

INSPECTION REPORT

ST MARGARET'S AT TROY TOWN SCHOOL

Rochester

LEA area; Medway

Unique reference number: 118708

Headteacher: Mr G R Taylor

Reporting inspector: Mrs S Tweddell
(OFSTED No: 1709)

Dates of inspection: 27 – 28 November 2000

Inspection number: 224237

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	King Street Rochester Kent
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Telephone number:	01634 843843
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Appropriate authority:	Governing body
Name of chair of governors:	Rev R Thompson
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Margaret's at Troy Town is an average size primary school, with 185 pupils but the roll is predicted to rise to 211 in January when children who are under-five enter the school. Children who are under-five enter twice a year, in September and January. Pupils come from a very wide range of backgrounds, including from an area which has been designated an urban priority area because of high unemployment. Almost 28 per cent of pupils speak English as an additional language which is very high in comparison with most schools; 17 of these pupils are at an early stage of learning English. The number of pupils who are entitled to free school meals is above average. Almost half of the pupils in the school are on the register of special educational needs which is well above average. Five of these pupils have a statement of special educational need, which is above average. A significant number of pupils enter and leave the school at different times of the year. The attainment of pupils on entry to the school is below average.

HOW GOOD THE SCHOOL IS

This is a most effective school. Pupils achieve well and when they leave, their attainment is well above average when compared with schools that take in pupils of a similar background. This is because the senior management team lead very well and have high expectations of staff and the pupils. The teaching is good and the staff work hard to provide an ethos which fosters learning and high achievement. This leads to good behaviour and positive attitudes from the pupils. Pupils who are under-five are given a very good start to their education in the reception class. The value for money provided by the school is good.

What the school does well

- The pupils make very good progress and achieve well in English, mathematics and science at the end of Key Stage 2.
- Teaching is good.
- Information about the progress that pupils make is used very well to set targets and so standards are rising.
- Pupils are confident, behave well and have positive attitudes towards their work because they learn in a calm and supportive environment.
- The leadership is very good and ensures that the drive to raise standards is maintained.
- Children in the reception class get off to a good start because the teaching is good.

What could be improved

- Standards in using computers are below average because not all of the work is adequately covered.
- Boys do not read as well as girls at the end of Key Stage 1.
- Much work has been done on improving attendance but a very small number of pupils do not attend regularly.

The school is working on these points.

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 February 1997 and has made very good progress since then. Attainment in number has improved significantly at the end of Key Stages 1 and 2 and is now above the national average and well above average when compared with similar schools. Attainment in writing at the end of Key Stage 1 improved greatly in 2000. Pupils performed well above average compared with well below average in the previous year. Schemes of work have been reviewed and key skills are taught well. The school improvement plan is used well to guide the school into meeting its priorities and the targets are reviewed annually to see how well they have been met. Subject leaders have attended training about their roles and are effective. There was no provision for swimming and now pupils learn to swim at a local pool.

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	E	B	C	A
Mathematics	E	B	A	A
Science	E	B	C	A

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows that attainment in the national tests for eleven year olds in 2000 was well above average for mathematics and in line with the national average in English and science. When the results are compared with those of similar schools, attainment is well above average. The improvement in standards over the past four years is above the national trend.

There was a significant improvement in the results in 2000 at the end of Key Stage 1. Attainment in reading was below average, in writing was close to average and in mathematics was above average. However, in comparison with similar schools, attainment was well above average in writing and mathematics and in line with the average in reading. The school exceeded its targets for its oldest pupils in mathematics and English in 2000.

The inspection found that standards are being maintained. Pupils make very good progress, particularly at Key Stage 2 and achieve very well to reach average standards in English, and science and well above average standards in mathematics. They use their skills of literacy and numeracy well in other subjects. At the end of Key Stage 1, boys' attainment in reading is below that of girls and below that found nationally although they make up the difference by the end of Key Stage 2. Attainment in information and communication technology is below average but the school has very recently opened a computer suite and all staff have been or are being trained in its use. This is already having a positive effect on attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are usually eager to learn although a very small number of younger boys are less motivated.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Good. Relationships are very good and pupils work well together.
Attendance	Below average.

