

INSPECTION REPORT

WESTERHOPE FIRST SCHOOL

Newcastle

Newcastle upon Tyne

Unique reference number: 108457

Acting Headteacher: Mr. C. Quigley

Reporting inspector: Martin Skelton
14275

Dates of inspection: 18th – 19th September 2000

Inspection number: 225228

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Hillhead Road Westerhope Newcastle upon Tyne NE5 1NE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr. Mrs. June Angus
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westerhope School is situated in a residential part of Newcastle, about 5 miles from the city centre, in an area of both public and private housing. 358 children come to the school, including those in the nursery and reception classes, which makes the school larger than most primary schools. The school plays host to a private playgroup which serves the same community. The vast majority of the children who come to the school are from white ethnic backgrounds. The number of children with special educational needs is lower than the national average. The number of children who take free school meals is broadly in line with the national average. When children begin at the school their attainment is similar to most children of their age.

HOW GOOD THE SCHOOL IS

Westerhope First School is a very good school in which parents have much confidence. During the pre-inspection visit the Acting Headteacher told inspectors that 'High attainment is central to our existence' and the inspection visit proved this to be true.

In the classroom, in the staffroom and around the school everyone is focused on helping children learn as effectively as possible. A dedicated group of teachers consistently does the best they can for the children they teach. The overall curriculum is well planned, as are lessons in the classrooms. More importantly, these lessons engage children's interest and ensure that children are always learning rather than simply occupying time. Children make good progress so that by the time they leave their attainment is above national expectations in most subjects. A sense of rigorous yet cooperative teamwork pervades the school.

What the school does well

- All children learn and make good progress
- The education provided for the youngest children is very good
- Teaching is focused on learning, is well planned and interesting
- The school improves as a result of the analysis of evidence
- The curriculum is well organised and comprehensive
- Very good leadership, co-operation and teamwork exists throughout the school
- Children are encouraged to behave well and to develop personally

What could be improved

- The school could extend its excellent analysis of evidence in mathematics and English to other subjects
- Some of the external hard surfaces need further maintenance

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1996. Since then the school has addressed all of the key issues in that report, notably the planning of the curriculum in all subjects, the development of assemblies to include the promotion of spiritual development and the improvement of some of the hard playing surfaces. In addition, the school has created a new suite for the teaching of information and control technology and further developed the way in which its targets for action are based on an analysis of available assessment and other evidence.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A	A	B	B
writing	A*	A	B	B
mathematics	A	A	A*	A*

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

Children's attainment on entry to the school is broadly similar to that of most children of their age. Evidence of the end of key stage one assessments at the age of seven show that by this age most children are working at levels above the national average for all children in English, mathematics and science. More impressively, the table above shows that children's attainment is higher than that of children who attend similar schools. In the case of mathematics, children's attainment at Westerhope is significantly higher than children who attend similar schools.

Work seen during the inspection supports this evidence. In numeracy and literacy classes, children were consistently working at a level higher than would be expected for their age and for this time of the school year. This was also true of children's attainment in science and information and control technology. Children with special educational needs were making good progress and a number of children have been able to come off the school's special educational needs register.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children's attitudes to their school and to their work are good. The vast majority of parents reported that their children liked school.
Behaviour, in and out of classrooms	Children's behaviour is very good.
Personal development and relationships	Good. Children show evidence of care and concern for others. They work well independently and together both in and out of the classroom.
Attendance	Good. There is very little 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.

Twenty-one per cent of the teaching seen across the school was very good or excellent. Seventy-one per cent was good and eight per cent, or just two lessons, was satisfactory.

The quality of teaching in numeracy and literacy lessons was good throughout the school. Teachers planned the work well, where possible creating different activities for children of different abilities. Their questioning made sure that children stayed focussed on their learning and the management of their classrooms meant that no time was wasted. Children are encouraged to think for themselves. Teachers use a wide range of resources in order to make the lessons as interesting as possible.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is comprehensively planned to offer the full range of subjects and to avoid unnecessary repetition.
Provision for pupils with special educational needs	Very good. Children with special educational needs are set appropriate targets and their improvement is monitored regularly and effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for children's social and moral development is very good.
How well the school cares for its pupils	Very good. The assessment and monitoring of academic performance and personal development is particularly good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is well led by the governors, acting headteacher and teachers. The shared vision of improving the attainment of all children in the school is a particular strength of the school's leadership.
How well the governors fulfil their responsibilities	The governors are fully involved in the management of the school and they carry out their duties professionally. They are informed about the school's success in meeting its improvement targets and work well with outside help to make sure that the school's finances are secure.
The school's evaluation of its performance	Very good. This is a real strength of the school, particularly in relation to children's attainment in English and mathematics and to the quality of teaching.
The strategic use of resources	Excellent. The school makes the best use possible of a difficult site which includes four separate buildings. The school makes very good use of its classroom resources and the new computer suite. The school's development plan is properly costed and rigorous financial procedures plus the use of the principles of 'best value' ensures that financial resources are also well used.

