

INSPECTION REPORT

**EAST MARKHAM COUNTY PRIMARY
SCHOOL**

Newark

LEA area: Nottinghamshire

Unique reference number: 122638

Headteacher: Mr D Herrett

Reporting inspector: Dr B D Male
14906

Dates of inspection: 3rd – 4th April 2000

Inspection number: 196875

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: Askham Road
East Markham
Newark
Nottinghamshire
Postcode: NG22 0RG

Telephone number: 01777 870439

Fax number: 01777 872322

Appropriate authority: Governing Body

Name of chair of governors: Mr M Jones

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
Pupils attain high standards	
Teaching is good	
Relationships, behaviour & attitudes are excellent	
The school is well led	
Good provision for pupils' personal development	
WHAT COULD BE IMPROVED	12
Class sizes are large	
Arrangements for child protection	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Markham is a County Primary School serving a rural community with many children coming from outside the village. It takes pupils from 4 to 11 years old, and is maintained by the Nottinghamshire LEA. It serves a wide rural area where social conditions are mainly favourable. Most pupils start school with standards of attainment slightly above those expected.

At the time of the inspection there were 111 pupils on roll in 3 classes. Nine of the pupils were under five years and attended the Reception Class on a part-time basis. Nine per cent of pupils are eligible for free schools meals which is below the national average. Fourteen per cent of the pupils are on the Special Needs Register which is below the national average. There is no pupil for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school where pupils' achievement is high. The headteacher has had a significant impact on the school. The school has improved significantly since the last inspection in terms of standards of attainment, and has further improved the quality of teaching, and the behaviour and attitudes of the pupils. The high standards result from the pupils' excellent attitudes, the clear focus of the teaching and the support pupils receive from their parents. Pupils make good progress across the school and last year's scores in national tests for both seven years olds and eleven years olds were in the top five percent of the country. This represents very good achievement for the pupils. The school sets realistically high targets and makes very good progress in attaining them. It gives good value for money.

What the school does well

- Pupils attain high standards, particularly in the key areas of English and mathematics.
- Teaching is good and focuses well on raising standards.
- Behaviour, relationships and attitudes to work are excellent.
- The school is well led, and evaluates its work very effectively.
- The school makes good provision for pupils' personal development.

What could be improved

- The school's class sizes are very large and its building is presently inadequate for the number of pupils
- Arrangements for child protection need improving

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

The school's strengths far outweigh those areas needing improvement. The school is aware of the problems caused by class size, and work is about to start on an extension to the school building.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then, standards of attainment have risen significantly, and the school has further improved the good attitudes and behaviour of the pupils. The quality of teaching has also improved and is now good overall and very good at Key Stage 1. The school has made very good progress in addressing the key issues raised by the last inspection report, and is well placed to continue this strong trend of improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A*	A*
mathematics	B	A	A*	A*
science	A	B	A*	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

There has been a significant improvement in standards since 1996, and consistently high standards over the last three years. Standards in English, mathematics and science were in the top five percent of schools. Inspection evidence shows that overall standards are not so high in the present Year 6 pupils, particularly in English. In a relatively small school standards tend to vary from year to year with different classes, but the underlying trend here is one of maintaining high standards. The high standards are also being maintained at Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to learning. They are keen to get on with their work and sustain their concentration well. There is a strong commitment to learning and a very good work ethic. This makes a significant contribution to the high standards attained.
Behaviour, in and out of classrooms	Behaviour is excellent in class and around the school. Pupils are respectful of adults and continue to behave very well when unsupervised.
Personal development and relationships	There are excellent relationships across the school and a very positive ethos in which pupils work and play very well together.
Attendance	Attendance is above 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	Satisfactory	Very 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.

