INSPECTION REPORT

STAINTON CHURCH OF ENGLAND

PRIMARY SCHOOL

Penrith

LEA area: Cumbria

Unique reference number: 112307

Head teacher: Mrs H Dunham (Acting)

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 30th – 31st October 2000

Inspection number: 224313

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Stainton Penrith Cumbria
Postcode:	CA11 0ET
Telephone number:	01768 242155
Fax number:	01768 242155
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Canon Peter Wilson
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs A Pullan (30839)	Registered inspector
Mrs T Bradley (1234)	Lay inspector
Mr J Atkinson (18819)	Team inspector

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Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
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London
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stainton Church of England Primary School is a voluntary aided school. It caters for pupils aged four to 11 from the village of Stainton and outlying areas. It is the only primary school in the village but many pupils attending the school travel to the school because of its educational and religious standards.

There are 157 pupils on roll (79 boys and 78 girls), which is smaller than most schools nationally. Children's ability on starting the school is above what is typical of most four year olds. The school has identified less pupils as having special educational needs(14.4 per cent) than is typical for a school of this size and 1.3 per cent of pupils have a statement that specifies a particular need. The number of pupils eligible for free school meals (3 per cent) is well below most schools. There are no pupils at the school who have English as an additional language or from an ethnic minority background.

HOW GOOD THE SCHOOL IS

Stainton Church of England Primary School is a very effective school. Children enter the school with an above average level of achievement. As a result of very good teaching throughout the school, pupils make good progress in English, mathematics and science. By the end of Key Stage 2, many pupils achieve very high results in the national tests 11 year olds. The school is currently well led and managed by the acting head teacher who is well supported by a knowledgeable and involved governing body. The school provides good value for money.

What the school does well
- The quality of teaching is very good and therefore standards in English, mathematics and science are high.
- The pupils' attitudes and behaviour are very good.
- The provision the school makes for pupils' moral, social and cultural development is very good.
- The school is being well led and managed by the acting head teacher.

What could be improved
- Attainment in information and communications technology.
- The management role of the subject co-ordinator in monitoring and evaluation.
- Child protection procedures.
- The content and quality of some of the school's documentation.

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 October 1996. Since then satisfactory progress has been made in addressing most of the previous key issues. Four key issues were identified: to develop schemes of work; improve the monitoring and evaluation of the curriculum and teaching; improve the use of assessment; increase pupils' capability in information and communication technology. The school has fully adopted the new nationally recommended schemes of work and has supplemented them with existing school schemes. The acting head teacher has a very clear plan for how assessment procedures will be further improved and has also used school data very well to analyse pupils' performance and set future targets. The school has very recently developed an information and communication technology suite but this development has been too recent for it to have raised pupils' attainment yet. The school does not sufficiently monitor or evaluate the curriculum or teaching and this area is still in need of improvement.

STANDARDS

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

Performance in:	compared with			similar schools
	all schools			
	1998	1999	2000	2000
English	C	B	A	A
mathematics	A*	A*	A*	A*
science	A	A*	A*	A*

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

A* indicates that the school is in the highest 5 per cent nationally

Pupils' results in the end of Key Stage 2 tests are very high. The school has a very high number of pupils who attain the higher levels in the tests. Very high standards of teaching are being maintained at Year 6, however, because of increased special needs and increased class sizes standards in this class are more in line with what is expected for pupils of this age.

When children start at the school in the reception class they have had varied pre-school experiences. However, most children's ability is above what is typical of four year olds. Children make steady progress during their time in the reception class and, by the age of five, their attainment is above what would be expected for their age. Results in the end of Key Stage 1 national tests show that results are better than most schools nationally in reading and writing and well above most schools in mathematics. However, when these results are compared to schools with a similar number of pupils eligible for free school meals, the school does not do as well as similar schools in reading and writing but better than similar schools in mathematics.

Standards in information and communications technology are still not high enough. The school has maintained very high attainment in mathematics and science and improved attainment in English. However, the schools' targets are not based on an analysis of pupils' prior attainment and are realistically attainable but not sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and try to do their best. They enjoy their lessons and are keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils behave well at all times, even when unsupervised. They play well together in the playground and older pupils look after the needs of younger ones.
Personal development and relationships	Very good. Pupils treat each other and adults with respect. They are friendly, kind and courteous.
Attendance	Very good.

