

INSPECTION REPORT

CASTLE PRIMARY SCHOOL

Mow Cop

LEA area: Staffordshire

Unique reference number: 124091

Headteacher: Mr Michael Lea

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 26th and 27th February 2001

Inspection number: 197506

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Jill Waters
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Castle Primary School is in the large village of Mow Cop, very close to Staffordshire's border with Cheshire. It has 102 pupils on roll between the ages of four and eleven, and most come from the immediate area. The school is smaller than the average primary school. More boys than girls are on roll. There is a mix of local authority and privately owned housing. The attainment of children is broadly average when they enter the school. Pupils' social backgrounds are broadly average, but cover a wide range. The proportion of pupils known to be eligible for free school meals (11 per cent) is below the national average.

The proportions of pupils on the school's register of special educational needs (eight per cent), and with statements of special educational needs (one per cent) are also below average. The nature of special educational needs includes moderate learning difficulties and speech and communication difficulties. No pupils speak English as an additional language, and almost all pupils are from white, UK heritage backgrounds.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school with no significant weaknesses. Standards of attainment in the National Curriculum tests at the end of Key Stage 1, are usually in line with the average for all schools nationally. At the end of Key Stage 2, they are usually above average for all schools. Indeed, in 2000, the Key Stage 2 results were well above the average for all schools, and well above the average for schools which draw their pupils from similar backgrounds. This suggests that pupils make good progress in their learning in Key Stage 2. However, individual year groups are relatively small, and results in particular years depend on the abilities of the pupils within the group.

The quality of teaching is good throughout the school. The headteacher gives very good leadership, and there is good teamwork and sharing of responsibilities. The school is very successful in ensuring that pupils have equal opportunities and are included in all of the school's activities. Given the school's positive response to its first inspection, and the good rate of improvement since then, the school provides good value for money.

What the school does well

- Attainment at the end of Key Stage 2 was well above the national average in 2000.
- The good quality of teaching means that pupils throughout the key stages benefit from good learning experiences which interest them, so that learning is enjoyable.
- There is good provision for children in the Reception class, and for pupils with special educational needs.
- Pupils have good attitudes to learning. These are linked to good provision for moral, social and cultural development, and to good personal, health and social education.
- The school cares well for all its pupils, and has very good systems for monitoring academic performance and personal development.
- The school has good links with parents, who are very supportive of the school.
- The headteacher provides very good leadership rooted in sensitive care for all pupils, and a determination to offer good quality educational experiences, which lead to pupils reaching their potential.

What could be improved

- The school has no significant weaknesses.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then, its rate of improvement has been good. Unsatisfactory teaching has been eliminated, and the quality of teaching is now good throughout the school. Attendance has improved and is now slightly above the national average. There is better personal, health and social education, and education for citizenship. The quality of education in Key Stage 1 has improved, and is now good. Activities are matched well to the needs of different pupils, and expectations for behaviour and concentration have improved. The school makes good use of its resources in information and communication technology to support learning and progress. The assessment and recording of pupils' progress have improved significantly, and are very good. Strategic planning is now good. It is for a longer period and appropriately linked to the budget.

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
	1998	1999	2000	2000
English	C	B	B	B
Mathematics	C	C	A	A
Science	A	D	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The attainment of pupils entering the Reception class is broadly in line with that found in most schools. They make good progress and most achieve the expected standards in the six areas of learning by the time they begin work on the National Curriculum. In Key Stage 1, pupils make satisfactory progress, and attainment is at the national average at the end of the key stage. Pupils make good progress in Key Stage 2, and attainment at the end of the key stage was well above the national average in the National Curriculum tests in 2000.

In other subjects, standards of attainment are sound overall. There are instances of better attainment, for example, in personal, health and social education, in music in the Reception class, and geography in Year 3 and 4. The school has introduced the National Strategies for literacy and numeracy successfully, and these are having a positive effect on attainment in English and mathematics. Pupils with special educational needs are well provided for, and make good progress in relation to their prior attainment across the key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning, and are keen to play a full part in lessons.
Behaviour, in and out of classrooms	Behaviour is good in and out of class, and play is inclusive.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good. Pupils are very caring towards each other, and develop well as individuals. However, more opportunities for independent learning would promote personal development further.
Attendance	Attendance in 1999-2000 was slightly better than the national average.

