

INSPECTION REPORT

MITHIAN PRIMARY SCHOOL

Mithian, St Agnes

LEA area: Cornwall

Unique reference number: 111867

Headteacher: Paul Parkinson

Reporting inspector: Mrs Hazel Callaghan
22254

Dates of inspection: April 3-5th 2000

Inspection number: 194378

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: mixed

School address: Buckshead
St Agnes
Cornwall

Postcode: TR5 0XW
Telephone number: 01872 552711

Appropriate authority: Governing body

Name of chair of governors: Mr B Hoskins

Date of previous inspection: 13.1. 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mithian Primary is a small school of its type, having only 78 pupils on roll. The school admits pupils from the village of Mithian and from the surrounding area. Children start school from the age of four years. During the inspection, there was only one child under the age of five who attends the school for morning sessions only. An average proportion of the pupils have been identified as having special educational needs (23 per cent), but a below average proportion of pupils have a statement of special educational needs. The number of pupils eligible for free school meals is below that found nationally for this size of school (7.7 per cent). There is a very low proportion of pupils who have English as an additional language in the school.

HOW GOOD THE SCHOOL IS

This is a good school that provides the pupils with a flying start to their education. It is effective in stimulating pupils' good achievement in many areas of their learning. Teachers throughout the school effectively promote pupils' very good behaviour and their very good personal and social development. The school's many strengths outweigh those areas that could be improved.

What the school does well

- Pupils attain standards that are generally in line with those expected, and often higher, in English, mathematics and science, at both key stages.
- The quality of teaching is good, often very good, throughout the school. Teachers' management of the pupils' learning is effective in most lessons.
- Teachers promote pupils' high self esteem and confidence, which enables them to respond well to their learning. Pupils behave very well and relationships throughout the school are very good.
- Learning support staff are used effectively and they provide very good teaching for the youngest children and those with special educational needs.
- Links with the local secondary school are very good. Additional curricular opportunities are provided that enhance pupils' learning and enables them to achieve well.

What could be improved

- The planning for pupils' learning so that the skills and knowledge pupils are to acquire are clearly identified and taught progressively through the school.
- The planning of activities provided for pupils of the same age in different classes, to ensure that they are appropriate to their learning needs.
- The development and implementation of systems for monitoring and evaluating the work of the school in order to support its further development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS 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		Key
	all schools	Similar schools	

	1997	1998	1999	1999	Very high, top 5% of schools	A*
English	A*	A*	A	A	Well above average	A
Mathematics	A*	A	B	B	Above average	B
Science	A	A	A	A	Average	C
					Below average	D
					Well below average	E

In the Key Stage 2, 1999 National Curriculum tests, pupils attained well above average standards in English and science and above average in mathematics. These good standards are due to the high proportion of pupils attaining the expected standards, or higher, for their age. In comparison to schools that have pupils from similar socio-economic backgrounds, standards were well above average in English and science, and above average in mathematics. During the inspection, pupils at Key Stage 2 were seen to be well on track to attaining similar standards in English and mathematics. Standards in science are high throughout the school.

Children enter the school with standards of attainment that are generally above those found nationally. They make good progress in the youngest class and the vast majority attains at least the standards expected by the time they are five. Pupils build effectively on this good start and continue to make steady progress through the school. The number of pupils in each year group is fairly small and consequently one pupil's attainment makes quite an impact on the overall school results. However, the school has maintained good standards over the last four years at both key stages. Standards have improved since the previous inspection at Key Stage 2 and the school's targets show the school's continuing expectation of high achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and respond well to their learning. They are interested in their tasks and show good levels of concentration.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, around the school and in the playground.
Personal development and relationships	Pupils' personal development is very good. Pupils make good use of the many and varied opportunities they are given to take responsibility and use their initiative. Relationships throughout the school are very good. Pupils have great respect for the feelings, values and opinions of others.
Attendance	Attendance is satisfactory overall, although authorised absence is higher than found nationally. Pupils enjoy 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.

