

# **INSPECTION REPORT**

## **BURSTON COMMUNITY PRIMARY SCHOOL**

Burston, Diss

LEA area: Norfolk

Unique reference number: 120793

Headteacher: Mrs S Cooke

Reporting inspector: Mrs J Richardson  
6676

Dates of inspection: 11 - 12 June 2001

Inspection number: 197614

Full 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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Crown Green  
Burston  
Diss  
Norfolk

Postcode: IP22 5TZ

Telephone number: 01379 741256

Fax number: 01379 741256

Appropriate authority: The Governing Body

Name of chair of governors: Mr M Copperwheat

Date of previous inspection: 23 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 68 boys and girls, aged from four to eleven, in three classes. It serves the villages of Burstons and Gissing and the surrounding area. All the pupils are white and none speaks English as an additional language. There are 15 pupils on the register of special educational needs, five of whom have statements. The proportion of pupils with high levels of need is greater than the average nationally, and there is significant mobility amongst pupils. The number joining or leaving the school last year, other than at the usual time, amounted to almost a quarter of the number on roll. The percentage known to be eligible for free school meals fluctuates from around the national average to lower than average. Children start school in reception with skills that are broadly in line with those expected for their age.

### **HOW GOOD THE SCHOOL IS**

This school provides a very good education for pupils. It is led and managed very well and pupils achieve high standards because they are well taught. The school nurtures pupils' all-round development very effectively and gives good value for money.

#### **What the school does well**

- Standards are high, most notably in mathematics and in science.
- The school is very well led by the headteacher, supported by an effective staff team.
- The teaching is good, ensuring that pupils learn successfully.
- Pupils become confident, independent and responsible members of the school community.
- The school provides a wide variety of opportunities, in and out of the classroom.
- The school cares well for pupils, whatever their needs, helping them to achieve their best.

#### **What could be improved**

- Communication between home and school about reading and homework should be strengthened.
- Further work is needed in pursuit of higher attainment in writing.
- Shortcomings in the school's accommodation place constraints on its work.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has maintained its strengths and continued to improve since its last inspection in September 1997. It has dealt purposefully with issues raised in the report, for example developing its planning, assessment and recording systems to ensure consistent progress throughout the school. The school's accommodation has improved, although shortcomings remain. The school is developing effective evaluation of its own performance, tracking pupils' progress and analysing results in order to take action where it is needed. As a result, the school is well placed to continue to improve.

## 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	B	B	C	C
Mathematics	A	B	A	A
Science	A	A	A	A

**Key**

well above average A

above average B

average C

below average D

well below average E

Fourteen pupils took the national tests for eleven-year-olds in 2000. In comparison with schools nationally, and with similar schools, the results were average in English, and well above average in mathematics and science. By the same comparisons, the results of tests for seven-year-olds in 2000, taken by 18 pupils, were well above average in reading and mathematics and above average in writing.

Good standards have been maintained over recent years, despite an increase in the number of pupils with special educational needs, or joining the school late. The school sets challenging and realistic targets for each year group, taking account of the needs and capabilities of individual pupils.

The work seen during the inspection shows that pupils of all abilities achieve well. Standards are particularly high in mathematics and pupils become confident from an early age in working with numbers in their head. Pupils achieve very well in science because they are encouraged to think scientifically, to question and to investigate. Pupils are introduced to a wide range of books in literacy sessions and most read well, with interest and enjoyment. Fewer pupils achieve well for their age in writing than in reading, as in many schools, and the school is currently working to raise standards further in writing.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards learning and participate with zest in all aspects of school life.
Behaviour, in and out of classrooms	Pupils behave well in and out of lessons. They know what is expected of them and they show respect for people and property.
Personal development and relationships	The school breeds confidence in pupils, encouraging them to question and to explore ideas, to show initiative and to exercise responsibility. There is mutual respect between adults and children.
Attendance	Attendance is well above the national average and there is no unauthorised absence.

## 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.*

Teaching was at least satisfactory in all the lessons seen during the inspection, good or better in 92 per cent and very good in 46 per cent. Literacy and numeracy skills are taught systematically and effectively.

Teaching across the curriculum is knowledgeable, enthusiastic and imaginative. Teachers explain, question and instruct with clarity and purpose. They secure pupils' active participation, using resources well and setting tasks that engage pupils' interest and help them to learn effectively. Work is well pitched for pupils of different ages and abilities in mixed age-classes, providing support where it is needed and challenge to explore further. Older pupils benefit from the specialisms of part-time teachers across a range of subjects, including science, design and technology and physical education.

