

INSPECTION REPORT

**Royston Saint John Baptist Church of England
Voluntary Aided Primary School**

Royston, Barnsley

LEA area: Barnsley

Unique reference number: 106636

Headteacher: Mr Roger Holmes

Reporting inspector: Mr Stafford Evans
21217

Dates of inspection: 2nd - 3rd October 2000

Inspection number: 225292

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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Vicarage Lane Royston Barnsley South Yorkshire
Postcode:	S71 4QY
Telephone number:	01226 722011
Appropriate authority:	Governing body
Name of chair of governors:	Reverend J. L. Hudson
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Royston Saint John Baptist is an infant and junior Church of England school in the Diocese of Wakefield. There are 215 pupils on roll. The school is about the same size as other primary schools nationally. Attainment on entry to the reception class at the age of four ranges from above average to below average. It is average overall. The percentage of pupils identified as having special educational needs (12.5 per cent) is below the national average. One pupil has a statement of special educational need. This also is below the national average.

The pupils live in terraced, semi-detached and detached properties. Most pupils come from the immediate locality. The percentage of pupils entitled to free school meals at 11 per cent is half the national average. There are no pupils from ethnic minority backgrounds or who speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. It is still improving the quality of its educational provision. Income per pupil is low; nevertheless the school provides very good value for money.

What the school does well

- Standards are above average in English and mathematics by the end of Key Stage 2. Standards of attainment are very high in art and science.
- The quality of teaching is good, with almost a third of lessons observed being very good or excellent. This positively affects pupils' achievements.
- Pupils' relationships and their personal development are very good and their attitudes to learning are good. Pupils enjoy going to school and their attendance is above the national average.
- Provision for pupils' spiritual, moral and social development is very good and there is good provision for their cultural development. This has positive impact on pupils' personal development.
- The strong leadership and management from the headteacher and deputy headteacher, with the good support of staff and governors create an ethos that strongly supports learning.

What could be improved

- Until very recently information and communication technology provision has been inadequate. This has significantly contributed to standards in the subject that are below national expectations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvements made since the last inspection are good. The school is well placed to maintain the improvements and build upon them further. Overall standards are higher. There is significant improvement in standards of attainment in English and science. Planning of pupils' work and the quality of teaching are better. There is now no unsatisfactory teaching and very nearly three times as much very good or better teaching. The monitoring and evaluation of the quality of teaching has improved very significantly. The governing body is much better informed of educational provision within the school. Strategic financial planning has improved markedly. It is now very good. Parents are better informed about their children's education. All of this means that the key issues identified in the last inspection have been successfully implemented. This has had a positive impact on raising standards.

STANDARDS

The table shows the standards achieved by 11 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	D	B	B
Mathematics	C	B	A	A
Science	C	B	A	A

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

Inspection evidence indicates that pupils by the age of five attain higher than what is expected nationally for their age in literacy and numeracy. By the end of Key Stage 1 standards are above average in literacy and average in numeracy. The progress pupils make over time at Key Stage 1 is satisfactory overall but slower for the higher attainers than it is in reception. Inspectors found that the current rate of progress in lessons is good. By the end of Key Stage 2 pupils attain well above average in science and very close to this in English and mathematics. Pupils make good progress at Key Stage 2. There has been a good improvement in standards by the end of Key Stage 2 over the last three years. Pupils attain well above average in comparison with similar schools. Standards in art across the school are very high.

The 2000 and 2001 school attainment targets set for literacy and numeracy are challenging and high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. These improve as they move through the school. In Years 5 and 6 they are often very good or excellent.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good.
Personal development and relationships	Pupils have very good relationships with one another and their personal development is also very good.
Attendance	The attendance rate at the school is above the national average. The rate of unauthorised absence at the school is well below the national average.

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.

