

INSPECTION REPORT

PARKGATE PRIMARY SCHOOL

Parkgate

LEA area: Cheshire

Unique reference number: 111126

Headteacher: Mrs M Downey

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 8th – 9th May 2002

Inspection number: 195086

Short 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
Gender of pupils:	Mixed
School address:	Brookland Road Parkgate Neston Cheshire
Postcode:	CH64 6SW
Telephone number:	(0151) 336 1609
Fax number:	(0151) 353 1216
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R D Bennett
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 163 pupils on roll of whom 77 are boys and 86 are girls. Numbers are broadly stable over time. The school has no nursery and pupils enter the Foundation Stage in the Reception class. In this smaller than average school, pupils are sometimes taught in single age groups and at other times in mixed age groups. The school population is entirely white and no pupils have English as an additional language. The number of pupils who are known to be eligible for free school meals is proportionally below the national average. The proportion of pupils who are identified as having special educational needs is well below the national average and the proportion of pupils who have statements of special educational need is broadly average. The socio-economic background of the pupils compares favourably with the national picture and pupils enter the school with levels of attainment that are broadly average. There are some pupils from families that have been relocated by social services.

HOW GOOD THE SCHOOL IS

This is a very effective school. Teaching has improved and is now good in all phases. High standards are being maintained in National Curriculum tests for pupils at ages seven and eleven. The school is careful to meet the needs of all pupils and this inclusive policy extends equally to pupils with special educational needs. The school has effective policies to promote equal opportunity and racial equality. The leadership and management of the school are very good and the governing body is effective in fulfilling its obligations. At the time of the last inspection the school was providing satisfactory value for money. This inspection judged that the school is providing very good value for money.

What the school does well

- Pupils are achieving high standards in English, mathematics and science in Year 6.
- The quality of teaching, which is now good throughout the school, has made a large contribution to the improvement in standards for all pupils.
- Very good provision for pupils' personal development contributes strongly to the very good attitudes, values, relationships and attendance of pupils.
- The school is offering a very good curriculum.
- The leadership and management of the school are very good.

What could be improved

- The monitoring of teaching by co-ordinators in support of their particular areas of responsibility.
- The format and content of the school's annual report to parents on their children's progress.

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 made a very good improvement since the last inspection in June 1997. In response to the key issues of the previous inspection report, progress has been improved for pupils, particularly in Key Stage 2 in English, mathematics and science. This has been done through the improvement of teaching and the provision of more challenging tasks. An effective framework for whole-school planning has been developed and schemes of work have been introduced which clearly identify progression in knowledge, understanding and skills. There is now an effective approach to assessment and recording pupils' progress and standards have been raised to an appropriate level in music and design and technology, particularly at Key Stage 2. There is now an ethos that strives for high standards and priorities for development are clearly identified. Subject coordinators have clear job descriptions and procedures have been established for monitoring and evaluating classroom practice. There is continual staff development. The governing body is using the budget to promote high standards, has procedures for evaluating their spending decisions, has made effective their then new structure and is putting into