Pupils learn well because they are encouraged to think and to talk about their ideas, and to take responsibility for their work. They are involved in devising their own targets and well motivated in working to achieve them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide curriculum, encompassing all subjects of the National Curriculum and religious education. This is enriched by a good range of clubs, visits and shared activities with other schools.
Provision for pupils with special educational needs	The school works very effectively with pupils with a wide range of special educational needs. Their needs and progress are reviewed regularly, in close liaison with parents and carers.
Provision for pupils with English as an additional language	There are currently no pupils at the school with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' all-round development is cultivated strongly. They learn the importance of their contribution to the community and the skills of collaborating within a group. Pupils are encouraged to take a lively interest in the wider world.
How well the school cares for its pupils	The teaching and support staff work well together to provide supportive and consistent care. Pupils are known and valued as individuals and their work and behaviour are closely monitored to help them achieve their best.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership in and out of the classroom, inspiring pupils by her belief in them, and welding a strong staff team.
How well the governors fulfil their responsibilities	Governors support the school well and are developing their strategic oversight of its performance. They are working hard to secure further improvements to the accommodation.



The school's evaluation of its performance	The school is developing systems for reviewing what it does well and what could be better, and this is reflected in its annual management plan. Results are analysed to identify areas of weakness and to monitor pupils' progress from year to year.
The strategic use of resources	The school is well organised and administered. It applies the principles of best value in the spending decisions which it controls. A budget surplus carried forward from previous years is being used purposefully to maintain staffing levels and to improve the accommodation.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The headteacher's leadership</li> <li>• The high expectations of pupils</li> <li>• The quality of teaching</li> <li>• The good standards of behaviour</li> <li>• The encouragement of pupils to be responsible</li> <li>• Their children's enjoyment of school</li> <li>• The hard work and dedication of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Communication about homework and about how their children are getting on</li> </ul>

Twenty-seven questionnaires were returned and 11 parents or carers attended the meeting before the inspection. Those who expressed a view are generally well satisfied with the school and the inspectors consider this confidence to be well justified.

Most parents are satisfied with the amount of homework, and feel that pupils are well prepared for the next stage of education. Inspectors agree that improvements could be made in the quality of communication with parents about reading and other homework. The timing of open evenings and consultations also needs review to ensure the fullest benefit to pupils' learning.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards are high, most notably in mathematics and in science**

1. The school has high expectations for all pupils, and a close knowledge of their achievements and capabilities. As a result, pupils reach good standards across the curriculum.
2. Standards are very high in mathematics. Strong foundations are laid in the early stages so that pupils become confident in working with numbers in their head. This was seen when pupils in the youngest class discussed calculations which could be made by using the numbers in the day's date. They ordered numbers into the thousands with confidence. They combined numbers, using addition, subtraction, multiplication and division, taking delight in suggesting equations such as  $0 \times 2 = 1 - 1$ . They looked for patterns, working out the third number in sequences such as 1,16,31 or 1,60,119. They recognised the reversibility of addition and subtraction and that 'where there's a times there must be a divide'. Such work encourages pupils to become fascinated by numbers and the relationships between them.
3. Throughout the school, pupils develop a good recall of number facts. Pupils are motivated by individual testing of their knowledge of multiplication tables. Their ability to work at speed is reinforced through whole-class games and challenges, as when pupils in Years 3/4 raced to beat their previous best times in matching sums with answers. Teaching aims to ensure that concepts are fully grasped. This was seen in a lesson for pupils in Years 5/6 which reinforced work on fractions, decimals and percentages, relating this to the addition of money and exploring, for example, why the 0 could not be omitted from £5.07. Teachers generate enthusiasm for the subject. Pupils are encouraged to go as far as they can, and this particularly benefits capable younger pupils in mixed-age classes. Errors and confusions are recognised and remedied in order to strengthen understanding.
4. Pupils achieve very good standards in science by the time they leave. Work throughout the school is well planned to extend and reinforce pupils' knowledge and skills in each area of the subject. A strong emphasis on practical investigative work sets learning in context and encourages scientific thinking. For example, younger pupils have investigated the effect of the slope on the distance travelled by toy cars, recording their findings and discussing their conclusions. Older pupils are skilled in carrying out investigations, controlling the variables in order to make a fair test and considering results carefully in drawing conclusions. This was seen when pupils in Years 5/6, working on habitats, tracked the movements of wood lice in trays offering damp, dry, dark and light areas, attempting to find out the preferred conditions. Pupils are introduced to scientific vocabulary in the course of their work, as when pupils in Years 3/4 explored a food web, using terms such as *food chain*, *producer*, *consumer*, *predator* and *prey*. Pupils' learning is regularly assessed and new work reinforces and builds on what has gone before.

