

# **INSPECTION REPORT**

## **MARTINSHAW PRIMARY SCHOOL**

Groby, Leicestershire

LEA area: Leicestershire

Unique reference number: 119925

Headteacher: Mr S White

Reporting inspector: Gill Pitt  
11634

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> September 2000

Inspection number: 224650

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Forest View Groby Leicester
Postcode:	LE6 OBB
Telephone number:	0116 2876749
Fax number:	0116 2876749
Appropriate authority:	Governing Body
Name of chair of governors:	Ms Jo Coleman
Date of previous inspection:	3 <sup>rd</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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Kevin Greatorex	Lay inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Martinshaw is a primary school for pupils aged from 5 to 11. There are two admission dates for the pupils under five – September and January. The school is one of three primary schools serving the village of Groby which is just outside the City of Leicester.

Most of the pupils come from the older established part of the village. A significant number of pupils transfer to the school after the reception year to other year groups throughout the school. There are 190 pupils on roll; most come from a white European background. The number of pupils with special educational needs and those with statements of special educational needs is broadly in line with the national average. The proportion of pupils eligible for free school meals is below the national average.

The assessment of pupils on entry to the school indicates that they are within the average range of ability.

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

This is a very good school with significant strengths in standards, teaching, attitudes, and the quality of education that the school provides. The headteacher, together with all those who work in the school, have a shared sense of purpose and commitment for all pupils to achieve. Standards are very high and well above the national average. Teaching is good in many lessons. The attitudes and behaviour of the pupils are excellent. This is reflected throughout the school and in the response of the pupils in their learning. The school gives good value for money.

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

- Standards in English, mathematics and science are very high when compared with the national averages. Standards have improved dramatically in the last two years.
- The teaching is good in most lessons and very good in a third of lessons.
- The head teacher has established a clear sense of purpose for the school. This is shared by the whole school community.
- The personal and social development of the pupils is very good. There is high emphasis placed on value and respect for the individual.
- The attitudes and behaviour of the pupils are excellent.

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

- Standards in information communication technology.
- The monitoring and evaluation of teaching to identify strengths and improve weaknesses.
- Resources for some of the curriculum areas.

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

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

The improvements made by the school since the inspection in February 1997 are satisfactory. There has been a significant improvement in standards. The National Literacy and Numeracy Strategies have been successfully introduced. The very good school ethos has been maintained. Teaching remains consistently good in most classes. The parts of lessons identified as being unsatisfactory in the previous report are still evident. The planning and assessment of pupils' learning is very good. Most of the key issues for action from the previous report have been addressed. The school still needs to put into place a procedure to monitor and evaluate the work of the school and to improve the provision for information technology. There are a number of resources and resource areas in the school that still require attention. The school has the capacity to address these issues.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	C	C	A*	A
Mathematics	C	D	A	C
Science	D	D	A	B

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The children in the current reception class achieve what is normally expected for their age in speaking and listening, literacy and numeracy. By the age of seven standards are average in writing and above average in reading and mathematics. By the age of eleven, standards are very high in English, mathematics and science in comparison with all schools. In comparison with similar schools, those in which there is a similar proportion of pupils eligible for free school meals, standards were average in mathematics, above average in science and well above average in English. Performance in English indicated as A\* places the school in the top five percent of schools nationally.

Trends over the last three years indicate a dramatic improvement, especially in the last two years. Improvement over three years is in line with the national trend. The results in the national tests for seven and eleven year old pupils indicate that standards have at least been maintained, and reflect continuous improvement.

Evidence from the inspection, at the very beginning of the school year, indicates that pupils are achieving standards that at least meet and are likely to exceed those expected nationally for pupils aged seven and eleven.

Between the ages of four and seven pupils make good progress and this is maintained by the older pupils. Pupils make very good progress in Year 6. From the information provided by the school, the progress made by the pupils from Year 2 in 1995 to the national tests in 1999 was very good. Indications are that this will also be reflected in the results for the year 2000 tests.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. Pupils are wholeheartedly enthusiastic about their work and eager to succeed. They come to school eager and willing to learn.
Behaviour, in and out of classrooms	Behaviour is excellent. Throughout the day, in classrooms, in shared areas and at lunch time behaviour is exemplary.
Personal development and relationships	Pupils are able to work independently and take responsibility. Respect and relationships between pupils and adults are very good
Attendance	Attendance is very good. Punctuality is very good.