Pupils show an impressive level of care to each other both in and out of class, where play is friendly and co-operative. Good relationships throughout the school mean that pupils enjoy school. There have been no exclusions in recent years.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching has improved significantly since the last inspection. During this inspection the quality of teaching was always at least satisfactory. In the last inspection, 12.2 per cent was judged to be unsatisfactory. In this inspection, 23.5 per cent of teaching was very good or better. In the last inspection, this proportion was 14.6 per cent. The basic skills of literacy and numeracy are taught well throughout the school.

Teaching meets the needs of all groups of pupils in the school well, including those who have special educational needs. Teachers have high expectations for conduct and effort. In an excellent lesson, challenging activities stimulated and motivated pupils so that they worked with very good intellectual and creative effort, carefully analysing and sharing their views. Overall, the management of classes is a strength. Teaching methods are very effective, and time, support staff and learning resources are used very successfully. Assessment is used very well to promote attainment and progress. As a result, the quality of learning is good overall. Pupils try their best and concentrate well. They enjoy their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning opportunities, and teachers work hard to plan lessons which interest and stimulate pupils.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. This means that they make good progress in relation to their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils develop well in personal terms as they move through the key stages. The provision for pupils' moral, social and cultural development is good; for spiritual development, it is satisfactory, although the spiritual dimension in assemblies is limited.
How well the school cares for its pupils	Educational and personal support for pupils is good overall. Teachers know their pupils very well and are alert to any problems that pupils have. They learn in a secure and stimulating environment.

The school's curriculum is broad and balanced, and planned carefully to meet the needs of all groups of pupils. Pupils are well cared for, and parents appreciate this. The school has good links with parents who are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by his colleagues, provides very good leadership and management. The school has improved well since the last inspection because of his hard work and vision.
How well the governors fulfil their responsibilities	The governing body has been reconstituted recently, and a number of governors are new to their roles. Many governors are in school regularly, and have a good appreciation of its strengths and needs.
The school's evaluation of its performance	The school has very good systems for analysing its performance and determining priorities for its future development.
The strategic use of resources	The school uses its human and physical resources well. It has sound systems for getting the best value from its expenditure.

In this small school, the headteacher has established an effective staff team, which views leadership and management as a shared responsibility. The headteacher is very caring of his pupils and wants them to achieve their potential academically while feeling secure and valued in the school. His good knowledge of families and their situations underpins his sensitive care of pupils with personal difficulties.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress. • Behaviour is good. • Teaching is good. • Parents are happy to approach the school with concerns. • Children are expected to work hard. • The school is led and managed well. • Children become more mature and responsible. • Children like school. 	<ul style="list-style-type: none"> • 15 per cent of the parents who responded to the questionnaire have concerns about homework. • 15 per cent of these parents do not feel well informed about progress. • 16 per cent of these parents question if the school works closely with parents. • 15 per cent question if the school offers enough activities outside lessons.

The school distributed 102 questionnaires, and 55 were returned (54 per cent). This is an above average rate of return. The meeting for parents held before the inspection was attended by 11 parents.

The inspection team supports the positive views held by parents. Inspectors judge that the school's use of homework to support learning is satisfactory. The quality of the information provided for parents is above average, and the school has good links with parents. For a small school with a small number of teachers, the range of activities offered outside class is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment at the end of Key Stage 2 was well above the national average in 2000

- 1 The attainment of children is average when they enter the Reception class. They go on to make good progress during the Foundation Stage, and sound progress in Key Stage 1. They then make good progress in Key Stage 2, so that their level of attainment in the National Curriculum tests at the age of 11 was well above the national average in 2000. It was also well above the average attained by pupils in schools which draw their pupils from similar backgrounds. However, the school's average year group size is small, and this may result in year to year variations in standards of attainment.
- 2 In English in 2000, 81 per cent of the school's pupils attained at least the national expectation of level 4, with 36 per cent attaining the higher than expected level 5. This compared with 75 per cent attaining at least level 4 nationally, and 29 per cent attaining level 5. Overall, pupils were just over a term ahead of the average pupil nationally in English when they left school. Since the last inspection, attainment in English has improved more rapidly than the national trend.
- 3 In mathematics in 2000, 91 per cent of the school's pupils attained the national expectation of level 4 at least, with 36 per cent attaining the higher level 5. This compares with 71 per cent attaining at least level 4 in all schools nationally, and 24 per cent attaining level 5. In this subject, pupils were two terms ahead of the average pupil by the end of the key stage. The rate of improvement in standards in mathematics since the last inspection has been much higher than the national trend.
- 4 In science in 2000, all the school's pupils attained level 4 at least compared with 84 per cent nationally, and 55 per cent of the school's pupils attained the higher level 5 compared with 34 per cent nationally. This means that the school's pupils were just over two terms ahead of the average 11-year old by the end of the key stage. Again, the school's rate of improvement in science was higher than the national trend.
- 5 When the results of boys and girls are considered separately, boys did best in 2000. However, there is no evidence to suggest that this is part of a trend. Nevertheless, the overall trend in attainment at the end of pupils' time in the school, is upwards. In 2000, overall attainment was well above both the national average and the average for schools which draw their pupils from similar backgrounds.

