

INSPECTION REPORT

MOULTON PRIMARY SCHOOL

Moulton, Northampton

LEA area: Northamptonshire

Unique reference number: 122102

Headteacher: Mr. J. Francis

Reporting inspector: Mr. M. H. Cole
3369

Dates of inspection: 16th-17th October 2000

Inspection number: 224595

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:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Hill Moulton Northampton
Postcode:	NN3 7SW
Telephone number:	01604 643061
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. D. Bacon
Date of previous inspection:	14 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moulton Primary School is a large primary school educating 437 boys and girls aged 4 to 11. It serves a semi-rural residential area of above-average social and economic circumstances. A very small number of pupils is of ethnic minority origin and all of these are competent in English. Twenty-one per cent of pupils have special educational needs, an average proportion by national standards. Five pupils have statements for special educational needs; at 1.1 per cent this is an above-average proportion. Pupils start at the school with attainment which is above average in speaking, listening and understanding numbers, and a little above average in the early skills associated with reading.

HOW GOOD THE SCHOOL IS

This is a very effective school. Very good leadership and management by the headteacher and his deputy, teaching of good quality and an excellent curriculum help pupils to achieve standards which are well above average. The school is good value for money.

What the school does well

- The oldest pupils achieve very good standards in English and mathematics and generally good standards of work in other subjects
- Good quality teaching is provided for pupils of all ages
- The headteacher and his deputy provide very good leadership and management
- Pupils develop very good attitudes, showing maturity and good behaviour, and their level of attendance is exceptionally high
- The range and richness of opportunities for learning, both within lessons and beyond, is excellent
- Parents think highly of the school and the school's relations with parents are very good

What could be improved

- Although standards in reading are satisfactory, the teaching of reading is less consistently effective and systematic than teaching in other key areas

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Inspectors judge the school to have made good improvement since its last inspection in April 1997. The very good standards achieved by pupils, and the good qualities of the education provided, have either been maintained or, in some areas, further improved. The school's results in standard National Curriculum tests have risen steadily in line with the national trend. Previously good standards of pupils' attitudes and attendance have been raised still further. Management processes, particularly in relation to checks on teaching and learning, assessment of pupil progress and target-setting, show good improvement. The school's already good curriculum has improved further since the last inspection so that it is now judged to be excellent.

The four main recommendations for improvement made at the last inspection have all been effectively tackled. In the teaching, setting objectives in the planning of lessons has improved and is now good. Marking of work, too, is better and is now consistent. In school management, the role of the curriculum co-ordinators is much improved and is now a good feature. Health and safety procedures are now well in order. Strong leadership and management give the school a good capacity for still further improvement.

STANDARDS

The table shows the standards achieved in 2000 by 11 year olds based on average point scores in National Curriculum tests.

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

Key

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

The 2000 tests show the oldest pupils achieving well above average results in English and mathematics, and above-average results in science. Compared with similar schools, results were above average in English and average in mathematics and science. The school comfortably exceeded the realistic targets it set itself for the 2000 results. More precise details of test results show a general trend of steady improvement in recent years.

Work seen in a range of subjects during the inspection, either in examination of pupils’ past work or through observing lessons, bears out the general picture of good standards given by the test results. However, in some aspects of their achievement in more advanced reading skills the oldest pupils do less well than past pupils’ test results show, though achievement is still satisfactory.

Examples seen of younger pupils’ work across the curriculum show satisfactory and sometimes good standards being achieved. This is consistent with the results of the 2000 standard National Curriculum tests taken at the end of Key Stage 1 which were above average in writing and average in reading and mathematics.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are interested and enthusiastic
Behaviour, in and out of classrooms	Good
Personal development and relationships	Very good; pupils become mature and responsible
Attendance	Excellent

A particularly strong feature of pupils’ personal development is the development of mature and responsible attitudes towards their own learning, a reflection of the way the school discusses targets and progress with each pupil. The rate of pupil attendance is very high by national standards and there is no unauthorised absence.