The behaviour and attitudes of the pupils are amongst the reasons for the successful ethos of the school. Pupils are eager to come to school and are proud of their work. Relationships between pupils and between adults and pupils are very good. Although a small number of boys lose interest quickly, this does not affect the learning ethos of classrooms. Attendance is unsatisfactory as there has been much illness, a small number of parents take their children on extended holidays and a number of parents do not insist that their children attend school regularly.

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 is good overall and is the main reason for the high achievement of pupils. All of the small number of lessons observed were good or better and 39 per cent of lessons were very good or better. The teaching of literacy and numeracy is good as all teachers have used their training to good effect. As a result, pupils use their skills well in all subjects. All staff have a good understanding of the subjects they teach and so pupils are enabled to make good progress in their learning. However, the teaching of computer skills, although satisfactory, is inconsistent as staff have different levels of expertise. Pupils with special educational needs and those for whom English is an additional language make good progress because of the good support from learning support assistants and other specialist staff. Planning is very effective and takes account of the needs of pupils of differing attainment. Teachers are beginning to set targets effectively for individual pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, the curriculum is planned well and meets the needs of all pupils. A good plan has been made for using computers, and is being implemented satisfactorily but not all of the work is yet covered.
Provision for pupils with special educational needs	Good. The school meets statutory requirements.
Provision for pupils with English as an additional language	Good. Effective use is made of specialist staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for social and moral development is very good and for spiritual and cultural development is good.
How well the school cares for its pupils	Very well. Staff effectively monitor and support pupils.

The curriculum is carefully planned and staff use the subject guidance well in their teaching. The range of extra-curricular activities is small as there are a number of supply teachers currently covering for absence. Pupils with special educational needs and those for whom English is an additional language make good progress in school because the provision for them is effective. The school's ethos is caring and pupils are secure in a safe environment. Excellent methods have been established for assessing pupils' progress in English, mathematics and science and the information is used very well to set targets for all pupils in these subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The senior management team is strong and has set a clear direction for the school, the aim of which is to raise standards.
How well the governors fulfil their responsibilities	Good. Governors fulfil their role well and are beginning to develop ways of collecting information about the school to help them to make decisions.
The school's evaluation of its performance	Good. The school reviews its work effectively.
The strategic use of resources	Good. Staff ensure that money is spent wisely.

The leadership and management are very good; all staff in leadership roles have a clear part to play in taking the school forward. The headteacher has a clear vision for the school's development which is clearly focussed upon raising standards. Governors give their time willingly and use the expertise of members of the governing body well for the benefit of the school. They know the school well and are establishing more formal systems to make best use of the information they collect. Governors spend money carefully but are not yet monitoring value for money in terms of the attainment of pupils.

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 standards achieved by pupils and the progress they make.• The behaviour and attitudes of the pupils and their independence.• Parents feel welcome in the school.• Teachers are highly professional, expect children to work hard and the teaching is good.• The school is well managed.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of work pupils are given to do at home.

The inspection team found that parents are justified in their views about what pleases them about the school. The range of clubs is small but measures are under way to improve the situation. The amount of work given to pupils at home has been carefully considered and good guidelines have been drawn up which are given to all parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils make very good progress and achieve well in English, mathematics and science at the end of Key Stage 2.

1. Pupils achieve highly because of the high expectations that adults have of them.
2. Pupils with special educational needs make very good progress as they are well supported by skilled classroom assistants who work closely with class teachers to ensure that their needs are met. Higher attaining pupils are challenged by their work and they make the progress that they should. Pupils for whom English is an additional language make good progress as the school makes effective use of specialist teachers.
3. Many pupils in Year 6 are confident and articulate speakers who can put forward a point of view. Most pupils enjoy reading and are happy to try a range of books. Many have a favourite author, such as the *Harry Potter* series. Most pupils have the confidence to write in a range of formats, such as letters, persuasive writing or analysing characters. Higher attaining pupils write fluently, using a wide range of vocabulary and they have a good sense of structure. Average attaining pupils are developing a sense of the language they need to use when they are writing for different audiences, such as formal letters or their friends. Most will draft their work first, but they tend only to check for spelling and punctuation rather than reshaping the structure of the text or changing words to give precision or fluency.
4. Most pupils use their skills of literacy well in other subjects. In history, pupils wrote newspaper accounts and skilfully explored the industrial revolution through the eyes of different people living at the time. In science, pupils write hypotheses and then present their results appropriately in different ways. In geography, pupils investigated features of different countries and presented their findings using the word processing facilities of computers.
5. In mathematics, many pupils have a good understanding of number and work accurately. They present their work neatly and use skills of numeracy well in other subjects, such as measurement in science. In science, many pupils have a good knowledge of scientific facts. Most are skilled at investigation such as when they tried to find the saturation point of various liquids. They hypothesised about how many spoonfuls it would take to reach saturation point and carried out their investigation carefully. Many were amazed at how many spoonfuls it took. They recorded their work accurately and were able to produce a conclusion for their investigation.