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 progress children make in school • The behaviour of their children in school • The quality of the teaching • The expectations the school has for their children • The way the school helps their children become mature and responsible • Their children like school 	

There was no significant expression of parental dissatisfaction with any aspect of the school. At the parents' meeting before the inspection a few parents said that they would like more information about how they could help their children at home. Evidence seen during the inspection indicates that the school is addressing this issue.

PART B: COMMENTARY

1. Westerhope First School is a very good school in which parents have much confidence. During the pre-inspection visit the Acting Headteacher told inspectors that 'High attainment is central to our existence' and the inspection visit proved this to be true.
2. In the classroom, in the staffroom and around the school everyone is focused on helping children learn as effectively as possible. A dedicated group of teachers consistently does the best they can for the children they teach. The overall curriculum is well planned, as are lessons in the classrooms. More importantly, these lessons engage children's interest and ensure that children are always learning rather than simply occupying time. Children make good progress so that by the time they leave their attainment is above national expectations in most subjects. A sense of rigorous yet cooperative teamwork pervades the school.

WHAT THE SCHOOL DOES WELL

All children learn and make good progress

3. When they begin school the attainment of most children at Westerhope is similar to that expected for children of their age. By the time children take the end of Key Stage 1 assessments at the age of seven and by the time they leave the school at the age of nine, their attainment is considerably above that expected nationally for children of their age. The learning and progress children make at Westerhope is the main reason why it is such a good school.
4. Children's attainment in the end of Key Stage 1 tests is also good when compared to schools with children from similar backgrounds. The most recent information, for example, shows that the number of children at Westerhope reaching national standards in English, mathematics and science is well above the national average when compared to similar schools. In addition, a significant number of children reach standards higher than the average for similar schools in mathematics, reading and science.
5. Even more impressively, a significant number of children with special educational needs have met the targets set for them. The school has a very good record of making sure that children are able to make enough progress to come off its special educational needs register.
6. The progress children make as they move through the school and the learning they acquire is also reflected in their day-to-day work in the classroom. During the inspection, children were seen to be working above national expectations in all of the numeracy and science lessons observed and in the majority of literacy and information technology lessons. In numeracy, for example, children at the beginning of Year 2 already knew their addition facts up to ten and were able to add tens and units to other numbers in their heads. Children at the beginning of Year 3 could count backwards and forwards in 2s, 5s and 10s while children at the beginning of Year 4 were able to add, subtract, multiply and divide mentally. In literacy, children at the beginning of Year 2 could retell stories in their own words and use capital letters and full stops. Some children were already able to use speech marks, exclamation marks and question marks. In science, Year 2 children could compare the forces used to propel objects and describe and record what they had seen. Children in Year 4 could use the computer to create pictures in the style of LS Lowry. In doing so, they knew how to save data, how to use word processing and art programs, how to change the size and appearance of print and how to import pictures into their documents.

7. Within all of these lessons children also made good progress. Put simply, this means that by the end of each lesson they had acquired knowledge or skills and developed understandings that they didn't have at the beginning. The fact that this happens in all classes throughout the school explains why children are able to do better than most other children of their age when they come to take the national assessment tests.