#### **The school is very well led by the headteacher, supported by an effective staff team**

5. The headteacher leads by professional example, teaching for 70 per cent of the time, mainly in the two older classes. She knows pupils very well and they are inspired,

enthused and motivated by her teaching and leadership. She is well supported by the other teachers, both full-time and part-time, and they form a strong teaching team.

6. Teachers are carefully deployed so that pupils in the two older classes benefit from teachers' specialist strengths, while the headteacher's knowledge of pupils ensures continuity of care. Teachers work together well in developing the curriculum. The work of classroom assistants and midday supervisors is well managed so that it makes an effective contribution to pupils' learning and personal development. The contribution of parents and governors is welcomed and valued.
7. Parents have a high level of confidence in the school's leadership, and recognise the exceptional contribution made by the headteacher. She is very well supported by the secretarial staff in ensuring efficient administration and financial management. The school is well run from day to day, despite the pressures on time and space.
8. The school is a well-ordered and happy community and this reflects the quality of its leadership and management.

### **The teaching is good, ensuring that pupils learn successfully**

9. The teachers are knowledgeable and enthusiastic and their teaching is lively and interesting. They share with pupils the pleasure and enjoyment of books, and this is infectious. Younger pupils animatedly discuss and compare books. Older pupils become immersed in the work of an 'author of the month', as seen in Years 3/4 where pupils were reading books by Michael Morpurgo. The teacher posed challenging questions – 'What if this were happening to you?', 'How does this compare with the author's other books?'. Subsequent tasks, such as finding out more about the author using the Internet, engaged pupils so fully that they had to be persuaded to break off at playtime. In Years 5/6, the teacher has been introducing pupils to older literature such as 'Treasure Island' and 'Robinson Crusoe'. Skilful teaching helps pupils to follow the action and to find the meaning in unfamiliar language, such as 'I was sincerely affected with this discourse'. As a result, some pupils have persisted in their reading of these books at home.
10. Teachers use their knowledge well to help pupils reach good standards. In a physical education lesson, for example, the teacher worked purposefully with pupils in Years 5/6 to develop effective technique, insisting on a 'straight back' and 'high knees' for sprinting. The teachers are confident in the use of information and communication technology as a tool for teaching and learning across the curriculum.
11. Teachers are imaginative in designing tasks to reinforce and extend pupils' learning. Younger pupils acted out the parable of 'The Good Samaritan' in exploring the meaning of kindness. In literacy, they made up riddles to describe objects hidden in the sand tray, and became 'word detectives' in searching the classroom for words with a particular spelling pattern. Resources are well organised so that pupils learn by doing, as when simple sentences and a range of connectives were distributed on cards in Years 5/6 to demonstrate the structuring of complex sentences.
12. Skills are taught systematically and teachers build carefully on previous learning. For example, in information and communication technology, pupils in Years 3/4 were taught how to build sequences of instructions, progressing from drawing a simple shape to writing whole procedures. In all subjects, teachers provide challenge for able pupils to go further, while sequencing small steps in learning for those who need more

practice. Teachers use time to the full, for example ensuring that the registration period before assembly is used well for purposes such as mental arithmetic or work on punctuation.

### **Pupils become confident, independent and responsible members of the school community**

13. Teachers encourage pupils to participate fully and actively in lessons and they readily do so. Pupils are listened to and this builds their confidence. They express their ideas, explain their work and ask questions as well as answering them. Pupils collaborate well in groups, asking others for their opinion. They take pleasure in each other's success, for example congratulating a child on winning a sticker for improved behaviour, or sharing an individual's triumph in finally mastering the three times table.
14. Pupils are proud of the school. They have a strong sense of belonging and know that they have an important part to play within the school community. Older pupils comment on the family atmosphere, the strength of their friendships and the encouragement they receive from the teachers.
15. Pupils exercise increasing independence and responsibility in their learning as they move through the school. They become used to organising themselves and their equipment, and to working with others. This was evident in the approach of pupils in the oldest class to a recent science competition, which they won. They pursued the teacher's suggestion of an investigation into 'horse muck', deciding on the apt title 'Splat!'. They devised and carried out enquiries in groups, for example logging changes in colour and temperature, and carefully recorded their findings.
16. Pupils take responsibility for jobs around the school, for instance turning on the computers and organising the music for assembly. They show initiative, and this is encouraged, as when pupils in Years 5/6 redecorated their classroom during the holiday, with help from the headteacher and other staff. The oldest pupils play a major part in producing the school newsletter, often working on it in their free time, and they are rightly proud of their achievement. With volunteer adult help, pupils are creating a school website, with a page for each class, and they are knowledgeable and enthusiastic about this.
17. The experience gained by pupils from active participation and contribution to the life of the school builds their self-belief and their capacity to act independently and responsibly. This prepares them well for the larger world of their secondary school.

