

INSPECTION REPORT

MARSHSIDE PRIMARY SCHOOL

Southport

LEA area: Sefton

Unique reference number: 104866

Headteacher: Mr C Wright

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 1st – 2nd May 2001

Inspection number: 196205

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 years

Gender of pupils: Mixed

School address: Elswick Road
Marshside
Southport

Postcode: PR9 9XA

Telephone number: 01704 211177

Fax number: 01704 232699

Appropriate authority: The governing body

Name of chair of governors: Mr J Bartlett

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4341	Mr D Clegg	Team inspector
19341	Mr T Heavey	Lay inspector
23276	Ms M Mann	Registered inspector

The inspection contractor was:

Wessex Education

1 Albert Road
Dorchester
Dorset
DT1 1SE

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marshside Primary School is an average sized primary school with 216 pupils on roll. Pupils are organised into seven classes each with a single age group. There is a broadly similar number of pupils in most year groups but in Year 3 there are significantly more boys than girls. The school serves an area made up of privately owned and rented accommodation.

Over 98 per cent of pupils are white and there are no pupils for whom English is an additional language. About 15 per cent of pupils is eligible for free school meals, slightly below the national average

Thirty-four pupils, about 16 per cent, are on the special educational needs register, which is below average. However, 20 pupils are on stages 3 – 5 and four pupils have statements of educational needs, slightly above average. The main difficulties are specific or moderate learning difficulties. Most children who enter the school in the reception class have some pre-school experience. They are attaining broadly average standards when they start school.

HOW GOOD THE SCHOOL IS

This is a very good school. All pupils achieve well and many achieve very well. The oldest pupils attain high standards in English, mathematics and science. The majority of pupils make good progress as a result of the consistently good or very good teaching. The school has a clear sense of direction and purpose due to the very good manner in which it is led and managed. The leadership of the school seeks constant improvement and everyone associated with the school works effectively to ensure its success. The school offers very good value for money

What the school does well

- Pupils achieve well throughout the school and gain good results in national tests for eleven-year-olds
- The youngest children get off to a good start and make good progress
- Pupils have very positive attitudes to school and their personal development is good
- Teaching is consistently good or very good
- The school is very well led and managed

What could be improved

- Standards attained by the older pupils in some aspects of information and communication technology (ICT)
- The provision of large play equipment 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

There has been very good improvement since the last inspection. Standards have risen, particularly for the eleven-year-olds. Overall, throughout the school levels of attainment are better than at the last inspection with most pupils making good or very good progress. However, standards in some aspects of information and communication technology (ICT) are below expectations for eleven-year-olds which is a decline since the last inspection. The quality of teaching has improved and the school is making good use of the national strategies for teaching literacy and numeracy.

The issues identified in the last report have all successfully been addressed. In particular the assessment arrangements are much stronger and make a significant contribution to raising standards. Assessment data is used to plan the next steps in learning and pupils' progress is carefully monitored.

Management procedures are much stronger; the deputy head teacher plays a full part in the running of

the school and subject co-ordinators are especially effective in monitoring their subjects.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A
mathematics	B	A	A	A
science	B	A	C	C

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

Eleven-year-olds consistently achieve high standards in National Curriculum tests. The results in English and mathematics are well above the national average and well above those of similar schools. Overall, over the last three years results have been consistently high. Whilst standards in English are high, there is some difference in achievement in reading and writing. Reading is significantly stronger than writing but the school has taken action to raise standards in writing and this is leading to improvements across the school. Standards in science are generally above the average over the three-year period. The school is fully aware of the dip in standards in the most recent results and has taken steps to bring about improvement.

Results for seven-year-olds in National Curriculum tests in reading, writing and mathematics are not as high as for eleven-year-olds but are nevertheless at or above the national average. There are indications that standards for seven-year-olds are also improving. Throughout the school all pupils achieve well and reach the standards that they should.

The youngest children also achieve well and get a good start to learning. They reach and often exceed the expected levels of attainment for children at the start of Year 1. This good start is built on as pupils move through the school. By the time they leave the school the pupils are well equipped to benefit from the next stage of learning.

The older pupils do not attain the expected standards in some aspects of information communication technology (ICT).