Teaching is good.

6. Teaching is good overall and pupils learn well. In the small sample of lessons seen during the inspection, nearly 40 per cent of the lessons were very good or better and all the lessons were good. As a result, pupils learn well. A key strength is effective planning, using the good subject guidance. This gives staff the confidence to teach the subjects of the National Curriculum. Work is carefully matched to the attainment of pupils so all are enabled to make good progress in their knowledge, skills and understanding. In a Year 2 literacy lesson, the very detailed planning included extension work for the higher attaining pupils and work designed for those with special educational needs. Learning support assistants were clearly prepared and resources were ready. As a result, the lesson moved at a brisk pace, pupils remained motivated and they made good progress in their understanding of how to use non-fiction to find information. Teaching of information and communication technology is an exception to this as teachers have inconsistent expertise in the subject.
7. The high expectations that teachers have of their pupils is another major strength in the teaching. In a Year 6 science lesson, these were seen in the teacher's use of specialist vocabulary and the questions that were asked of the pupils which provoked thought. Pupils in this lesson deepened

their understanding of the effect of liquids upon solids. Many staff ask questions effectively. In another science lesson in Year 3, the use of questions at the beginning of a lesson on forces set the scene for the class and enabled them to recall their learning in the previous lesson.

8. All staff have good methods for establishing discipline which helps to create a good learning environment. Relationships are very good and pupils are confident to try to answer and not be afraid of making a mistake. A Year 5 class in a quiet reading session, had the peace to enjoy their books and develop their reading skills because of the very good learning environment. In the Year 6 science lesson, pupils had the confidence to predict what might happen as they knew their comments would be valued by the teacher and learning support assistant. In the reception class, pupils' work is valued by attractive mounting.
9. Staff work well as a team and this is particularly evident in classrooms. The learning support assistants use their training well to support pupils sensitively and thoughtfully in the context of the classroom. The adults work seamlessly as a team. In a Year 4 English lesson in which pupils were beginning to study characters, a pupil with special educational needs gave the correct answer to a question because of the quiet, unobtrusive support he had received. His self esteem was enhanced and he beamed with delight when he knew the answer. In the same lesson, the specialist language support enabled pupils for whom English is an additional language to suggest adjectives to describe Long John Silver.
10. Teachers are careful to explain key points so that pupils understand new ideas or consolidate their knowledge of previous learning. In a Year 1 music lesson, the teacher carefully explained unfamiliar vocabulary so that pupils understood the meaning of the songs they were singing.
11. Work is assiduously marked and comments are given which show that the teacher has read and valued the work. Comments which suggest how pupils might improve their work are inconsistently used. Also, drafting of writing is seen by many staff as the correction of a piece of work, not as the equally important reshaping of ideas or changing vocabulary.
12. Teaching is good and is a major reason for the high achievement of the pupils.

Information about the progress that pupils make is used very well to set targets and so standards are rising.

13. The senior management team has established a very good method of setting targets which is helping to raise attainment in English, mathematics and science at both key stages. Each term, a target is set for the whole school; at the time of the inspection this was to do with writing. Each class teacher takes the target and sets one for the class. From this, individual targets are set for pupils based on the information from assessment. At Key Stage 2, the individual targets are placed at the front of each pupil's book; at Key Stage 1 other ways are used.
14. Staff meticulously analyse data from national and other tests and the information is used to improve teaching and to set targets for pupils. Currently, parents are not involved in the target setting but this is planned for the future. Pupils stated that the targets give them something to aim for, which they find helpful.

Pupils are confident, behave well and have positive attitudes towards their work because they learn in a calm and supportive environment.