TEACHING AND LEARNING

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

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

The teaching in both English and mathematics is good overall. Basic skills of writing and numeracy are well taught. The teaching of the specific area of reading shows some inconsistencies but it is satisfactory overall. Good planning based on good knowledge of the subjects is a positive feature of the teaching. Teachers are clear about what pupils

are to learn and make a good practice of sharing their objectives with pupils. Doing this, and also sharing with pupils assessment of their progress and targets for improvement, promote pupils’ academic progress as well as responsible attitudes to learning. Stimulating and interesting work also promotes pupil enthusiasm and progress. Planning takes account of the range of pupils’ abilities and needs, and those with special educational needs are well supported to ensure their inclusion in activities and their progress. 97 per cent of the teaching seen during the inspection was at least satisfactory. 41 per cent of lessons showed good teaching and a further 25 per cent teaching that was very good or excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent; pupils are offered a full and rich range of opportunities to learn
Provision for pupils with special educational needs	Good
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good overall and very good for moral and social development
How well the school cares for its pupils	Procedures are good

The school provides fully for pupils’ entitlement to the National Curriculum and makes much of the work stimulating and interesting through educational visits, visitors, special events and imaginative day-to-day planning. In addition an excellent range of activities beyond lessons greatly extends pupils’ opportunities to learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, setting high expectations and a commitment to quality in all the school’s work
How well the governors fulfil their responsibilities	Governors contribute well to financial planning and control and soundly in other areas
The school’s evaluation of its performance	Good; careful checks are made
The strategic use of resources	Good; all resources are efficiently used

Very good leadership gives the school a strong sense of purpose and a commitment to improvement. School staff work very hard. All the school’s aims are well achieved. Good financial planning and controls apply principles of “best value” effectively.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p><i>Parents are pleased with all aspects of the school’s work, but they are especially pleased</i></p> <ul style="list-style-type: none"> • that the school is well led and managed • that they feel comfortable approaching the school with questions or problems • that pupils are expected to work hard and achieve 	<p>No concerns are expressed by a significant number of parents. A <i>very few</i> parents</p> <ul style="list-style-type: none"> • would like to see more homework • would like to see less homework • would like to see more activity outside lessons

their best	
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Inspectors agree with parents' overwhelmingly positive views of the school. They also agree with the great majority that homework arrangements are good and that an interesting range of activities outside lessons is provided. Inspectors judge the range of activities outside lessons to be excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The oldest pupils achieve very good standards in English and mathematics and generally good standards of work in other subjects

During the inspection, lessons in English and mathematics throughout the school were observed and samples of written work completed over the last year were examined. All of this evidence supports the picture of very good standards painted by results in the standard National Curriculum tests taken in May 2000 by the oldest pupils at the end of Key Stage 2. Inspectors' observations are also in line with the results achieved by younger pupils taking tests at the end of Key Stage 1. Here results are above the national average in writing and average in reading and mathematics.

As pupils move through the school they develop good skills of listening with understanding and of speaking with confidence and clarity. In reading, the fluency and accuracy of their reading develop well. Writing skills also develop well so that the oldest pupils show good standards of spelling, punctuation and grammar. They assemble words effectively to convey meaning in a range of ways suited to different purposes and audiences. These skills are evident not just in English lessons but in other subjects, too. Writing skills are put to good use, and further consolidated, for example when pupils write substantially about science experiments they have conducted or when they write about history topics they have researched.

Basic mathematical understanding develops well so that the oldest pupils are skilled in solving mathematical problems in their heads. They understand, for example, the values of numbers expressed with three places of decimals and can use this for quick mental calculation of the result of multiplying or dividing by ten.

In science, inspection observations of two lessons and examination of past written work confirms the picture of above-average standards given by the oldest pupils' scores in the standard National Curriculum tests in 2000 and by teachers' own formal assessment of pupils at the end of Key Stage 1. Pupils show, for their ages, a good breadth of scientific knowledge, a good understanding of processes like the workings of the body or electricity, and good skills of scientific investigation and interpretation.

Although the inspection focused mainly on the subjects of English and mathematics, examples of lessons in most other subjects were seen and samples of written or practical work were observed in all subjects. All the evidence collected in these ways supports the view that pupils' work generally across the curriculum, and at all ages, is of good quality.

Good quality teaching is provided for pupils of all ages

The good and often very good standards of work achieved are the reflection of good teaching which promotes effective learning. Direct observations of lessons during the inspection, examinations of teachers' planning and the past work completed by pupils all point to a good quality of teaching in all parts of the school and across the curriculum. Lessons are well-planned and well-managed events. All aspects of teaching are at least satisfactory but there are particular strengths. At the Foundation Stage and both key stages teachers show good knowledge of their subjects and of what they should teach. This results from the very good support for the teaching provided by the headteacher and other senior staff. Checks on the effectiveness of the teaching lead to relevant support for teachers through training or the mutual support of colleagues. Teachers' good knowledge and understanding lead in turn to good planning which shows a clear identification of exactly what pupils are to learn. This is an improvement since the previous inspection. Teachers begin lessons with a good practice of sharing their objectives for the lessons with pupils, and they end lessons by involving pupils in reviewing the achievement of objectives. There is good planning of work to provide a challenge to pupils of all ability levels, including those with special educational needs. This is helped by the school's thorough and regular processes of assessing pupils' progress and setting individual targets for them. Marking of pupils' work is satisfactory – also an improvement since the last inspection.

