

INSPECTION REPORT

MISSON PRIMARY SCHOOL

Misson, near Doncaster

LEA area: Nottinghamshire

Unique reference number: 122656

Headteacher: Mr G Ingman

Reporting inspector: Mr F P Ravey
11371

Dates of inspection: 7th – 8th February 2000

Inspection number: 194413

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 to 11

Gender of pupils: Mixed

School address: Dame Lane
Misson
Doncaster
South Yorkshire

Postcode: DN10 6EB

Telephone number: 01302 710580

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Jayne Watson

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Misson near Doncaster. It is much smaller than most primary schools, having 90 pupils on roll from Reception to Year 6. Pupils are taught in four classes, three of which contain pupils from different age groups. The large majority of pupils are from the white ethnic group. One pupil speaks English as an additional language. Eight per cent of those on roll are eligible for free school meals, below the average for primary schools nationally.

Eight per cent of pupils are on the school's register of special educational needs, below the average for primary schools nationally. One pupil has a statement of special educational needs. The nature of pupils' special educational needs varies but includes specific learning difficulties and physical impairment. Attainment on entry to the school varies but overall is slightly above average.

HOW GOOD THE SCHOOL IS

This is a very effective school. Pupils achieve high standards except in information technology. Teaching of good quality and leadership of the headteacher and governing body, which is focused firmly on improvement, contribute strongly to the high standards achieved. The school provides good value for money.

What the school does well

- Attainment in English and mathematics is well above average by the end of Key Stage 2.
- The school provides well for pupils of all attainments, including those with special educational needs and talented pupils.
- All staff have high expectations of the standards pupils should achieve.
- Very good relationships throughout the school combine with these high expectations to really motivate pupils to learn.
- A very strong and effective sense of community is created, where pupils feel confident and valued and in which they achieve well.
- The headteacher, staff and governors provide very good leadership focused firmly on improving standards and providing good all-round education.

What could be improved

- Standards in information technology at both key stages, other than those achieved in word processing.
- The governing body's attention to assessing the cost effectiveness of major spending decisions.
- The provision of outdoor play facilities for the under-fives.

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 November 1996. Since then it has improved very significantly. Standards attained by the end of Key Stage 2 have risen considerably and are now at high levels. The high standards then being attained at Key Stage 1 have been sustained. The last inspection report raised concerns about standards in English, art, history and design and technology at Key Stage 2; these standards have all been improved. Weaknesses identified in management structures and in procedures for monitoring standards and quality have been rectified in a way which has had a strong impact on pupils' attainment. The governing body now has a clear role in school development and its members play an active part in monitoring the work of the school. The school is well placed to continue making improvements and sustaining high standards.

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
	1997	1998	1999	1999
English	A*	A	A	A
mathematics	A	A*	A	A
science	A*	A*	A	A

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

Standards are well above the national average by the age of eleven and are also well above the average achieved by eleven year olds in similar schools throughout the country. Over the past three years, the school has occasionally been placed amongst the highest 5 per cent of schools nationally (A*) in English, mathematics and science. The quality and extent of pupils' written work is a particular strength. Attainment amongst pupils at present in Year 6 show that the school is continuing to sustain high standards. The only area of weakness is in pupils' understanding of how to use control technology at both key stages and in their ability to use information technology to communicate and present information in Year 6 classes.

At seven years of age, standards are also well above average. The school analyses performance information carefully in order to set realistic yet challenging targets for pupils in Year 6. Pupils achieve high enough standards at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to come to school. They obviously enjoy their education.
Behaviour, in and out of classrooms	Pupils behave very well both in lessons and around the school. They are respectful of others' views and needs. They are very well-mannered.
Personal development and relationships	Pupils develop very well both personally and socially. Relationships throughout the school are very good.
Attendance	Very good. Well above the average for primary schools nationally.

Standards of behaviour and attitudes to school are considerable strengths. They were never less than good during the inspection and often were very good. Pupils' cheerfulness and courtesy are notable strengths. All staff provide pupils with a very good example and this contributes strongly to the very good quality of relationships evident in the school. In its turn, this motivates pupils to work hard.

