

# INSPECTION REPORT

**WINTERBOURNE EARLS C of E (C) PRIMARY  
SCHOOL**

Summerlug, Winterbourne Earls, Salisbury

LEA area: Wiltshire

Unique reference number: 126372

Headteacher: Mrs Joy Fiddaman

Reporting inspector: Adrian Simm  
21138

Dates of inspection: 11<sup>th</sup> – 12<sup>th</sup> September 2000

Inspection number: 224253

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: Voluntary Controlled

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Summerlug  
Winterbourne Earls  
Salisbury  
Wiltshire

Postcode: SP4 6HQ

Telephone number: 01980 611356

Fax number: 01980 551122

Appropriate authority: Governing Body

Name of chair of governors: Mrs M Grice

Date of previous inspection: October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Winterbourne Earls C of E (Voluntary Controlled) Primary School serves pupils aged between four and eleven years. It draws its pupils from the villages of Winterbourne Earls, Dauntsey and Gunner, and Ford. The school currently educates 175 pupils in seven classes, 81 boys and 94 girls. This is smaller than average for primary schools. The school is popular. Around 31% per cent of pupils attend the school from out of the area. This is by parental choice. The school has appointed additional staff in response to the increasing number of pupils on roll. The majority of pupils come from advantaged home backgrounds. Six per cent of pupils are eligible for free school meals. This is below the national average. All pupils come from homes where the first language is English. Fourteen per cent of pupils have some form of special educational needs, which is low. Generally four year olds have attended pre-school provision and attainment of pupils on entry is average overall, with a few pupils having above average attainment. Many pupils are from service families, which frequently results in fluctuations in the school's role during the academic year.

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

This is a very effective school. Though standards achieved by 7 year olds in the National Curriculum tests are inconsistent from year to year, by the time the pupils leave the school at 11 years of age, standards are regularly very high, particularly those of the girls. This is in comparison both with schools nationally and with schools with a similar intake of pupils. The high standards achieved are as a result of the very good leadership of the school that encourages high quality teaching. Although the school receives higher than average funding, it ensures that pupils who have average to above attainment on entry to the school achieve very high standards by the time they leave. As a result, the school provides good value for money.

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

- Very high standards of work by pupils particularly by the age of eleven.
- The school excels at taking steps to improve what it does based upon thorough analysis of its work in all areas of school life. This is because the school is so very well led and managed.
- High quality teaching and learning are strengths of the school. Teaching encourages all pupils to achieve their best.
- Working together with parents and the community in all sorts of ways for the benefit of the pupils.

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

Winterbourne Earls Church of England Primary School is exceptionally effective in analysing its work and identifying areas for improvement. It is already taking steps to improve the following areas which the inspection confirms as priorities;

- The slightly lower achievement by boys in comparison with girls as measured by the standard assessment test results at the end of Key Stage 2.
- The consistency of standards year on year by the age of 7 years, particularly in mathematics.
- The greater use of information and communications technology in teaching.

*The areas for improvement should continue to be considered by governors as the basis of their action plan.*

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

The school was last inspected in October 1996 and shows good improvement. The curriculum for the under fives has improved and is now satisfactory. The governing body has become much more involved in developing the school. Teachers now look at pupils' work and assessment results more closely. This helps them to decide how to improve their teaching. The quality of teaching is a strength of the school.

### **STANDARDS**

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	B	B	A	A
Science	B	A	A	A

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

The school's results show continued improvement in standards achieved by 11 year olds in English, mathematics and science. They are well above the national average, not only for those pupils who achieve level 4, but also for those higher attaining pupils who achieve level 5, and at times level 6 in English and mathematics. The targets set by the school for improvement this year in English, mathematics and science, were appropriately high and were exceeded in all subjects at level 4. This was not the case though for higher attainers in writing at level 5. All pupils achieved or exceeded the appropriate standards in science. Pupils achieve very well overall by the time they reach 11 years of age although results at the end of Key Stage 1 are more variable. Standards in reading by seven year olds are frequently in the top 5% nationally although on occasions, with particular year groups, fall close to national standards. Generally, the school's results are less successful in writing and mathematics at seven. The pupils, however, still achieve standards that are usually equal to or better than schools of similar intake. On occasions, such as the results in 1999, the standards of higher attainers who achieve level 3 in mathematics fall well below national expectations.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are keen to learn and eager to succeed.
Behaviour, in and out of classrooms	Very good both in lessons and around the school. No instances of bullying or sexism were seen.
Personal development and relationships	Pupils take responsibility for their own actions. They are mutually supportive and show respect for each other, adults and the school. Their initiative, independence and confidence are developing very well. All pupils relate very well to each other within a 'family' atmosphere.
Attendance	Very good and well above the national average. Pupils generally arrive in time for the start of the school day and are prompt for the start of lessons during the day.