In the school as a whole, almost a quarter of the teaching was very good or outstanding, and over three quarters was good or better. No teaching was unsatisfactory. This is a very strong profile and a significant factor in the high standards attained by the pupils. Across the school there are excellent relationships and very good management of behaviour. Assessment arrangements are thorough and the information is generally used well to focus teaching. Planning is good and learning objectives are clear. At Key Stage 1, there is a very high level of challenge together with a brisk pace to lessons and a very lively approach to which the pupils respond very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is focused on numeracy and literacy, and this has contributed to the high standards. Opportunities for physical education are severely limited by the building.
Provision for pupils with special educational needs	The school makes appropriate provision for pupils with special educational needs. Individual education plans are appropriately drawn up, but some could have sharper targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes generally good provision in this area. Social and moral provision is very good, and cultural and spiritual provision is sound, although provision for multicultural education needs extending. Opportunities for pupils to take responsibility and develop self-discipline are very good around the school, but are restricted for older pupils within lessons by the large class sizes.
How well the school cares for its pupils	The school provides a generally good standard of care, but arrangements for child protection are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide strong curriculum and pastoral leadership for the school. The staff work well together and have created a very positive, caring ethos which underpins the high standards. Core subject co-ordinators have a very good oversight of their subjects.
How well the governors fulfil their responsibilities	The governors have a good overview of the school and are actively involved in its work. They fulfil their duties well. The management of resources needs reconsideration in order to create small classes.

The school's evaluation of its performance	The school has some very good procedures for evaluating its performance. Assessment and test data are analysed thoroughly and targets are tracked effectively.
The strategic use of resources	The school needs to ensure that financial, staffing and accommodation resources are allocated to allow class sizes to be much smaller than at present. Apart from this, resources are used effectively across the school, the principles of best practice are observed and the school gives good value for money.

Classes are very large, but the school has an adequate overall teacher-pupil ratio, as the headteacher is not class-based. The school building is presently inadequate for the number of pupils, but plans are in hand for an extension. The school has no hall, and one classroom is used for assemblies. This further restricts the school's ability to make classes smaller whilst not significantly increasing other educational opportunities as the room is not big enough to function as a hall. The room is rented on some mornings to a playgroup, and this further restricts the educational opportunities for children in the school. The building is in a poor state of repair, and the roof leaks to such an extent that part of a ceiling tile collapsed during the inspection. The cost of repairs restricts the amount of money available for educational purposes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The level of challenge to the pupils • The progress pupils make and the standards they achieve • The standards of behaviour • The way in which the school is led and managed • The openness of the school to parents 	<ul style="list-style-type: none"> • There is no area that a significant number of parents would like to see improved

Parents were very supportive of the school in their responses to the questionnaire and in the meeting with inspectors. The inspection endorses their very positive view of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards, particularly in the key areas of English and mathematics

1. The school's scores in national tests for eleven-year-olds in English and mathematics were well above the national average in 1998, and in the top five percent of schools in 1999. This is a significant improvement since the last inspection. Inspection evidence indicates that standards this year may not be quite so high, particularly in English, but the underlying trend is one of maintaining high standards. In a relatively small school standards often vary from year to year as different pupils pass through the school and the variation in standards is no more than might be expected. Pupils enter the main school as 4-year-olds with standards of attainment in these aspects already above average, and make good progress through the school. This results from the quality of the teaching, from the pupils' own very positive attitudes to their work, and from the support pupils receive from their parents.
2. Standards at the end of Key Stage 1, as measured by national tests, have been consistently above average in mathematics over the last four years, and rose sharply last year. Standards in reading and writing have risen from below average in 1996 to very high in 1999. Scores for all three aspects were in the top five percent of schools in 1999. Inspection evidence indicates that this year's standards are similarly high.
3. In mathematics, pupils have a good facility with number across the school. By the age of seven, pupils have already developed a good understanding of place value and recall of number facts. They have a good understanding of shape and space. By the age of eleven, a well above average number of pupils are achieving the higher level (Level 5). In one Year 5/6 lesson on sequences, pupils showed that they were able to handle concepts of negative integers with confidence, and understood well the equivalence of proportional quantities. There is a particularly strong understanding of data handling with pupils able to suggest what would happen to a graph of distance travelled over time if speed varied. Some were even able to predict the effect on the graph of travelling back in time!
4. In English, standards in speaking and listening are high across the school, and most pupils are able to talk confidently in a wide range of contexts. Most older pupils are able to pay close attention to what others are saying when working in groups, and their contributions take account of others' views, but there could be more opportunities for this. Year 3/4 pupils worked very well in pairs and reached agreement skilfully when writing instructions for playing games. Most Year 5/6 pupils are good at expressing their views, but have had less experience of questioning others to explore their opinions.
5. Standards in reading are high across the school. By the age of seven, most pupils are already able to read a range of texts fluently and accurately. By eleven, pupils are able to look for meaning beyond the literal and, through work in the Literacy Hour, are aware of the literary devices being used. They can identify the key points of a text and use examples to support their views, although some still find some difficulty with this. Year 5/6 pupils were able to point to sentences and phrases that indicated the personality of different characters in a passage from "Goodnight Mr Tom", but this did not require them to seek meaning beyond the literal which is the requirement of the higher level.

