

INSPECTION REPORT

WHISSENDINE CE VC PRIMARY SCHOOL

Whissendine, Oakham

LEA area: Rutland

Unique reference number: 120183

Headteacher: Mrs J Hazell

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 20th – 21st November 2000

Inspection number: 225296

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Whissendine Rutland
Postcode:	LE15 7ET
Telephone number:	01664 474695
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Ian Selmes
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whissendine Church of England Voluntary Controlled Primary School is situated in the village of Whissendine near the town of Oakham in Rutland and takes pupils from the ages of 4 to 11 years. There are 137 pupils on roll in five classes, with 67 boys and 70 girls; this is smaller than an average-sized primary school. There are no pupils from homes where English is not the first language. There are 26 pupils on the school's register of special educational needs; this is similar to the national average. There are five pupils with statements of special educational need; this is above average. Three pupils are entitled to free school meals; this is well below the national average. Children enter reception with standards which are average for the local education authority.

HOW GOOD THE SCHOOL IS

Whissendine is a good school; it achieves excellent standards in the Foundation Stage and in Key Stage 1 as the result of very good teaching. Standards in Key Stage 2 are good, but variable as a result of inconsistencies in the quality of teaching. The attitudes and behaviour of pupils are good. The school is well led and managed by a dedicated and enthusiastic headteacher who has the support and confidence of the staff and governors in moving the school forward. The school provides good value for money.

What the school does well

- In Key Stage 1, standards in reading, writing and mathematics are excellent as a result of very good teaching and pupils' enthusiasm for learning.
- The provision for and teaching of children in the Foundation Stage gives them an excellent start to their education.
- The leadership and management of the school are successful and contribute well to the standards achieved.
- The positive support of parents contributes to the school being at the centre of the community it serves.

What could be improved

- Although good, standards could be improved, particularly in English in Key Stage 2, with greater consistency in the quality of teaching.
- The use of teaching time in Key Stage 2 to ensure that pupils gain the maximum benefit.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in March 1997. Schemes of work to identify the skills, knowledge and understanding that pupils are to acquire as they move up through the school are now in place for all subjects. Assessment procedures are now in place and used effectively to plan pupils' future work. Standards in Key Stage 2 have improved significantly as a result of raising teachers' expectations of pupil performance. However, whilst punctuality has improved, the use of time within the teaching day in middle and upper Key Stage 2 is not fully effective in supporting pupils' learning.

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
	1998	1999	2000	2000
English	B	A*	B	C
Mathematics	A	A	A	A
Science	A	A	B	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Similar schools are those with up to 8 per cent of pupils entitled to free school meals.

Inspection findings show that, for the current group of pupils in Year 6, standards in English, mathematics and science are above average. The school recognises that it achieved less well in English in 2000, particularly in relation to similar schools, because pupils' writing was not as strong as their reading. Inspection evidence confirms this; pupils have insufficient experience of drafting and redrafting their writing, particularly stories. In addition, inconsistencies in the quality of teaching within Key Stage 2 contribute to variations in standards.

In Key Stage 1 standards in reading, writing and mathematics are excellent; the school is in the top 5 per cent of schools in the country in relation to standards in these subjects. In reading, it is in the top 5 per cent of similar schools. The school is sustaining these excellent standards as a result of very good teaching.

By the end of the Foundation Stage, children exceed expectations set out for them within the Early Learning Goals because of very good teaching.

Pupils with special educational needs make good progress in their learning; they are supported and challenged effectively.

More-able pupils achieve well, although inspection findings support the view of parents that they could be challenged even further. In Key Stage 2, more-able pupils are not always sufficiently challenged.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall; excellent in Key Stage 1 and Foundation Stage, but good in Key Stage 2. Most pupils enjoy school and work hard in lessons. The presentation of work is not of a consistently good standard in Key Stage 2.
Behaviour, in and out of classrooms	Good overall; in Key Stage 1 and Foundation Stage, pupils' behaviour is exemplary in lessons and when they move around the school. In Key Stage 2, behaviour in lessons varies and is not as consistently good as it should be.
Personal development and relationships	Good; pupils are polite, friendly and very well mannered. They enjoy conversations with adults. Pupils, in the main, relate well to each other and with all adults they meet.
Attendance	Good. Pupils are punctual and lessons start on time; this is an

	improvement since the time of the previous inspection.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	very good	satisfactory

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

The quality of teaching is very good overall and contributes to the good progress pupils make in their learning and to the positive attitudes they have towards their learning. During the inspection, the quality of teaching was very good in 56 per cent of lessons, good in 13 per cent, satisfactory in 25 per cent and unsatisfactory in 6 per cent. However, there is a significant variation in the quality of teaching between the key stages. In the Foundation Stage and Key Stage 1, teaching is very good in 100 per cent of lessons. In Key Stage 2, very good teaching is seen in 13 per cent of lessons, with 25 per cent good, 50 per cent satisfactory and 12 per cent unsatisfactory.