15. The behaviour of pupils and their attitudes to work are very good. Most pupils listen carefully and are interested in their work. They work well in small groups or in pairs, listening courteously to one another and sustaining their work well. Many enjoy their work as in the Year 2 lesson on gaining information from non-fiction texts when many gained great enjoyment from finding information about dinosaurs. Many are eager to learn and contribute to discussion. In the Year 4 English lesson, pupils were eager to give the class adjectives to describe the character of Long John Silver. A small number of pupils, mainly younger boys, sometimes have poor skills of concentration and lose interest which affects their learning. However, they do not behave badly or

slow down the lesson.

16. At lunchtime, pupils respond well to the good provision for social development. They chat quietly and sociably to one another and enjoy talking to the adults who supervise them. Behaviour at playtimes is also very good.
17. Pupils are sensitive to each other and respect each other's achievement. Staff encourage pupils to be independent and by the time they leave school, many pupils are confident and mature young people.

The leadership is very good and ensures that the drive to raise standards is maintained.

18. The senior management team gives very good leadership, and is led most effectively by the headteacher. The focus for the team is on ensuring that all adults have high expectations of their pupils. Each member of the team has a different expertise that they use well. All aim to improve the performance of pupils and this is the main reason why pupils achieve highly. Adults in the school, whatever their role, work hard and the team work in school is very good. Management systems in the school are effective and the school improvement plan is a useful document in ensuring that targets are met. It is a working document, shared and amended as it is reviewed. The plan for making the best use of computers is being successfully implemented although the management team is aware that it is at an early stage.
19. The work of adults and pupils is under constant review and results from the reviews are discussed with staff and individuals. Tests are analysed to see what strengths pupils have and where improvements could be made. The results of this analysis are shared with all adults so that teaching can be improved. A programme has been drawn up for subject leaders to review how well their subjects are taught. English, mathematics and science have already been reviewed. All subject leaders have attended training about their role and the effect of this is seen in the successful way in which reviews have been carried out.
20. Governors give much of their own time willingly and ensure that the school meets statutory requirements. They have established informal methods of finding out about how the school operates and each governor has information from their work. This is not yet shared formally, although it feeds informally into governing body meetings.

Children in the reception class get off to a good start because the teaching is good.

21. The provision for children in the reception class is very good. The learning environment is calm and purposeful and children settle quickly into the class. Parents are welcome to bring their children in and to share work with them. They appreciate this and staff see it as an opportunity to support parents in helping their children to learn.
22. Children make very good progress in their personal, social and emotional development. They are keen to learn and sustain concentration. Relationships are good, they share with each other and collaborate well in small groups. Pupils working with small building equipment started off in pairs and after about five minutes, had joined together to make a group of six, all working happily together. They listen well and enjoy stories and counting. When moving around the room, they are aware of each other, such as in a game where they had to join another child to form a pair. The space for the game was limited, but the pupils moved with great skill. Opportunities for developing skills in using large apparatus are limited in the winter by lack of a soft area outside and storage space for large equipment. In the summer, good use is made of a grassy area set above the outdoor space. Children's creative development is good, they paint imaginatively and enjoy singing songs.
23. Teaching of the under-fives is good overall and in the sessions observed was excellent. Relationships and team work in the reception class are very good. Adults are skilled at asking

questions to provoke thought and extend learning. A group was asked why they had chosen to use blue bricks. They responded that it was the sea. The teacher went on to gently question them which extended their speaking and listening skills. In the same way, questions are asked about books that are being read to encourage children to look closely at the text.

24. Children are encouraged to be independent in a number of ways. They take off their coats and hang them up and clear away after them. Children who had made objects from small building equipment were asked to write a label for them which was then placed in front of the object. They then tidied the area ready for the next activity. A child who had accidentally broken another child's construction was encouraged to apologise. The apology was accepted graciously. Behaviour and attitudes are very good, pupils are attentive and respond well to the adults in the room. A small number of boys are less motivated but they behave well.
25. Adults in the reception class have very high expectations of their children which is seen in the probing questions and the way all children are included in discussion. Children's work is valued by being attractively mounted which creates a sense of pride in the work.

WHAT COULD BE IMPROVED

Standards in using computers are below average because not all the work is adequately covered.