Because teachers plan challenging work pupils are able to make generally good progress. This helps to account for the fact that while pupils generally start at the school with a level of attainment which is a little above average, they complete their careers at the school with attainment which is well above average. Progress is also helped by pupils' positive attitudes of interest and enthusiasm for their work which in turn lead to good behaviour. These features, too, reflect the care with which teachers plan work that is interesting and makes the subject live for pupils. Sometimes this is done by careful marshalling of resources of books, pictures, artefacts, videotape, visits or visitors. Occasionally incorporation of opportunities to use information and communication technology enlivens lessons and consolidates skills in this subject.

A further positive feature of the teaching is the effective co-operation with support staff, for example in giving extra help to pupils with special educational needs so that they can be included as fully as possible in the lessons and progress as well as others. Sometimes, too, support staff work very effectively with pupils with special needs in suitably small groups outside the classroom. Here precise planning ensures that pupils are always very well challenged and interested.

The teaching incorporates good arrangements for homework. They are systematic and regular. Although a few parents would like to see more homework, and a few want less, the overwhelming majority of parents are content with arrangements. Parents are happier about homework than is the case with most schools.

The headteacher and his deputy provide very good leadership and management

The headteacher shows very good leadership and is well supported by his deputy. Leadership is firstly through the personal example of commitment to pupils' achievement of high standards and to bringing good quality to every aspect of the school's work. This inspires a very hard-working team which includes all members of school staff. The school's very good planning of the curriculum, the excellent assessment processes with detailed reporting to parents, and the extensive provision of activities outside lessons are but three signs of the high level of staff endeavour. Both teachers and support staff give time to the school beyond the level of their formal duties. Staff share the determination of the senior staff to make an already good school still better.

Very good leadership also shows itself in a clear and firm sense of direction and purpose. The school has set itself clear aims all of which are well achieved in practice. Planning from year to year of the school's development is based on a good understanding of the school's strengths and the areas for possible improvement. The right priorities are identified and detailed plans to tackle them are made. Finances are carefully planned and controlled to make best use of funds to promote school improvement. Governors give good support to these processes.

Good planning, and success in bringing about school improvement, reflect good processes for keeping a check on the effectiveness of the school's work. Checks on the pupils' progress are particularly thorough with regular testing and other forms of assessment to track each pupils' progress from year to year, to set targets for pupils' future achievement and to identify where pupils need more help or the teaching can be beneficially improved. Frequent visits to lessons are also made by senior staff to observe teaching and learning at first hand as a basis for supporting teachers' further development of their skills. Good provision is made for teachers' ongoing training and support staff also receive good opportunities to develop their knowledge and skills.

The school was recommended at its previous inspection to extend the role of the subject co-ordinators. This has been effectively achieved and the work in subjects is now well co-ordinated as the consistency in the quality of planning, teaching, assessment and pupil achievement shows. The co-ordinators for English and mathematics are both new to the school and to these responsibilities but already they are having a positive impact on identifying ways to raise standards still further.

Pupils develop very good attitudes, showing maturity and good behaviour, and their level of attendance is exceptionally high

The great majority of parents say their children like the school and the rate of pupil attendance is very high by national standards. Both of these facts are consistent with the good level of interest and enthusiasm shown by

pupils in the lessons seen during the inspection. Positive attitudes are also reflected in the good behaviour seen around the school, in assemblies and the dining room, and for most of the time in lessons. Teachers' good planning of interesting, lively and stimulating activities is a major reason for this. Another is the school's firm expectations about behaviour and the use of rewards to reinforce them. Expectations about attendance are also high and effectively supported by careful checks and encouragement.

Relationships between teachers and pupils, and amongst pupils themselves, are co-operative. Pupils are respectful towards adults and fellow pupils. There is no evidence that teasing or bullying is a significant concern and parents say that on the rare occasions that there is unpleasantness the school puts matters right quickly and effectively. No pupils have been excluded in recent years.