Pupils work on their own, in pairs and in larger groups, and generally persevere until tasks are complete. Higher attainers who work quickly, are keen to ensure they have more work to extend them. Pupils who at times have misunderstood something or are unsure of what to do, have no worries about asking for and accepting advice from adults or from friends in class. The working atmosphere developed throughout the school allows adults to concentrate on teaching and pupils to concentrate on learning.

### 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.*

During the inspection, the quality of teaching observed was at least satisfactory in all lessons. It was good or better in 94 per cent of lessons and very good or better in 37 per cent. All teaching in English and mathematics was good or better with 50 per cent very good or better at both Key Stages 1 and 2. Pupils strive to do well and all generally show the initiative, independence and desire to succeed, expected of them. This develops as the pupils move through the school so that by Year 6, all pupils' learning is at least good. When teaching is simply satisfactory rather than good, this is because of some delay in supporting higher attainers, such as in ensuring that extension work is readily available, or in ensuring that those pupils lacking some enthusiasm are kept 'on task'. The National Literacy and Numeracy strategies have been very well introduced and teaching of skills are good throughout school. Those pupils requiring additional support in literacy are taught a broad range of strategies, often in a 'fun' way, and learn very well how to improve so that they can use different techniques across a range of other lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements and gives pupils a broad experience of all the subjects. It provides challenge for pupils of all attainment levels. The school offers a good choice of activities outside of lessons although not all parents feel they receive adequate notice of these.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress on work designed especially for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff have high expectations of pupils' personal development and act as good role models within a strong Christian ethos. This ensures that pupils develop a very mature understanding of their moral and social responsibilities. Good provision is made for spiritual development and for pupils to appreciate cultural traditions.
How well the school cares for its pupils	Very good procedures are in place for assessing and monitoring pupils' work and progress. The results of which are used consistently to help plan for the next stage of learning and raise standards. Pupils' welfare is looked after very well.

The school recognises that its development of information and communications technology has been patchy but now has good plans to improve this area of the curriculum. The school ensures that pupils have opportunities to extend their lessons with visits to places such as theatres, museums and residential centres. It has close links with the village church. The governors aim for pupils to have a very broad education beyond the statutory requirements. This is a strong and successful feature of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good and ensures a very clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities. They are very effective in monitoring the school's standards, in setting targets for development and in ensuring that the school budget is efficiently used to raise standards.
The school's evaluation of its performance	The school has an excellent approach to self-evaluation. It uses a range of techniques to monitor and analyse data. The results of monitoring exercises are built into school planning. This is extensive and detailed.
The strategic use of resources	Resources are targeted very well at priorities for development. A large carry forward of £35,463 from last year's school budget was a substantial increase on the previous year's. However, it was accumulated, partly to increase staffing in order to meet the governors' aim that pupils are taught in classes of less than 30. It was also accumulated to improve information and communications technology provision that had been identified by the school as a weakness.

The school is successful in ensuring that its aims and objectives are in the forefront of its thinking, planning and day to day work. Governors bring a range of valuable skills to their work and form a committed, cohesive and hard working team. The school consistently compares itself with other schools, seeks to improve its standards and ensures it spends wisely by researching numerous options before deciding on a way forward. It seeks to apply the principles of best value and is succeeding well.