26. A very good plan has been drawn up to develop teachers' confidence in the use of information and communication technology so that they can use it in their teaching. A computer suite has recently been set up as part of the plan. However, currently, the expertise of staff is inconsistent and so attainment in some aspects of information and communication technology, such as using the computer to make things happen and reviewing, modifying and evaluating work is below average. Most staff encourage pupils to use word processing facilities, examples being writing in English and, in geography, recording of observations about different countries. A very good lesson was observed in which a teacher introduced pupils to spreadsheets. The teacher was enthusiastic and had considerable expertise which enabled pupils to make very good progress in their knowledge of spreadsheets and to quickly go on to the idea of formulae.
27. Staff have been trained as part of the plan and the computer suite has recently opened and is beginning to be used well to teach computer skills. However, staff have inconsistent expertise in using all the facilities of computers. The school is aware of this and is working to tackle the problem.

Boys do not read as well as girls at the end of Key Stage 1.

28. Attainment in reading at the end of Key Stage 1 improved significantly from 1999 where it was well below both the national average and the average for schools that take in similar pupils. In 2000, attainment was below average but close to the average for similar schools. Higher attaining pupils, often girls, read fluently and find information. Pupils of average attainment are more hesitant but in the main, accurate. Boys however, are sometimes much more hesitant and less accurate when they read. Their scores in the national tests in reading are below those of the girls. A few boys are also less motivated than girls because they lose interest in the texts more quickly. Teachers are generally aware of the need to find material that will appeal to boys, for example, boys enjoyed a factual text about dinosaurs. This term, the targets for the school and individual pupils have appropriately been concerned with writing. Targets for reading have not yet been given. However, by the end of Key Stage 2, the gap has closed and there is little difference between the reading of girls and boys.

Much work has been done on improving attendance but a very small number of pupils do not attend regularly.

29. Attendance is below average. One factor is a small number of parents who keep their children away for trivial reasons. Another reason is a small number of South Asian parents who naturally want to strengthen their children's original culture by visiting the countries from which they came. The school is working with the parents concerned on this and plans to do more.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to maintain the high standards, the headteacher, senior management team, governors and staff should;
- (1) ensure that the development plan for working with computers is followed to ensure that staff are confident to use computers in their teaching
 - (2) set individual targets for reading for boys at Key Stage 1 to improve their motivation and skills in reading. Ensure that texts are available that will appeal to girls and to boys.
 - (3) implement the plans to encourage regular attendance by working with the small number of parents who do not send their children to school regularly.

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	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	31	61	0	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)		185
Number of full-time pupils eligible for free school meals		36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		89

English as an additional language

	No of pupils
Number of pupils with English as an additional language	51

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	12	13	11
	Total	25	28	25
Percentage of pupils at NC level 2 or above	School	83 (62)	93 (71)	83 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	13	11	11
	Total	26	25	24
Percentage of pupils at NC level 2 or above	School	87 (71)	83 (85)	80 (82)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	13	14	16
	Total	25	28	30
Percentage of pupils at NC level 4 or above	School	78 (81)	88 (89)	94 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	15	14	14
	Total	27	26	28
Percentage of pupils at NC level 4 or above	School	84 (73)	81 (74)	88 (85)
	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	4
Black – African heritage	2
Black – other	0
Indian	16
Pakistani	1
Bangladeshi	16
Chinese	5
White	126
Any other minority ethnic group	5

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)	8.5
Number of pupils per qualified teacher	24.7
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	193

Financial information

Financial year	99/00
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	£
Total income	390,071
Total expenditure	369,321
Expenditure per pupil	1695
Balance brought forward from previous year	26,491
Balance carried forward to next year	47,241

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	175
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	0	2
My child is making good progress in school.	60	33	2	0	5
Behaviour in the school is good.	52	43	0	0	5
My child gets the right amount of work to do at home.	40	41	14	2	3
The teaching is good.	54	35	2	0	10
I am kept well informed about how my child is getting on.	41	51	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	63	27	3	0	6
The school expects my child to work hard and achieve his or her best.	62	32	3	0	3
The school works closely with parents.	38	51	5	0	6
The school is well led and managed.	63	29	0	0	8
The school is helping my child become mature and responsible.	63	30	2	0	5
The school provides an interesting range of activities outside lessons.	29	35	19	2	16