Virtually all parents completing the pre-inspection questionnaire agreed that the school helped their children become mature and responsible and this is inspectors' judgement, too. Older pupils respond well when given responsibilities for helping around the school. In addition pupils grow in responsibility as a result of the good practices of sharing objectives for learning with pupils and involving them in evaluating their own progress in achieving them. Beside doing this from day to day in lessons the school adds greatly to pupils' sense of responsibility for their own learning through the setting of individual targets for them. Each term careful assessments of each pupils' progress are followed by interviews between the class teacher and each pupil where specific targets for each of them are discussed and agreed. These relate mainly to academic progress but where appropriate can also refer to personal or behavioural development. Parents are informed of these targets at termly meetings. In a variety of ways pupils are reminded in their daily classroom life of their personal targets. In discussion with inspectors pupils showed an impressive awareness of their personal targets and of the progress they were making towards them. By such means the oldest pupils are found to have developed mature and sensible attitudes towards their own schooling which will prepare them well for the next stage of their education at secondary school.

The processes of assessment and target-setting are a reason why parents attending the pre-inspection meeting felt positively about the way the school treats pupils as individuals. One parent thought the school "very aware of individual potential" and another said "the school is marvellous at dealing with individuals".

The range and richness of opportunities for learning, both within lessons and beyond, are excellent

Pupils benefit greatly from a breadth and richness of stimulating opportunities for learning. The school's stated aim to provide a "varied, exciting curriculum" is very well achieved. This is partly because very good planning of the curriculum provides comprehensive coverage of the National Curriculum. It is also because, in their day-to-day planning of lessons, teachers take pains to make the work lively and interesting. Thirdly it is because there is a very good range of extra opportunities outside lessons in which a large number of pupils participate.

A wide range of ways is found to provide an exciting curriculum. Educational visits and visitors are a frequent and positive feature of the lively curriculum. For example, during the inspection, work in history on the Tudors was given extra impact for pupils as they prepared to visit a Tudor manor house. On a previous occasion work on World War II was enlivened by a visit from two senior citizens who had been evacuees. Good links made between different subjects are another way the work is made more interesting. Work in geography on making and interpreting maps had, for example, been imaginatively linked with the story of Red Riding Hood. Special events, such as "Book Week" and "Maths Week" allow pooling of staff resources and incorporation of outside specialists to provide exciting challenges and opportunities. Particular resources sometimes help to extend opportunities as in science where investigative work is sometimes based on the school's substantial environmental area. Physical and personal development opportunities are extended by activity in the new adventure playground.

The lively curriculum is further supplemented by a very good range of optional activities, in which large numbers of pupils join. The school succeeds in encouraging an unusually large number of pupils to receive tuition in a range of musical instruments. Musical interest and opportunity is also increased within the large choir. Physical education is very well supported at appropriate times of the year by after-school soccer, cricket, rugby, netball, gymnastics, dance, short tennis and athletics. There are good opportunities to compete in sports teams both within the school and against other schools. Other aspects of the curriculum are enhanced by clubs for art, cookery, drama and wild

life.

The school's excellent curriculum also includes good provisions to promote pupils' spiritual, moral, social and cultural development. There is a good range of approaches to collective worship through assemblies which are sometimes for single classes, sometimes for larger groups and sometimes the whole school. Together with timetabled sessions for personal and social education, these are effective in encouraging pupils to reflect on personal belief, issues of right and wrong and the principles that should shape their behaviour. Social development is well supported by the plentiful opportunities to show initiative through activity outside lessons, by responsibilities for helping around the school and by charitable enterprises that encourage concern for others beyond the school and sometimes abroad. Pupils' cultural awareness is well promoted, for example, by the school's lively musical life and activity in art. However, the help they are given to appreciate the diversity and richness of cultures other than their own is only just adequate. The school's development planning includes some steps to extend these.

Parents think highly of the school and the school's relations with parents are very good

The school is rightly held in high regard by parents. A very good proportion of parents returned the pre-inspection questionnaire and almost all of these expressed their considerable contentment with the school. On every question the percentage of parents responding positively was higher than in the great majority of schools. For example, ninety-eight per cent of parents said they thought the school was well led and managed, sixty per cent agreeing strongly. Parents who attended the pre-inspection meeting also expressed very positive views of the school.

Parents' confidence in the school partly reflects the very full and effective way the school informs parents, both in writing and through meetings. The school is very open with parents, telling them all they want to know. The excellent annual reports on progress and the related processes of assessment and target-setting are examples of this. Where parents have questions or concerns the questionnaire shows that they feel comfortable approaching the school: ninety-eight per cent agreed with this, sixty-seven per cent strongly.

Parents show their regard for the school through generous support in fund-raising and in some cases through practical help within the school and classroom.