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.

Teaching was never less than good throughout the inspection and in over a third of lessons it was very good. Teachers are very successful in teaching the basic skills of literacy and numeracy. This results in pupils achieving high standards. Another strength is the way in which teaching caters for the needs of the whole spectrum of pupils. Those with special educational needs are taught well in relation to their individual learning targets. The school also has some very talented pupils and stretches their learning with equal success. Teaching of information technology is not of high quality throughout the school although this is due in some parts to the school's lack of suitable resources until this year. However, teachers' skills in this subject are now being developed as part of the school's programme for development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a wide-ranging, stimulating curriculum which fosters in pupils a thirst for learning.
Provision for pupils with special educational needs	Very good. Provision is very well organised and results in a wide variety of needs being well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for developing pupils' moral awareness and their social skills are particularly effective. Sound provision is made to develop pupils' spiritual awareness and good provision is made to increase their awareness of a broad range of cultures and traditions.
How well the school cares for its pupils	The school cares very well for its pupils. As a result, they are confident and feel valued. This forms a very good foundation for learning.

The curriculum has many strengths and very few weaknesses. Particularly strong is the provision made to develop pupils' skills of literacy in other subjects such as history, science and religious education and also the provision made to develop their artistic skills and appreciation. The only area of weakness is in the provision for helping pupils develop their skills of control technology. Teachers know their pupils well and assess their progress very thoroughly. Very well managed procedures for child protection are a strength in the way the school cares for its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	School leadership is focused strongly upon securing improvements and sustaining high standards. The headteacher and staff are a very effective team. They consistently monitor and analyse standards attained and the quality of education provided. Day-to-day administration is very effective.
How well the governors fulfil their responsibilities	The governing body is well-organised. Its members have specific responsibilities and fulfil these well, keeping a close watch on school activity.
The school's evaluation of its performance	School management, and especially the headteacher, promotes a culture of seeking improvement through close and effective monitoring of pupils' performance and the quality of teaching.
The strategic use of resources	The school makes good use of the resources available to it in order to achieve its plans for development.

The school is very well led. The very positive reaction of all staff and governors to concerns raised in the last inspection has led to great improvements being made and has also helped staff and governors to develop a very strong focus on how to make things work better and then to keep them working well. The headteacher has been instrumental in this. The school is developing a good approach to identifying how far it obtains best value although as yet the governors do not formally evaluate the effectiveness of major financial decisions to see if money has been well spent.

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 fact that their children like school. • The progress their children make. • The amount of homework their children receive. • The quality of teaching in the school. • The information they receive about their children's progress. • The approachability of school staff. • The school's high expectations of their children. • The partnership established with parents. • The quality of school leadership. • The way in which the school is helping their children to become mature and responsible. • The range of activities the school provides. 	No concerns were expressed.

Parents are overwhelmingly supportive of all aspects of school activity. Inspectors agree with all their very positive comments.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English and mathematics is well above average by the end of Key Stage 2.

- 1 The school has improved standards greatly in English since the last inspection and has also made good improvements in mathematics. The key to these improvements and to the high standards now being attained is good teaching based upon very good curricular planning and organisation. All teachers expect a lot from their pupils and build the very good relationships which help to ensure that pupils are keen to respond. Parents report that they are very happy indeed with the quality of teaching in the school.
- 2 From the time they start school in the reception class, pupils are expected to listen carefully and to express their ideas. For example, in the Under-fives/Year 1 class, pupils listened attentively during a music lesson to adults leading them in small groups. They were encouraged to talk about their ideas for a simple composition and how to represent these in a form of pictorial notation. Pupils are taught the basic skills of literacy and numeracy very effectively in all classes. Teachers have a very good grasp of the principles of the National Numeracy and National Literacy Strategies. In the Year 2/3 class, very lively whole class teaching of basic skills results in pupils being eager to learn. Confident teaching develops confident pupils. As a result, pupils become proficient in reading, writing and number. Many attain above average levels in English by the end of Key Stage 1, using language in a mature way when they write. For example, one pupil wrote as part of her story 'In Space', '*I looked up in disbelief and saw a hole in the spaceship*'. In mathematics, the great majority of pupils count and measure confidently and accurately. High attaining pupils have a good grasp of direction, being able to draw diagrams using four points of the compass.
- 3 At Key Stage 2, pupils build very effectively on the good grounding they have had at Key Stage 1 and as under-fives. Teachers' expectations continue to be high and work is planned very carefully to challenge pupils of all levels of attainment. Pupils are provided with a tremendous variety of writing opportunities. A great strength of the school's teaching of literacy is in the way teachers plan to develop these skills through work in subjects such as history, science and religious education. Writing focused upon the school's recently held 'Tudor Day' gave pupils at both key stages the chance to express their ideas. In the Year 4/5 class, during a science lesson the teacher made explicit and detailed reference to the quality of pupils' writing in recording their findings.