The good quality of teaching means that pupils throughout the key stages benefit from good learning experiences which interest them, so that learning is enjoyable

- 6 These good standards of attainment result from good teaching throughout the key stages, and the good quality and range of learning opportunities planned for pupils. Teachers' planning is good, and reflects their determination to make lessons interesting so that pupils enjoy their work and learn well. For example, in the excellent geography lesson in Years 3 and 4, pupils were exploring how they could improve a local amenity. This resulted in highly effective group work as the different groups determined and justified their priorities. Learning was structured in such a way that all pupils were fully involved, and their ideas were respected. Further challenges were introduced as the lesson proceeded, so that pupils maintained their concentration and interest. This imaginatively planned lesson resulted in an excellent quality of learning.

- 7 A key element in this quality of work is that teachers have high expectations for their pupils' conduct and effort. While learning can be enjoyable, pupils appreciate that they are in school to work and learn. Classes are managed very well. Indeed, in the best lessons, adults and pupils are united in their enjoyment of learning, so that the very effective class management is almost unnoticed. Support staff are very well briefed so that they play a full part in lessons, and contribute effectively to learning. Lessons have good pace so that interest is maintained, but time is taken to ensure that learning is secure. Teachers create imaginative learning resources so that pupils' interest is engaged. Very good systems exist for monitoring progress for individual pupils, and for promoting further progress. Skilful questioning in lessons checks, reinforces, and extends pupils' understanding.
- 8 The successful introduction of the National Literacy and Numeracy Strategies means that these basic skills are taught well. The school uses its computing resources well to teach the increasingly important skills of information and communication technology. Pupils are using these resources increasingly to support learning in subjects across the curriculum.
- 9 Learning experiences are planned with care so that pupils build up their knowledge, skills and understanding systematically. Overall, pupils put considerable effort into their work, concentrate well, and take a good level of interest in what they are doing. Effective use of humour and praise helps to ensure that pupils maintain their concentration. However, most learning is tightly controlled by teachers so that pupils have relatively few opportunities to plan and manage their own work. This means that their skills as independent learners are underdeveloped. While the use of homework is satisfactory, there is scope for it to be used more consistently to support learning and to develop these skills.
- 10 Overall, the care put into the planning of lessons and into classroom activities means that all groups of pupils, including those with special educational needs, have equal access to the curriculum, and good opportunities to make progress in their learning.

There is good provision for children in the Reception class, and for pupils with special educational needs

- 11 Children in the Reception class make good progress in their learning. The curriculum in the Foundation Stage is carefully planned around the areas of learning designed for this age group. Personal, social and emotional development are effectively promoted by a range of stimulating activities and by purposeful play. Children are confident and secure in their learning, and play a full part in activities. Communication, language and literacy are developed well as a result of opportunities for children to question and learn to express themselves by explaining what they are doing and why. Number skills are developed very effectively, and one or two higher attaining children already sequence numbers up to 100. Children sort and match objects by colour and type, and competently explain the characteristics that make them different.