## 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>• Pupils are encouraged to become mature and responsible;</li> <li>• The pupils really enjoy school;</li> <li>• The good quality of the teaching;</li> <li>• Pupils are expected to achieve their best;</li> <li>• Pupils' good behaviour in school;</li> <li>• The progress pupils make in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons;</li> <li>• An increase in the amount of homework as pupils get older and move through school;</li> <li>• Information about how well pupils are succeeding with their work.</li> </ul>

The inspection team agrees with the positive views expressed by the parents. However, inspectors consider the school offers a good range of activities outside of lessons. These can vary depending on the availability of support from parents and other volunteers. The school is taking steps to ensure that parents have earlier knowledge of what is on offer. Homework prepares pupils well for the transfer to secondary education although the amount does not increase gradually enough or soon enough at Key Stage 2. Inspectors agree with the views of parents at the pre-inspection meeting with inspectors that the school offers a range of opportunities for parents to become involved in school life and to find out about their children's progress. However, for those parents who rely on their child's school report for much of their information, the information about what a child knows and understands is currently insufficient.



## **PART B: COMMENTARY**

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

#### **Very high standards of work by pupils particularly by the age of eleven.**

1. On entry to school, the majority of four year olds have attended pre-school provision and their attainment is broadly in line with national expectations. The results of national tests in 1999, show that at the end of Key Stage 1, pupils' performance in reading was in the top 5% nationally, writing was well above the national average and mathematics was comparable. Whilst the results for 1997 were identical to 1999, all subjects suffered a dip in comparable results in 1998 and the school is expecting this to be the case again this year. Significant numbers of pupils starting and leaving the school within the school year, and at times immediately before pupils take their national tests, have some effect, at times, detrimentally, upon the school's results. However, averaged over a three year period, not only are standards in reading and writing generally well above the national average, but they are also well above the average when compared to similar schools. In mathematics, the proportion is broadly similar to what is seen nationally.
2. In national tests in 1999, at the end of Key Stage 2, pupils' performance in English, mathematics and science was well above the national average, and in comparison to similar schools. Results over the three years between 1997 and 1999 were consistently above national expectations and improving year on year. The school expects the results for the year 2000 to be even stronger. Pupils have exceeded the school's targets with 96% achieving the national standards or better in English and mathematics and all pupils being successful in science. The school also achieves results well above the national average for pupils who are higher attainers, achieving level 5 in national tests and on occasions, level 6 in mathematics.

#### **The school excels at taking steps to improve what it does based upon thorough analysis of its work in all areas of school life. This is because the school is so very well led and managed.**

3. The governing body, headteacher and staff continuously challenge themselves and each other, to ensure that pupils receive the most effective teaching and support that can be provided. The headteacher monitors teachers' planning. Children's work and progress are regularly examined by the headteacher through her own involvement in teaching, by observing teachers during lessons and by talking to the pupils. This enables the headteacher to evaluate, first hand, the school's strengths and areas for development and to 'feed-back' ideas to staff for improvement. Teachers have the opportunity to observe one another and to visit other schools to see lessons in year groups similar to their own. In addition, the headteacher and staff compare their own yearly results with national assessment information both for boys and girls separately, and as a school overall. Trends are defined and investigated, and action taken to improve results. For instance, the school increased support for pupils with additional learning difficulties following the analysis of the 1998 assessment data. Analysis of information has also pointed the school to the need to raise average attainment at Key Stage 1 in all subjects and in writing across the school. Action to achieve this is set out as part of its school development planning.
4. Monitoring of work has been strengthened greatly since the last inspection in 1996. Subject co-ordinators monitor their subjects and this has been budgeted for as a school priority this year. Each co-ordinator has been given approximately two half-days each term, to find out how their subject is being taught and how it is developing. Constant discussion between staff extends everyone's understanding of what is working and what could be improved.
5. Governors' involvement in school life has also developed significantly since the last inspection.

In addition to their annual programme of standing events, with some agenda items timed carefully for particular meetings to ensure business is dealt with strategically, many governors make regular and programmed visits to the school, monitor test results, and play an active role in setting school targets and priorities for development. They join in with school activities and find out for themselves the school's strengths and weaknesses by involvement in committee work such as the special needs and curriculum committees. The school development plan ties together all aspects of school improvement, is appropriately costed and offers governors a very good measure of the school's effectiveness.