The school has set ambitious and challenging targets for 2002 when the aim is for 85 per cent of eleven-year-olds to achieve at least average levels in English and 89 per cent to achieve average levels in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard and enjoy their success. The oldest pupils are mature and sensible and well prepared for the next stage of education.
Behaviour, in and out of classrooms	Very good. Pupils act responsibly and behave in a sensible manner.
Personal development and	Personal development is good, pupils have a good sense of

relationships	responsibility. Relationships are strong at all levels and are a very positive feature of the school ethos
Attendance	Satisfactory, in line with the national average

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of teaching is consistently good and often very good. All lessons seen were satisfactory and over 90 per cent were good with almost 40 per cent very good. The well planned, purposeful lessons are a major factor in pupils' high achievement. The teachers make good use of the national strategies for teaching literacy and numeracy and use the guidance to create interesting and very successful lessons. They provide work and activities that meet the needs of all pupils and, due to careful assessments, have a sharp awareness of individual needs. The high quality teaching ensures that all pupils achieve the standards of which they are capable and make good and occasionally very good progress.

Teachers have high expectations and are unafraid to stretch even the youngest pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets all requirements.
Provision for pupils with special educational needs	Pupils benefit from the focused support and achieve well
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strong feature of the school. Provision for social and moral development is very good. Pupils are given good opportunities to learn how to act responsibly and build successful relationships.
How well the school cares for its pupils	A very strong feature of the school. There are good systems for all aspects of pupils' welfare.

The assessment of pupils' academic progress is much improved and is now a significant strength of the school. Until very recently the school has not been sufficiently well equipped to teach all aspects of information and communication technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the head teacher and deputy head. The school has a very clear sense of purpose and direction.
How well the governors fulfil their responsibilities	Governors are knowledgeable and fulfil their responsibilities very well.
The school's evaluation of its performance	Excellent use is made of data to identify areas for improvement and to inform curriculum provision and the allocation of support. Action taken is generally effective.
The strategic use of resources	The school makes very good use of the resources available.

The leadership and management of the school is a significant strength. All staff make a valuable contribution to the work of the school and there is a strong sense of teamwork at all levels. The management takes appropriate steps to achieve best value in the use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school• Children make good progress• Behaviour in school is good• Children are well taught• The teachers are approachable	There were no significant concerns

The parents are fully justified in having confidence in the school. Pupils are well behaved and the good teaching ensures they make good progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well throughout the school and gain good results in national tests for eleven-year-olds

1. Throughout the school pupils make good and occasionally very good progress and achieve standards that are often above those generally expected. The school successfully equips pupils to benefit from the next stage of education by ensuring that they have a good level of understanding in the basic skills of English and mathematics. Pupils also enjoy a wide range of success in other subjects and achieve well in, for instance, design and technology, science and art and design.
2. Five-year-olds get off to a good start in acquiring early literacy skills and by the time they are seven pupils are well on their way to becoming fluent readers who enjoy books and understand what they read. They know about the sounds that different letters make and use this to have a good try at reading new words. They are chatty and enjoy talking about the work that they do and the jobs they have 'Did you see those African masks in the hall? – we did them' and 'we collect books in' or 'we look after things'. Although standards in writing are not as high as reading, written work is showing signs of improvement due to the emphasis given to improving spelling. Stories are well constructed using sentences and simple punctuation. Full stops, capital letters and occasionally speech marks, are used accurately. Children write successfully in different styles including stories, letters and poems.
3. Seven-year-olds have also achieved a good level of understanding about numbers and how they work. Six-year-olds successfully order numbers and are beginning to recognise simple patterns that help them in their work. For instance one boy soon understood that as the number he took away from 19 got larger the answer became smaller and this helped him to work out the answers to several sums. Teachers make sure that children understand the number system and they successfully teach children how to use different ways of calculating. Using good equipment, such as number fans and number lines, they encourage children to use counting on or back to find the difference between numbers or to add them together. By the time they are seven many children already add and take away numbers up to 100. Pupils are also beginning to have a good grasp of place value and this is providing them with a good base for the next stage in learning.
4. The older pupils continue to achieve well and in many lessons they make very good progress especially in reading and mathematics and increasingly in writing. The oldest pupils, particularly the girls, are confident and mature and talk sensibly about their work and the books they have read and the characters they like and those they do not. They are keen readers and enjoy a good range of fiction from the classic books of C S Lewis to the modern novels of Jacqueline Wilson and J K Rowlings. They are aware of the different genre of books and justify their preferences. They are very enthusiastic about Harry Potter because the books are 'action packed' and Harry is 'mischievous, daring and brave'. Girls enjoyed the contrasting personalities of the twins in Jacqueline Wilson's book, 'Doubleact'.
5. Written work is not as strong as reading but there are signs of improvement with most pupils working at the average level; some of the eight and nine-year-olds are producing some good work of a high standard. Spellings are accurate and pupils use a wider range of punctuation, commas, inverted commas and paragraphs to improve their