The quality of teaching is good overall, throughout the school, which has a very positive impact on pupils' learning. During the inspection, 96 per cent of lessons observed were satisfactory or better. Over half the lessons were good and more than one in every ten lessons was very good. Teachers and learning support staff work very well together providing pupils with effective support and encouragement so they make good gains in their learning. Teaching of literacy and numeracy is usually good and pupils' skills are effectively developed within other subjects, such as science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, effectively balanced and enriched by a good range of extra-curricular activities and educational visits. The pupils have good opportunities to develop their sporting skills, especially in swimming. Links with the local comprehensive school are very good. They provide the pupils with additional learning opportunities, which enables them to make higher achievements in information technology.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good overall; provision for pupils with statements of specific need is very good. Support staff are sensitive to the pupil's needs. Work is planned carefully to meet the learning needs of these pupils to good effect.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for pupils' personal development is good, particularly in their moral and social development. Pupils relate well to each other and show respect and courtesy to adults. The provision of pupils' spiritual development is satisfactory. Provision for developing pupils' awareness of their own culture and that of others' is satisfactory.
How well the school cares for its pupils	The quality of pastoral care is very good. Pupils feel respected and secure. Pupils' good behaviour is promoted very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership in the school is good. The headteacher, staff and governors work closely together to promote the very positive ethos of the school. The school has effectively managed the changes brought about by the Literacy and Numeracy Strategies, and it has satisfactorily addressed most of the concerns of the previous report.
How well the governors	Governors carry out their statutory responsibilities effectively. They are well informed and involved in the life of the school. The staff and

fulfil their responsibilities	pupils are well supported.
The school's evaluation of its performance	The school has started to evaluate the data from tests in order to identify areas of weakness and develop strategies for improvement. They have not sufficiently developed rigorous procedures for monitoring and evaluating the quality of the education provided, in order to support greater improvements.
The strategic use of resources	The school makes good use of its resources, time, accommodation and finances to the benefit of the pupils. Support staff have very good expertise and they are effectively used to promote pupils' learning. The school provides 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"> • Parents generally are very pleased with the quality of education provided by the school. • Standards of attainment are high. • They believe that their child is well cared for and that relationships in the school are very good. • The majority of the parents feel welcome in the school and confident in approaching the staff with a concern. • They are kept well informed and involved. • The school is a friendly community where pupils develop high self-esteem and confidence. 	<ul style="list-style-type: none"> • There were no significant concerns or areas for improvement.

The inspection team agrees with all the strengths identified by the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain standards that are generally in line with those expected, and often higher, in English, mathematics and science, at both key stages.

1. Children enter the school with standards of attainment that are generally above those found nationally. They make good progress in the youngest class and the vast majority attain the standards expected by the time they are five, and many above. Pupils build effectively on this good start and continue to make steady progress through the school.
2. At Key Stage 1, in the 1999 National Curriculum tests pupils attained standards that were above average in reading and writing and similar to those found in most schools in mathematics. Teachers' assessments judged the pupils to be attaining very high standards in science. In comparison with schools of a similar type, pupils attained standards that were above average in reading and writing and average in mathematics. During the inspection, pupils were judged to be likely to attain similar standards.
3. At Key Stage 2, in the 1999 National Curriculum tests, pupils attained standards that were well above average in English and science and above average in mathematics. These good standards are due to the high proportion of pupils attaining the expected standards, or higher, for their age. In comparison with schools that have pupils from similar socio-economic backgrounds, pupils achieved standards that were well above average in English and science and above average in mathematics. During the inspection, pupils at Key Stage 2 were seen to be well on track to attaining similar standards in English and mathematics. Standards in science are high throughout the school and pupils make good gains in their learning at both key stages.
4. Those pupils who enter the school later in their school career have a range of attainments, but a significant proportion has special educational needs. These pupils make good progress in their learning and many attain the expected standards by the age of 11. Pupils with statements of special educational needs are very well supported. They make good progress against their own targets so they are able to interact effectively with their peers and successfully take part in some aspects of the class lessons. They work very effectively in the one-to-one sessions with a learning support assistant. Higher attaining pupils are effectively identified and challenged in their work so they make appropriate achievements.

The quality of teaching is good, often very good, throughout the school. Teachers' management of the pupils' learning is effective in most lessons.