- 4 Pupils in Year 6 attain very high levels in both mathematics and English. Many are on course to achieve the high National Curriculum Level 5 in each subject and a few will be close to achieving Level 6. The quality of their writing is seen in all subjects and is particularly strong in the way many construct sentences to 'grab' the reader's attention. For example, a pupil wrote conversationally, *'So you can imagine my reaction when my mum came in and said I was going to Auntie Enid's and I wasn't allowed to take my game-boy !'* – all spelt correctly. Many pupils read fluently and are very quick at finding information in reference books. The quality of their spoken language is very high. In a Year 6 literacy lesson, when discussing the rights and wrongs of keeping animals in zoos, pupils came up with phrases such as, *'animals are entitled to their freedom'*; *'they will get stressed'*; and *'it's educational for children'*. In mathematics, many pupils recognise acute and obtuse angles. They know what it means to 'measure the amount of turn'. They are quick to solve complex number problems mentally. The high standards achieved in mathematics and English contribute significantly to pupils' learning across the curriculum.

The school provides well for pupils of all attainments, including those with special educational needs and talented pupils.

All staff have high expectations of the standards pupils should achieve.

- 5 A great strength of the school is the very effective way it enables pupils of all attainments to achieve well. Provision for developing the skills of pupils with special educational needs is very good but so is that for encouraging talented pupils to extend the boundaries of their learning. Equally, the majority of pupils who fall between these two categories are given work which challenges them to develop their skills and understanding.
- 6 Often, this success is down to teachers planning effective opportunities to help pupils develop skills and to teachers recognising that several skills can be developed in one lesson. For example, in the Year 4/5 science lesson, pupils developed their understanding of sound but also of music; and they developed their skills of literacy when writing-up their investigation. In the Under-fives/Year 1 class, the teacher plans expertly to encourage the under-fives to develop their basic skills through a variety of structured play activities.
- 7 However, success is also due to the fact that teachers expect a great deal from their pupils. Questions challenge them to provide thoughtful answers. Explanations are often graphically clear, as when the Year 2/3 teacher explained, *'Like a submarine goes under water, so a sub heading goes under a heading.'* In the Under-fives/Year 1 music lesson, when pupils were preparing to create their own weather music, the teacher spoke in a matter-of-fact way about 'weather conditions' and pupils clearly knew what she meant. Her high expectation was apparent in this use of correct terminology with her young class. In Year 4/5 mathematics, the teacher questioned sharply to develop pupils' skills of mental mathematics. He provided pupils with quick-fire, challenging problems such as 16×20 and 14×20 , within strict time limits. Not satisfied with simply getting a correct response, he then probed deeper with the question, *'How did you do it?'* to gauge pupils' understanding.

- 8 Pupils with special educational needs are given work that interests and challenges them. When working at the start of the day with a qualified support assistant, these pupils really try very hard. They clearly enjoy what they are doing as well as learning from it. The support assistant knows exactly just how much help to give. As result, in one such session, two pupils enriched their written vocabulary by identifying words containing 'er', such as 'hover' and 'river', making accurate attempts at spelling.
- 9 The school has some talented pupils, especially in Year 6. Watching these pupils in lessons, it is clear that they are fully engaged in their work. The results of this show through in their exercise books. The teacher treats them in a mature way whilst being very demanding in the answers she expects. In a literacy lesson, she led pupils rigorously through a whole class session on how to structure an argument persuasively and how this is supported through key words. The pupils, especially those of high attainment, responded magnificently, demonstrating depth and breadth of vocabulary.

