

INSPECTION REPORT

WINTHORPE PRIMARY SCHOOL

Winthorpe, Newark

LEA area: Nottinghamshire

Unique reference number: 122682

Headteacher: Mr Paul Nolan

Reporting inspector: Tony Painter
21512

Dates of inspection: 11 – 12 March 2002

Inspection number: 195163

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:	Thoroughfare Lane Winthorpe Newark Nottinghamshire
Postcode:	NG24 2NN
Telephone number:	01636 680060
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Martin Smart
Date of previous inspection:	10 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average primary school for pupils aged 4 to 11 years. It has 106 pupils on roll, six of whom are children attending the reception class part-time. Pupils live in a wide area with only about a third living in the village itself. The surrounding area is generally advantaged and the proportion of pupils eligible for free meals, at 4.3 per cent, is below average. The attainment of pupils on entering the school is above average. Almost all pupils are from white backgrounds and no pupils have English as an additional language. The number of pupils on the special needs register is average at 20 but none has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This very good school provides good value for money. Excellent leadership and very good management have led the school to make good improvements, ensuring a good quality of education for pupils. The overall quality of teaching is good throughout the school. Very good relationships ensure that pupils have very positive attitudes to lessons and learning. This is leading to standards of attainment that are well above average.

What the school does well

- Good teaching enables pupils to achieve very good standards of attainment.
- Excellent leadership and very good management set out a clear framework for the continued improvement of the school.
- Excellent provision for pupils' personal development makes them want to learn, to try hard and do their best.
- A very good curriculum gives pupils a wide range of experiences.

What could be improved

- Teachers' expectations of higher attaining pupils in the reception and infant classes are not consistently high enough.
- The work of co-ordinators in monitoring standards and developments could be extended.

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 good improvement since the last report in June 1997 and all the issues identified have been addressed. Strong leadership and management from the new headteacher have helped the school to make a number of improvements in provision for pupils. The school has established a good curriculum, giving very good guidance to support teachers' planning. An extensive range of extra-curricular activities, visits and visitors effectively enrich the curriculum. This is enabling pupils to learn well and has led to improved attainment in all subjects by the time pupils leave the school. Standards shown in National Curriculum test results are rising faster than the national trend. Development planning is now very good. The school has established strong links to support the professional development of staff. It has extended the role of subject co-ordinator and this is effective in mathematics and English. Substantial staffing changes have slowed the extension of this role to other subjects.

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	A	B	A*	A
Mathematics	B	A	A	B
Science	B	A	A	B

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

Children enter the reception class with attainment that is generally above that found nationally at this age. Effective provision enables them to make overall good progress in all areas of learning and all exceed the nationally expected levels when they begin Year 1. Pupils achieve well in the infant class and, by the time they are seven, they reach standards that are well above average. These are shown in the strong results of National Curriculum tests at this age. In 2001, for example, pupils' writing was in the top 5 per cent of the country. The school effectively maintains these high standards through the junior classes and pupils' achievements are very good. Although there have been small variations in the performances of different groups of pupils at the age of 11, the school's overall results have been well above average. They have been improving over the last few years at a faster rate than the national trend. The pupils' results in English in 2001 were in the top 5 per cent of the country. The school is setting ambitious but achievable targets to maintain high standards, related to the different abilities of the groups of pupils in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school very much. They are keen to learn and they take part in activities with great enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and in all parts of the school.
Personal development and relationships	Pupils' personal development is very good and their relationships with other pupils, teachers and other adults are very good.
Attendance	Attendance is very good and pupils arrive in good time for school.