All teaching is satisfactory or better. It is good in 48 per cent of lessons, very good in 24 per cent and excellent in six per cent. The amount of good and better teaching is significantly higher than that found in schools nationally. The quality of teaching in English and mathematics is good. Pupils with special educational needs are taught well. A particular strength of the teaching is the management of pupils' behaviour. The other strengths of the teaching are teachers' knowledge and understanding of the subjects they teach, lesson planning and the use of an appropriate range of teaching methods. The weakness in some lessons is that teachers' expectations of what pupils should learn are not high enough. Pupils' learning is good. They work hard, with strong concentration and at a brisk pace. Older pupils in Key Stage 2 have a very good knowledge of their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under-fives is planned well and covers all areas of learning appropriate to children this age. The school provides a broad range of work that is relevant to pupils in Key Stages 1 and 2. Curriculum provision meets statutory requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school teaches the principles of right and wrong and the importance of valuing all people and caring for others. It helps pupils increase their self-confidence.
How well the school cares for its pupils	Pupils are cared for well. Members of staff know the pupils well and treat them with understanding and respect.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and subject co-ordinators provide good leadership. A particular strength of the leadership and management of the school is the procedure for monitoring and evaluating the quality of teaching.
How well the governors fulfil their responsibilities	Governors have a good sense of the strengths and weaknesses of the school and work with the staff in their efforts to maintain high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and weaknesses and takes effective action to secure improvement.
The strategic use of resources	Resources are managed well. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • Their children behave well at school. • The teaching is good. • The school is easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Some parents would like homework provision improved. • Some parents feel they are not kept well enough informed of their children's progress. • Parents feel there is insufficient extra-curricular provision. • A significant number of parents feel that the school does not work closely enough or communicate effectively with them.

Inspectors support the parents' positive views. Inspection evidence indicates that homework provision extends pupils' learning and positively affects their progress. The amount of homework pupils receive exceeds national guidelines. There is an annual report and formal occasions when parents discuss their children's work with teachers. Teachers are available, at mutually convenient times, to meet parents to discuss any issue of interest or concern. These arrangements are sufficient to keep parents well informed about their children. There is an adequate range of extra-curricular activities available to pupils. During the inspection, inspectors found a willingness to work closely with parents. It is clearly a perception of some parents that this is not the case. The headteacher is very willing for parents to come into school and discuss these concerns.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English and mathematics by the end of Key Stage 2. Standards of attainment are very high in science and art.

1. Standards of attainment across the school are higher than at the time of the last inspection. Teachers make very good use of assessment to help plan lessons that meet effectively the varying needs of pupils. They have secure subject knowledge. These are the main factors that contribute to high standards. The leadership provided by the subject co-ordinators in the implementation of the National Literacy and Numeracy Strategies is another very significant factor that contributes to maintaining high standards. Pupils enjoy literacy and numeracy and by the end of Key Stage 2 show very good attitudes to their learning. This complements very well the good teaching in producing high standards of attainment.
2. Pupils write with great flair in response to different texts. In work based on the book "Oliver Twist" a pupil began her writing "The officer let go of Oliver's collar and pushed him into a cold room lit by the glow of about a dozen candles on black stands". Equally very good work was completed based on a text from a story entitled "Spooked". Narrative writing is also a strength. A pupil built up tension cleverly in a piece of writing entitled "Trapped", by including this sentence: "Jimmy didn't have time to reply because when they were between floors three and four the lights went out and the lift stopped".
3. Pupils write well for a range of purposes. Poetry is written with a keen sense of imagery. In their work on newspapers pupils demonstrate a good understanding of the features of good story writing with a "punchy" heading, factual introduction and very effective use of connectives to enrich the text.
4. Teachers are very conscious of the need to extend pupils' literacy skills across the whole curriculum. Pupils' high standards of writing are reflected in their use of literacy skills in other subjects. In science they write accurate accounts of the process of dissolving, describing their predictions, the experiment and their evaluations. In history pupils have written an extended account of "The Life of Henry VIII". In evaluative writing, for a design and technology project on weaving, a pupil wrote very interestingly as well as being factually correct.
5. Reading skills are well developed. Pupils have completed very good work on identifying the major and minor characters in a story. They are able to say who the lead character is and why. They show a clear understanding of what they have read. They are confident readers who show good expression and intonation. They skim and scan text effectively.
6. In the whole class introductions to lessons teachers expect high standards of listening and speaking. In discussions pupils listen attentively to others, ask questions to develop ideas and take account of others' views. Their ideas are thoughtfully developed; this was evident in the Year 6's discussion about journalism. A pupil responded articulately to a teacher's question when describing how journalists have to complete background research before starting an interview.
7. The numeracy strategy has been introduced successfully into school. Pupils aged 11 are proficient in arithmetical calculations and work quickly and accurately both mentally and in written form. They have a good recall of number facts and

manipulate number competently. For example, they calculate accurately square roots and know the factors of many numbers. Pupils have a good grasp of area, ratio and knowledge and understanding of the properties of geometrical shapes such as a square based pyramid and diamond octahedron. They understand and use decimal fractions accurately. They handle correctly mathematical information in the form of line graphs and pie charts.

