

INSPECTION REPORT

PENNY BRIDGE CHURCH OF ENGLAND PRIMARY SCHOOL

Ulverston

LEA area: Cumbria

Unique reference number: 112360

Headteacher: Mr Ivan Smith

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 16th-17th October 2000

Inspection number: 224589

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 category:	Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Mount Pleasant Greenodd Ulverston
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Telephone number:	01229 861307
E-mail address:	admin@pennybridge.cumbria.sch.uk
Appropriate authority:	Governing Body
Name of chair of governors:	Revd. Gary Wemyss
Date of previous inspection:	21-23 May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small village of Greenodd, located near to the small town of Ulverston in South West Cumbria. The socio-economic backgrounds of pupils are above average. The school is smaller than other primary schools with eighty-one pupils on roll between the ages of four and eleven. The percentage of pupils eligible for free school meals is well below the national average being less than two per cent. Twenty-one pupils require help for special educational needs. This represents 24% of the school population. No pupil has a statement for special educational needs. All pupils are of white ethnicity and none require support for English as an Additional Language. All pupils have pre-school experience and when they are admitted to school at the age of four, their attainment is above average.

HOW GOOD THE SCHOOL IS

This school has many very good features. It provides pupils with a good quality of education supported by a warm, caring ethos that makes sure that pupils feel safe and secure. The quality of teaching is particularly good for pupils aged between four and seven and this ensures that pupils learn rapidly and reach good standards by the time they begin Key Stage 2 at the age of seven. By the age of eleven, pupils' standards of speaking, listening and writing are good and pupil's knowledge of number is better than the national average. The curriculum is well planned. There are particular strengths in terms of opportunities provided for pupils to learn music, physical education and some aspects of design and technology and by the age of eleven standards are better than national expectations in these subjects. Good use is made of residential visits and links with the local community to support pupils' learning. The school is well led by the governing body and the head teacher. The school gives good value for money.

What the school does well

- The quality of teaching is good overall. It is very good in Key Stage 1 and good in Key Stage 2. This promotes good standards in English and mathematics by the ages of seven and eleven.
- The school makes particularly good provision for music and physical education resulting in good standards in each subject.
- Pupils develop good relationships, behave well and have high levels of independence.
- The school creates good links with the local community and parents.

What could be improved

- The school needs to strengthen the curriculum by explicitly planning opportunities for pupils to develop literacy and numeracy skills in each subject.
- The school should make better use of assessment and marking to set targets for improving standards even further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in May 1996, there have been two head teachers. Despite this, the school has maintained its standards and managed to rectify the weaknesses identified in the previous report. The school buildings have been improved by the building of a new classroom that has freed the hall for use by all pupils. The design and technology area is now fully utilised. It is used for teaching children in the foundation stage and pupils in Key

Stage 1 and 2 can use it to learn design and technology. The library provision has been improved so that books are more accessible and a staff-room has been created. The effectiveness of teaching in Key Stage 1 has been greatly improved and is very good overall. Very good liaison exists between teaching and support staff so that very good use is made of groups and whole class teaching. Staff have undertaken training which has improved the quality of teaching of information technology and resulted in pupils attaining higher standards in this subject.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	B	B	C	well above average A above average. B average C below average D well below average E
Mathematics	A	A	A	B	
Science	A	A	A	C	

The table shows that pupils' attainment at the end of Key Stage 2, on the basis of the 1999 end of key stage National Curriculum test results, is well above average compared to similar schools nationally in mathematics and science and above average in English. In comparison with similar schools, however, pupils' performance was average in English and science but above average in mathematics. The inspection findings indicate that pupils perform as well as they can in mathematics and English and reach standards that are above national expectations. In science, standards are also above the national average but pupils' knowledge and understanding of plants and animals could be better. In Key Stage 1, pupils learn rapidly and by the age of seven, they exceed the national expectations in English and mathematics. Children in the foundation stage respond positively to very good teaching by learning rapidly and reaching standards that are above average by the age of five.