The very positive relationships established within the school contribute very effectively to pupils' learning. Pupils of all backgrounds and abilities show respect for each other and are keen to work together.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very 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 overall quality of teaching and learning throughout the school is good. It meets the needs of all pupils although teachers in the reception and infant classes could demand more of the higher attaining pupils. All teachers plan lessons well, making good use of national guidance and their knowledge of pupils' earlier learning. This is particularly seen in teaching in the junior classes, which is very good. Here teachers have very high expectations and demand more of the most able pupils. Pupils respond well to this level of challenge and this helps them to learn very well. Effective use of a good range of resources makes lessons throughout the curriculum interesting and helps all pupils to learn well. Teachers have very good relationships with pupils and use these successfully to organise and manage lessons effectively. Throughout the school, support staff make a very positive contribution to pupils' learning. The school teaches literacy and numeracy well. Effective co-ordination of mathematics, in particular, has substantially improved teaching of this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good curriculum meets the needs and interests of all pupils well. A wide range of visits and visitors enriches it.
Provision for pupils with special educational needs	The school identifies these pupils' needs at an early stage and makes good provision to ensure that they learn successfully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes excellent provision to help pupils to become mature and responsible. Pupils have very good opportunities to find out about other cultures and their values. A very good range of extra-curricular activities widens pupils' experiences and helps them to learn and play together. Pupils have many good opportunities to take responsibilities.
How well the school cares for its pupils	The school looks after its pupils very well in a safe and happy environment.

A very strong atmosphere of care and community forms the foundation of the school's successful provision to help pupils to learn. This gives all pupils, whatever their backgrounds or ability, very good opportunities to develop and mature. The school's very good relationships with parents help all pupils to do well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives excellent leadership that sets a clear direction for developments. Very strong management is helping the school to improve. The co-ordinators of English and mathematics have effectively improved provision and standards in these subjects.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school. Their increased involvement with subjects and classes ensures that they fulfil their responsibilities well.
The school's evaluation of its performance	There is good use of school data and very effective monitoring by the headteacher. This is giving a clear and accurate view of the school that it uses effectively to determine priorities for development.
The strategic use of resources	The school uses all available resources effectively. Good systems for allocating spending are in place.

The school has very good systems to involve governors and staff in determining the school's priorities. These are helping to create very purposeful improvements and effective systems for evaluating them. The school applies the principles of best value well through appropriate tendering procedures and an awareness of the impact on improving standards, teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixteen parents attended a meeting before the inspection and 48 (45 per cent) replied to a questionnaire. Informal discussions with parents took place during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good and teachers have high expectations of pupils. The school is led well and all staff work effectively as a team All staff are very approachable and keep parents informed of how well their children are doing. A positive atmosphere encourages children to learn and helps them to become mature and responsible. 	<ul style="list-style-type: none"> Parents did not raise any significant negative points.

The inspection team fully agrees with the parents' positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching enables pupils to achieve very good standards of attainment.

1. The overall quality of teaching and learning throughout the school is good. Teaching is satisfactory or better in all lessons and this results in effective learning throughout the school. As a result, the relative standards achieved by pupils rise through the school. This is shown in the rising trend of results in National Curriculum tests at the age of 11, which is greater than the national trend. Parents say that teaching is good and that their children make good progress. They are pleased with the way that the school quickly identifies any concerns in pupils' learning and provides appropriate support.
2. Teaching of children in the reception class is good and has a positive effect on their learning. The very good relationships that adults have with the children foster their confidence well. Classroom routines are clearly established and very good organisation ensures that lessons are successful. Children come to school happily and enjoy learning because staff use effective methods and make learning fun. They frequently praise children's efforts and achievements and they use a wide range of well-organised resources effectively to stimulate children's interest. Staff teach the basic skills well, such as number work in mathematical development and writing skills, so that children are well prepared for future learning. By the time pupils begin Year 1, their attainment is above that expected of pupils of that age. Most achieve all of the Early Learning Goals¹ and many are well launched into aspects of the National Curriculum.
3. The teaching and learning of pupils in the infant class are good. The teaching builds effectively on children's experiences in the reception class and supports pupils' developing maturity. The teacher very sensitively adapts her presentations to suit pupils' needs when she talks to them in different groupings. For example, she used significantly more challenging vocabulary when teaching Year 2 pupils about verbs. When introducing Year 1 pupils to letter sounds, she made very effective use of a hand-puppet to capture attention and promote good learning. Good teaching ensures that pupils learn effectively and their standards of attainment rise. By the time pupils are seven, they achieve standards that are well above average, with particular strengths in their writing.
4. In the junior classes, teaching is very good. Teachers build effectively on pupils' earlier learning but also challenge pupils very effectively. This is particularly evident in the teaching of higher attaining pupils. For example, the Year 3 and 4 teacher values pupils' comments and gives them confidence to describe their scientific observations and draw conclusions. Her effective questioning and high expectations challenge pupils to think more deeply about their learning. The confidence of these pupils is also apparent in their discussions about aspects of poetry. The Year 6 teacher clearly identifies ways in which the higher attaining pupils can be stretched. This extends their understanding of different genres of writing and leads to very good Shakespearian style writing expressing specific points of view. Very clear time limits ensure that pupils work at a good pace.
5. Throughout the school, a strength of teaching is in teachers' planning. They plan lessons very effectively making good use of advice in national guidance and the school's own schemes of work. In most lessons, teachers carefully build on pupils' previous learning. They always tell pupils clearly what they are going to learn at the start of lessons and this helps pupils to understand how they are learning. Teachers check at the end of lessons to see whether pupils have made sufficient progress and achieved the learning objectives. This means that pupils' learning is very focused. Thorough planning ensures that the role