Pupils' attitudes, behaviour, personal development and relationships are consistently very good and often excellent. The school provides many opportunities for the pupils to take on responsibility and they demonstrate that the trust is well placed. Pupils feel respected and valued as individuals.

## TEACHING AND LEARNING

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

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

Teaching is good in most lessons and very good in nearly a third of lessons. Planning for these lessons is very good, learning intentions are clear and there is a good match, in the activities planned, to the differing needs of the pupils. Literacy and numeracy are taught well and this is reflected in the high standards in English, mathematics and science. Teachers are dedicated to providing the very best for their pupils in order for them to succeed. They are committed to raising standards and making learning fun. Support in the classrooms and the work with the pupils with special educational needs is very good. In the small minority of lessons where teaching is unsatisfactory, time is not well managed and the planning does not take into account what pupils already know and can do or the areas where some pupils are experiencing difficulty.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the national curriculum and religious education are taught. There is good coverage of all subjects for all pupils, except in information and communication technology. Overall the curriculum for the Foundation stage is satisfactory. The outdoor curriculum for the Foundation stage is unsatisfactory. The extra curricular provision for pupils is very good.
Provision for pupils with special educational needs	Good. Support staff work closely with class teachers. Records are up to date and the progress that the pupils make towards their targets is closely monitored. There is a good balance between in-class support and withdrawal for small group teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is very effective in promoting pupils' spiritual, moral and social development through the school ethos which encourages and empowers all pupils to achieve academically and in their own personal development.
How well the school cares for its pupils	The school provides very high quality support and guidance and effectively promotes the welfare and safety of all the pupils in a safe and secure, caring environment. The care for pupils is very good.

The school provides a broad and balanced curriculum with many strengths and few notable weaknesses. There is a good balance in the subjects taught. There are good links across subjects at Key Stage 1. History and the arts are used to enrich the curriculum at Key Stage 2. The weaknesses in the curriculum are in information and communication technology across the school and the lack of facilities for the statutory outdoor curriculum for the foundation stage. The range of extra-curricular activities provided for the pupils is very good; they are well attended by boys and girls in broadly equal numbers.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher has set a clear sense of purpose for the whole school community. This is very effectively reflected in the daily work of the school. Leadership and management are good with significant strengths. There is a concerted effort to raise standards even further and a commitment by the head teacher and the staff to doing their best for the pupils in their care. Weaknesses remain in the opportunities provided for curriculum co-ordinators to develop their roles and in the monitoring and evaluation of teaching. Overall leadership and management are good.
How well the governors fulfil their responsibilities	Governors are well informed and take responsibility for the strategic direction of the school and the allocation of resources. They play an active role in the life of the school and know the strengths and weaknesses of the school well. The governors are effective in fulfilling their responsibilities. Overall effectiveness is good.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory. There are good strategies in place to improve and raise standards. The school is effective in analysing pupil achievement to set targets for improvement and sharing information between classes. It is less effective in monitoring and evaluating teaching to improve performance further.
The strategic use of resources	The strategic use of resources is satisfactory. The decision to carry forward a significant part of the budget to cushion a predicted budget shortfall and to protect staffing has resulted in a significant shortage of resources in a number of curriculum areas. The governors are good at applying best value principles.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school and they make good progress</li> <li>Behaviour is good</li> <li>Teaching is good</li> <li>They feel well informed about the school.</li> <li>They feel comfortable in approaching the school.</li> <li>The school has high expectations.</li> <li>The school works closely with parents</li> <li>The school is well led and managed.</li> <li>The school helps the pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Extra curricular activities.</li> <li>Targets set in end of term reports.</li> <li>The use of the sanction and reward system. The good and bad book.</li> </ul>

Parents are overwhelmingly supportive of the school. Ninety five percent of parents are in agreement about the strengths of the school. Slightly more than one-third of parents did not agree that the school provides an interesting range of activities. Inspection evidence suggests that this is not reflected in the range of extra-curricular activities that the school provides. There are seven clubs which include sport, music, conservation and the environment.