Pupils are very well behaved both in school and in the playground. At lunchtimes they are polite and well

mannered to each other and staff. Older pupils look after the needs of younger ones well, reflecting the school's Christian ethos. All pupils have a good understanding of school rules and behave correctly, even when teachers are not there. They show an enthusiasm for their lessons participating well and trying hard to correctly answer questions. In most classes, pupils work hard and try to produce their best work. Throughout the school, pupils show respect by listening carefully to their teachers and to each other. They use equipment correctly and carefully. Older pupils are keen to take on responsibilities and sensibly carry out any tasks given to them.

TEACHING AND LEARNING

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

Eighteen lessons were seen. Good or better teaching was seen in 72 per cent of those lessons with 50 per cent of them being judged very good or excellent. There was only one unsatisfactory lesson which was as a result of the pace of the lesson being too slow and unsatisfactory management and control of pupils. Particularly good teaching was seen in Years 2 and 6. In these classes lively, energetic and clearly focused teaching was used to engage the pupils. Lessons were conducted at a brisk pace and activities were challenging. As a result, the quality of pupils' learning in these lessons was very good. Most teachers in the school show an enthusiasm for teaching. They plan lessons well to provide activities that will stimulate and motivate pupils. They have high expectations of pupils' behaviour and work. As a result, pupils enjoy lessons and are keen to do well. They concentrate well on their given tasks and try to improve on previous work. The quality of learning in most of the lessons seen was good. Most activities and tasks are well matched to pupils' needs and abilities. However, teachers are very reliant on their own informal day-to-day assessment procedures to be able to do this. Teachers know their pupils well through the good use of questions and monitoring in lessons. However, the school's assessments procedures are not sufficiently developed for teachers to use them when planning lessons and are not rigorously used when setting targets. As a consequence, targets are not sufficiently challenging. Pupils still attain high standards but this is reliant upon teachers recognising pupils' potential rather than using the data available to the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	On balance, the school provides a wide curriculum that is enriched through visits. However, the information and communications technology curriculum requires improvement.
Provision for pupils with special educational needs	Satisfactory. Pupils are identified at an early age and appropriate individual education plans and support are provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school places a great emphasis on developing pupils personally and socially. The school provides many opportunities for pupils to participate in musical and drama activities. There are many, well attended, extra-curricular activities to promote cultural and social development.
How well the school cares for its pupils	The staff are very caring towards the pupils but child protection procedures are not in place.

The school provides pupils with a wide and varied curriculum whilst still maintaining an emphasis on English and mathematics. A very high priority is given to promoting and rewarding good behaviour as well as celebrating other achievements, such as recognising in assembly those pupils who represented the school in a cross-country run. The school has developed the information and communications technology curriculum well but has identified that this still requires further development to more fully cover all the required areas. In particular, using the computer for controlling, modelling and sensing in other areas of the curriculum. The school does not currently have anyone designated as responsible for child protection. There is no school policy and, consequently, staff are not aware of child protection procedures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is currently well led and managed by the acting head teacher. However, subject co-ordinators do not monitor the quality of teaching or attainment in their subjects rigorously enough.
How well the governors fulfil their responsibilities	The governors are very knowledgeable and informed about the school. They are instrumental in all the major decisions about the future development of the school.
The school's evaluation of its performance	The acting head teacher has very recently begun to fully analyse the school's attainment and performance. However, this does not track pupils' attainment as they progress through the school. As a result, the school cannot always be sure that all year groups or pupils are making the progress of which they are capable. The acting head teacher has very clear plans as to how this will develop.
The strategic use of resources	Very good. The governing body fully understand and apply the principles of best value and all additional finance is used appropriately.

The school is undergoing a period of change with an acting head teacher in post until a new head teacher is appointed. The acting head teacher has correctly identified specific areas for improvement. She has developed these well, whilst maintaining the established standards and ethos of the school. As a result, the school has a clear educational direction, albeit over a short time scale. The staff work well together as a team and are very supportive of each other and the acting head teacher. However, they do not sufficiently monitor the quality of teaching or standards in their subjects to be able to specifically identify how their subjects should develop. The governing body are fully involved in all major decisions and are extremely supportive of the school. Their role is effective but some of their documentation is missing statutory elements and is in need of updating. The school development plan is currently inadequate but has only been put into place as an interim measure until a new head teacher is appointed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Their child likes school. • Their child is making good progress. • Behaviour is good. • The teaching is good. • The school is approachable. • The school expects children to do their best.	• The work their child does at home. • How well they are informed. • How closely the school works with parents. • The range of activities the school provides outside of lessons.