In art, design and technology, geography, history, music and physical education inspection standards at least match national expectations by the end of both key stages with strengths in standards in music and physical education. Across the school, standards in information technology meet national expectations and pupils do as well as they can.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are happy to come to school and enjoy most aspects of their education. They get involved in their lessons, show good levels of commitment and achieve as well as they can. The good range of extra-curricular activities is very well supported and both boys and girls join in enthusiastically.
Behaviour, in and out of classrooms	Behaviour is mostly good and very good in Reception and Key Stage 1 and satisfactory in Key Stage 2. In the playground and when taking lunch, pupils behave with consideration and respect for others.
Personal development and relationships	From the Reception class onwards, pupils respond positively to expectations to use their initiative. Pupils take responsibility for many aspects of their learning and have good levels of independence. Pupils are tolerant of others' viewpoints and maturely discuss differences with one another.
Attendance	Attendance is good. Pupils are rarely absent and they are punctual to lessons.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection, teaching was very good in half of the lessons observed, good in a quarter and satisfactory in the remainder. The standard of teaching is particularly good in Reception and Years 1 and 2. In this class, over four out of five lessons were very good. In Key Stage 2, teaching is particularly good in English, mathematics, art and physical education. Across the school pupils benefit from specialist teaching in physical education, art and music. Overall, lessons are well managed and work is organised well so that the wide range of needs of pupils is met. The needs of children in the foundation stage are very well met through very good teamwork between the class-teacher and an early-years specialist. During lessons, pupils are very well cared for and supported in their learning and high standards of behaviour and of academic work are demanded and usually achieved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for all age groups meets statutory requirements. It takes account of the National Strategies for Literacy and Numeracy and makes good provision for information technology. Particular strengths exist in music and physical education.
Provision for pupils with special educational needs	Resources and activities are adapted to meet the needs of pupils. Good quality individual education plans guide the teaching and monitoring of pupils' progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This is good overall. Strengths exist in opportunities for pupils to develop good social skills and a sense of right and wrong. There are developing links with schools in other countries and opportunities exist for pupils to learn about the richness of other cultures.
How well the school cares for its pupils	The staff, head teacher and governing body successfully provide pupils with a safe and secure environment. All aspects of pupils' welfare and personal development are valued and carefully monitored. Procedures for child protection are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very recently appointed head teacher has a clear picture of how to improve the school further and has successfully set priorities. Staff work effectively together to successfully manage the curriculum.
How well the governors fulfil their responsibilities	The governing body knows the strengths and weaknesses of the school. It works hard to support the staff and pupils and makes sure that the school keeps up with national changes and developments, whilst successfully striving to maintain the strong ethos of the school.
The school's evaluation of its performance	The staff, head teacher and governing body make good use of assessment data to track the performance of pupils in many subjects and assessment data is analysed well to provide the information. Plans exist to improve the use of individual and group targets so that standards are pushed even higher.
The strategic use of resources	Both teaching and support staff are very well deployed so that pupils' needs are well met. Classrooms are well used but not enough thought is given to providing pupils with opportunities to learn through the good quality school grounds. The school gives good value for money.

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.• The strong family ethos of the school that promotes good links with the community and with parents.• The good range of activities that extend the National Curriculum and give meaning to lessons.• The quality of the accommodation and the school grounds.	<ul style="list-style-type: none">• A consistent approach to homework in all classes.

The inspection findings support the parents' comments. There is inconsistency in homework provision across the school and the homework policy needs clarifying.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is good overall. It is very good in Key Stage 1 and good in Key Stage 2. This promotes good standards in English and mathematics by the ages of seven and eleven.