practice their commitment for the direction of the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A*	C	D
mathematics	A	A	A*	A
science	C	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of National Curriculum tests for pupils aged 11 in 2001 were average in English, well above average in science and very high (in the top 5 per cent) for mathematics. When compared with similar schools, these results were below average in English and well above average in mathematics and science. The gains made against their prior attainment at age seven was average in English, well above average in science and very high in mathematics. Over time, the results in English have fluctuated, but with the exception of 1999 they have always been higher than the national average. In mathematics, results have always been higher than the national average, once again with a low point in 1999. The picture for science results over time is similar to that for mathematics. The improving trend over time for all three subjects is broadly similar to that seen nationally. The school exceeded the targets which had been agreed with the local authority in 2001. The results of National Curriculum tests in 2001 for pupils aged seven were well above average in reading and mathematics and were above average in writing. These results were above average for reading, average for writing and well above average for mathematics when compared with similar schools. In reading and writing, the results improved each year from 1997 to 2000. They dipped in 2001 but have always been higher than the national average. Results in mathematics dipped in 1999 and 2001 but again have always been higher than the national average. The improving trend in results for all three subjects is better than that seen nationally. Inspection shows that pupils are achieving very well and that the attainment of pupils aged 11 is well above expectations in English, mathematics and science. For pupils aged seven it is above expectations in writing and mathematics and meeting expectations in reading. The school has set challenging, yet attainable, targets for pupils taking National Curriculum tests in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, work hard and produce well presented results.
Behaviour, in and out of classrooms	Very good. The school makes its expectations clear and pupils behave very well, wherever they are in school.
Personal development and relationships	Very good. Pupils are confident in their relationships with each other and all staff. They show themselves to be able to discharge their responsibilities very well.
Attendance	Very good. It is well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 skills of literacy and numeracy are taught well and the teaching of English and mathematics is good. The teaching of basic skills is good. The quality of teaching has improved and teachers are providing well planned, challenging tasks for pupils of different abilities, including those with special educational needs and, as a result, pupils are achieving very well. Because of the very good relationships that exist, the pupils are keen to take part in their lessons. They try hard and produce very well presented work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. It has improved since the last inspection. The residential trips that the pupils undertake are a particularly strong feature.
Provision for pupils with special educational needs	Very good. The school's approach to pupils with complex special needs is commendable and those pupils who have individual education plans are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This provision impacts strongly on pupils' behaviour and attitudes. Because of the quality of this provision, pupils function well in school and are able to appreciate the multicultural qualities in the wider world.
How well the school cares for its pupils	Good. Good provision is made for extra-curricular activity and the school has all the necessary procedures in place to guarantee their health and safety.

The curriculum now meets the requirements to teach the programmes of study of the National Curriculum in full. The school is good at working and communicating with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher has been primarily responsible for the very good improvement that has occurred since her appointment. She has been well supported by the deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	Good. The governing body has responded well to the last inspection report and now functions effectively in support of the school.
The school's evaluation of its performance	Good. The school has effective procedures for monitoring its activity and is looking at ways to maximise this information. There is a need to extend the role of the subject coordinator so as to enable them to have a better understanding of their effectiveness at classroom level.
The strategic use of resources	Good. The school uses all its resources effectively. The budget is well managed and decisions on spending are based on the need to achieve best value.

The school is careful to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That behaviour is good. • That the school has high expectations. • That their children like school. • That the school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework. • Information about progress. • The closeness with which the school works with parents.

The inspection team endorses the views that parents have about the pleasing aspects of the school. The amount of homework is thought to be generally appropriate and there is good evidence to show that the school works closely with parents. The information that parents receive is generally of an accessible nature and is of good quality. However, the inspection team felt that the quality of the reports to parents about the progress that their children were making should be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils are achieving high standards in English, mathematics and science in Year 6.