Where teaching is very good, teachers set high expectations in lessons, particularly of what pupils are expected to achieve and how they are to present their work. The purpose of the lesson is made clear to pupils and very effective use is made of resources to support their learning. Work is very well matched to the individual learning needs of pupils. As a result they make good progress in lessons and make clear gains in new knowledge, skills and understanding.

The teaching of literacy is very good, particularly in Key Stage 1, where pupils are given every opportunity to apply key reading and writing skills in all subjects. Teaching of numeracy is very good in Key Stage 1, with strengths in the teaching of mental arithmetic and times tables. In middle and upper Key Stage 2, time is not managed well, especially in the mental arithmetic session, with the result that not all pupils are fully involved in developing their key learning skills. In middle and upper Key Stage 2, there are inconsistencies in teachers' marking and in the way they expect pupils to present work.

Teachers make good use of information technology to support pupils' learning across the curriculum, with very effective links made between literacy and history.

The teaching of children in the Foundation Stage is very good and makes a strong contribution to the good progress they make in their learning and to their being happy, secure and confident members of the school.

The teaching of pupils with special educational needs is good and contributes to the good progress made by these pupils. They receive effective support from the part-time specialist teacher and from learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall; curriculum provision in the Foundation Stage is very good. It is good in Key Stage 1, but the ineffective use of time in middle and upper Key Stage 2 means that pupils do not receive the fullest possible curriculum.
Provision for pupils with special educational needs	Good; individual education plans set clear and realistic targets; the teacher for pupils with special educational needs, other teachers and learning support assistants support pupils' learning well.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good provision makes an evident contribution to the pupils' good relationships, values, attitudes and behaviour.
How well the school cares	Good; the school knows its pupils well; provision for day-to-day welfare

for its pupils	and pupils' personal and academic development is good.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher, supported by the deputy headteacher, has a very clear vision for the school; she has identified the key areas for development in the school. She has the support and confidence of parents.
How well the governors fulfil their responsibilities	Very good; the governing body is hard-working and effective in its support for the school.
The school's evaluation of its performance	Very effective; the headteacher has already clearly and accurately identified the needs of the school, for example the need to raise standards in writing in Key Stage 2.
The strategic use of resources	Good; the school uses its resources well to support pupils' learning.

The school applies the principles of best value 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"> The school is well led and managed. Teaching is good. Their children make good progress. The school has high expectations of their children. The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> Provision for more-able pupils.

Fifteen parents attended the meeting with the registered inspector before the inspection and 73 questionnaires were returned. Inspection findings support strongly the positive views of parents. In relation to the provision for more-able pupils, inspection findings show that, whilst the provision is good, it could be further improved, particularly within Key Stage 2.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In Key Stage 1, standards in reading, writing and mathematics are excellent as the result of very good teaching and pupils' enthusiasm for learning

1. The results of the 2000 National Curriculum assessments for pupils in Year 2 in reading, writing and mathematics were very high in relation to the national average and place the school in the top 5 per cent of schools nationally. These excellent results confirm the trend of the previous year and show that the school is sustaining the highest possible standards. In comparison with those in similar schools nationally, results were very high in reading and placed the school in the top 5 per cent. Results in writing and mathematics were well above the average for similar schools.
2. Inspection evidence confirms that the school is maintaining these excellent standards as a result of teaching which is consistently of a very good standard. This very good teaching has a significant impact on pupils' excellent attitudes to school and learning, which, in turn, contribute to the very high standards they achieve.
3. Pupils love reading and most are reading fiction books which are challenging and require them to use and apply their knowledge and understanding of reading skills to a high level. They read with good expression and use their knowledge of letter sounds and picture clues well when they meet new words; this is the result of very good teaching of key reading skills. Pupils show very good understanding of what they read and they are confident in explaining the plot. They describe characters well and show a good depth of understanding; for example, one girl was very anxious to know whether the inspector she was reading to really understood just how nasty one of the characters was in the story.
4. In the Literacy Hour, pupils make significant gains in developing their reading skills. Through effective questioning by the teacher, for example "What does a question mark make you do with your voice?", they make significant progress in reading with good expression. Pupils are delighted to point out that words in a story which are written in italics mean "They need to be emphasised". Pupils love rhyming words and the challenge of remembering new vocabulary, for example the word 'bawl'.
5. Pupils' reading records are of high quality and they are very aware of the comments made by their teacher, particularly in relation to targets for improving their reading. They understand that if the target is, for example, to improve the use of expression, they will be expected to achieve it. As a result, pupils are challenged and motivated in their learning and want to succeed. They work with determination to achieve their targets.
6. The range of writing pupils undertake and their handwriting are both of good quality. Pupils write successfully for a range of purposes, with spelling and punctuation of a high standard. Handwriting skills, which are taught and practised, are applied well by pupils in their writing activities. Writing in 'Journals' is of a very high quality and shows how well pupils apply their key skills when writing, for example, about 'The Flood in the Village'. Pupils enjoy poetry and rhymes, for example in writing their own versions of 'Twinkle, Twinkle Little Star'. They use their word-processing skills successfully in

presenting their own rhymes, for example:

*'Twinkle, twinkle little moon
Come and see us very soon
I see you in the sky
I would like to fly that high'*

7. In numeracy, pupils show very good mental arithmetic skills when counting in fives, starting from zero and other starting points, for example 20, 40 and 55. In work on measuring time, they use their mental skills well when answering questions about actual times. They respond enthusiastically and accurately to the teacher's challenge, "Who is going to be super clever and tell what the time will be in half an hour (from six o'clock)?" They show good progress in their learning by recognising quickly how to show 'quarter to' and 'quarter past' on a clock face.
8. Pupils show a very good understanding of the names and properties of two-dimensional shapes, including pentagons and hexagons. They are confident in sorting a set of shapes and plotting the number of each 'triangle', 'rectangle', 'square', 'circle' and 'semi-circle' in graph form. They interpret their completed graphs well by answering questions accurately such as 'Which shape is least popular?'
9. A significant strength of the very good teaching is the quality of marking. Pupils are given clear and constructive feedback on their work which guide them forward in their learning. In particular, through marking, pupils are reminded of their individual targets and shown that they are expected to achieve them. For example, in an English book the teacher reminded a pupil that his target was to make his story endings more interesting by adding an element of suspense.
10. In all lessons, pupils know exactly what is expected of them in terms of what is to be learned, how much is to be done and how they are to behave. This consistency of high expectation results in pupils wanting to learn and making clear gains in skills, knowledge and understanding both in lessons and over time.

The provision for and teaching of children in the Foundation Stage gives them an excellent start to their education

11. Children enter school with standards which are above those for the local education authority. Through very good teaching, they make very good progress in all areas of learning in the Foundation Stage and by the time they enter Year 1 standards are far in excess of the expectations of the Early Learning Goals. Children are prepared exceptionally well for the National Curriculum and this very secure foundation is a significant factor in determining the excellent standards achieved at the end of Year 2.
12. The teacher's planning is exemplary at half-termly, weekly and daily levels. The planning is effectively linked to the 'stepping stones' for children in the Foundation Stage and is cross-referenced to each of the six areas of learning. Every learning step for the children is linked to opportunities for assessing their progress; this is a significant strength. Very good assessment profiles are maintained which show clearly how children are progressing in the class. Reading records are extremely detailed and include targets for children to work towards; these are available to all adults who work in school and to parents.
13. In lessons there is very strong teamwork. The teacher briefs the learning support assistant and, when available, parent helpers in the targets for their work with the children. The teacher, in order to ensure that the children have learned what was

planned, follows up the briefing. Tasks are matched very well to the individual learning needs of children.

14. In communication, language and literacy, children enjoy retelling the story of 'Goldilocks'. They make good attempts at writing the story using their own words and sentences; their letters are well formed and legible. Speaking and listening skills are developed well, for example when children talked excitedly about the bird's nest they discovered in the tree in the outdoor play area. Children enjoy singing and performing the actions to familiar songs and rhymes, including 'Frogs on a log'. The teacher uses this opportunity well to develop number skills by asking questions such as, "How many did we start with?", "How many jumped off?" and "How many are we left with?"
15. In mathematics, most children count accurately to 10, with more-able children counting to 15. In their knowledge and understanding of the world, children program with great accuracy instructions into a programmable toy in order for it to follow a planned route. They use their knowledge of number well when, for example, instructing it to move 'forward nine'. In the hall, in physical development, children know the reasons why they need to warm-up at the start of lessons. They are confident in working on the apparatus, including climbing the ropes and jumping off the tables. Children respond well to praise, for example "Use the space. I can see lots near me.... I like the way you are moving.....That's a lovely roll".
16. Children clearly enjoy learning in a secure, happy, but challenging class. As a result of their positive attitudes and the high quality of teaching they make significant gains in skills, knowledge and understanding within each lesson and over time.