Very good relationships throughout the school combine with these high expectations to really motivate pupils to learn.

- 10 The fact that teachers and support staff get so much out of pupils is based upon the fact that they form very good relationships with them. Misson Primary School is a very happy place. Pupils are quick to say how much they like school and it is obvious that they get on well with their teachers. The headteacher provides a very good lead in the easy way in which he talks to staff, pupils and parents. Other staff do the same. Teachers show their pupils respect whilst still being firm in their expectations of very good work and behaviour. They are quick to see the humour in situations and to help learning along with a smile or a joke. Pupils respond very well to this. They too show respect, for staff and for each other. They are helpful and courteous. When a visitor joined two Year 5 boys at the computer to look at their work in information technology one boy, noticing the very small size of the chair in relation to the visitor, said without any prompting, *'Can I get you a bigger chair?'* and then went and did so.
- 11 Teachers trust their pupils and expect them to behave well and act responsibly. At lunch time, older pupils serve small groups of younger pupils. They help to put away play equipment. The development of personal responsibility is seen to pay dividends when pupils work independently in lessons or when they demonstrate how mature they are in using computers or the school library out of direct supervision.

A very strong and effective sense of community is created, where pupils feel confident and valued and in which they achieve well.

- 12 Very good relationships lead to pupils recognising that they are valued as individuals. Teachers keep comprehensive records of pupils' progress, both academic and personal. They know their pupils very well indeed and are very much at ease with them. This builds pupils' confidence – and Misson Primary is a school with lots of confident pupils! The school makes very good provision for a wide range of special educational needs. The school is rightly proud of the very effective way it works with all its pupils but particularly those who have special needs. These pupils are fully integrated into school life whilst also receiving well-tailored support for their individual needs. Once again, a key to success lies in the respect and individual recognition given to pupils together with the school's high expectations of them. The management of special educational needs is very good. Procedures for monitoring pupils' safety are very thorough.

The headteacher, staff and governors provide very good leadership focused firmly on improving standards and providing good all-round education.

- 13 None of the very impressive things detailed above have happened by chance. They are the result of very strong and purposeful leadership. The headteacher has been at the school for fourteen years but manages to bring a freshness and sense of enjoyment to his work which rubs off on others. The response of school staff and governors to some fairly strong criticisms in the last inspection report has been magnificent. The headteacher led staff and governors to look closely at how things were being done and how they might be done better. As a result, and with very good team work, staff and governors have improved this school greatly since that time in terms of standards achieved whilst keeping true to the strengths recognised in the last inspection report. Very efficient day-to-day administration assists the smooth-running of the school.
- 14 Staff and governors keep their sights set firmly on improvement in standards whilst also recognising that education is a wide-reaching process which goes beyond that which can easily be measured. They are determined to provide pupils with a good all-round education and this is evident, for example, in the quality of work in art, design and technology and history - all identified at the last inspection as being in need of improvement. This all-round education includes developing pupils' self-esteem, their personal and their social skills. The school achieves great success in meeting its stated aims for education.
- 15 The governing body is now closely involved in monitoring school activities. Its members take an active interest in the work of the school and many are frequent and welcome visitors. The systems put in place to check standards of pupils' work are very effective. The school's plans for development focus sharply upon what really needs to be improved. Everyone in the school, pupils, staff, parents, governors and helpers, is encouraged to play their part in this process. This means that the school is very well placed to continue making improvements and in maintaining the high standards it has set in many areas of its work.

WHAT COULD BE IMPROVED

Standards in information technology at both key stages, other than those achieved in word processing.