Parental concerns about the targets set in end of term reports are justified. There are inconsistencies in the way that targets are either presented or written in the end of year reports.

There was no evidence of the use of the reward and sanction system during the time of the inspection. The school may wish to review the consistency in the use of the good and bad book.

## **PART B: COMMENTARY**

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

**Standards in English, mathematics and science of 11 year old pupils are very high. Results in the 1999 national tests show that standards in English are in the top five percent of schools nationally.**

- 1 The school is committed to school improvement . The standards of the eleven year old pupils have improved dramatically over the past two years and the standards of the seven year olds are steadily improving. The school's results for eleven year old pupils compare favourably with those of similar schools in English and science and are about the same in mathematics. The school is taking action to further improve standards in mathematics. Standards achieved by seven year old pupils are improving. Results in the national tests compared with similar schools for 1999 were disappointing and the school is addressing this and has already put into place additional time for writing.
- 2 Children have a very good start in the reception class. At the very start of the school year they have settled quickly into a classroom setting. They are very confident in the classroom environment and take turns, listen to each other and are keen to take part in the activities that are planned for them. Their vocabulary is steadily increasing and they are able to use appropriate mathematical language to name the shapes of objects in a shopping basket including cones and cubes. Much of the work in the reception class is practical. Children are making good progress towards meeting the early learning goals.
- 3 Reading is good across the school. Pupils aged seven are confident and enthusiastic readers. They enjoy reading aloud in small groups, particularly in the guided reading time during the literacy hour. They enjoy using books in other curriculum areas. In an art lesson they used a number of books about bears, including Rupert, Winnie the Pooh, Paddington, Super Ted and Old Bear. They talked about the books and the exploits of the bears with great enthusiasm. The reading skills of the older pupils are very good. They use their skills to find out information in other areas of the curriculum. Frequently, they are motivated to follow up at home the texts they study in class. Following the lesson on diaries a pupil down loaded, at home, a synopsis of 'The diary of Anne Frank ' to share with the class.
- 4 Similarly writing skills are effectively taught across the school. The younger pupils in the school make good progress in letter formation and in writing independently. They use capital letters and full stops in their imaginative writing. By the age of eleven pupils are able to apply skills across the curriculum. Their writing is very expressive. In the lesson on diaries a pupil chose to write the diary of 'a dying pharaoh' using the knowledge and understanding he had gained from the history of the Egyptians.
- 5 From the time that children start school they are encouraged to contribute their own ideas, to answer questions and to read aloud. Teachers have high expectations and, when pupils speak to the class, will insist that older pupils start again if they are not audible or coherent. Pupils are encouraged to critically appraise each other's work.
- 6 The National Literacy and Numeracy Strategies have been effectively introduced throughout the school and the impact on standards is monitored effectively in order to identify what is working well and which areas need further attention.

- 7 Good progress is made in mathematics from the good foundation in the reception class. Seven year old pupils have a good understanding of what numbers are all about. They had no difficulty in talking about doubles and near doubles and tens and units up to one hundred. The oldest pupils in the school respond very positively to the challenges that are set for them through board games. The 'Shop 'til' you Drop' game, involving percentages, fractions and decimals, challenged the higher attaining pupils when they worked very effectively in groups of four with high levels of concentration and good humour.
- 8 Teachers are very clear about the targets that they set; older pupils keep their own target sheets and learning objectives, add their own comments and indicate when their targets have been met. Teachers and pupils work together in the drive for improvement and in maintaining high standards.