stories. Occasionally, stories use words in imaginative ways but this is not common and one of the features that is hindering pupils gaining the higher levels.

6. Mathematics is very well taught and seven to eleven-year-olds achieve well by building on and extending the work done previously. Eight and nine-year-olds are comfortable working with large numbers and are increasingly using the four operations. Ten-year-olds have a secure grasp of place value and can use what they know to solve problems using more than one operation. They also have well-developed mental strategies for working things out, using fast methods and easy numbers such as 10s and 100s to work out problems. The oldest pupils have a good understanding of the relationship between fractions, decimals and percentages and many of the higher attaining pupils are already working at above average levels for their age.
7. A particular strength is the way in which literacy and numeracy skills are used in other subjects. Writing skills are used to record work in science where there is some good use of charts and tables to extend the range of writing opportunities. There is some scope to extend the use of writing skills to encourage pupils to be more independent in the way in which they record in subjects such as history and geography. Numeracy skills are also well used in science with consistent recourse to measuring accurately and recording results on graphs and using these to make deductions and draw conclusions.

The youngest children get off to a good start and make good progress

8. Consistently good or very good teaching of the youngest children means that they get off to a good start right from the moment they enter the school. The visits to the reception class, made by children before they actually start school, help them to settle in very quickly and to rapidly become familiar with school routines. The majority of children make good and occasionally very good progress in developing early understanding in all aspects of learning. A key to the good progress is the high quality teaching characterised by high expectations, well-planned lessons and constant attention to assessing how well children are doing.
9. The learning environment is well organised and makes good use of the available space. However, the school is very aware of the lack of space, including the very limited secure space for outside activities and has in place a building plan to increase the area available.
10. Resources, apart from the provision for large play equipment, are good and used effectively. There is a very good partnership between the teacher and the nursery nurse who makes a full and effective contribution to the children's progress. For instance, in a numeracy session with the whole class the nursery nurse made careful observations, noting which children may need further help. These on-going assessments are sensibly used to plan specific activities for groups or individuals and this makes sure that all children benefit from the teaching.
11. The teacher is unafraid to stretch children and demonstrates a high level of understanding about what young children need and what they are capable of learning. In literacy for instance, children are given a good early introduction to reading activities and introduced to letter sounds, rhymes and how pictures can help to tell a story. The teaching focuses upon extending children's vocabulary through stories and discussions in which all children are encouraged to take part. All contributions are valued and acknowledged, the children often burst into spontaneous applause following individual contributions and the teacher or assistant is invariably positive, typically remarking ' that

is marvellous'.

12. High expectations are also evident in numeracy lessons where children are learning about large numbers, being asked to count up to and beyond 50 and think about doubling numbers by repeating the same number of jumps on a number track. Again skilful and knowledgeable teaching makes sure that children engage with challenging work despite the fact that they may not be able to record everything that they do. For example, to record the doubles, children simply used marks in different colours to represent the numbers. The good progress makes sure that all children are fully equipped for starting the National Curriculum, with the great majority of children reaching the expected levels for their age and many achieving beyond them.