1. In the Reception class and Key Stage 1, pupils are given a very good start to their education. In the Reception class, pupils are challenged by the provision of a wide range of exciting and stimulating activities that are very well planned and managed so that children develop an early understanding of number and shape. A good emphasis is placed upon developing vocabulary and early writing and spelling skills.
2. In Key Stage 1, pupils benefit from the skill and commitment of the class teacher. High quality displays of pupils' work create a classroom that is bright, lively and stimulating. The classroom environment successfully encourages pupils to read. Books are displayed and made available. Writing is valued and celebrated by displaying and mounting selected examples of pupils' writing. A beautiful wall display based on fire demonstrated the way in which even younger pupils have a good grasp of writing when creating very descriptive poems to describe fire. One pupil wrote, "I can see orange, red and yellow flames, I can hear a roar and a hiss". The use of imaginative words is better than normally found by the age of seven. Narrative writing is also good as exemplified by the interesting class book "Sammy Seal". In their poems about raindrops, pupils showed a good understanding of the way alliteration can be employed to represent movement and sound. Most pupils read very well, and have a good understanding of books. The leadership of the Reception and Key Stage 1 teacher successfully promotes a love of reading that is transmitted to the pupils. Parental support in reading is good in Key Stage 1 and the commitment of the class teacher to maintaining regular one to one reading in addition to group activities contributes to the good progress pupils make.
3. In mathematics, the very good quality of teaching in Key Stage 1 results in pupils' learning rapidly between the ages of four and seven. By the age of seven the vast majority of pupils are doing better than is expected for pupils of their age. They have a particularly good understanding of number and understand place value of hundreds, tens and units. They apply this knowledge to solve simple addition and subtraction problems. Pupils are accomplished in using multiplication tables up to five times and are developing a good conception of the way numbers can be divided by using sets. High expectations by the teacher are promoting a good knowledge of shapes and the differences between them. During the inspection, a group of bright pupils enthusiastically explained why a rectangle is different to a square and talked of shapes such as hexagons and octagons. Pupils confidently explained the way in which the area of a square or a rectangle can be measured using squares. By the age of seven, pupils have good mental recall skills and draw upon their knowledge to solve problems set during the mental arithmetic sections of their mathematics lessons.
4. In Key Stage 2, pupils maintain the good standards reached by the age of seven. Teachers expect pupils to read regularly and by the age of eleven, standards are higher than national expectations. Pupils have a good knowledge of a range of modern authors and discuss the plot of such books as "Harry Potter" and the works of Roald Dahl. The quality of handwriting is very high. By the age of eleven, pupils use punctuation very well to separate sentences and to signify when a person is speaking. In their writing, pupils make effective use of passive and active verbs to create moods and to add interest.

They are familiar with conventions of writing reported and direct speech. Pupils are expected to apply their writing skills across the curriculum and for a range of purposes. Teachers use many opportunities for making writing real. For example, some pupils wrote a letter to persuade people not to reduce the speed limit on Lake Windermere. Pupils also demonstrate good skills of factual writing. For example, they produced a good historical account of the "Swing Bridge at Whitby", linked with the Key Stage 2 residential visit. The decision by class teachers in Key Stage 2 to commit a regular weekly slot on the timetable to developing writing is benefiting pupils' development in this area.

5. In mathematics, pupils do very well and by the age of eleven exceed national expectations. Pupils are taught well and teachers have high expectations of all pupils, including those who are higher attainers. Lessons have clear objectives that are shared with pupils. Teachers make good use of mathematics vocabulary so that pupils develop confidence to explain the methods they use to solve problems. In a lesson focusing on data handling, pupils were constantly challenged by very sharp and pertinent questions which stretched the higher attaining pupils so that their concentration was maintained and their rate of learning was rapid. Pupils intelligently interpreted a graph showing the way the volume of a bath alters when in use. They demonstrated a secure knowledge of mathematical terms such as scale and axis and successfully constructed their own graph with an appropriate scale. The use of information technology in Key Stage 2 to support mathematics is generally good. Pupils are familiar with simple data base programmes and know how to represent data in many ways including pie-charts and line graphs.
6. Throughout the school, the support of parents when their children take work home is a positive factor behind the good progress pupils make in mathematics and English.

The school makes particularly good provision for music and physical education resulting in good standards in each subject.

7. Pupils' performance in both physical education and music is very high. The subjects are taught by knowledgeable and confident teachers. Teachers have very high expectations of pupils and the needs of each pupil are recognised. The great enthusiasm of each teacher is transmitted to the pupils and as a result, they enjoy their lessons enormously and achieve standards that are above the national expectations for both seven and eleven year olds.
8. In physical education pupils have access to a wide range of range of sports. The standard of teaching in physical education is very good. Lessons are very well planned so that every moment is used constructively. Pupils respond well to expectations to perform in front of others and to evaluate their own and others' performances, to identify possible improvements. The good subject knowledge of the teacher makes sure that pupils are given very good advice and support. During gymnastics lessons, pupils in Year 5 and 6 respond very well to the very good leadership and levels of organisation of the class teacher. Using a quiet but assertive manner, the teacher constantly pursues high standards of performance within a safe and secure environment. Pupils demonstrate very good levels of balance and work in pairs to produce a sequence of movements and balances that mirror each other. Excellent guidance, encouragement and support by the teacher reward pupils who try their hardest and this results in pupils performing confidently and with a sense of pride. In Key Stage 1, The same very good quality of teaching exists. Lessons are very well planned. During lessons good subject knowledge enables the teacher to give effective support and advice to pupils so that