¹ [Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.](#)

of skilled classroom assistants to support pupils, including those with special educational needs, is clearly understood and identified. Classroom assistants make a very valuable contribution to pupils' learning and ensure that all pupils of different backgrounds and abilities learn well.

6. The school has recently reorganised mathematics teaching so that it teaches pupils in small single year group classes. This is raising the quality of teaching of the subject as teachers are able to respond more precisely to the differing achievements of pupils in the groups. This is leading to better standards of attainment through the school.

Excellent leadership and very good management set out a clear framework for the continued improvement of the school.

7. Although the quality of leadership and management at the time of the last inspection was good, there were weaknesses. Very strong and inspirational leadership from the new headteacher has established a clear educational direction for the school. Very clear overall aims steer developments well, are referred to frequently and are reflected in all the work of the school. The headteacher's strong emphasis on personal relationships and valuing individuals has the positive effect of promoting much good teamwork and the commitment to improve. As a result, staff work together well to improve all aspects of the school's work to achieve high standards. The overall result is a positive and supportive ethos that encourages governors, staff and pupils to do well. The headteacher's management of a number of staffing changes during his first years in the school was very effective. This has contributed to the stability that the school has now established.
8. The headteacher undertakes substantial and well organised monitoring. It gives him a clear and accurate picture of the school and identifies priorities well. Increasingly effective analysis of school data is identifying strengths and weaknesses of pupils' achievements. There has been a good start in widening the management roles within the school, as identified in the last report. Subject co-ordinators for English and mathematics play an increasing role in managing the school's work. Their monitoring of planning, scrutiny of pupils' work and some observations of lessons give clear data about how well the school is doing in each of the subjects. The school uses this information to identify potential priorities for wider discussion and to establish action plans for subjects. This process has been particularly effective in improving the school's provision for mathematics. Analysis of data revealed a relative weakness in the subject and further monitoring and analysis of pupils' work has indicated areas for improvement. The co-ordinator has overseen a variety of successful approaches to improved provision. As a result, mathematics teaching has improved through the school and standards are rising.
9. Governors are well informed and have a good understanding of their role to question and challenge the school. They take an increasingly wide range of additional roles such as links with classes and subjects to ensure their information is secure. Governors place great importance on these roles, see them as potentially very useful and undertake them enthusiastically. These structures are giving governors a clearer view of the school and are helping them to ensure that the school fulfils all its statutory duties.
10. The school has made good improvements to the development planning process to address weaknesses identified in the last report. Wide consultation of staff and governors results in a very detailed school development plan that guides improvements effectively. Good evaluation of action taken on the priorities is a very strong part of the development process. There are very good links with the professional development of staff. Training opportunities relate well to the overall needs of the school but also effectively address personal priorities. As a result, all staff are well trained and there are effective strategies for inducting new staff into the school. Governors keep a close eye on spending at regular intervals through the year. They evaluate developments and spending carefully against intended improvements, particularly in pupils' achievements. This ensures that the school obtains best value for all the resources at its disposal. Although the school has a relatively high balance carried forward, this is appropriately allocated to contribute to substantial building work scheduled for the coming year.