Most parents have very positive things to say about the school and inspectors agree with all these positive comments. However, inspectors do not agree with the negative comments. The school follows the nationally recommended homework guidelines. There is a new policy in place but this has not yet had time for the school and parents to fully appreciate how it is working and the school intends to review this after a period of time. The school provides a good range of extra-curricular activities that are well attended. Many parents help in school or on school visits. Parents are welcomed into school at all times. They are well informed about school events and procedures. The end of year reports are well written and parents have the opportunity of two planned parental interviews a year and are able to make an appointment to see their child's teacher at any time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good and therefore standards in English, mathematics and science are high.

1   The quality of teaching has continued to be of a high standard. Teaching was good in 72 per cent of lessons with 50 per cent of lessons being very good or excellent. Most teachers show good subject knowledge, particularly in English and mathematics. Planning is thorough with teachers clearly identifying what pupils should know and be able to do by the end of the lesson. This clear focus in most lessons has resulted in pupils making good progress and achieving very high results in the national tests at the end of Key Stage 2, particularly in mathematics and science.

2   Teachers take a pride in their work and try to produce lessons that pupils will find stimulating and interesting. Most teachers are very enthusiastic and this shows in the way they introduce topics and lessons to the pupils. For example, in a Year 6 literacy lesson about Shakespeare's Romeo and Juliet the teacher knew by heart the opening of the speech by Prince Escalus and presented this to the pupils in a very dramatic and effective way. The pupils were at first stunned by the impact of the teacher's delivery but then sat listening intently to the rest of the speech. This unusual delivery of the subject captured the pupils' attention and imagination and they were highly motivated to discuss aspects of the speech and then to find out more about the life and works of William Shakespeare.

3   The literacy strategy is used very effectively by most teachers. All lessons follow the recommended structure and activities given to groups match pupils' abilities and needs very well. For example, in a literacy lesson in Year 2, the main focus of the lesson was to examine and understand instructions. The activities given to the groups to develop this understanding were very appealing to the pupils: "following instructions to actually make a jam sandwich or making models then drawing and writing the instructions for other people to then use". The practical and fun nature of the tasks meant that pupils concentrated well, followed the instructions accurately or understood the reasons for accurate instructions. The lessons main aims were fully realised by these activities. The classroom and resources that the pupils needed were very well organised and prepared and there was good use made of the support in the classroom. As a result, pupils were introduced to new ideas, had the opportunity to develop their understanding of these ideas in a practical, well supported way and therefore their learning was very good.

4   Teachers are also using and teaching the numeracy strategy well. Pupils show an enjoyment of the initial mental strategy part of the lesson, which is usually conducted at a brisk pace. In a lesson where pupils had to count in twos, fives and tens pupils played a game of snakes and ladders where the die only had the numbers 2, 5 or 10 on it. Because of very clear and precise instructions being given, pupils knew exactly what they had to do. They then, quite accurately, guessed what number they would land on if the number on the die was added to the number where they were. They then moved the counter to see if their guess was correct. The activity was sufficiently challenging to promote pupils' thinking but at the correct level so that they could complete the activity and experience success. These types of activities are developing pupils' learning very well. However, in the one unsatisfactory lesson seen the tasks set did not challenge or inspire the pupils and the management of pupils' behaviour was not effective enough for all pupils to have achieved what they should in the lesson.

5   The quality of teaching in the reception class is good. The teacher has a very good knowledge and understanding of the types of activities that young children will enjoy but that will also develop their knowledge and understanding. For example, in a mathematics lesson aimed at developing children's ability to count accurately to five and to recognise the numerals 0 to 10, the teacher used a puppet dog called Monty to give out imaginary sweets that the children had to count. She then laid out carpet tiles with the

numbers 0 to 10 on them. Children had to follow instructions, for example, "Start at 3 and take 6 steps forward. Where are you?", and give an answer. This helped them to make very good progress in their knowledge and understanding of numbers as the activities were well matched to their needs and the way young children learn. The teacher in the reception class is particularly good at establishing very good relationships between herself and the children. All children place absolute trust in the teacher who always has time to listen, understand and attend to individual children's needs.

The pupils' attitudes and behaviour are very good.

6   Whether around school or on the playground, pupils' behaviour is very good. All pupils play well together and there are very good relationships with the teachers who are on playground duty. In Key Stage 1 the teacher on duty joined in pupils' games and also took the opportunity to teach them traditional playground games. At the end of playtime all pupils respond immediately to the whistle and enter school sensibly.

7   Pupils enjoy coming to school and their attitudes in lessons are very good. They listen well to the teacher and each other and are very keen to answer questions. For example, in a literacy lesson in Year 3 pupils discussed and answered questions about what they thought would be in a newspaper article by just looking at the title. Pupils answered politely without interrupting each other despite the fact that they were very involved in the subject and really wanted to share their own thoughts. The lessons that teachers plan interest pupils but also pupils show an enthusiasm for most subjects and lessons. For example, in a numeracy lesson in Year 4 pupils found the challenge of finding multiples of numbers stimulating and remained fully engaged throughout the lesson.