### **The school provides a wide variety of opportunities in and out of the classroom**

18. The school offers a broad curriculum and cultivates pupils' interest in the wider world. It broadens pupils' experience by pursuing links with other schools. The school shares resources and expertise within the local 'cluster group' of primary schools. Several of these schools share annual residential visits for Year 5 and Year 6 pupils. These residential visits enrich pupils' learning, personal development and social experience. On one afternoon a week, pupils in Years 5 and 6 make exchange visits to work with pupils from the same year group in another small local school.. The school also seeks support from the secondary school, for example in extending work for the highest-attaining pupils in mathematics.
19. The school has increased its provision of computers, and pupils make frequent use of them. Many opportunities are offered for practical and investigative work in science

and design and technology. Throughout the school, pupils cook regularly, with the help of a classroom assistant. This culminates in the Year 6 pupils preparing a three-course meal for their parents.

20. Work in art is enriched by the contribution of visiting artists and local craftsmen, and pupils make visits to local places of interest in support of the curriculum. The school helps pupils to appreciate the richness and diversity of different cultures and traditions, for example through participation in One World Day, an annual multicultural festival including music and dance from various parts of the world.
21. Outside lessons, the school offers a good range of clubs, including French and German, recorder and guitar, rounders and Kwik cricket, and ball skills for the younger pupils. It also recognises and celebrates pupils' achievements in activities beyond the school.

**The school cares well for pupils, whatever their needs, helping them to achieve their best**

22. The school deals well with pupils who have special needs, and the special educational needs co-ordinator oversees arrangements effectively. Individual education plans identify needs and set clear targets, and these are reviewed regularly with parents. Support staff, well trained by the special needs co-ordinator, provide a daily programme of 'Phonic Awareness Training' for pupils who need this support for reading and spelling.
23. The school takes great care in integrating pupils who have joined late or who have faced many changes in their lives. It accepts and values pupils as individuals, setting clear standards and helping pupils to succeed. Pupils' behaviour is closely monitored and there is an effective reporting system which helps pupils to develop self discipline.
24. Although pupils have to eat in classrooms, the lunchtime arrangements create an orderly and sociable occasion. Two of the classroom assistants are also midday supervisors and this contributes to the consistency of care and supervision.
25. Pupils are involved in setting their own targets for work and behaviour and they are well motivated in working towards them. They are keen to collect the stickers for good work and behaviour which lead to the award of certificates.
26. There is mutual respect between adults and pupils. Pupils appreciate that the staff want to help them to achieve their best and they thrive because of this belief in them.

**WHAT COULD BE IMPROVED**

**Communication between home and school about reading and homework should be strengthened**

27. Pupils are expected to read daily at home and most do so. This reinforces the good progress they make as a result of the school's provision for shared and guided reading in the literacy hour. However, pupils' individual reading records show significant differences in the amount of reading done. The school has recognised this and initiatives such as focusing on an 'author a month' in the older classes are proving an excellent incentive for pupils' individual reading. Younger pupils progress steadily through the reading scheme, changing their books when they are heard to read in

school, usually twice a week. There is room for development of the system, to provide more access to books at a similar level once a book has been read at home. The reading cards which pupils take home could also be developed to foster fuller communication between home and school about how the child is doing and how they can best be helped.

28. The homework set is generally appropriate and valuably extends and reinforces work done in school. However, parents would appreciate clearer guidance on what is expected and how to help their children. Further thought should be given to ways of informing parents about the homework to be done, and about how well pupils have succeeded, so that they can provide support where it is needed.