**There is a high proportion of good and very good teaching**

- 9 In nearly all of the lessons seen teaching is good. In eighty percent of the lessons it is good; in nearly a third of lessons it is very good and at times excellent. The best teaching is in the classes of the youngest and the oldest pupils in the school. In the lessons in where the quality of teaching is good or better planning is very good. Teachers have clearly identified what it is that they want the pupils to learn. They use their knowledge of what the pupils already know, can do and understand to plan appropriately in order to move the learning on. A very good example of this was in the Year 4 class. The teacher used the marking from the previous day to discuss targets with individual pupils for the next piece of work.
- 10 Most of the teachers have a flair for making learning fun. In the very good lessons the planning and preparation of resources is both thorough and imaginative. The archaeological dig, of pre planted Roman, Viking, Greek and Egyptian type artefacts, undertaken by Year 6 pupils, was exciting. The lesson enabled the pupils to learn through their own observation and research.
- 11 The teaching of the Foundation stage is consistently good. There is good teacher knowledge and understanding of the needs of young children so that a lesson in the hall using apparatus became an adventure. The adults joined in the role play of being on a boat on the sea. Their enthusiasm and the very creative learning environment led to a very spontaneous response by the children. Through the role play the children developed their balance and the control of their movements in a very imaginative way.
- 12 Teachers keep very good records based on their close observation of the pupils. This is evident throughout the school day when teachers record significant achievements in learning or where pupils are experiencing difficulty. Teachers know their pupils well. Communication and information between teachers and support staff is very good. Together they share high expectations of the pupils. Records of pupils with special educational needs are very good; progress towards targets set in their individual educational plans are monitored very carefully.
- 13 Teachers use questions effectively to encourage pupils to explain how they work out problems. In the best numeracy lessons pupils are encouraged to use the white board to show their working and to show different approaches to solving money or number problems.

**The head teacher has established a clear sense of purpose for the school. This is shared by the whole school community.**

- 14 The head teacher is committed to providing the very best for each pupil. This commitment and sense of purpose is shared by the teachers and all adults who work in the school and is reflected in all that the school does. This sense of purpose is shared by the whole school community.
- 15 The drive to improve standards, the high expectations of behaviour, a culture which enables pupils to take the initiative, be independent and to support each other in their learning is evident throughout the school. The contribution that each individual makes is valued. This gives all pupils a sense of worth and the feeling that they can achieve. Whilst the drive to raise standards has been successful, pupils are still provided with an enriched curriculum. The arts are not neglected and learning is fun. Pupils are encouraged to perform their music compositions in assemblies and take part in a wide range of clubs which includes taking care of the environment and conservation. Parents recognise the clear sense of direction that the head teacher has set for the school. They value the fact that their children enjoy being in school. There is a good atmosphere in classrooms and their children are encouraged to take responsibility for themselves and also to be part of a team. Parents are aware that the school is working to improve standards and there are high expectations in all that their children do.

**The personal and social development of the pupils is very good. There is a high emphasis placed on value and respect for the individual.**

- 16 The ethos of the school and the learning environment make each pupil feel valued. The relationships within the school, between the pupils and the teachers are very good. There is a shared, mutual respect. In lessons the pupils are very good at working in small and large groups. They take turns when using resources and are willing to share their own equipment and books and to bring things in from home for the benefit of the class. Older pupils help and take care of younger pupils. Younger and older pupils are entrusted to take messages. Even the younger pupils taking messages about play time do this in a very confident manner. On the many occasions when the pupils are working independently, during numeracy and literacy lessons, they take full responsibility for their learning and do not abuse the trust that is placed in them.
- 17 Pupils are always polite and friendly, ready to engage in conversation. The Year 6 pupils who have extension work in mathematics recognised the challenges of the work and are very motivated to attain high standards. They are very keen and willing to express their thoughts about the work, what was easy, where and why they made mistakes and the progress they are making. The conversation was conducted in a very mature, articulate and confident manner. The relationships between pupils and adults are very relaxed and no one takes advantage of this because of the mutual respect.