1. The attainment of pupils aged 11 in National Curriculum tests for 2001 were average for English, very high (in the top five per cent) for mathematics and well above average in science. When compared with similar schools, this performance was below average for English, and was well above average for mathematics and science. The attainment of pupils in Year 6, over time, has generally been high, with some variations being explained by the differences in cohort ability. Mathematics results have been the highest, having always been at least well above average and the subject with the greatest variability has been English.
2. Inspection shows that high standards have been maintained and that standards in English have risen. Pupils in the current Year 6 class are expected to do very well in all three subjects when they take their National Curriculum tests. Good standards are maintained because the school provides good opportunities for learning at all ages. As a result, pupils are able to achieve well and make good progress as they go from class to class. Improvements in English are due to differences in ability of different cohorts and the emphasis that the school has placed on improving standards in this subject.
3. Pupils' reading, writing and speaking and listening skills are very well developed and are used effectively, for example, when they are considering the technique of persuasive writing. For example, pupils are able to plan a leaflet that is designed to persuade people to sign a petition to protect and utilise some open land that is currently being spoiled by the tipping of domestic waste. During the course of this lesson, they showed that they are able to articulate their point of view and that they were able to listen to and evaluate counter-arguments. Their written work is very well produced and handwriting is of a good standard, being fluent and joined. Pupils are using complex sentences and show that they are paying close attention to the opening of sentences and also to how they incorporate a closing statement. Their English skills are used and developed well in support of work in other areas of the curriculum such as their writing up of experiments in science or their writing of instructions for design and technology work.
4. Pupils' mathematical skills are very well developed so that they are able to respond with enthusiasm to sessions at the commencement of lessons which require them, for example, to interchange and find equivalents using difficult fractions, decimals and percentages. In what was a revision lesson, they showed that they were able to apply effective strategies in analysing the mathematical demands presented by a written problem which, for example, might have needed two or three different computations before a solution could be attained. Many pupils have achieved levels of attainment that are in excess of the level expected for their age. They know about aspects of data handling, including the basic laws of probability. They handle ratio and proportion effectively and are able to solve simple algebraic equations as well as plotting their curves graphically. They are also able to work accurately with very large numbers as well as decimals to several places. Their work is always very neatly and clearly presented.
5. In science, pupils demonstrate very good skills of investigation, recording and reporting. Their experiments cover aspects of science such as elasticity and the effects of forces, including work with parachutes. They have experimented with light, shadows and mirrors and complex electrical circuits. In looking at living things, they have studied micro-organisms and have carried out experiments on yeast which have introduced several variables. In many cases, graphs are used accurately to support their findings.
6. Because of the challenging nature of the lessons, pupils respond well. They are interested and want to participate with answers and questions. They are able to take what they have learned and apply it in the next stages of their learning. The quality of the provision and their commitment can be measured by the very good quality of the work they produce and the high standards they

achieve.

The quality of teaching, which is now good throughout the school, has made a large contribution to the improvement in standards for all pupils.

7. The quality of teaching has improved since the last inspection. At the last inspection, some unsatisfactory teaching was observed, but this is no longer the case. The teaching is now good. It was never less than good during the inspection. On one occasion, it was very good and on another, it was excellent. The quality of teaching has been improved because of the commitment of the current headteacher to meeting the requirements of the key issues from the previous inspection report. There has been an emphasis placed on staff training and on enabling teachers to see good practice elsewhere. There has been a commitment to observing teaching and the addressing of issues that arose from those observations. During this time the introduction of the National Literacy and Numeracy Strategies has helped raise the quality of teaching and teaching has also been made more secure through the school's adoption of nationally recommended schemes of work.
8. In this smaller than average school, staff have the advantage of close communication with one another and, as a result, they know their pupils very well. Those who teach mixed age classes are providing work that is suitably challenging for all pupils and the effective management of staffing also allows pupils who are in mixed age classes to be taught in year groups for literacy and numeracy. Because teaching is good throughout the school pupils are assured of a generally good rate of progress.
9. Very good relationships arise from the high expectations of teachers and classroom assistants. The school emphasises the need for pupils to behave and respond appropriately, and they do. Teachers are able to share the joy and challenge of learning with their pupils and all derive satisfaction from the successful results. Pupils are well known to staff and their progress is effectively tracked from one year to the next. It is a sign of the confident approach that teachers and pupils have that classrooms are typically places where enjoyable tasks are undertaken in a relaxed yet purposeful manner.
10. Teachers are now confident across all areas of the curriculum and those subjects highlighted in the last inspection report as areas in need of improvement are now being effectively taught. Teachers' knowledge of what they are teaching is now making a major contribution to the quality of teaching. Teachers are meeting the needs of pupils of all abilities and lesson planning clearly identifies the objectives and anticipated outcomes for each lesson. This is made possible because the school has addressed the issue of assessing pupil progress and so teachers are now able to use this information when deciding the next stages of learning.
11. The quality of teaching has played a big part in consolidating the pupils' very good attitudes and behaviour. Because pupils understand the high aspirations that their teachers have for them and the care that their teachers take in preparing their lessons, the pupils understand that they too must play their part, and they do. Pupils enjoy school and their classwork. They enjoy the challenges they are provided with and they respond well. Pupils actively participate in their lessons and are happy to offer opinions because they know that what they contribute as individuals is valued.