everyone does as well as they can. Music is skilfully used to relax pupils at the end of lessons so that there is no risk of muscular damage. Pupils are asked to think about their body, relax and “let the energy go through your legs” before changing.

9. Teachers work very hard to provide pupils with the opportunity to take part in a wide range of physical activities outside lessons. Parental support is very good and a suitably qualified parent runs an after school soccer session one evening each week and on Saturday mornings. Both boys and girls can take part in many team games involving healthy competition with local schools. Representative teams participate in inter-school tournaments, for example in soccer and netball, and despite the small nature of the school good levels of success are achieved. Pupils also benefit from the coaching of an English Cricket Board coach and many pupils talk enthusiastically about the coaching received from a local basketball centre.
10. In music, pupils reach high standards in the performance and composition elements of music. This is largely because of the impact made by the dynamic leadership of a part-time music teacher coupled with opportunities for pupils to learn how to play a stringed instrument through the Local Education Authority music service. Pupils from the school take part in the local annual music festival and the choir has achieved considerable success in regional events. This success stems from the rich experiences that pupils are given during school life. During the inspection, the level of performance and composition was much better than normally found. Every pupil was made to feel valued and competent at making music using a wide choice of instruments. In Key Stage 2, pupils used guitars, recorders, a penny whistle, a saxophone and a wide range of percussion instruments including drums, shakers and glockenspiel to explore sound and create good quality pieces of orchestrated compositions. In so doing, pupils demonstrated a well-developed sense of timing, rhythm and pattern. Through the use of excerpts from Benjamin Britten's, “Young Person's Guide to the Orchestra”, pupils demonstrated a good knowledge of the range of instruments of an orchestra including woodwind, brass and stringed instruments. Pupils use instruments very well to create rhythm and tempo. As a result of firm leadership and high expectations of the teacher, pupils work together extremely well and, during the lessons observed, managed to fill the room with music by making and controlling sound.

Pupils develop good relationships, behave well and have high levels of independence.

11. From the first days of the children's school life when they start in the Reception class, pupils are expected to share and co-operate with others. A warm and caring ethos pervades the life of the school and pupils have opportunities to work with others, both older and younger. The mixed ages in each class teaches pupils tolerance of others. Teachers give good role models to pupils by setting high expectations for their behaviour whilst making good use of praise and encouragement whenever pupils are helpful or thoughtful.
12. During playtimes outside, behaviour is very good, pupils are aware of others around them. Staff provide pupils with a wide range of playground games that successfully occupy the thoughts and attentions of pupils. Both boys and girls play together sensibly and enthusiastically at games such as skipping and playground noughts and crosses. During assemblies and lunchtimes, well-established routines reduce incidents of misbehaviour and pupils of all ages mix very well together.

13. In Key Stage 1 and 2, pupils have clearly defined classroom jobs that are performed competently. Pupils enjoy helping the staff. During gymnastic lessons, pupils skilfully and safely take out, construct and put away the climbing apparatus with the minimum of supervision or fuss and, despite the cramped conditions of the hall, they all work together well to minimise any problems. The recently introduced school council is adding to the opportunities for pupils to share some responsibilities for the management of the school. Pupils on the council have a mature attitude and talk of needing to listen to others' views before making recommendations for improvements.

The school creates good links with the local community and the parents.