### **High quality teaching and learning are strengths of the school. Teaching encourages all pupils to achieve their best.**

6. During the inspection, teaching was satisfactory or better in all lessons, good or better in 94 per cent of lessons and very good or better in 37 per cent. All teaching with the pupils who are under five was good, all lessons at Key Stage 1 were good or very good in equal proportion and at Key Stage 2, teaching was 89 per cent good or better, with 44 per cent very good and 11 per cent excellent. All teaching in English and mathematics was good or better with fifty per cent very good or better at Key Stages 1 and 2.
7. Excellent teaching was seen in a Year 6 mathematics lesson. In this particular lesson, every second of time was used either in 'mental mathematics' or in extending pupils' understanding of place value using numbers to one decimal point. Pupils were encouraged to explain their own variety of ways of working out answers to addition sums involving three numbers or more and then given the opportunity to try these out. The arrangement of the class into ability groups and the constant questioning of pupils' thinking, allowed the teacher to quickly assess if the pupils had grasped the point. Those pupils who showed some uncertainty were immediately identified and helped while pupils needing some additional support worked closely with the learning support assistant. Pupils strove to do well and all generally showed the initiative, independence and desire to succeed, expected of them. This develops throughout school, so that by Year 6, all pupils' learning is at least good.
8. A screening programme of testing reading has identified those pupils requiring additional support in literacy and this has been introduced along with programmes to accelerate the teaching of phonics in Key Stage 1, spelling in Key Stage 2 and writing skills throughout the school. Pupils requiring additional literacy support are taught a broad range of strategies, often in a 'fun' way and learn very well how to improve so that they can use different techniques across a range of other lessons. Pupils know how well they are progressing and are taught not just what they need to learn but how to learn, such as approaching a particular task more slowly. The teaching has built up considerable confidence and trust in the pupils so that they are willing to try hard and 'take risks' with their learning even when they are unsure. This helps them to improve at a faster pace.
9. On very rare occasions when teaching is simply satisfactory, for example, there is delay in supporting higher attainers, in ensuring that extension work is readily available. On other occasions pupils lacking enthusiasm are not kept 'on task'.

### **Working together with parents and the community in all sorts of ways for the benefit of the pupils.**

10. A large majority of parents feel comfortable approaching the school with questions or problems and feel that the school works closely with them. Concerns are dealt with promptly and most information is given readily. This results in parents feeling part of a community. Many parents help to run a range of clubs and activities that take place outside of the school hours. In the past this has included French, 'scrabble', football, netball, hockey, jazz dance, athletics and

mini-marathon training, and cricket. Staff also organise additional activities outside of the curriculum such as gymnastics, the creative arts club, and recorders, some of which take place at lunchtime. Parents are welcomed into the classrooms to help with reading and a range of other activities and in helping with specific projects. For instance, a parent came to talk to pupils about Islam. The Parent and Teacher Association (PTA) is very active and well supported by staff and the community. The Christmas Fair is a major annual event as is the 'Figsbury Challenge' which originated as a PTA fund-raising activity and is extremely successful. This a cross-country race for adults and children which 'winds its way' up the valley side to the Figsbury 'iron-age' fort before returning to the school. This has become a major attraction not just for the school and village but across a much wider area as a competitive team race.

11. Parents have easy access to teachers at the beginning and end of the school day, and appreciate how open staff are in letting them know their child's targets and a summary of planned teaching for the term. They appreciate being given advice on helping their children at home. This is particularly effective for the parents of younger pupils. Homework diaries provide another method of communication, which, together with parents' evenings and pupils' reports, provide a good 'package' of information for parents. However, this works best as a package because taken separately, some parents feel that 'ten-minute' meetings with teachers on parents' evening or reading simply their child's annual report, leaves them short of information.
12. The pupils contribute regularly to the village magazine, attend church for services that they plan and frequently lead, enjoy assemblies in school taken by the local vicar, have good links with the local day centre, borrow artefacts from the local history society and have good links with the local police and medical practitioners. The school places itself at the heart of the community. Its success is in no small part as a result of its very good partnership with parents. This ensures that everyone is supporting the pupils and helping them to achieve their best, both at school and at home.