Excellent provision for pupils' personal development makes them want to learn, to try hard and do their best.

11. Provision for pupils' personal development is excellent. A caring, welcoming atmosphere and very supportive relationships between staff and pupils builds pupils' self-esteem and contributes to their developing maturity. This gives pupils a very secure foundation for their learning and helps them to do well. The very positive ethos of the school forms the framework of the excellent provision for pupils' spiritual, moral, social and cultural development. This helps create the caring school community and results in pupils' very good behaviour and relationships. As a result, pupils are responsive to lessons, listen carefully to teachers and carry out their tasks willingly and responsibly, contributing positively to their learning.
12. Adults act as very good role models to pupils by their very good relationships with each other and the pupils. This helps to foster mutual respect and care for one another. Pupils have a strong sense of the difference between right and wrong throughout the school. A very good system of rewards and sanctions successfully promotes good behaviour and pupils' enthusiasm for school. Pupils are eager to gain rewards and their very good behaviour means that teachers do not lose valuable teaching time in keeping order. The school pays very good attention to developing pupils' understanding of the values and feelings of people in other cultural groups. Almost all pupils are white and the school effectively encourages tolerance and respect for other races.
13. The school's emphasis on valuing all its pupils and their achievements provides pupils with opportunities to feel special. This ensures that all pupils feel themselves to be important members of the school. Whole school activities, including daily assemblies, provide moments when pupils can experience the joy of singing together and listening to one another. Assemblies and displays around school celebrate pupils' achievements and attitudes to one another. Staff provide pupils of all backgrounds and abilities with many very good opportunities to work and play together. Pupils are expected to share resources, such as art materials, and support each other's learning. For example, Year 3 and 4 pupils worked very carefully together when looking at the properties of a range of rocks. This high level of co-operation led to very good learning. Teachers encourage pupils to think of others, so that they are eager to help around school and act as friends to younger pupils. This further contributes to the 'family atmosphere' of the school and gives pupils confidence to learn.

A very good curriculum gives pupils a wide range of experiences.

14. Teachers give pupils a broad range of learning experiences across all subjects of the curriculum. This is particularly appreciated by many parents and contributes to their very high regard for the school. The school places an appropriately high priority on learning in English and mathematics. However, teachers have made effective use of national guidance to introduce new schemes of work in all subjects. These ensure that pupils learn well in all subjects. A carefully planned programme for personal, social and health education enables pupils to consider issues relating to their health, growth and personal safety.
15. Teachers give pupils good opportunities to develop and apply literacy skills across the curriculum. They use their reading skills well, for example when finding information for geography and history lessons. They have good opportunities to write in a range of styles to support their learning. Teachers develop pupils' numeracy skills through good attention to problem-solving. Effective use of the National Numeracy Strategy is helping teachers to plan sessions that are demanding and promote pupils' use of mathematical language. For example, Year 6 pupils have to think very hard when investigating and explaining the outcomes of multiplying and dividing odd and even numbers. Teachers in the junior classes make good use of homework to stretch pupils, particularly the most able.
16. The many visits and visitors to the school provide opportunities for pupils to learn about their own cultural heritage. Visits to places of historical or geographical interest and museums enhance learning in subjects such as history and geography. Years 5 and 6 pupils take part in an annual extended residential visit that is a strong stimulus for a broad range of work in the classroom. In addition, it promotes pupils' social development very well. There are many interesting activities for pupils out of lessons that effectively extend pupils' learning and social skills. Young pupils learn the recorder and this kindles an

interest in music that is developed through the school. Most older pupils learn to play musical instruments such as strings and woodwind through a well-managed system of lessons. They use their developing skills well for performances of the choir or the band and in their class music lessons. This was seen when Years 5 and 6 pupils used music notation to record their own compositions that resulted from an art experience called *Fire and Ice*. Sporting clubs include football, netball and athletics and pupils reach good standards. They enjoy playing together and they widen their experiences effectively when they play competitively with other schools.