**The attitudes and behaviour of the pupils is excellent**

- 18 At all times during the school day the attitudes and the behaviour of the pupils are excellent. During lessons they are very attentive, answer questions politely without calling out and listen to each other's points of view. They concentrate on the work in hand and ask for help when it is needed. They move around the school with quiet, controlled dignity; there is never a need for overt teacher control. When coming into assemblies pupils enter the hall quietly and there is a gentle hum of conversation. When the assembly is ready to start the hum voluntarily subsides, without any

instruction or command. Pupils are ready to listen and take part. This is repeated throughout the school day whenever pupils move around the school. At lunch times they can be seen, on a fine day, eating their lunch picnic style on the patio area. This is a social occasion and behaviour is excellent. Being outside does not affect the very good behaviour.

## 19 **WHAT COULD BE IMPROVED**

### **1. Standards in information and communication technology**

There was little evidence of information and communication technology (ICT) in use during the inspection. Not all of the computers were in working order and this meant that the programme planned to support the curriculum could not be used. A number of pupils bring work that they have done on the computer at home, into school. The current provision, pupils' use of and access to ICT and standards achieved are unsatisfactory.

### **2. The monitoring and evaluation of teaching to identify strengths and improve weaknesses.**

The headteacher has recently attended a short course on school self-evaluation which includes strategies to monitor and evaluate teaching and learning. There is not, at present, a rigorous programme for either the headteacher or the curriculum co-ordinators to undertake regular monitoring.

The lack of monitoring has resulted in a failure to identify the weaknesses in teaching highlighted in the previous report. This means that lessons in which time is not managed well or tasks which provide insufficient challenge, go unnoticed.

### **3. Resources for some curriculum areas**

There are a number of areas in the school where resources and provision are unsatisfactory.

- The library stock needs overhauling and books replacing.
- The space and resources for the outdoor area for the Foundation stage are unsatisfactory.
- There is no running water in the mobile classroom. Water for practical subjects has to be carried over from the main building.

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

### 20 **The school should:**

- improve the standards in information communication technology by:
  - Improving the provision of computers;
  - improving teachers' knowledge and understanding of the use of ICT in the classroom.

- Develop the role of the co-ordinators by:
  - creating opportunities for the headteacher and co-ordinators to undertake systematic monitoring and evaluation, of the core subjects in the first instance, throughout the school.
- Delegate budgets to co-ordinators so that they can:
  - audit and improve resources in the library;
  - improve the outdoor facilities and the equipment for the Foundation stage;
  - develop their management roles.
- Governors should consider connecting a water supply to the mobile classroom.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons/part lessons observed

28

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

9

### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	32	54	7	4	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	210
Number of full-time pupils eligible for free school meals	0	5

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	7

#### **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	13
Pupils who left the school other than at the usual time of leaving	5

## Attendance

### Authorised absence

	%
School data	4.2
National comparative data	5.4

### Unauthorised absence

	%
School data	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	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	12	12
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	84 (86)	88 (90)	88 (90)
	National	82 (80)	83 (81)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	12	12
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	88 (90)	88 (90)	88 (93)
	National	82 (81)	80 (85)	86 (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	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	16	12	13
	Total	29	23	26
Percentage of pupils at NC level 4 or above	School	100 (63)	79 (47)	90 (63)
	National	70 (64)	69 (64)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	9	9	8
	Total	17	15	16
Percentage of pupils at NC level 4 or above	School	59 (63)	52 (56)	55 (59)
	National	68 (64)	69 (64)	75 (70)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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)	8.1
Number of pupils per qualified teacher	26.3 : 1
Average class size	30

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	60

**Financial information**

Financial year	1999/ 2000
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	£
Total income	332,644
Total expenditure	309,557
Expenditure per pupil	1564
Balance brought forward from previous year	23,087
Balance carried forward to next year	46,174

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

### **Questionnaire return rate**

Number of questionnaires sent out	188
Number of questionnaires returned	22

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	73	27	9	0	0
My child gets the right amount of work to do at home.	14	64	9	0	13
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	45	55	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	5	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	36	59	5	0	0
The school is well led and managed.	45	45	9	0	0
The school is helping my child become mature and responsible.	59	36	0	0	5
The school provides an interesting range of activities outside lessons.	27	32	18	18	5