- 12 Knowledge and understanding of the world are promoted through science, history and geography. For example, in a good lesson, children sorted a collection of rocks and stones and developed appropriate vocabulary. One pupil preferred one stone because it was 'sparkly' and distinguished between different stones and rocks by weight, describing them as heavier and lighter. Physical development is above average, and children have good pencil control and are adept in physical activities. Creative development comes through art and music. In a good music lesson, the children had a good sense of melody and rhythm, and a good memory for words and actions. They recognise tambourines, drums and triangles (and know that a magnet would attach to the metal triangle). They used instruments well to sustain the pulse of the songs.
- 13 The good progress that children make in their learning in the Foundation Stage results from the teacher's clear understanding of how young children learn. She has very high expectations for her class in terms of their behaviour and progress. Even so, her deceptively easy manner means that they enjoy their learning. This was clearly evident in the different activities in their music lesson. Every opportunity is taken to extend pupils' thinking in a secure learning environment in which their confidence and social skills develop rapidly. Their learning is enhanced by the skilful deployment of the competent classroom assistant.
- 14 The provision for pupils who have special educational needs is good, and they make good progress in their learning in relation to their prior attainment. The school policy clearly defines what the school sees as special educational needs. It outlines the school's objectives, and how the progress of these pupils will be assessed. The role of the co-ordinator for special educational needs is defined well. There is a good match between the policy and the school's provision.
- 15 The school has well written individual education plans for pupils who have special educational needs. These set appropriate targets which underpin pupils' learning. These plans are reviewed and updated regularly. Statements of special educational needs comply fully with the code of practice for special educational needs. Pupils' work is marked regularly and well. There are good examples of evaluative comments to promote further progress. Reviews of both statements and individual education plans are detailed and carefully organised to ensure that new targets build on previous ones, and promote further progress in manageable steps.
- 16 Teachers' planning takes account of pupils who have special educational needs. It includes graded work suitable for their present levels of attainment, and is designed to enable them to make progress. They are then given as much support as possible. Support staff are deployed well and used effectively. One has undergone training, which enables her to be particularly effective. The school has well organised systems for managing its provision for special educational needs. These help to ensure that these pupils have equal access to the curriculum, and are fully involved and included in the life of the school.

Pupils have good attitudes to learning: these are linked to good provision for moral, social and cultural development, and to good personal, health and social education

- 17 The good progress that pupils make is enhanced by their good behaviour and attitudes to learning and to each other. They are very caring of one another and quick to help and support anyone who is upset or in trouble. In lessons, the large majority of pupils work with interest and enjoyment. They sustain concentration well and are enthusiastic about school and their work. The parents' questionnaires confirm that

virtually all pupils enjoy school. Pupils are eager to discuss their work with visitors and explain what they are doing and why. They participate fully in lessons and do their best. Movement around the school is orderly and considerate.

- 18 Relationships are good throughout the school. Good provision for moral and social development means that pupils have a clear understanding of right and wrong and a good appreciation of how their behaviour is likely to affect others. Support for charities also promotes moral and social development. During the inspection, there was no evidence of bullying or harassment, and parents confirm that there are few problems of this sort. They are confident that the school deals effectively with any problems that arise. Good cultural development means that pupils have a good level of respect for other religious beliefs as well as an appreciation of their own western cultural heritage. However, provision for spiritual development, is less good. Assemblies are less spiritual than those in many schools, and opportunities for pupils to participate in them are unplanned. There are few opportunities for reflection or to contemplate the wonders of the natural world.
- 19 There is good provision for personal, health and social education. The school places good emphasis on this, and on the importance of preparing pupils for citizenship. For example, during the inspection, the Reception class was introduced to fire safety awareness and the potential danger of matches in a good lesson. Years 5 and 6 had an introduction to the purpose of parliament to explain the democratic process. This was in preparation for elections to a new school council. In groups, pupils engaged in a mature discussion of what qualities they would look for in someone representing them on the council.
- 20 These carefully planned opportunities for personal development help to cement the good relationships which exist between pupils and between pupils and adults. They contribute significantly to the secure learning environment, which helps to develop pupils' confidence in themselves and others as they learn.

The school cares well for all its pupils, and has very good systems for monitoring academic performance and personal development

- 21 The school places considerable emphasis on its strategies for caring for its pupils. It has very good procedures for monitoring and supporting pupils' academic progress, and this is a significant improvement since the last inspection. The school monitors the progress of year groups and individual pupils, and sets targets for individual pupils for future progress. These procedures are a key element in the standards of attainment that the school achieves.
- 22 Care for its pupils is central to the school's ethos. Teachers know their pupils very well and are quickly aware if they are upset or troubled. The headteacher and staff are very effective in supporting pupils who have personal problems, and minimising the effect that they have on attainment and progress. Pupils' personal development is monitored and recorded. The school feels that this ethos of care results in pupils living up to its high expectations for conduct and effort.
- 23 During the inspection, there were good examples of the headteacher and others practising this principle of care in a range of situations. There were also good examples of pupils caring for each other. For instance, when one pupil was upset at the beginning of the day, other pupils showed concern, and the headteacher's sensitive support helped him to deal with his worries. This impressive concern for others ensures that pupils have the confidence to share concerns, and has a positive

effect on attainment and progress.