14. This village school is at the heart of much that happens in the community. Everyone can be involved by supporting the Friends of the School, an organisation that welcomes not only parents and carers of pupils but also those who feel they wish to help their local school. Very close links with the local church benefit pupils by enabling them to fully understand the role of the church in the community. Pupils regularly attend services and learn about the traditions of the Anglican church by exploring the font and the altar and pupils also use brass rubbings to gather information. Each year, pupils and parents attend the Harvest Supper and pupils are encouraged to raise money for the Bishop's Appeal. Pupils have the chance to use the village hall and recently a millennium production entitled "Moving On" was performed. Good support is given by local commerce, for example, the soccer team talk very proudly of their kit that is generously sponsored by a local bakery.
15. Parents are very supportive of the school. A number of them give up their own time to help in classrooms and pupils benefit from the support that parents give the school when work is expected to be done at home. Induction procedures before starting school are very good. Very good links exist with the village playgroup that is now sited in the school grounds. This promotes very good links between the school and parents of children about to start school.

WHAT COULD BE IMPROVED

The school needs to strengthen the curriculum by explicitly planning opportunities for pupils to develop their literacy and numeracy skills in each subject.

16. The basic skills of literacy and numeracy are regularly taught but the many potential opportunities for pupils to practise and apply skills outside English and mathematics lessons are not always taken. Writing occurs in most subjects as a way of pupils recording what they have learned, but most lesson plans, for example, do not promote practising of specific writing skills in subjects other than English. This weakness also limits opportunities for assessing the attainment and progress pupils make in writing. Opportunities for pupils to practise their mathematical skills in subjects across the curriculum are not systematically planned for.

The school should make better use of assessment and marking to set targets for improving standards even further.

17. Although pupils are regularly assessed in English and mathematics at appropriate points in their education, the use of the accumulated information could be better used. The school currently does not have a coherent way of identifying targets for improvement for either groups of pupils or individuals. Pupils are not sufficiently involved in setting their own targets. Pupils are not yet aware of ways they might improve in simple, manageable ways and are not yet involved in contributing to what they think should be improved or of knowing how far they have progressed in reaching their targets.
18. Work is marked regularly and promptly. It accurately identifies where corrections are needed but the use of comments by teachers to guide and improve pupils' work is limited. Only rarely are pupils asked to repeat or correct work and there is currently no systematic way of using marking to identify targets for improvement or ways of reaching these targets. The new head teacher recognises this is a way of pushing standards even higher and has made this an area for development for the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the good standards that the school already achieves, the governing body, head teacher and staff should work together to:

1) Strengthen the curriculum by

- ensuring that pupils have more opportunities to practise and apply literacy and numeracy skills in all subjects.

2) Improve the use of assessment and marking

- by devising and implementing a policy for using the outcomes of assessment and marking to involve pupils in setting their own targets for improvement and for evaluating the progress they make in reaching them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	47	24	29	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)	0	81
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	21

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4%

Unauthorised absence

	%
School data	0.0
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	1999	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	7	7	6
	Total	11	11	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (74)	82 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	7	6	7
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	100(100)	91(100)	100(100)
	National	82 (80)	86 (83)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	11	6	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	10
	Girls	6	5	5
	Total	14	16	15
Percentage of pupils at NC level 4 or above	School	82(84)	94(67)	88(92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	5	4	6
	Total	13	13	16
Percentage of pupils at NC level 4 or above	School	77(75)	77(67)	94(1000)
	National	68 (65)	69 (66)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	81
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	22.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	23

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	155108
Total expenditure	155413
Expenditure per pupil	1918
Balance brought forward from previous year	477
Balance carried forward to next year	172

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	81
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	66	22	4	4	2
Behaviour in the school is good.	42	54	2	0	2
My child gets the right amount of work to do at home.	46	32	12	8	2
The teaching is good.	74	22	2	0	2
I am kept well informed about how my child is getting on.	58	30	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	74	24	0	2	0
The school expects my child to work hard and achieve his or her best.	82	16	0	0	2
The school works closely with parents.	42	54	2	2	0
The school is well led and managed.	66	30	2	0	2
The school is helping my child become mature and responsible.	52	42	4	0	2
The school provides an interesting range of activities outside lessons.	48	44	2	2	2

Other issues raised by parents

There are mixed feelings about homework. Opinions are divided with some parents wanting more and others less. The parents of pupils in Year 3 and 4 express the view that in that class less work is given than in Year 1 and 2.