The education provided for the youngest children is very good

8. The youngest children at Westerhope are provided with a very good start to their education.
9. Both the nursery and the two reception classes are well equipped and resourced. The nursery class is in a bright, airy, large classroom. Children also have access to a quiet room and a room which is used for music and other activities. Every possible activity is made available to the children including sand, water, paint, computers, a home corner, writing corner, bricks, a shop and a dressing-up corner. All of these activities are attractively presented to children in a way which can only help to make their learning exciting and interesting. There is also a good outside play area. All of the equipment is of a high standard and well maintained, with the exception of some of the outside surfaces which are in a poor state of repair.
10. The staff in the nursery class including the teacher, a full-time nursery nurse and two part-time nursery nurses are caring, vigilant, encouraging and enabling. They have good links with the privately operated playgroup which occupies one of the school classrooms. They are concerned to ensure that children settle easily into school and parents are encouraged to stay alongside their children if this is thought helpful to either child or parent. The nursery has a clear policy for learning and teaching in which all children begin by choosing their own activities first before moving on to more structured activities and groups. Children are continually assessed by the adults in the nursery in order to make sure that the activities they do are appropriate to their stage of development.
11. The two reception classes in the school are similarly attractive and engaging places in which children can learn. They share other areas outside of the classroom for imaginative and creative play. The progress children have made in the nursery is clear from a comparison between those children in the early days of their reception year with those just starting the nursery. By the time they are in the reception classes all of the children have developed to the point where they are friendly, cooperative and eager to learn. The atmosphere of both classes is relaxed. Above all, though, it is industrious. Children are always positively occupied and the range of activities created for them means that they are able to develop their abilities in all of the areas of the curriculum recommended for children in their early years. As in the nursery class, reception teachers continually monitor all of the children. The records they keep help to ensure that children are always engaged in appropriate activities and learning.
12. Together, the nursery and reception classes provide an excellent foundation for their children's future education in the school.

Teaching is focused on learning, is well planned and interesting

13. During the two days of the inspection the team saw twenty-eight lessons or parts of lessons being taught. The majority of these were literacy and numeracy lessons but the team also saw a number of science and information technology lessons as well as an art and a design technology lesson. The vast majority of teaching was good and no teaching was unsatisfactory. A few lessons were very good. One lesson seen by the team was of the highest possible quality. This quality of teaching throughout the school has much to do with the high standards children reach and the progress they make not only from year to year but also from lesson to lesson.
14. Teachers plan all their lessons well. They clearly identify what they want children to learn in each lesson and then make sure that the activities children do and the materials they use are carefully chosen to make this happen. Their planning includes different tasks for children of different abilities. In an excellent science lesson, for example, the teacher talked with all of the children about how different forces made things move and then created four activities to suit different groups of children in her class, each of which enabled them to explore these forces in a way which provided a real challenge.
15. Teachers create good working atmospheres in each classroom. Children are encouraged to think for themselves and they have the confidence in their teachers to try ideas out, knowing that their good thinking will be praised even if they don't always come up with the perfect answer. In this way, children develop the confidence to become independent learners. Classrooms are lively places and the activities are generally stimulating but the atmosphere is always one of hard work. In all the lessons seen in the computer suite, for example, children became excited by the possibilities of creating pictures and manipulating words and pictures but the atmosphere created by the teacher and the auxiliary support teacher was such that this excitement never got out of hand. Children were always on task in every lesson.
16. Teachers work well with other colleagues to make sure that children learn as effectively as possible. All children have individual targets to improve their learning and these are passed on from teacher to teacher at the end of each school year. In this way, teachers don't waste time getting to know children in their new classes but are able to focus their teaching from the very beginning of the year.
17. Teachers use resources well. This is as true in the well-taught numeracy and literacy sessions as it is in other subjects of the curriculum. In one numeracy session, for example, a teacher used card dominoes, card dice, large foam dice, small desktop dice, individual white boards and the children's own maths books to support a variety of activities which helped children master their knowledge of addition. In the science lesson described earlier, the teacher had gathered together a large number of objects which gave children more chance to think about the use of forces than would one or two objects. Using resources in this way means that the activities teachers plan have a significant impact on children's learning.
18. Teachers continually assess children in the classroom. They listen carefully to what their children have to say and when children are having difficulty find ways to help children see it differently by asking them new questions. This means that children are given a number of opportunities to develop their learning.
19. Taken together, the existence of this good teaching throughout the school has a major impact on the progress children make.