5. The quality of teaching is good overall, throughout the school, which has a very positive impact on pupils' learning. During the inspection, 96 per cent of lessons observed were satisfactory or better. Over half the lessons were good and more than one in every ten lessons was very good. In the most successful lessons observed, teachers manage the pupils well and their learning progresses effectively through the lesson. For example, in a mathematics lesson pupils in all three year groups were challenged and supported in their different activities so that all three groups made good progress in learning about angles, their names and how to measure them accurately.
6. Relationships between the teachers and pupils are very good. Teachers are skilled at

gaining the pupils' interest and enthusiasm for learning. They have high expectations of the pupils' hard work and very good behaviour. Teachers and learning support staff work very well together, providing pupils with effective help and encouragement so they make good gains in their learning. This was seen very well illustrated in the youngest class, where the quality of education provided is very good. The class teacher and learning support assistant provide a rich curriculum and a very positive learning environment that ensures the pupils' good progress and enthusiasm for learning.

7. Most teachers have a secure knowledge of the National Strategies for Numeracy and Literacy and the standard of teaching was good. The teaching of science is also good and teachers focus effectively on promoting pupils' skills of investigation and enquiry, which enhance their knowledge and understanding.
8. Only one unsatisfactory lesson was observed, which was caused by the teacher's insecure knowledge of the aspect of mathematics being taught. This resulted in the lesson's lack of pace and the pupils' unsatisfactory learning. There are clear objectives for what pupils are to learn in each lesson, but insufficiently clear planning for the development of identified skills in subjects such as music, art, design and technology and information technology, which results in some aspects not being taught progressively through the school. In one class, there is an insufficient clear record of lesson planning, which makes it difficult to ensure that activities clearly build on what pupils have learnt before.

Teachers promote pupils' high self esteem and confidence, which enables them to respond well to their learning. They concentrate well, and pupils show good levels of responsibility and initiative. Pupils behave very well and relationships throughout the school are very good.

9. The staff are effective in providing a secure environment where the pupils feel respected and well cared for. Teachers are skilled in promoting pupils' high self-esteem through their encouragement and praise. Pupils are supported well so they make good achievement and confidently try new ideas and show initiative in their work. One girl in Year 4 decided independently to design a table on which to record her findings about angles, and several younger pupils automatically reach for a dictionary or apparatus when they need them for their work.
10. Pupils enjoy school and show good levels of involvement and concentration in their work. They persevere even when there are difficulties until they succeed in the end. Even the youngest pupils in the school show good levels of concentration and attention to detail, as was seen in their paintings in the style of Lowry. Pupils are well involved in their work and want to show what they know and can do. Several pupils in the youngest class wanted to carry on listing all the words they can spell, long after the activity was over. Another took every opportunity to carry on writing her story.
11. Pupils are well known by all the staff, which creates a strong sense of a family community. There are many opportunities for pupils to take responsibility, such as answering the telephone and clearing away the tables and chairs after lunch. These tasks are carried out reliably and many pupils of all ages will automatically tidy away and carry out tasks because they can see they need to be done. Pupils respond well to each other and show care and consideration. They are sensitive to the needs of others, as was clearly seen in the older pupils' care of the younger children at lunch times, and their thoughtful relationships with pupils who have statements of special need.

12. Behaviour in lessons and around the school is very good. There was no evidence of bullying and pupils usually get on well together. They respond well to the class rules, which they helped to draw up after discussion on what is important about the way they should behave. Teachers use these rules effectively to promote pupils' awareness of the need to work together, and to recognise the needs of all people in the school. Pupils told inspectors that if someone gets told off it was their own fault because they helped make the rules.

Learning support staff are used effectively and they provide very good teaching for the youngest children and those with special educational needs.

