporting, recreational and educational activities and includes an after school club. The school makes very good provision for the development of pupils' spiritual, moral, social and cultural values. This is supported through its ethos and the clear Christian values that are announced in its policies and experienced in the daily life of the school.

WHAT COULD BE IMPROVED

The standards attained by pupils in information and communication technology. (ICT)

10. Standards are not yet as fully expected for seven and 11 year old pupils and the school has recognised this through its own self-review. Most seven year olds can carry out simple word processing with some support. Many are confident to use a mouse and the arrow keys to manipulate the text and give instructions. Eleven year old pupils have an adequate knowledge of the word processing skills expected for their ages. Each child has their own disk and they are learning how to retrieve their work, edit and improve it. They have completed some data collection activities but this is too infrequent and they do not readily use computers to record, collate, retrieve and analyse work in the other subjects such as science and mathematics or in geography to carry out surveys. In discussion with the pupils they state they do not have sufficient time and access to the computers or instruction on how to get better. Many pupils profess to learn more at home than in school. Pupils have too little knowledge of monitoring events or controlling devices using ICT.

11. The school has recently improved its hardware and software resources using National Grid for Learning funding and this is beginning to impact on pupils' progress. However, it is too soon for it to have impacted on the standards. Teachers lack confidence, expertise and competence to effectively support pupils' learning through the systematic direct teaching of ICT skills and its use throughout the curriculum. The provision of ICT hardware at the moment restricts opportunities for direct teaching, and this might be improved by networking the computers. Information and communication technology is recognised by the school as an important area for improvement. The school identifies that teachers require advice and assistance in planning and initiating the improvements to achieve the targets it has set to enable pupils to achieve the standards expected of them.

The use of pupils' reading, writing and numeracy skills in the other subjects.

12. Whilst pupils acquire basic skills well they are not challenged sufficiently to use them in the other subjects to read, research, organise and record their ideas and findings. Too often, notably in Key Stage 2, pupils of all abilities complete the same task with insufficient opportunities to think through or use their own thoughts on how their work might be presented. At worst, teachers give pupils mundane and low level worksheets to complete which do little to develop their learning. The scrutiny of pupils' past work particularly in history and science shows too many instances of pupils copying the teacher's script. Although there are odd examples where individuals have written in their own words this is far too limited particularly given the capability of many of the pupils. This points to underachievement and a distinct lack of appropriate expectations by teachers.

Pupils' knowledge of, and involvement, in how to improve their work.

13. Scrutiny of work shows that work is seen and ticked by teachers regularly but the quality of marking is too inconsistent and is not driving pupils well enough towards self-improvement. For example, teachers mark work as incorrect but there is limited evidence that the pupils have been required to correct it or shown how to put it right. At times spellings are merely written out above the mis-spelt word with no onus on the pupils to research the correct spelling. Pupils confirm that this is the case. The most disappointing examples of this lack of challenge are in the work of the oldest and brightest pupils in the school. These weaknesses also detract from these pupils' preparation for the

next stage of education, as there are too few examples of them being able to take notes, plan and organise their work for themselves or improve significantly. The school has not yet moved to a position of capitalising on the pupils' capabilities and challenging them to identify their own errors, address them and improve their ideas on a regular basis. Work does not show that teachers have set short term, regular targets for improvement which are shared with pupils and referred to throughout their daily work to secure accuracy, attention to detail and more in depth work. The onus is not placed firmly on the pupils to recognise their part in self-improvement.

The systematic evaluation of classroom practice to raise all teaching to the highest levels.

14. There is insufficient monitoring and evaluation of classroom practice, and, therefore, good practice is not disseminated as widely as it could be. This is recognised by the governors who have sanctioned that funding is used to release the Headteacher from his class teaching duties to enable him to focus more rigorously on refining the review and monitoring programme. The plan is that it may have an even greater impact on standards and the quality of teaching raising them to the highest levels.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, Headteacher and staff now need to:

Improve the standards attained by pupils in information and communication technology by ensuring that:

- teachers' confidence and competence to teach the subject is improved;
- time for the direct teaching of skills is carefully planned and;
- pupils have regular access to computers throughout their learning to use their improving skills.

References to these weaknesses can be found in paragraph:10,11

Improve the use of pupils' reading, writing and numeracy skills in the other subjects by ensuring that:

- planning refers directly to how and which key skills will be used;
- teachers give more thought to the relevance of follow up tasks and match them more precisely to the ability of pupils;
- planning and work are monitored more rigorously by management to ensure pupils are being challenged to use their skills.

References to these weaknesses can be found in paragraphs:12

Improve the pupils' knowledge of, and involvement in, how to improve their work by ensuring that:

- the marking of work is discussed to agree a more productive format to help pupils improve their work;
- targets are set and shared with pupils and evaluated for success.

References to these weaknesses can be found in paragraphs:13

Further the systematic evaluation of classroom practice to raise all teaching to the highest levels by ensuring that

- regular monitoring takes place and pertinent follow up leads to a more consistent approach by all staff and that good practice is disseminated.

References to these weaknesses can be found in paragraphs:14

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	59	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	107
Number of full-time pupils eligible for free school meals	n/a	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		20

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

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100(100)	100(100)
	National	84(82)	88(86)	88(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	84(82)	88(86)	88(87)

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

N.B. Where the numbers of boys or girls is less than ten they are not reportable

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	93(92)	93(92)	100(100)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	12	14
Percentage of pupils at NC level 4 or above	School	87(83)	80(92)	93(100)
	National	70(68)	72(69)	80(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	90
Any other minority ethnic group	

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)	5.1
Number of pupils per qualified teacher	21
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	24

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	196,555
Total expenditure	193,209
Expenditure per pupil	1,841
Balance brought forward from previous year	396
Balance carried forward to next year	3,742

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	0	0
My child is making good progress in school.	55	38	2	5	0
Behaviour in the school is good.	50	48	2	0	0
My child gets the right amount of work to do at home.	45	31	19	2	2
The teaching is good.	43	48	7	2	0
I am kept well informed about how my child is getting on.	45	36	12	7	0
I would feel comfortable about approaching the school with questions or a problem.	76	17	2	5	0
The school expects my child to work hard and achieve his or her best.	79	19	0	0	2
The school works closely with parents.	45	38	7	7	2
The school is well led and managed.	52	38	5	5	0
The school is helping my child become mature and responsible.	33	60	2	0	5
The school provides an interesting range of activities outside lessons.	24	36	24	5	12