Very good provision for pupils' personal development contributes strongly to the very good attitudes, values, relationships and attendance of pupils.

12. Because the school provides a clear moral code and successfully supports parents in their aim to give their children a set of values that will enable them to take their place in society, the pupils display patterns of behaviour in and around the school that are very good. There have been no exclusions and the behaviour that was observed during the inspection was of a very high standard. Pupils work and play well together. They are kind and considerate. They respond as well to one another as they do to teachers and other staff.

13. Whilst the school has no pupils from minority ethnic groups, it is clear from conversation with pupils that they are well prepared to take their place in the wider multicultural world. They have been well provided for in this respect through their curriculum and, in particular, through their participation in residential activities that have enabled them to explore elements of other cultures. Their relationships with one another are very good. Pupils show great respect for their school and those within it. Resources are treated with care and the work that pupils do is always prepared and presented with care. Visitors to the school are welcomed and pupils speak to them with quiet confidence. The same pupils are also ready to take part in wider community activities as representatives of their school. Pupils carry out the usual sort of tasks such as delivering attendance registers and returning them, without fuss.
14. Attendance is very good and has been consistently high over time. Levels of unauthorised absence are low. Pupils were ready to begin lessons promptly and little lateness was seen.
15. Pupils' spiritual, moral, social and cultural development is very good. As well as promoting the pupils' moral development, the curriculum supports the development of spirituality by enabling pupils to explore values and beliefs so that even the youngest are able to join in a discussion about friendship. Cultural development is seen to be promoted through the school's community activities and areas of the curriculum which lead them, for example, to investigate their own locality. The multicultural aspect is well provided for by way of visits and visitors which result in pupils having first hand experiences that they would not find within their immediate community.

The school is offering a very good curriculum.

16. The previous inspection report said that the curriculum was "...broad but only reasonably balanced." This was because aspects of music, design and technology and information and communication technology were not being effectively planned for.
17. Since that time, the school has taken appropriate steps to remedy this. A scrutiny of pupils' work on display and planning, as well as evidence from the coordinators' planning files, now makes it clear that the requirement of the National Curriculum to teach all aspects of these subjects is being effectively met.
18. The previous problem was in part due to the lack of schemes of work and a systematic approach to planning. These issues have also been successfully addressed and the quality of planning and the schemes of work are now good.
19. One of the strengths of the curriculum lies in its commitment, beyond the very strong one that it has to promoting high standards in English, mathematics and science, to all subjects. The children in the reception class are being given a very sound start through their Foundation Stage work and the school is very careful to establish links with the parents of these children at the earliest stage. There are examples of good quality pupils' art work on display which in turn contribute to the making of a pleasant learning environment. Pupils who have special educational needs are provided with individual education plans which ensures that attainable and realistic targets are set for them and parents are again fully informed about progress.
20. The school takes advantage of opportunities that arise from visitors to the school to enrich the curriculum. An excellent singing lesson was observed with the pupils in Key Stage 2 which was given by one such visitor. The school is now also offering a wide range of instrumental tuition through visiting tutors. School clubs and the provision of an after-school club are further dimensions that enrich pupils' experiences. There is an impressive commitment to extra-mural activity through a series of residential visits. These take pupils to many places such as Conway, Beeston, Tattenhall, Fairbourne and the water mill at Bunbury. These trips not only enhance pupils' personal development, but make very specific contributions to curriculum subjects. For example, with a focus on design and technology, the pupils who visited the water mill were able to develop their understanding of gears and levers and in so doing, were able to produce some very

attractive and effective geared models.