- Standards in writing are high at the end of Key Stage 1, but at Key Stage 2 they are not as high as those in reading and in speaking and listening. By the age of seven, most pupils are technically competent, using grammar and punctuation correctly and spelling words accurately. Many are able to write very interesting pieces where writing is organised, imaginative and clear. At the end of Key Stage 2, there are a number of pupils whose technical ability, in terms of grammar, punctuation and spelling, is still not well developed. There are others who are technically competent, but whose ability to structure longer pieces of writing and to use words for variety and interest is less well developed. The number of pupils attaining the higher levels (where writing is varied and interesting, vocabulary choices are imaginative and words are used precisely) is less than in reading or mathematics. Some pupils have been influenced by their reading and have developed a literary style with imaginative and sometime elaborate descriptions. Others can manage a more terse style, with one pupil, when referring to his classmates rushing to be first to collect a dictionary, writing laconically, "I hadn't realised they were so keen to look up words".

Teaching is good and focuses well on raising standards

- In the school as a whole, almost a quarter of the teaching was very good or outstanding, and over three quarters was good or better. No teaching was unsatisfactory. This is a very strong profile and a significant factor in the high standards attained by the pupils. The quality of the teaching encourages the pupils' very good attitudes, and promotes the high standards. Teaching is particularly strong at Key Stage 1.
- Teachers manage their very large classes well. There is very effective management of pupils who respond very well to their teachers. Excellent behaviour is maintained and a very good ethos for work created. Teachers are able to create a pleasant relaxed atmosphere where pupils can feel confident and are not ignored. The extremely high number of pupils in Class I in the afternoons all have a chance to contribute and enjoy stimulating experiences; for instance when looking at Edwardian clothes in a history lesson. Work is very well prepared for the high number of Year 3/4 pupils who work very well independently in their groups. The small mobile classroom restricts opportunities for the exceptionally large class of older pupils and requires a more formal style of teaching and learning. The particularly good organisation that is required for the teacher to cope with such high numbers in such a restricted space was evident in a design and technology lesson where pupils engaged safely in a range of practical sawing and joining activities.
- Across the school, teachers have very good relationships with their pupils and they care for them as individuals. Pupils respond well to this and want to please their teachers. The relationships and care also encourage the pupils' confidence and develop their excellent attitudes. Most teachers listen well to their pupils and value their contributions, and this encourages pupils to be creative in their thinking because they know their thoughts will be valued. This is particularly evident at Key Stage 1, where the teacher has some particularly good techniques for pointing out where an answer is wrong whilst maintaining the pupils' self-esteem.
- The school has developed a range of good techniques for assessing pupils' attainment and progress. The results of these assessments are rigorously analysed to give information about the performance of the school, and about what groups of pupils need to learn. The very best teaching uses this information to focus very sharply on groups and individuals within the class, and to ensure that the challenge is high for all. This was the case in a very good Year 3/4 lesson on data handling where pupils' previous

knowledge of charts was built on well to introduce the notion of scale at different levels. This could be developed further to ensure that work is differentiated by the pupils' previous learning rather than general degrees of difficulty.

11. Lessons are well planned and structured with clear learning objectives that are shared with the pupils. This helps pupils to progress and also helps with the pace of the lessons, which are seldom side-tracked from the main objective. For example, in a very good Class 1 lesson on money, pupils were asked to make up a sum of money up to a pound with real coins. They found this surprisingly difficult in their early attempts; for instance, starting counting out 2p coins to get to 87p. The teacher let them benefit from this practical experience for some time before intervening to suggest starting with a 50p coin. Because of their early experience, pupils were ready to seize on this suggestion and could see its advantage. Many then worked out that the next coin should be the next largest possible. The teaching was clear and the pace ideal to allow pupils to reflect upon their practical experiences and so move forward.