The school improves as a result of the analysis of evidence

20. The analysis of evidence is at the heart of the school's decision-making processes. This does much to make sure that the school's use of its time and energy is focussed on improving children's learning. It is one of the school's real strengths.
21. Assessments are made of children as soon as they begin school. These assessments of their abilities in the core subject areas and their attitudes and social development are carefully monitored to make sure that they are making progress and that they teachers are providing them with the right learning opportunities.
22. Results of tests children take – including the end of Key Stage tests for seven year-olds but also other tests and teacher assessments – are all carefully analysed by age, by gender and ethnicity. As a result of this analysis the school knows where the specific strengths and weaknesses of children's learning are and is able to do something about them. This year, for example, the school has identified a slight drop in children's writing ability as reflected in the end of key stage tests. As a result of this, each class has specific targets related to improving writing, extra lessons have been allocated to the teaching and learning of important writing skills and the school development plan contains a specific target related to the improvement of writing through the creation of special writing weeks each half-term. This target is due for completion by April 2001 in order that children can show their improved abilities in next year's tests.
23. The work of children with special educational needs is particularly well monitored. All the children's individual plans for learning have specific targets and these are monitored each term. Some children have daily records kept of their work and discussions with parents, teachers and others help the school to keep track of how well children are doing. The impact of this is considerable. The school has successfully enabled some children to come off the special educational needs register as a result of the progress they have made.
24. Teaching is also regularly monitored and the analysis of this monitoring again results in specific improvement targets for the school. Last year, for example, teaching was monitored in the literacy hour, the numeracy hour and early years teaching. As a result of the monitoring of numeracy teaching the school has set out this year to improve the quality of teaching in the first and last parts of the lessons. The monitoring of early years teaching produced a significant document which identified that children were choosing insufficient science experiences and had limited access to books about other cultures. Both of these issues are being addressed this year. In this current year, the school has decided to monitor the teaching of science.
25. It is this analysis of the evidence which provides the rigour at the heart of the school's desire to make attainment central to its existence. The improvements children make as they pass through the school are not a fluke. They are the result of effective teaching focussing on clearly identified targets.

The curriculum is well organised and comprehensive

26. During the last inspection, it was suggested that the school should work on the organisation of its curriculum so that 'history, geography, art, music and religious education are taught in an appropriate sequence'. The school has done much work to address this issue with the result that the curriculum of the school is now very well organised and planned.
27. Curriculum planning documents for each subject set out what children are supposed to learn, the activities they will do, the resources needed and how their learning will be

assessed. These planning documents make sure that the work children do in one year builds on what was done previously and supports what will come in following years. The curriculum planning documents also provide a good framework within which teachers can effectively plan their own daily and weekly teaching.

28. The curriculum plans for each subject are supplemented by a number of other activities including netball and gymnastics, for which the school recently received three thousand pounds in lottery funding. The school has received a commendation from the Football Association for its work in developing football coaching. Visits are made to a number of places in the local area and the school organises residential activities for its older children at Hexham.
29. The detailed planning of the curriculum both inside and outside of the classroom is another of the important building blocks which contributes to the school helping children learn.

Very good leadership, cooperation and teamwork exists throughout the school

30. One of the most impressive features of Westerhope First School is the shared sense of what is important and the shared belief that improving children's learning is the core business of the school.
31. The governors are proud of the qualities the school displays and are keen to see the school continue to improve. At governors' meetings, they receive reports from the headteacher which describe much that the school has done but which also report in some detail about the strengths and weaknesses of children's learning and what the school is doing to make sure that learning continues to improve. Governors are attached to classes, and insofar as they are able, make visits to these classes and report on them to their colleagues on the governing body.
32. The previous headteacher of the school, who has recently resigned, did much to set up the systems which act as the foundation for the school. This work is being maintained and further developed by the current acting headteacher and the school's senior management team. The school has a well-developed set of policies covering both curriculum and other issues, which clearly describe the common ways in which everyone should work. As has already been described in this report, the curriculum is fully in place, the quality of teaching is regularly monitored, children's personal and academic development is assessed and an analysis made which leads to appropriate and relevant targets for the whole school in the school improvement plan.
33. Everyone in the school shares a commitment to succeed on behalf of the children. Teachers who have responsibilities for different subjects in the school impressively describe their own analysis of the strengths and areas for development in learning, teaching, resources and the curriculum of their own subjects. Teachers describe how help is available from any member of staff. New teachers to the school receive a good induction which enables them to fit in as quickly as possible. The hall of one of the school buildings was decorated during summer by the caretaker who lives on site. It is now a lively and bright central area for a number of classrooms.
34. The school's finances are in good order. Budgets are carefully maintained and the school uses its money wisely for the development of children's education. The school uses whatever extra funds are available to further the education of children. The excellent new computer suite is an initiative made possible by funds from both the National Grid for Learning and participation in the local Education Action Zone. A new school building,

planned to be ready in two years time, is the result of the school's involvement in a consortium working with both public and private finance. By itself, this one initiative will have a considerable impact on further developing the school's performance.