- 16 Pupils achieve good standards in word processing at both key stages but in other aspects of information technology their attainment is patchy and sometimes below average. Many pupils have computers at home and develop good skills in using a keyboard from an early age. Older pupils at Key Stage 2 are confident in using the Internet to search for information. Many pupils at Key Stage 1 use the word processor well for developing their skills of writing whilst at Key Stage 2 pupils in Year 6 are confident and able in the way they design posters and other work. Children under five show similar confidence in their use of computers.
- 17 However, the good attainment in word processing does not always extend to other aspects of information technology. Pupils awareness of control technology, for example programming toys to move in certain directions, is especially weak. Few of those questioned at either key stages knew very much about this and were clearly not used to doing it. Pupils in Year 2 knew little about classifying information or presenting their findings. Those in Year 6 were equally unsure about this skill at a higher level. In contrast, pupils in Year 5 were very confident in sorting information and presenting it in graph form, due to confident direct teaching of skills.
- 18 The school has recognised through its improvement plan that provision for information technology needs to be improved and that teachers need to develop their own skills in this subject. Until this year, lack of funding meant that resources were not adequate and even now they are only just so in terms of modern computers. Resources to help pupils develop the skills of control technology are still unsatisfactory. However, good practice is evident already in some parts of the school and the headteacher plans to build upon this in order to make further improvements.

The governing body's attention to assessing the cost effectiveness of major spending decisions.

- 19 The governing body is developing a satisfactory ability of how to gain best value from its resources but it does not have formal procedures to check if its major spending decisions are having a positive impact. Whilst the high level of school improvement indicates overall that this is the case, the governing body has not developed within its school improvement plan the means to check how well money earmarked for individual priorities has been spent. This means that it cannot be fully certain that it has achieved value for money in its spending.

The provision of outdoor play facilities for the under-fives.

- 20 Provision for developing the physical skills of the under-fives through outdoor play is unsatisfactory. The school has tried hard to provide an outdoor play area but has not yet been successful in providing a surface upon which children can ride, climb and generally develop their skills of movement and control. Whilst they can do this to a good extent in the school hall, the absence of suitable outdoor facilities detracts a little from what is otherwise a very effective learning environment for these children, preventing them from developing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i) Raise standards in control technology and in the communicating and handling information aspect of information technology (*) by:
 - Acquiring and using resources for control technology;
 - Providing teachers with in-service training to build their subject skills;
 - Building upon and spreading the effective practice already evident in the teaching of communicating and handling information in Years 4 and 5.
- ii) Devise systems for monitoring the cost effectiveness of major spending decisions, including the establishment of clear initial criteria by which effectiveness will be assessed.
- iii) Provide children under-five with outdoor play facilities and equipment which will enable them best to develop their physical skills (*).

* denotes that this areas has already been identified by the school as a priority for development

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	7
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
0%	43%	57%	0%	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils eligible for free school meals	8
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
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	5

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.9

Unauthorised absence

	%
School data	0.6
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	8	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	4	4	4
	Total	12	11	12
Percentage of pupils at NC level 2 or above	School	100	92	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	4	4	4
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

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	8	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	7	7	7
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	93	93	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	7	6	7
	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	93	87	100
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	86
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)	4.8
Number of pupils per qualified teacher	18.8
Average class size	19.5

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	32.0

Qualified teachers and support staff: nursery

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

Total number of education support staff	-
Total aggregate hours worked per week	-

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

Financial information

Financial year	1998/99
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	£
Total income	202,893.00
Total expenditure	199,583.00
Expenditure per pupil	2,295.00
Balance brought forward from previous year	972.00
Balance carried forward to next year	4,282.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	0	2	2
My child is making good progress in school.	64	28	2	2	4
Behaviour in the school is good.	36	52	8	0	4
My child gets the right amount of work to do at home.	42	46	8	0	4
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	54	44	0	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	18	0	0	2
The school expects my child to work hard and achieve his or her best.	72	24	4	0	0
The school works closely with parents.	46	48	4	0	2
The school is well led and managed.	52	46	2	0	0
The school is helping my child become mature and responsible.	46	48	4	0	2
The school provides an interesting range of activities outside lessons.	38	52	6	0	4