Relationships, behaviour and attitudes to work are excellent

12. Relationships are excellent across the school, and there is a very positive ethos in which pupils work and play well together. Pupils co-operate very well together in pairs and small groups, and are thoughtful of others' needs. For example, Year 5 and 6 pupils were very mindful of the space needed by others in the design and technology lesson when they were sawing wood in a very restricted space. Class 1 pupils shared the coins very well when counting, and were very content to use two 10p coins when someone else was using the 20p. Teachers set a very good example in the way they relate to pupils. They are caring, valuing, considerate and polite, and pupils have responded very well to this model. They are very appreciative of the efforts of their fellow pupils, often spontaneously saying "well done" when someone does well, and they listened with clear admiration to a pupil playing the trumpet in assembly.
13. The behaviour of pupils of all ages is excellent in class and around the school, and pupils are respectful of adults and their fellow pupils. They listen well in class lessons, and continue to behave very well when unsupervised. Pupils behave very well indeed in assemblies, and continued to do so even after part of a ceiling tile fell down part way through! The unseasonable snow prevented the observation of pupils in the playground during the inspection, but in the much more testing situation of the classroom during a succession of wet playtimes, behaviour continued to be excellent.
14. Pupils' attitudes to work are excellent. They are keen to get on with their work and they sustain their concentration well. The youngest pupils in the reception group are keen to follow stories from the 'big book' and sustain their concentration well in activities such as constructing mathematical patterns. Their interest in their work is illustrated by one young child who was keen to offer suggestions to her teacher on how they might improve their singing of an action song. There is a strong commitment to learning and a very good work ethic. This makes a very significant contribution to the progress the pupils make and the high standards they attain.

The school is well led and evaluates its work very effectively

15. The headteacher and his deputy provide strong curriculum and pastoral leadership for the school, and have created a very positive and caring ethos which underpins the high standards. There is a clear educational direction and very strong commitment to attaining the highest standards. The core subject co-ordinators have a very good

oversight of their subjects, and have tracked the progress of year groups across the school. They have particularly good knowledge of their subjects and have made a significant contribution to the high standards.

16. The headteacher has introduced some very effective measures to evaluate the school's performance. A great deal of assessment data are collected and analysed thoroughly. There is effective baseline assessment as the pupils enter school, and data from teacher assessments and standardised tests are collected and collated each year. The information from national tests for seven and eleven year olds is compared effectively with other schools. What is particularly effective is the way in which all this information is put together and analysed to build up a very effective picture of how individuals and groups are progressing, and how well the school as a whole is doing compared to other schools.
17. The school has made very good progress with the key issues raised since the last inspection, and has raised standards of attainment significantly. The headteacher has provided a good curriculum structure and ensured that schemes of work have been completed. The school development plan has been improved, and issues prioritised effectively, although some revision will be needed to take account of the opportunities provided by the new extension. Assessment procedures have been significantly improved, as has the role of curriculum co-ordinators. The school is well placed to continue its strong trend of improvement.

The school makes good provision for pupils' personal development

18. A significant aspect of the school's provision is the excellent relationships and the way in which teachers value the pupils as individuals. This allows pupils to develop in a supportive and caring atmosphere, where they can become confident and develop high self-esteem. There are some good practices in this area that put pupils into situations where they need to relate to others and take responsibilities. For instance, in Class 2, pupils entering data into the computer were required to select the next pupil and explain to them what to do. This was done very effectively, and greatly enhances self-esteem.
19. The supportive atmosphere also contains challenge and allows independence, and expectations in this aspect are high. During lessons such as the Literacy Hour, activities are very well planned so that pupils can work independently, and allow the teacher to work uninterrupted with the guided reading group. This is good practice and is also effective in promoting independence and self-reliance.
20. There is very good provision for social and moral development. Pupils are given time and opportunity to work and play together in a relaxed atmosphere that is not over-regimented, or too dominated, by adults, and they respond to this very well. The very large number of older pupils in the small mobile classroom restricts opportunities in this respect. For instance, pupils have to line up in silence to leave the room, although they show in the dining hall that their behaviour is excellent even when unsupervised. It is mainly the sheer number of people in the small room that restricts opportunities.

WHAT COULD BE IMPROVED

The school's class sizes are very large and its building is presently inadequate for the number of pupils.