13. Pupils' learning is enhanced by the skills and expertise of the learning support staff, who work very effectively with the class teachers. Their skills are used successfully throughout the school as they very effectively help individual pupils and groups of pupils with their work. In the youngest class, the support assistant has good understanding of the learning needs of the young children with whom she works and uses skilful questioning to assess what they know and develop their greater understanding. She works very closely with the class teacher to plan the activities. They are a very effective team and together provide a rich learning environment for all the pupils in the class, which effectively stimulates pupils' learning and gives them a flying start to their education.
14. The special needs assistant shows great skill and sensitivity when working with pupils who have specific learning needs, enabling them to make good progress in their learning. She has good understanding of their specific learning needs and shows great skill and sensitivity in her relationships with the pupils. The class teacher also provides good support and enables all pupils in the class to take an active part in the lessons. The work is carefully planned so that pupils of all ages and abilities in the class have common ground on which to discuss their ideas.
15. Other support staff are also effective in providing good support and encouragement. They know the pupils well, are firm but friendly, and enable the pupils with whom they work to succeed in their tasks.

Links with the local comprehensive school are very good. Additional curricular opportunities are provided that enhance pupils' learning and enables them to achieve well.

16. Pupils' learning is further enhanced through the very good links with the local secondary school and with the other primary schools in the area. The staff work closely together and provide a good support system, sharing expertise and resources. Teachers benefited from the joint training sessions on the National Literacy and Numeracy Strategies and they share many sporting events, which promote pupils' interest and expertise. Such occasions also enhance pupils' social skills as they meet with children from the other primary schools, many of whom transfer to the same secondary school at the age of 11.
17. The secondary school provides a very strong impetus for many additional activities, and the headteacher and staff of Mithian School are quick to take up all opportunities to extend their pupils' learning and to enrich their curriculum. Pupils in Years 4,5 and 6 will

have benefited by the end of the year from using the computer suite and the information technology teacher's expertise at the secondary school to develop their understanding of Logo. These skills are systematically developed through a series of lessons on teaching pupils how to develop simple instructions and commands linked to their work in mathematics. There have also been opportunities for some pupils to develop their design and technology skills in the secondary school's technology room.

18. Very able pupils are provided with good opportunities to develop their understanding and skills through additional lessons with an advanced skills teacher from the secondary school. This is a new initiative and one that both schools hope to develop further. These and other opportunities to visit the secondary school, promote pupils' confidence as they get to know the staff, and some of the school routines which prepares them for transfer at 11. Both schools find these very good working relationships mutually beneficial.

WHAT COULD BE IMPROVED

The planning for pupils' learning, so that the skills and knowledge pupils are to acquire are clearly identified and taught progressively through the school.

19. Although pupils' standards in most subjects are similar to those expected for their age, their achievements would be improved if their knowledge and skills were clearly identified and systematically developed.
20. The school effectively uses the local education authority's curriculum planning pack as the basis for its planning. The range of activities from which teachers can choose is wide and provides a good basis for pupils' learning. However, in most subjects, such as music, design and technology, art and information technology, the activities selected by individual teachers are not part of an overall school agreement. Consequently, this does not ensure that there is an appropriate balance in the knowledge and skills taught or that essential skills, such as those of information technology, are effectively taught and promoted in other subjects like mathematics and science.
21. In design and technology, there is a systematic development of pupils' experiences of food technology through the school. There is satisfactory teaching of skills, such as making moving parts in a book or card, but there is insufficient planning to ensure that pupils have good opportunities to develop knowledge and skills across the many aspects that are available. Similarly, pupils' singing has improved greatly since the previous inspection and pupils achieve a good standard, but there is very little detailed planning on how the other knowledge and skills of music are to be taught. In art, pupils' knowledge and skills, especially in the youngest class, are good, but there is limited evidence of pupils' experiences in exploring three-dimensional art.
22. In one class there is insufficient record of the work planned and taught, which makes it very difficult to ensure that pupils' learning progresses effectively over time.

The planning of activities provided for pupils of the same age in different classes, to ensure that they are appropriate to their learning needs.

23. At present pupils in Year 4 are taught in two different classes because of the difficulties of maintaining appropriately sized classes with the number of teachers available. The

staff have recognised this need and have introduced a number of effective strategies. The teachers ensure that these pupils have the same opportunities to experience residential trips and visit the information technology suite at the secondary school. The school follows a four-year cycle of planning so that all pupils have the opportunities of learning about the same aspects in science, history and geography at some point in Key Stage 2. Pupils are also given the same homework, and in many other ways they are treated equally. However, the expectations for their learning are very different and the areas of work they cover is not the same, particularly in literacy and numeracy. Teachers need to work more closely together to ensure that the work planned for pupils in both classes meets their learning needs, both for their ability and ages and that pupils are effectively challenged, but not put under pressure to keep up with older pupils.