8. Teachers are alert to opportunities to develop pupils' numeracy skills across the curriculum. This is good practice and positively affects pupils' progress in numeracy. In Year 4 pupils use and apply their numeracy skills well. They calculate the proportion of carbohydrates, proteins, fats and fruit and vegetables in our daily diet and then accurately represent the results in a pie chart. Pupils across the school use a wide range of mathematical language well.

The quality of teaching is good, with almost a third of lessons observed being very good or excellent.

9. The quality of teaching has a positive effect on pupils' high standards and the good progress they make. Across the school, teachers work hard to plan and prepare lessons. The planning clearly shows what is to be taught and learnt. Teachers create good opportunities to develop literacy and numeracy skills in different subjects. There is usually effective use of pupil assessment to ensure work is matched to pupils' varying needs and prior attainment. In a small minority of lessons, mainly mathematics, the higher attainers do not have work that is hard enough to fully extend their learning. Teachers use a wide range of teaching methods. These include whole class teaching; group and individual work, and involve practical, investigative and problem-solving activities. They use time and resources efficiently and have secure subject knowledge. Pupils' behaviour is managed very effectively. A strength of the teaching is the very good relationships between staff and pupils.
10. In a reception/Year 1 numeracy lesson the teacher demonstrated excellent knowledge of pupils' prior attainment. This formed the basis of work that was very challenging and reflected the teacher's high expectations of pupils' attainment. There was very good challenge for the higher attainers in sorting 12 ribbons according to size and good challenge for average attainers through providing different lengths of string for each pupil in the group to measure. Pupils responded with very good concentration. They worked purposefully and chatted amicably about their work - a busy hum of activity. Pupils completed their work accurately and attained above expected standards for pupils this age. Good use was made of the plenary session to reinforce the concept of "more and less". This helped pupils develop a good understanding of what they had learnt.
11. A literacy lesson in Year 5 was very well taught. It was very clear from the teacher's planning what was to be taught and learnt in the lesson. The teacher questioned pupils skillfully and this extended their thinking and their range of vocabulary. Pupils responded articulately. During the introduction a pupil described clearly what "the fringe of the jungle" meant. This was in response to the teacher talking about setting the scene in a story. The teacher had an infectious enthusiasm for the subject that resulted in a very high level of pupil motivation and a keenness to learn. Their learning was enjoyable as well as effective. There was a very good mix of whole class and individual work. This allowed pupils to develop their ideas independently and practise the skills they talked about in the introduction. The pupils worked with intense concentration and completed the piece of writing quickly and accurately.

12. Teachers' high expectations are reflected in most of the pupils' work and their test results. Two very good examples of this are art standards throughout the school and science results at the end of Key Stage 2. Standards of attainment in science are significantly higher than at the time of the last inspection. Art standards are high. For example, the drawings of "Fascinating fossils" by Year 3 pupils are of outstanding quality. The precision of the drawings is excellent and the use of shading techniques is of a very high standard. This is a result of very skilled teaching and the teachers' very high expectations of pupils' work. As parents commented at the pre-inspection meeting "the art work is marvellous!" And so it is! The high standards reported on at the last inspection have been maintained. The national test results for Key Stage 2 science for the last two years include 40 per cent of pupils attaining above the nationally expected standard (one pupil attained two levels above that expected for his age). From this it is very evident that teachers have high expectations of what standards can be achieved in science.

Pupils' relationships and their personal development are very good and their attitudes to learning are good. Pupils enjoy going to school and their attendance is above the national average.