The school has good links with parents who are very supportive of the school

- 24 Both the parents' questionnaires, and views expressed at the meeting for parents held before the inspection, suggest that parents are very supportive of the school. The school sees parents as key partners in their children's education, and makes good efforts to secure their co-operation and support.
- 25 The quality of the information provided for parents is good. Regular newsletters give information about what is being taught. There are two consultation evenings for parents each year, and an end-of-year report. This has a space for parents' comments and parents are aware of any targets set for their child. Parents know that the school has an 'open door' ethos, and that they can raise concerns at any time.
- 26 A few parents help regularly in school, and more assist with visits. The parents' association is an asset to the school. Its fund-raising events are supported well, and the school is grateful for the extra resources that its funds finance. Parents support work done at home, although some parents at the meeting believed that older pupils needed more homework.
- 27 Overall, parents are grateful for the standards set by the school, both in terms of their children's academic work and for the attitudes and values that they develop. Parents have positive views of the school.

The headteacher provides very good leadership rooted in sensitive care for all pupils, and a determination to offer good quality educational experiences, which will lead to all pupils reaching their potential

- 28 The headteacher has a clear vision for the school. He understands that pupils will not attain their potential academically if they are not happy and content. He seeks to make the school a secure and safe environment in which pupils can flourish personally so that they go on to do well academically. This humane approach is reflected throughout the school's work.
- 29 The headteacher understands that this vision will not be achieved unless it is shared and implemented by all staff. He has succeeded in developing the staff into an effective team who jointly accept responsibility for the school's work. There is a very good, shared commitment to improvement and capacity to be successful. This commitment has resulted in the school improving well since its first inspection. Unsatisfactory teaching has been eliminated, and teaching and learning are now more consistent at Key Stage 1. Information and communication technology is taught well, and the school's computing resources are used effectively to support learning. Procedures for monitoring and supporting academic progress are now very good. Strategic planning is now good. The school has reacted positively to its first inspection. It is in a good position to continue to improve.
- 30 The school runs effectively on a day-to-day basis. Its routines are clearly understood and effective. Pupils move smoothly from one activity to the next with very little time being lost. Resources are deployed effectively, and finances are managed well. Teaching and learning are monitored well, and the school has very effective systems to determine its future priorities for development.
- 31 Pupils appreciate that the school values them and has high expectations for them.

This combination of high expectations and concern for the individual is a key feature of the school's success. Learning is promoted strongly, and pupils are prepared well for the next stage of their education. The quality of the lessons ensures that pupils work with enthusiasm, and make good progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32 The school has no serious weaknesses to address. The governing body's action plan should, however, respond to the inspection by considering the following points for development:

- (1) provide more opportunities for pupils to manage and take responsibility for their own work, so as to develop their skills as independent learners and raise further their confidence and self esteem; (see paragraph 9);
- (2) make better use of assemblies to support the ethos of the school, and to improve the provision for pupils' spiritual development. (see paragraph 18).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
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
6	18	70	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	102
Number of full-time pupils known to be eligible for free school meals	-	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	8

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	2
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.0	School data	0.4
National comparative data	5.2	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	93 (70)	93 (70)	100 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	93 (70)	100 (80)	100 (80)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	82 (89)	91 (79)	100 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	9	11
Percentage of pupils at NC level 4 or above	School	91 (89)	82 (79)	100 (84)
	National	70 (68)	72 (69)	80 (75)

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

The percentages for boys and girls are not reported separately because of the small numbers.

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	82
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	21.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	37.5

Financial information

Financial year	1999-2000
	£
Total income	200,098
Total expenditure	194,665
Expenditure per pupil	2,374
Balance brought forward from previous year	14,230
Balance carried forward to next year	19,663

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	102
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	49	49	2	0	0
Behaviour in the school is good.	56	42	0	0	2
My child gets the right amount of work to do at home.	33	50	15	0	2
The teaching is good.	53	45	0	0	2
I am kept well informed about how my child is getting on.	33	52	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	52	44	2	2	0
The school expects my child to work hard and achieve his or her best.	53	47	0	0	0
The school works closely with parents.	29	55	16	0	0
The school is well led and managed.	49	45	6	0	0
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	20	45	13	2	20