Pupils have very positive attitudes to school and their personal development is good

13. A strong positive ethos pervades all aspects of the school. Pupils of all ages respond very keenly to the high expectations that are a hallmark of the school. In lessons they behave very well, listening attentively and participating eagerly in, for example, discussions. The regular routines and consistent approach of all teachers gives pupils a sense of security. The good behaviour is achieved through good teaching and well-matched work. Throughout the school, discipline is maintained through well-managed lessons and interesting work that pupils enjoy. Positive relationships are a strong feature of the school. During assemblies the head teacher sits with the whole school and talks with them in a relaxed and friendly manner. He addresses pupils from across the school by name and is genuinely interested in what they have to say. In lessons the rapport between teachers and pupils is based on respect and genuine enjoyment of each other's company. This results in a harmonious working environment that is very conducive to learning.
14. Pupils are very positive about their work. They are keen to do well and enjoy the success they have. The older pupils are enthusiastic about lessons and have a good idea of how well they are doing. They are mature and sensible, particularly the girls, and take full advantage of the responsibilities they are given to look after the younger pupils and to help in the smooth running of the school. For instance, they conscientiously attend to line duty making sure that children come into school in a safe and sensible manner, others successfully run the school tuck shop at break time.
15. Pupils have a growing sense of right and wrong. The youngest children understand about simple rules for playing games and are learning to share equipment and take turns. The older pupils are becoming increasingly aware of the needs of others through, for instance, the sponsoring through school of a young Nepalese girl.

Teaching is consistently good or very good

16. The good and very good quality of teaching is a key factor in the school's success. Good, well-planned lessons that consistently meet the needs of all pupils are ensuring that pupils achieve the standards of which they are capable and make good progress. Lessons proceed at a good pace because teachers are always clear about what they are teaching. They are very aware of the different levels of attainment of pupils and generally successfully provide a range of suitable work. For instance, in several mathematics lessons, worksheets were specifically designed for different groups. The worksheets are carefully designed so that pupils are challenged to use and adapt what they know to solve a range of problems, rather than simply having to do the same kind of calculation over and over again.

17. The teachers are making very good use of the two national strategies for teaching literacy and numeracy. Literacy and numeracy lessons are very sharply focused and use a good range of teaching strategies. The introductions to lessons are very purposeful. In numeracy lessons pupils are taught mental calculation strategies during brisk question and answer sessions where all pupils are fully involved. In literacy lessons all pupils are involved, for instance, in an evaluation of a story all contributed to improving it through volunteering ideas such as using the word 'boasted' instead of 'said' and using more evocative vocabulary such as 'comfort' and 'cuddle'. Teachers teach with real confidence; they are knowledgeable and have high expectations of pupils in terms of how they will behave and what they will achieve. Pupils are encouraged to take part in lessons and their work is valued 'These are your ideas and they are important' 'Have a try' are characteristic refrains in many lessons. In numeracy lessons the teachers are fully aware of the need to make sure pupils understand numbers and how they work. They skilfully teach methods of writing sums down that rely on a thorough grasp of place value and explain how one method relates to another. This helps pupils to deepen their understanding.
18. Skilful questioning stimulates pupils and makes demands on them; 'how does this passage create fear?' produces a widening vocabulary as pupils volunteer suggestions about the use of language to create atmosphere. Teachers are very attuned to how well pupils are learning; they assess levels of understanding and provide support where necessary or adapt work to meet needs. At the end of each series of lessons, the teachers assess the progress and use this to plan the next series of lessons.
19. There are good working relationships in all lessons. Teachers manage pupils very well, always emphasising the positive and encouraging participation. They are giving pupils the opportunity to develop good working habits that stand them in good stead as they work their way up the school. Classroom assistants also contribute to the positive learning atmosphere and play a full part in the success of the lessons. Often they support groups of pupils and have a very clear brief to follow. Assistants contribute to the progress children make by observing and recording how well children are participating in lessons and feeding this back to the teacher

The school is very well led and managed

20. The head teacher successfully promotes a strong sense of teamwork amongst all those who work at the school. There is a shared sense of direction and purpose and a firm commitment to ensuring that all pupils do their best. Since the last inspection the management team has been significantly enhanced by the appointment of a new deputy head who plays a full and important part in the way the school develops.
21. The management has particular strengths that underpin the school's success. The head teacher and deputy head are particularly effective in monitoring and evaluating the work of the school. Employing many of the strategies used in school inspections, they gain a very clear view of what the school does well and what needs to be improved. For instance, the analysis of results of National Curriculum tests enabled them to identify that attainment in reading was much better than attainment in writing and, in particular, in spelling. This initial identification was then followed by concerted action on the part of all teachers to address the weaknesses in spelling. The action the school has taken to improve spelling and other aspects of written work has been successful and there are clear signs that the quality of writing is beginning to improve.
22. The issues for improvement, identified in the last report, have been very successfully addressed and some of these have resulted in significant improvements in the

standards attained. The assessment procedures have been completely overhauled and they now make a major contribution to the good levels of achievement. All pupils are regularly assessed and their progress is monitored. The head teacher uses information about how groups of pupils are expected to progress to monitor the rate of progress of individuals; teachers are very alert to any pupils who may be falling behind. Those pupils who may not be progressing fast enough are identified and given extra support and are successfully helped.