13. Most pupils' attitudes to their learning are good. By the end of Key Stage 2 they are very good. Most pupils listen carefully to their teachers. They carry out teachers' instructions immediately and settle to their work without fuss. Older pupils in Key Stage 2 are skilful in debate and listen to teachers and their classmates patiently and attentively whilst waiting for an opportunity to contribute to lessons. This was very noticeable in a Year 5 lesson about openings to stories. The lesson extended pupils' debating skills so much that attainment was above that expected for pupils of this age. A pupil described the scene setting of a story as, "It makes you paint a picture in your head".
14. Pupils maintain concentration for long periods. They persevere with difficult or complex tasks, working independently or co-operatively as the task demands. For example, in a Year 2 lesson involving classification of shapes they worked together well to increase significantly their knowledge of the properties of pentagons and hexagons. In this lesson progress was good and attainment high. Pupils are well motivated, interested in all that is going on and keen to learn. In a literacy lesson in reception/Year 1, pupils were completely focused on their work. The outcome was work of a high standard with over half the class writing in sentences.
15. Pupils are aware of the school's expectations of good behaviour and live up to those expectations. Behaviour in classrooms is always good, often very good and sometimes excellent. The flow of the lesson is therefore not disrupted and so more work is completed. In the playgrounds pupils play together well. Although there were three exclusions last year, during the inspection there was no evidence of major disagreements or instances of bullying. Pupils are polite and courteous to adults and each other.
16. Relationships throughout the school are very good. Pupils are aware of the views and feelings of others and take care of each other whenever there is need to do so. Pupils are trustworthy and respect school property and personal belongings. They like school and their attendance is above the national average. They take advantage of the opportunities the school provides for extra-curricular clubs and educational visits which include a residential visit for Year 6 pupils.

Provision for pupils' spiritual, moral and social development is very good and there is good provision for their cultural development.

17. The provision makes an important contribution to promoting the stated aims of the school which rightly emphasise the importance of valuing all people, caring for others and increasing the self-esteem of the whole school community. The school provides a secure, supportive and happy ethos in which individual pupils are respected and caring relationships are very well developed. The school's provision for pupils' spiritual, moral, social and cultural development ensures pupils attain very high standards of behaviour and personal development. This is an improvement on the already good provision reported on in the previous inspection.
18. The provision for pupils' spiritual development enables them to gain understanding of their own and others' beliefs. They develop this through reflecting on their lives and what goes on around them. The Christian character of the school and the personal and social education offered are effective in promoting pupils' personal development and enhance the positive ethos of the school. School assemblies encourage pupils to develop thoughtfulness towards the needs of others. Dignity and respect for the occasion are expected during collective worship. Pupils respond very appropriately by listening carefully and through thoughtful prayer. The end of morning and afternoon sessions provides pupils with an opportunity for reflection through prayer and this develops a sense of calm. At the start of the day in a Years 1/2 class, pupils worked purposefully and quietly during registration in a calm atmosphere created by playing music. Visits by the local clergy further enrich the spirituality of school life. Parents agree with and support the values taught by the school.
19. Provision for moral development is very good, with the teaching of moral issues playing a significant part in assemblies. For example, pupils were challenged to relate to the issues raised in the story of "The good Samaritan". There is a strongly developed awareness on the part of staff to promote moral beliefs throughout the day, when opportunities arise. Planning incorporates ideas such as care for all beings and behaviour towards each other. Consequently, the vast majority of pupils have a clear understanding of right and wrong. The system of promoting 'Good Work assemblies' is effective and pupils are appropriately rewarded for their best efforts and good behaviour. School rules are clear and unambiguous whilst playing a large part in promoting an orderly community. They reinforce the high expectations the school has of pupils' honesty and respect. Staff provide good role models in the various activities they are involved in.
20. Teachers provide very good opportunities for pupils to work co-operatively and collaboratively. An outstanding example of this occurred in a Year 5 dance lesson in which pupils worked excellently together to produce high quality movements. Pupils are given a variety of responsibilities related to school organisation. They sell, stock-take and order playtime snacks, Year 6 pupils are librarian monitors and act as "buddies" to newly arrived pupils in the reception class. The school provides a wide range of educational visits, including an annual residential visit, which broadens their social experience and provides valuable opportunities to develop independence. The curriculum contributes well to the pupils' understanding of their own culture and the culture of others. For example, a visit to a local sculpture park stimulated some good quality poetry writing. The school celebrates special events in the Christian calendar and festivals from other major faiths.

The strong leadership and management from the headteacher and deputy headteacher, with good support of staff and governors create an ethos that strongly supports learning.

21. The school is very well led by the headteacher who provides influential and supportive leadership. The deputy headteacher and senior teacher, who together

with the headteacher comprise a good senior management team for the school, ably support him. Subject co-ordinators also provide good leadership. A strength of the leadership and management is the very good quality of monitoring, evaluation and support of teaching. This has led to a significant improvement in the quality of teaching and standards attained by pupils. The overall leadership and management of the school have improved since the last inspection. There is a good sense of teamwork in the school. This creates a positive ethos, which reflects the school's commitment to an effective learning environment, very good relationships and equality of opportunity for all whilst maintaining a strong Christian identity. The ethos positively affects pupils' learning.