WHAT COULD BE IMPROVED

Teachers' expectations of higher attaining pupils in the reception and infant classes are not consistently high enough.

17. Although the range of activities in the reception and infant classes is good, the school could do more to meet the needs of the most able pupils. Past work shows that teachers do not consistently set work at a sufficiently challenging level. This was confirmed in some lessons seen, particularly apparent in the teaching of mathematics. For example, a reception class activity, matching halves of animals, was effective in enabling children to play together well. It contributed effectively to their personal and social development as they shared cards, took turns and acknowledged the winner. However, the mathematical content of the activity was below that of the children involved, one of whom could already confidently count in twos. Similarly, teachers do not consistently set clear enough challenges for pupils in the role-play area to promote their imaginative response and their learning. In a Year 2 mathematics lesson on fractions, the activities were well planned and included good practical work. However, the intended learning did not take enough account of the higher attainment of the pupils in the class and pupils soon went beyond the planning. The teacher responded effectively to her recognition and assessment of pupils' successes and changed the lesson to stretch the pupils. However, clearer assessment of what pupils knew before the lesson would have accelerated learning further.

The work of co-ordinators in monitoring standards and developments could be extended.

18. The last report indicated the need for the school to develop the role of co-ordinators. However, substantial staff changes, including appointments of newly qualified teachers, have slowed the process and some subjects do not currently have co-ordinators. However, the school has been successful in some aspects of the process particularly in co-ordinating mathematics and English. In these subjects, observation of lessons, examination of pupils' work and analysis of performance in tests and assessments are steering progress well. In mathematics, for example, this is directly leading to better teaching and rising standards. Co-ordination of other subjects, however, has not advanced at the same pace. Although co-ordinators have introduced new curriculum documents, making good use of national guidance, there has been little monitoring of how effective these are. Although the co-ordinators for mathematics and English have observed teaching to help to share good practice, this has not happened in other subjects. This limits the extent to which the school can target developments accurately at its strengths, weaknesses and pupils' needs. The school rightly intends to continue development of the co-ordinator's role in line with the school development plan. This will ensure that it will support the priorities identified in the development plan through more opportunities for the co-ordinators to give staff extra support.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The school has made good improvement since the last inspection and has established a clear framework for improvement. As a part of this continuing process, the headteacher, staff and governors should now:
- (1) ensure that teachers in the reception and infant classes make full use of what they know about pupils to give good challenge to higher attaining pupils;
 - (2) ensure that co-ordinators monitor the quality of teaching and pupils' standards of attainment in all subjects to identify and evaluate priorities for development.

The school has already identified the extension of the co-ordinators' role in its current priorities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	6	3	0	0	0
Percentage	7	33	40	20	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 six 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)	103
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

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

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above*	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above*	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (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	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above*	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	85 (80)	85 (90)	92 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above*	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	85 (80)	85 (80)	92 (90)
	National	72 (70)	74 (72)	82 (79)

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

* Details of the numbers of boys and girls have not been included because there were 10 or fewer in each year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
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)	5.5
Number of pupils per qualified teacher	19.3
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	70

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	237,715
Total expenditure	228,580
Expenditure per pupil	2,356
Balance brought forward from previous year	19,089
Balance carried forward to next year	28,225

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 45%

Number of questionnaires sent out	106
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	64	32	2	2	0
The teaching is good.	92	4	2	0	2
I am kept well informed about how my child is getting on.	67	23	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	71	27	2	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	81	19	0	0	0
The school provides an interesting range of activities outside lessons.	75	25	0	0	0