The leadership and management of the school are very good

21. The previous inspection report noted that –“Leadership and management have been weak over recent years.” This is no longer the case and it is the leadership that the present headteacher has provided that is primarily responsible for the very good levels of improvement that the school has made in the intervening years. In this she has been well supported by all the staff and the governing body. The governing body now functions effectively and is now in a position to determine the direction that the school will take.
22. The headteacher has a clear vision and has been able to translate that vision into effective action. The result has been that the shortcomings found at the time of the last inspection no longer exist. Standards have been maintained and even improved and the systems and procedures that she has introduced ensure that the school runs smoothly. There is an ethos that encourages ownership and this is supported through the way in which delegation has taken place. There has been a strong commitment to staff training and the development of expertise, and this in turn has led to the improvement in the quality of teaching. Development planning now provides the vehicle through which the school’s priorities can be articulated and the process by which those priorities are determined is an inclusive one. Inclusivity extends through the curriculum to all pupils and the school’s attitude to admitting pupils with complex special needs is commendable.
23. The headteacher previously had a part-time class teaching commitment but this has now been removed and she is better able to monitor teaching quality. There has been successful development of teaching as a result of the monitoring process and the school has extended the range of what is monitored well beyond teaching in the classroom.
24. The result of improvements since the last inspection has been that the school has become a very effective one that is providing very good value for money as a result.

WHAT COULD BE IMPROVED

The monitoring of teaching by co-ordinators in support of their particular areas of responsibility.

25. Improvement has already taken place in teaching, due in part to the way in which teaching has been monitored. The school is now at the point where it has the resources to allow individual co-ordinators to monitor the way in which their subjects are being taught in other classes. The same is true for the special educational needs co-ordinator (SENCO). The further delegation of monitoring responsibility will enable co-ordinators to have a much clearer picture of how well their subject is performing. The SENCO will be able to see at first hand how effectively teachers are interpreting the individual education plans for those pupils for whom they have been produced. The result of this increased activity will be that co-ordinators will be better able to advise on their areas of responsibility and will be in a better position to contribute to the overall programme of school development planning.

The format and content of the school’s annual report to parents on their children’s progress.

26. A number of parents suggested through the parent questionnaire that they felt that the school needed to improve the way in which it communicated with them and kept them informed. By and large, it was found that the school was actually good at communicating with parents and had plans to become even better. It was felt, however, that the way in which reports on progress were presented needed to be improved.
27. The present report format groups certain subjects together and in some cases this has led to

some subjects not being written about. The space that is allocated does not adequately allow teachers to tell parents what they need to know. Attention should also be paid to the information that parents are given. It is clear from the reports that great care is taken with them and that teachers know their pupils well, but greater emphasis needs to be put on reporting what pupils know and can do and what they need to do next. Too often, comments refer to the very good attitudes that pupils have to the subject and the extent to which they have enjoyed taking them and, whilst this is important, it should not be included to the detriment of more detailed information on progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and keep parents better informed about progress, the governing body should:

- (1) Enable subject co-ordinators, including the SENCO, to observe the work of other teachers in their classrooms so as to be able to identify more effectively further areas for development.

(See paragraph 25)

- (2) Provide parents with a pupils' progress report that makes reference to all subjects of the curriculum separately and which emphasises the gains in knowledge, skills and understanding that pupils have made.

(See paragraphs 26, 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	1	11	0	0	0	0
Percentage	7	7	86	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

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)	163
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
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	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	11	11	11
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	95 (95)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	11	11	11
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	95 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	15	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	92 (95)	100 (91)	100 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	83 (86)	100 (91)	100 (91)
	National	72 (70)	74 (72)	82 (79)

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

NB Data is not given for boys and girls at Key Stage 2 because of the small number of girls in the cohort

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	136
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	85

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
	£
Total income	345243
Total expenditure	307775
Expenditure per pupil	1948
Balance brought forward from previous year	47822
Balance carried forward to next year	6948

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	163
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	3	2	0
My child is making good progress in school.	47	45	5	00	2
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	37	45	15	3	0
The teaching is good.	65	28	2	0	2
I am kept well informed about how my child is getting on.	33	42	20	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	25	5	0	2
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	38	42	17	3	0
The school is well led and managed.	45	50	3	0	2
The school is helping my child become mature and responsible.	60	35	3	0	0
The school provides an interesting range of activities outside lessons.	48	40	12	0	0