## **WHAT COULD BE IMPROVED**

Winterbourne Earls Church of England Primary School is exceptionally effective in analysing its work and identifying areas for improvement. It is already taking steps to improve the following areas, which the inspection confirms as priorities;

### **The slightly lower achievement by boys in comparison with girls as measured by the standard assessment test results at the end of Key Stage 2.**

13. Average results for the four years 1996 to 1999, shows boys' performance to be well above the national average in English and above the national average in mathematics and science. Girls' performance was well above the national average in all subjects. However, in 1999, boys' results in English were only equal to the national standards and were slightly below in mathematics. The school has recognised this issue and is taking steps to review its approaches. Ninety six per cent of pupils gained or exceeded the national expectations this year in English and mathematics and all pupils were successful in science. The school awaits the full comparative details for the year 2000 to carry out a more specific analysis of the results in comparison with other schools before deciding if there is more work still needed in this area. The school has single-class year groups of approximately 26 pupils and an imbalance of boys and girls, which can in some year groups be as extreme in ratio as 4:1 in favour of the girls. This means that a difference of one pupil, particularly if it is a boy gaining or not a particular standard, gives a marked percentage difference in results, and this must always be taken into account when considering trends .

### **The consistency of standards year on year by the age of 7 years, particularly in mathematics.**

14. The results for 1998 showed a marked drop in performance compared with previous years. However, over 30 per cent of this year group were identified by the school as needing extra support with their learning at that time. In addition, a small but significant number of pupils started at the school immediately prior to the national assessments being taken. In 1999, the results improved again and were broadly in line with the national average. The school expects a drop in performance again this year, and inspectors agree that the school must wait for the full comparative information for the Year 2000 so that a detailed analysis of the results can be carried out. However, the performance of seven year olds in mathematics, particularly the higher attainers in 1999, is less successful than in reading and writing.

### **The greater use of information and communications technology (ICT) in teaching.**

15. This continues to be a priority for the school in improving both equipment and teachers' skills. The school has sought support from the Local Education Authority. This has included advice to parents on how they can help their children at home. Premises development planning includes a specialist ICT suite. The school intends to use National Grid for Learning funds to give all classes and staff access to the Internet. The school recognises that it has some way to go with these developments but has well identified plans for improving this area.

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

16. In order to improve further the very high quality of education provided for the pupils, the governing body and headteacher should;

Monitor progress in addressing the areas which both the school and the inspection identified for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	31	57	6			

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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	175
Number of full-time pupils eligible for free school meals	10
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	26
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	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	14

### Attendance

#### Authorised absence

	%
School data	2.7
National comparative data	5.5

#### Unauthorised absence

	%
School data	0.2
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
		1999	13	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	13	13	13
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	96(80)	92(76)	100(68)
	National	82(80)	83(80)	87(83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	12
	Girls	13	13	13
	Total	23	26	25
Percentage of pupils at NC level 2 or above	School	88(76)	100(76)	96(80)
	National	82(80)	86(83)	87(85)

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
		1999	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	14	13	14
	Total	20	20	22
Percentage of pupils at NC level 4 or above	School	87(72)	87(67)	96(72)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	13	12	13
	Total	19	19	20
Percentage of pupils at NC level 4 or above	School	83(89)	83(72)	87(78)
	National	68(65)	69(65)	75(71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	148
Any other minority ethnic group	

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.33
Number of pupils per qualified teacher	24.18
Average class size	25.3

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

Total number of education support staff	5
Total aggregate hours worked per week	57

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	1999/2000
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	£
Total income	324916
Total expenditure	303238
Expenditure per pupil	1658
Balance brought forward from previous year	13785
Balance carried forward to next year	35463

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

### **Questionnaire return rate**

Number of questionnaires sent out	180
Number of questionnaires returned	85

### **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		
My child is making good progress in school.	58	40	2		
Behaviour in the school is good.	53	45	2		
My child gets the right amount of work to do at home.	42	40	16	1	
The teaching is good.	70	27	1		1
I am kept well informed about how my child is getting on.	49	38	13		
I would feel comfortable about approaching the school with questions or a problem.	81	13	6		
The school expects my child to work hard and achieve his or her best.	71	28			1
The school works closely with parents.	48	44	8		
The school is well led and managed.	80	19			1
The school is helping my child become mature and responsible.	67	32			1
The school provides an interesting range of activities outside lessons.	52	33	11	4	1