8   Throughout the school pupils listen very well to their teachers and show good concentration. They are articulate and express themselves well. For example, in a literacy lesson in Year 6 pupils discussed the links between modern soap operas such as Coronation Street and Emmerdale and how they were similar to the script, plot and characters of Shakespeare's Romeo and Juliet. During a literacy lesson in Year 1, pupils clearly and sensibly offered their opinions about who a particular bag belonged to dependent on what was in the bag. One bag belonged to the "three little pigs" and the other to the "big bad wolf". Pupils were delighted with the contents but remained sensible throughout the lesson discussing well the reasons why certain items would be in the bag and what they would be used for.

9   Older pupils accept responsibilities given to them in a very mature way. They conscientiously check that the physical education equipment is stored well and that cloakrooms and classrooms are tidy. Year 6 pupils have specific responsibilities for looking after younger pupils who are sitting with them for lunch. Younger pupils very much appreciate the help and support they are given, making them happy and relaxed over the lunch time period.

The provision the school makes for pupils' moral, social and cultural development is very good.

10   Much of the good attitudes and behaviour of the pupils can be attributed to the very good provision that the school makes for pupils' social, moral and cultural development. Teachers in the school are very good role models. They talk regularly to pupils about how to treat each other and give very clear examples about what is expected from them. Consequently, pupils trust and respect their teachers and state that they would be very happy to talk to them should they have any problems. This trust is fostered and developed between the older and younger pupils. Younger pupils look to older ones for help and happily entrust them with their own personal property whilst they play games on the playground.

11   The school has a good, clear behaviour policy that is consistently applied by all teachers. The policy promotes rewarding good behaviour as a priority but pupils know the school rules and also understand the sanctions that will be applied should they break those rules. Most teachers have very high

expectations of pupils' behaviour and in most classes there are clear boundaries as to what is acceptable. Pupils respond very well to this clear direction. In one class where expectations of behaviour were not as high or the boundaries as clearly identified pupils behaviour was not as good as other classes. Teachers do not rely on the enforcement of school rules to establish good behaviour. Most teachers have very good relationships with their pupils and manage and control their behaviour in an atmosphere of mutual respect. This also allows pupils to feel relaxed and able to enjoy their lessons. For example, in a religious education lesson in Year 2 pupils enjoyed the story of "Elmer the elephant", laughing out loud at the funny parts but able to control themselves so that the rest of the story was not spoilt.

12   Pupils are often asked to think about their own and other peoples' feelings about their actions or those of other people. For example, in a whole school assembly on "Words" there was a lot of sensible discussion about which words make pupils feel good. Pupils were then asked to think about words that hurt or make people unhappy. In the reception class, children were asked to describe how they felt about making a large autumn collage, what they felt like working with other children and what their thoughts were about the finished picture. In Year 1, pupils were asked to think about why one of the three little pigs would carry a photograph of his mother around with him and what did they think the little pig felt for his mother.

13   Teachers make great efforts to build up pupils' self-esteem through praise and rewards. In the whole school assembly pupils who had represented the school in a cross-country race were rewarded with certificates. In reception "Monty" a dog puppet was used to discuss and praise how different groups had completed their tasks or how well they had tidied up.

14   The school provides good extra-curricular activities that develop pupils' social skills and teachers enrich the curriculum well with visits and visitors. Many pupils join in the extra-curricular activities which include: choir, recorder groups, instrumental groups, chess, drama, netball and football. The school participates in inter-school tournaments and the drama club regularly participate in local speech and drama festivals where they perform very well. The school frequently invites people like the policeman, doctor or vet into school to talk about their jobs and pupils regularly visit local places of interest.

The school is being well led and managed by the acting head teacher.

15   The school is currently being well led and managed by the acting head teacher who is in post until a new head teacher is appointed. The acting head teacher has successfully continued to develop areas that the school had identified as priorities previously. For example, there has been the successful completion of the school's information and communication technology suite and resources have been developed to a high standard in most areas of the curriculum.

16   As new and recent data has become available to the school the acting head teacher has accurately identified how the school's assessment procedures and target setting can be further improved. She has already instigated good changes to the school's systems to enable pupils' attainment to be more accurately tracked throughout their time in the school.

17   The acting head teacher has also maintained the good quality of teaching that was in the school by supporting staff through the current changes sensitively. She has also identified correctly some areas for improvement and has clear plans as to how this can be achieved.