### **Further work is needed in pursuit of higher attainment in writing**

29. Many pupils write well, as seen, for example, in contributions to newsletters by Year 6 pupils, and in books produced following a residential visit to the Horstead Centre by Year 5. Spelling and handwriting are generally good. Overall, however, standards in writing are lagging behind those achieved in reading, as in many other schools, and the school is currently focusing on raising standards further in writing. It is developing opportunities for extended writing, particularly by older pupils, and carrying this through into homework. Samples of writing are being analysed to identify strengths and weaknesses in relation to National Curriculum levels and to set targets for pupils. Weaknesses are being addressed, as seen in 'early morning' sessions in Years 3/4 which challenge pupils to identify and correct grammar and punctuation errors. Strategies, such as the highlighting of all punctuation marks on a piece of pupils' writing, are helping to focus attention on achieving accuracy in this area.
30. The school should continue to build on this work, auditing the amount of writing which pupils do, in English and in other subjects, to ensure that pupils develop fluency and accuracy in writing at increasing length throughout the school. Written work needs to be collected and kept in ways that facilitate the monitoring of progress over time. There should be more consistent attention to accuracy, for example in punctuation, closer checking of work by pupils themselves, and more systematic correction of errors.

### **Shortcomings in the school's accommodation place constraints on its work**

31. The school's accommodation has been significantly improved by the acquisition of a Portakabin office and a mobile classroom which now houses the Year 3/4 class. The room vacated in the original building is now being used to good effect as a combined staff room and library. There is no separate space, however, for the headteacher to hold private meetings.
32. The school is currently operating in four separate buildings and this is far from ideal, particularly in wet weather. Although the school takes great care with procedures to ensure pupils' welfare, there is no electronic fire alarm system and the school is now seeking to finance this.

33. There is no hall, or communal reception area, and this means that the school has to improvise arrangements for assemblies, for dining, for indoor physical education and for school performances. This takes time and effort on the part of staff, pupils and volunteers, for example in moving furniture, which could be used more productively. The playground is adequate, but the low fence to the road restricts ball games, and there is no direct access to the large village playing field.
34. The school has worked hard to make the best of its facilities, as seen in the pupils' redecoration of the classroom in the 'HORSA' building. Much effort has gone into clearing a courtyard space for the youngest children's outdoor play. Money has recently been allocated for some new building in the future and the governors are beginning to plan for major improvements to the school's accommodation.
35. Despite the shortcomings of its buildings, the school provides a high quality of education because of the hard work and goodwill of staff, governors, parents and pupils.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

36. In order to improve standards and educational provision further, the school should:

- (1) Strengthen communication with parents about reading and homework by:

- encouraging home-school communication about reading, particularly in the early stages;
- promoting daily reading by ensuring that a book which has been read can be changed for another at an appropriate level;
- keeping parents more closely informed about the homework set and the support needed at home;
- providing consistent feedback to parents and pupils on what has been achieved through homework.

(Paragraphs 27, 28)

- (2) Continue its work to raise standards further in writing by:

- taking stock of how much pupils write, and for what purposes, in English and in other subjects;
- monitoring pupils' progress in writing from one piece to the next, as a basis for teaching that tackles weaknesses and shows pupils how to improve;
- insisting on accuracy in applying what has been learned in writing, the checking of work and the correcting of errors.

(Paragraphs 29, 30)

- (3) Develop the school's accommodation to relieve the constraints on its work by:

- fitting an adequate fire alarm;
- continuing to improve facilities, as in the provision of an outdoor play area for young children;
- planning to gain maximum benefit from funding allocated for future building development.

(Paragraphs 31-34)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	46	46	8	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)	68
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	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	11
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.3	School data	0.0
National comparative data	4.3	National comparative data	0.3

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	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	83 (109)	83 (109)	89 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	14	16
Percentage of pupils at NC level 2 or above	School	83 (80)	78 (100)	89 (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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	13	13
Percentage of pupils at NC level 4 or above	School	86 (91)	93 (91)	93 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	13	13	12
Percentage of pupils at NC level 4 or above	School	93 (91)	93 (91)	86 (82)
	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	63
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	21.3: 1
Average class size	22.7

*FTE means full-time equivalent.*

#### **Education support staff: YR – Y6**

Total number of education support staff	3.0
Total aggregate hours worked per week	75

### ***Financial information***

Financial year	2000-2001
	£
Total income	208280
Total expenditure	193104
Expenditure per pupil	2610
Balance brought forward from previous year	19167
Balance carried forward to next year	34343

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	68
Number of questionnaires returned	27

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	4	0	0
My child is making good progress in school.	48	44	4	4	0
Behaviour in the school is good.	63	33	4	0	0
My child gets the right amount of work to do at home.	33	52	11	4	0
The teaching is good.	59	37	0	4	0
I am kept well informed about how my child is getting on.	23	61	8	8	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	4	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	35	50	11	4	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	70	26	4	0	0
The school provides an interesting range of activities outside lessons.	35	45	8	8	4