21. At the time of the inspection there were 33 pupils in Class 1, 34 in Class 2 and 38 in Class 3. Class 1 was split for part of the week when a part-time teacher was present, and there were a total of 43 pupils including those attending part-time. A further five pupils were due to start part-time in the next term, at which time the ten presently part-time pupils would become full-time. These classes are unusually large and restrict educational opportunities, although teachers work very hard to overcome the disadvantages, and standards in the core subjects are high.
22. The overall ratio of teachers to pupils is only slightly above the national average if the headteacher and part-time teacher are taken into account. Although the headteacher spends a great deal of time supporting the work of Key Stage 2 teachers, this does not increase educational opportunities as much as the creation of another class.
23. Although the class sizes are large, the school spends only 62 per cent of its income on teachers when the national average is 71 per cent. Very few schools indeed spend such a small proportion of income on teachers. If the school spent at the upper quartile (75%) it would make available a further £26000 which is sufficient to employ an extra teacher. This would, of course, require savings to be made in other areas of the budget.
24. Even if an extra teacher were employed, the school building is presently too small to create an extra class, and the part-time teacher already takes her reception group in the same room as the Year 1/2 class. There is a further classroom available, but this is being used as a hall for assemblies and for classes to split from time to time. It also serves as a library and as the dining hall. The educational advantages gained by not using this room as a classroom do not outweigh the disadvantages of the large classes. The situation is further complicated by the decision to rent this room on some mornings each week to a playgroup. This severely restricts the educational opportunities available to the children in the school on these mornings, and at one time seventy two pupils gathered in the small mobile classroom for an act of corporate worship. This is clearly unacceptable.
25. The room used as a hall does not provide adequate facilities for physical education and this limits pupils' development in this area. The room is too small for physical education, particularly with such large classes, and is further restricted as there are kitchen units at one end and a library at the other.
26. At the time of the inspection, work was about to begin on the construction of an extra classroom but the intention was to use this not to create an extra class, but to allow the present part-time group to use a separate room. This would improve the situation to some extent in Class 1, although the spare classroom is already used to split this class, so the effect would not be great.

Arrangements for child protection need improvement

27. At the time of the inspection there was some uncertainty about who was the person 'named' as responsible for child protection. This has since been clarified as the headteacher. Neither he, nor other members of the staff, had had the recent training that is required in this important area of the school's responsibility.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to maintain its high standards, the school needs to:
- reconsider the deployment of its resources so that class sizes are reduced and the new classroom is used to maximum effect.
 - make clear who is the person responsible for child protection, and arrange for appropriate training of staff.

GENERAL

29. This is a good school where pupils' achievement is high and their behaviour and attitudes are excellent. The school provides a very supportive but challenging environment where pupils are able to make good progress and attain high standards.

PART C: SCHOOL DATA AND INDICATORS

30. Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

6

31. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	25	35	40			

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

32. Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	111
Number of full-time pupils eligible for free school meals	N/a	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	15

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	6
Pupils who left the school other than at the usual time of leaving	1

33. Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

34. Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	3	3	3
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (75)	100 (81)
	National	82 (80)	83 (78)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	3	3	3
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (75)	100 (81)
	National	82 (80)	86 (83)	87 (85)

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

35. Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92 (75)	92 (92)	92 (92)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92 (83)	92 (92)	92 (92)
	National	68 (65)	69 (65)	75 (71)

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

36. 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	106
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

37. 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.

38. Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	24
Average class size	37

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	38

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	16.8
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FTE means full-time equivalent.

39. Financial information

Financial year	1998/99
	£
Total income	193,169
Total expenditure	182,192
Expenditure per pupil	1,736
Balance brought forward from previous year	3,542
Balance carried forward to next year	14,519

40. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	4	0	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	62	32	2	4	0
My child gets the right amount of work to do at home.	41	44	11	4	0
The teaching is good.	46	46	8	0	0
I am kept well informed about how my child is getting on.	52	36	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	30	8	0	0
The school expects my child to work hard and achieve his or her best.	70	27	3	0	0
The school works closely with parents.	54	45	1	0	0
The school is well led and managed.	61	38	1	0	0
The school is helping my child become mature and responsible.	48	39	7	0	6
The school provides an interesting range of activities outside lessons.	39	50	4	0	7