22. Governors offer valuable support. They demonstrate a good understanding of their role and work hard to support the school with advice and encouragement. They are regular visitors to the school and have a clear understanding of its strengths and weaknesses. The governors with responsibility for literacy and numeracy have observed lessons and met with teachers to discuss the progress of the implementation of the National Literacy and Numeracy Strategies. The governor with responsibility for special educational needs has a very firm grasp of the school's special educational needs' provision and plays a very valuable supportive role to school and parents. Governors and the headteacher have been instrumental in bringing about recent very significant improvements in information and communication technology provision. Through very good strategic financial planning since the last inspection they have turned a precarious financial position into a secure one despite the income per pupil being low.

WHAT COULD BE IMPROVED

Until very recently information and communication technology provision has been inadequate. This has significantly contributed to standards in the subject that are below national expectations.

23. Pupils' attainment in information technology is below national expectations by the end of both key stages. Pupils are most competent in word processing. Poetry work about a visit to a local sculpture park is word processed accurately. Pupils in Year 4 produce pie charts to represent the results of their science work. They also use a program to support their learning in their work about "The body". Too little use is made of CD-ROMs to follow straightforward lines of enquiry. The use of control technology is underdeveloped. Pupils do not use spreadsheets to carry out calculations and there are too few opportunities for collecting and presenting information in various forms. Work involving the Internet and e-mail has not been possible because of lack of appropriate hardware.
24. There has been a very recent investment in information and communication technology provision. This includes a new well-resourced computer suite. There is a good quality information and communication technology development plan in place. The subject is led well by a teacher who is an informed enthusiast. Staff training is organised and is to take place in the very near future. Arrangements are in place to fully involve parents in this new initiative. The school is very well placed to address the shortcomings in standards in information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The headteacher and staff in conjunction with the governing body should:
- raise the standard of attainment in information and communication technology by continuing to implement their information and communication technology development plan to ensure:
 - increased access to computers for pupils;
 - appropriate information and communication technology skills, knowledge and understanding are taught systematically to pupils;
 - information and communication technology skills are planned to support pupils' learning in all subjects;
 - assessment of pupils' attainment is used to match work accurately to pupils' varying needs;
 - there is increased teacher confidence and skills through in-service training;
 - full parental involvement in the development of the subject.
- (Paragraphs 23 and 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6	24	48	24	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	215
Number of full-time pupils eligible for free school meals	23
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	20	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	17	18	17
	Total	32	34	34
Percentage of pupils at NC level 2 or above	School	86 (97)	92 (91)	92 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	17	16	19
	Total	32	32	36
Percentage of pupils at NC level 2 or above	School	86 (97)	86 (85)	97 (91)
	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	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	17
	Girls	13	12	14
	Total	27	25	31
Percentage of pupils at NC level 4 or above	School	79 (80)	74 (90)	91 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	12	10	14
	Total	27	26	31
Percentage of pupils at NC level 4 or above	School	79 (80)	76 (80)	91 (90)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
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	3	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
Number of pupils per qualified teacher	26.9
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	96

Financial information

Financial year	1999-00
	£
Total income	322,483
Total expenditure	323,550
Expenditure per pupil	1,419
Balance brought forward from previous year	6,825
Balance carried forward to next year	5,758

Results of the survey of parents and carers

Questionnaire return rate 22.3%

Number of questionnaires sent out	215
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	6	2	0
My child is making good progress in school.	46	48	4	0	2
Behaviour in the school is good.	34	60	4	2	0
My child gets the right amount of work to do at home.	31	50	15	4	0
The teaching is good.	41	57	2	0	0
I am kept well informed about how my child is getting on.	23	53	13	9	2
I would feel comfortable about approaching the school with questions or a problem.	53	35	6	6	0
The school expects my child to work hard and achieve his or her best.	54	44	0	0	2
The school works closely with parents.	22	48	22	4	4
The school is well led and managed.	32	49	4	4	11
The school is helping my child become mature and responsible.	46	48	2	0	4
The school provides an interesting range of activities outside lessons.	10	23	31	21	15