23. The information about pupils' progress helps teachers to plan their work. At the start of each school year, all teachers are given a detailed profile of the progress and attainment of the pupils in their class and this helps them to plan lessons that meet the needs of all children.
24. The governing body also plays an important part in how the school improves. They ask searching questions and make a full contribution to the school improvement planning process. They take their work very seriously and are determined to ensure the continued success of the school.

WHAT COULD BE IMPROVED

Standards attained by the older pupils in some aspects of ICT

25. The school has only recently had sufficient equipment to teach the full range of ICT. Seven-year-olds are already starting to benefit from the provision of the ICT suite and the standards they are attaining are well up to those expected. However, the older pupils have not had the benefit of the new suite and they have not been taught some aspects of the curriculum.
26. They reach the expected standards in aspects of ICT such as word-processing and successfully use these skills to produce extended pieces of writing. They are also familiar with using ICT to handle data and use this in recording information and producing graphs and pictures to represent their findings. However, they have not been taught or experienced how ICT can be used to control devices or how computers can monitor changes in the environment. In these aspects the lack of opportunity has resulted in attainment that is below expectations.

The provision of large play equipment for the under fives

27. The curriculum for the under-fives is overall a good one but there is too limited opportunity for children to play with large equipment. To some extent this is the result of inadequate secure play area for the youngest pupils. The current area is safe and secure but very limited in size and large equipment has not been purchased because of the lack of storage facilities. The school is aware of this deficiency in provision and currently has plans to increase the size of the play area and improve the quality of provision by providing a range of larger toys.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to improve further the standards attained and the quality of education provided the governing body, working closely with the head teacher should:

Raise standards in ICT for the older pupils by:

- ensuring that all pupils are taught all the aspects of ICT required by the National Curriculum;
- giving the older pupils sufficient opportunity to catch up on the opportunities they have missed in earlier year groups.

Improve the provision for physical development for the under-fives by:

- implementing the planned building improvements;
- providing a better range of big toys.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	56	6	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)	216
Number of full-time pupils eligible for free school meals	33

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	34

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	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	24	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	24
	Girls	7	7	8
	Total	27	27	32
Percentage of pupils at NC level 2 or above	School	84 (93)	84 (89)	100 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	24
	Girls	7	8	8
	Total	28	32	32
Percentage of pupils at NC level 2 or above	School	88 (96)	100 (93)	100 (100)
	National	84 (82)	88 (86)	88 (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
		2000	13	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	11
	Girls	12	13	13
	Total	24	25	24
Percentage of pupils at NC level 4 or above	School	83 (93)	86 (79)	83 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	10
	Girls	10	12	12
	Total	18	23	22
Percentage of pupils at NC level 4 or above	School	62 (86)	79 (79)	76 (86)
	National	70 (68)	72 (69)	79 (75)

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

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	184
Any other minority ethnic group	3

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)	9.5
Number of pupils per qualified teacher	22.7
Average class size	30.9

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	131

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	394,318
Total expenditure	381,357
Expenditure per pupil	1,825
Balance brought forward from previous year	12,708
Balance carried forward to next year	25,669

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	58	39	3	0	0
Behaviour in the school is good.	58	40	2	0	0
My child gets the right amount of work to do at home.	43	49	6	3	0
The teaching is good.	65	32	1	1	1
I am kept well informed about how my child is getting on.	58	34	5	1	2
I would feel comfortable about approaching the school with questions or a problem.	75	17	4	4	1
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	53	33	8	4	2
The school is well led and managed.	62	26	5	2	5
The school is helping my child become mature and responsible.	60	36	1	0	3
The school provides an interesting range of activities outside lessons.	45	38	8	4	6