The development and implementation of systems for monitoring and evaluating the work of the school in order to support its further development.

24. The school has appropriately started to monitor its work, but there are not as yet clear systems and procedures to ensure that evaluations aid their further improvements.
25. The data from the National Curriculum tests and from other assessments are used effectively to identify areas of weakness and the staff have begun to identify strategies to support pupils' greater achievement. For example, the staff recognised that, like many other schools, pupils' skills in writing are weaker than those of reading and have put greater emphasis on developing pupils' spelling and handwriting. The introduction of the literacy hour has also supported their focus of teaching. Teachers have started to set targets for pupils' future achievement, based on previous standards, to ensure that they are making appropriate progress.
26. Procedures for monitoring the quality of teaching and pupils' learning have been initiated, but they are still in their infancy and need a sharper focus in order to provide coherent plans for further improvement. The headteacher has carried out some informal monitoring of teaching, but this has not had a specific focus or been used to identify strengths or particular weaknesses. The co-ordinator for English has started to monitor the effectiveness of teaching of the literacy hour. The monitoring was operated in several effective ways. To start, the teachers swapped classes so they could all experience different pupils' levels of work and this also enabled the co-ordinator to judge standards through the school. She was also given time to observe colleagues' teaching to establish their understanding and skills of teaching the literacy hour. This information proved valuable and stimulated discussion which led to greater understanding. A governor, who is an English teacher at the local secondary school, has also observed literacy lessons through the school. This has provided the governing body with effective information on the school's development and has also assisted the secondary school to plan for the future when the primary pupils transfer.
27. The co-ordinator for mathematics plans to follow a similar programme next term. The staff have found it very valuable to work with other classes, but there is not yet a clear plan for future monitoring which focuses on specific aspects to ensure that the quality of teaching and pupils' learning continue to improve.
28. The headteacher monitors teachers' planning to ensure that there are clear objectives for what pupils are to know, understand and be able to do by the end of each lesson.

Lack of such monitoring was a concern in the previous inspection and the situation is now much improved. However, as there is no whole school agreed plan for what is to be taught in which class to which year group, it is difficult to ensure that all aspects are covered over the four-year planning cycle.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the headteacher, governors and staff should:

Devise and implement systematic and rigorous systems for monitoring and evaluating the work of the school to ensure that:

- strengths and weaknesses in the quality of teaching and pupils' learning are identified and the information is used to raise standards even further;
- teachers' planning is monitored and weaknesses in the coverage of knowledge and skills are identified, and strategies for improvement are developed;
- teachers have an agreed perception of what standards are required at each level of attainment;

Provide whole-school planning that ensures that pupils' skills and knowledge are systematically developed in all subjects so that;

- pupils make good progress in their learning and achievements are high;
- pupils' standards in information technology continue to improve;
- pupils in the same age group who are taught in different classes are provided with equal opportunities for learning and that activities in both classes are well matched to pupils' learning needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	13	52	30	4	-	-

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	4-11 years
Number of pupils on the school's roll (FTE for part-time pupils)	1	78
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	4-11 years
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		18

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.29
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (93)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100(93)	100 (100)	100 (93)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	5	5	6
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	91 (70)	91 (80)	100 (90)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	5	5	5
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	82 (65)	91 (65)	91 (72)
	National	68 (65)	69(65)	75 (72)

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	78
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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: 4-11 years

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	23.6:1
Average class size	26

Education support staff: 4-11 years

Total number of education support staff	3
Total aggregate hours worked per week	55

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	137,534
Total expenditure	138,460
Expenditure per pupil	1776
Balance brought forward from previous year	9508
Balance carried forward to next year	8582

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	50
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	55	10	0	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	50	40	5	0	5
My child gets the right amount of work to do at home.	60	30	10	0	0
The teaching is good.	65	30	5	0	0
I am kept well informed about how my child is getting on.	70	30	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	95	5	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	90	10	0	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	60	35	5	0	0