WHAT COULD BE IMPROVED

Although standards in reading are satisfactory, the teaching of reading is less consistently effective and systematic than teaching in other key areas

Compared with their work in other aspects of English, and in other subjects, younger pupils' progress in reading is less successful, though in line with national standards. Although the great majority of pupils reach the level of attainment (level 2) expected at the end of Key Stage 1, the proportion of pupils reaching the higher level of reading attainment (level 3) is below the average for similar schools. This is because pupils achieve well in the basic "mechanics" of reading words but their broader skills of understanding the text they read are underdeveloped. Before the inspection the school had rightly identified teaching comprehension in reading as a priority for development in the present year.

Older pupils continue to develop well in basic reading skills, but there is some variation between year-groups in pupils' enthusiasm for reading, their ability to talk about books and authors and in their understanding of skills of researching information from books. These are aspects of achievement which the standard National Curriculum tests in English do not directly measure. Pupils were not therefore prevented from achieving well-above average results in the tests.

These findings about pupils' attainment reflect some inconsistencies in the teaching of reading. There is a systematic approach to teaching the basic skills of relating sounds to letters, and combinations or patterns of letters ("phonics"), and this is effective in development of basic reading and spelling skills. Elsewhere there are examples of inconsistency. The implementation of the National Literacy Strategy in "literacy hour" lessons varies from class to class in approach and effectiveness. An excellent example of such a lesson was seen in Year 1 where intensive, challenging, well-targeted individual work allied to extremely effective management of pupils led to excellent

progress. However, such good practice is not happening in some other classes. There are inconsistencies, too, in processes for recording pupils' reading progress, changing their reading books and involving parents in recording pupils' reading activity at home. In the best cases teachers' records analyse the nature of pupils' successes and difficulties, set targets for future progress and define relevant strategies for helping pupils, but this is not happening consistently. With older pupils, teaching varies in its success in teaching a wider appreciation of books and genres and in developing pupils' skills for researching information from libraries and books, including techniques of "skimming and scanning" text to locate relevant information quickly.

The inconsistencies of practice found in the teaching of reading reflects insufficient co-ordination of the work. However, a few weeks before the inspection the school appointed a new subject co-ordinator who is already developing a good awareness of how co-ordination can be improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher and staff should:

Improve the teaching of reading by

- ensuring consistency in all aspects of the teaching
- keeping detailed records for all pupils' progress, including those that involve parents supporting reading at home
- applying the school's general approach to target-setting with particular precision to reading
- keeping a close check on the effectiveness of teaching and learning by direct observation
- inspiring, in every class, an enthusiasm for books and reading
- paying more attention to teaching of older pupils' skills of researching information from libraries and books

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
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
3	22	41	31	3	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

Number of pupils on the school's roll (FTE for part-time pupils)	437
Number of full-time pupils eligible for free school meals	18
Special educational needs	No. of pupils
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	91
English as an additional language	No. of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No. of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	36	28	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	34	35
	Girls	27	27	27
	Total	60	61	62
Percentage of pupils at NC level 2 or above	School	94 (84)	95 (95)	97 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	36
	Girls	27	27	28
	Total	61	62	64
Percentage of pupils at NC level 2 or above	School	95 (93)	97 (95)	100 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	32	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	27
	Girls	31	31	31
	Total	55	55	58
Percentage of pupils at NC level 4 or above	School	89 (88)	89 (90)	94 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	28	28
	Girls	31	30	31
	Total	53	58	59
Percentage of pupils at NC level 4 or above	School	86 (77)	93 (83)	95 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	2
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	366
Any other minority ethnic group	2

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:

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	25.3
Average class size	31.2

Education support staff:

Total number of education support staff	12
Total aggregate hours worked per week	220

Financial information

Financial year	1999/2000
	£
Total income	814159
Total expenditure	805892
Expenditure per pupil	1866
Balance brought forward from previous year	68390
Balance carried forward to next year	76657

4Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	437
Number of questionnaires returned	221

		Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
1.	My child likes school	54	39	5	0.5	0
2.	My child is making good progress in school	50	44	2	0.5	1
3.	Behaviour in the school is good	50	47	1	0	1
4.	My child gets the right amount of work to do at home	24	60	9	2	4
5.	The teaching is good	59	38	1	0	0.5
6.	I am kept well-informed about how my child is getting on	44	46	7	0.5	1
7.	I would feel comfortable about approaching the school with questions or a problem	67	30	2	0	0.5
8.	The school expects my child to work hard and achieve his or her best	64	32	1.5	0.5	0.5
9.	The school works closely with parents	45	46	5	0.5	3
10.	The school is well led and managed	60	38	1	0	1
11.	The school is helping my child become mature and responsible	49	43	1.5	1	4
12.	The school provides an interesting range of activities outside lessons	29	50	10	1.5	7