35. The current acting headteacher, together with his colleagues on the staff and the governing body, has successfully helped the school to both maintain and develop its focus on improving children's learning. Their recent work has been marked by the formal recognition of the school as an 'Investor in People'. This shared leadership capacity throughout the school is one of the key reasons why Westerhope is such a good school.

Children are encouraged to behave well and to develop personally

36. One of the features of the inspection was the good behaviour of the children and their ability to work well together even from the youngest age. Their attitudes to learning also make a contribution to the effectiveness of the work in classrooms.
37. The school does much to help children develop personally and to build upon whatever they already bring to school. Classrooms have clear sets of rules which have been discussed with the children and which they know are reasonable. These rules are displayed in all classrooms, often in versions produced by children. During lunch, a particular set of rules shows how children can help the mid-day supervisors, or 'Nannies', to do their job well.
38. There are reward systems for good work and good behaviour. A regular Friday assembly makes a feature of complementing children who have worked or behaved well.
39. Children are given responsibilities both in and out of classrooms appropriate to their age. In classrooms they give out and collect equipment and books, and take registers to the office. Out of classrooms, some of the older children are part of the 'Buddy Patrol'. They look out for younger or newer children in the playground and make sure that they are not left alone or unhappy. The rigour, which is so much a part of Westerhope, extends to the Buddy Patrol as well. Children cannot become members of the patrol without undertaking an interview first. In this way, their sense of responsibility is increased and they are made aware of the responsibilities involved in their job.
40. All of this means that children are polite to one another, to their teachers and to others in the school. They work well in the classroom, waste very little time and take responsibility for their learning. They also begin to successfully develop those personal qualities which will help them to become successful and mature adults.

WHAT COULD BE IMPROVED

The school could extend its excellent analysis of evidence in mathematics and English to other subjects

41. The school's analysis of its data has already been described very positively. The analysis of children's academic achievements in numeracy and literacy is about as good as it is possible to be. In order to improve even further, the school now needs to apply the same rigour to an analysis of children's attainment in other subjects, especially in the first instance the core subjects of science and information and communication technology.

Some of the external hard surfaces and interior areas of the school need further maintenance

42. Improving the external hard surfaces of the school was one of the key issues of the previous inspection report. The school has worked hard to address this issue and many improvements are visible, not least of which is the installation of a safe hard surface for children in the nursery class.
43. The school makes the very best use of its current four separate buildings. Nevertheless, some parts of the external hard areas continue to need serious attention if the school is to use them effectively and if they are not to present a potential safety hazard for children.
44. Equally – and notwithstanding the impending new building - the school should continue to make sure that the internal areas of the school, including classrooms and lavatories, are maintained in as good as condition as possible over the next few years.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. In order to improve further the very good education currently offered by the school, staff and governors should:
 - (1) Extend the analysis of assessment information and the creation of class and individual learning targets to science and information and communication technology.
 - (2) Ensure that the buildings and site are safe, inviting and conducive to developing learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	17	71	8	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)	39	325
Number of full-time pupils eligible for free school meals	-	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	13
Number of pupils on the school's special educational needs register	-	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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	30	35	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	25	30
	Girls	31	31	31
	Total	60	56	61
Percentage of pupils at NC level 2 or above	School	92	98	98
	National	79	83	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	29
	Girls	35	32	34
	Total	65	62	63
Percentage of pupils at NC level 2 or above	School	94	95	97
	National	82	86	87

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	3
White	266
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)	13
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: Y[] – Y[]

Total number of education support staff	3
Total aggregate hours worked per week	52

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	39
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	673 363
Total expenditure	641 200
Expenditure per pupil	1 666
Balance brought forward from previous year	37 281
Balance carried forward to next year	20 739

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	6	0	0
My child is making good progress in school.	70	28	1	1	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	44	50	4	1	1
The teaching is good.	75	22	1	2	0
I am kept well informed about how my child is getting on.	67	24	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	1
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	57	35	6	2	0
The school is well led and managed.	42	49	5	2	2
The school is helping my child become mature and responsible.	55	41	2	0	2
The school provides an interesting range of activities outside lessons.	23	54	14	0	9