WHAT COULD BE IMPROVED

Attainment in information and communications technology.

18   By the end of Year 6 pupils' attainment in information and communications technology is below what is expected for pupils of this age. Pupils use word processors and combine different font sizes, colours and styles to create different effects in their work. Younger pupils recognise parts of a computer such as the mouse and the keyboard. They use simple word processing techniques and some understand about spreadsheets and data handling. Older pupils load programs and save and print out their work. However, many pupils have these skills because of access to computers at home rather than at school.

19   Since the last inspection the school has successfully increased the amount of computers in school and an information and communication technology suite has been developed. Staff are undergoing training to develop their own knowledge and skills of information and communication technology. Some improvement has been made in pupils' attainment in word processing and the use of spreadsheets. However, there has been little improvement in standards in the other areas of the information and communications technology curriculum including using information and communication technology for control, sensing and modelling. The school does not yet use information and communication technology effectively in other areas of the curriculum. However, the school has recognised that it requires a more detailed plan to develop all these areas in order to improve pupils' attainment to reach the national expected levels.

The management role of the subject co-ordinator in monitoring and evaluation.

20   Subject co-ordinators do not monitor the quality of teaching in their subjects and work in pupils' books is not scrutinised on a regular basis. As a result, they do not have a full and accurate understanding about the standards in their subjects or which areas need developing and in what priority order. This means that subject co-ordinators can only have a limited input into the school development plan and are not able to accurately identify which parts of the curriculum or teaching are the most effective in raising standards.

Child protection procedures.

21   The school does not have anyone currently trained or responsible for child protection. There is a guidance policy that has been given to the school by the local education authority but the school does not have its own policy and procedures. Consequently, staff are not aware of what they should do should they suspect that a child is in need of specific protection.

The content and quality of some of the school's documentation.

22   The school currently has a development plan that covers a very short time scale. This is because the governing body would like the new head teacher, when they are appointed, to be fully involved in the development of this plan. The current plan has been drawn up by the acting head teacher. It clearly identifies areas for development but does not specifically state how these developments will improve pupils' attainment.

23   In addition, the governing body do not have a current policy on sex education and some essential parts are missing from the governors' annual report to parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24   In order to improve the school further the head teacher, governors and staff of the school should:

(a) Improve attainment in information and communications technology by:

- improving teachers' confidence and expertise in using all aspects of information and communications technology;
- purchasing the hardware and software needed to deliver the full requirements of the National Curriculum, particularly control and modelling aspects;
- using information and communications technology more effectively to promote pupils' learning in other subject areas;
(Paragraphs 18 and 19)

(b) Improve the management role of the subject co-ordinator by:

- enabling co-ordinators to observe lessons in their subject area;
- undertaking scrutiny of pupils' work enabling co-ordinators to access information about attainment in their subject.
(Paragraph 20)

(c) Put into place recommended child protection procedures. (Paragraph 21)

(d) Include all statutory elements in governors' annual report to parents. Improve the school development plan to include precisely what standards will be improved and how that improvement will be measured. (Paragraphs 22 and 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	33	22	22	6	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)	157
Number of full-time pupils 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	1.3%
Number of pupils on the school's special educational needs register	23

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	17
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.58
National comparative data	5.4

Unauthorised absence

	%
School data	0.04
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	11	11	12
	Total	15	15	18
Percentage of pupils at NC level 2 or above	School	83% (90%)	83% (90%)	100% (90%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	11	11	11
	Total	15	14	16
Percentage of pupils at NC level 2 or above	School	83% (91%)	78% (86%)	89% (96%)
	National	84% (82%)	88% (86%)	88% (87%)

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

*Where the number of pupils is ten or less pass figures are excluded from the table

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	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100% (89%)	100% (100%)	100% (100%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100% (93%)	100% (100%)	100% (100%)
	National	70% (68%)	72% (69%)	79% (75%)

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

*Where the number of pupils is ten or less pass figures are excluded from the table

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	133
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	24.2
Average class size	26.2

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	69

Financial information

Financial year	1999-2000

	£
Total income	249,891
Total expenditure	241,357
Expenditure per pupil	1,700
Balance brought forward from previous year	7,176
Balance carried forward to next year	15,710

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	157
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	62	35	4	0	0
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	35	40	17	8	1
The teaching is good.	61	34	5	0	0
I am kept well informed about how my child is getting on.	44	40	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	74	22	3	1	0
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	59	27	8	5	1
The school is well led and managed.	68	25	8	0	0
The school is helping my child become mature and responsible.	58	36	5	1	0
The school provides an interesting range of activities outside lessons.	45	29	13	4	9