The leadership and management of the school are successful and contribute well to the standards achieved

19. The headteacher has been in post for four terms. During that time she has made a significant contribution to the work of the school. Parents recognise and value her work. At the parents' meeting, parents made comments such as that she gives the school a 'stronger steer' and 'she runs a tighter ship', in response to the question, "How has the school improved in recent years?" In the questionnaires, 100 per cent of parents agreed or strongly agreed that the school is well led and managed.
20. The headteacher has a heavy teaching load; 50 per cent of her time is devoted to teaching her own class. She works very effectively with the teacher who shares the teaching of the class to ensure that pupils' learning is not adversely affected. In her 'non-teaching' time, the headteacher works effectively to ensure that the school is managed and run efficiently and well to the benefit of pupils. She has a very clear understanding of the strengths and weaknesses of the school. She recognises that there are inconsistencies in the quality of teaching within Key Stage 2 and has taken clear action to address this issue, although recognising that it will not happen 'overnight'. The headteacher is well aware that standards in writing in Key Stage 2 need to be improved.
21. Since her appointment, standards in Key Stage 1 have been maintained at excellent levels and standards in Key Stage 2 continue to show an overall year-on-year improvement. There is a clear recognition that standards can always be improved and there is a determination to achieve this. The deputy headteacher and Foundation Stage teacher provide strong and effective support.

22. The governing body is very hard working, supportive and very active in fulfilling its role in holding the school to account for the standards it achieves, in acting as a critical friend to the school and in shaping the strategic development of the school. The governors are aware of the high teaching workload of the headteacher and the need to consider plans for extending the accommodation as numbers on roll continue to rise.

The positive support of parents contributes to the school being at the centre of the community it serves

23. At the parents' meeting and through the questionnaires it is very evident that the school has the overwhelming support of parents. There is strong recognition that the school is at the heart of the village and parents were keen to point out the high level of community use of the school. The school is clearly valued and its successes are recognised by parents, whose support has a positive impact on their children's attitudes to school and, in turn, their learning and progress.
24. The 'Parents Association' is very active in supporting the school. Through fund raising it has provided computers, carpets and outdoor play equipment. Each class is given an annual grant of £100 for its own choice of resources. The association receives strong support from parents not only through fund raising but also through social events organised for children and parents.

WHAT COULD BE IMPROVED

Although good, standards could be improved, particularly in English in Key Stage 2, with greater consistency in the quality of teaching

25. The results of the year 2000 National Curriculum assessments for pupils in Year 6 were well above the national average in mathematics and science. In English, results were above average. In comparison with those in similar schools, results were well above average in mathematics, above average in science and average in English. The school has identified, and inspection evidence confirms, that pupils do not achieve as highly in writing as they do in reading. They have insufficient opportunities to draft and redraft their writing, particularly in short stories.
26. Teaching in middle and upper Key Stage 2 is inconsistent and this has an impact on the standards achieved, particularly in writing. Teachers are not consistent in their marking or in reinforcing their expectations of how pupils should present their work. In addition, in lessons pupils are not giving sufficiently clear information about the purpose of the lesson or the amount of work that they should be expected to do. Marking varies from being non-existent to a series of ticks or to expressions of 'praise', for example 'good' or 'well done'. Unlike in Key Stage 1, marking does not refer to targets or give pupils guidance on how to improve their work. As a result, their attitudes to work and the knowledge, skills and understanding gained in lessons and over time are not as strong as they should be.

The use of teaching time in Key Stage 2 to ensure that pupils gain the maximum benefit

27. The previous inspection identified weaknesses in the management and use of time during the teaching day, particularly in middle and upper Key Stage 2; some of these weaknesses remain and result in pupils losing valuable learning time. Of particular concern is the drinking of milk during the mental arithmetic part of the Numeracy Hour. Concentration is not 100 per cent, particularly with pupils getting up and down to put

empty milk cartons in the bin; this means that they do not learn the full range of things that are a requirement of the Numeracy Hour. In addition, the time at the end of the morning session when there is a period of 10 minutes after the Numeracy or Literacy Hour is not well spent, with the result that pupils achieve little of value in that time. This means that during a week nearly an hour of learning time is 'lost'.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. To further improve the quality of education and to raise standards even higher, the headteacher, staff and governors should:

(1) improve the consistency of the quality of teaching in Key Stage 2 by:

- ensuring that pupils are clear about the purpose of each lesson;
- ensuring that pupils know what is expected of them in terms of work to be done in each lesson;
- ensuring that teachers' marking guides pupils in their learning;
- ensuring that teachers reinforce their expectations that the presentation of work should be of the highest quality;

(2) improve pupils' writing skills in Key Stage 2 by providing more opportunities for pupils to draft and redraft their writing, particularly in story writing;

(3) improve the use of teaching time in Key Stage 2 by examining the timetable for the morning to ensure that no time is wasted and that pupils gain maximum benefit in their learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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
0	56	13	25	6	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)	137
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	26

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	14
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	3	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (95)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	9	12	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	19	19
Percentage of pupils at NC level 4 or above	School	81 (93)	91 (93)	95 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	95 (93)	95 (93)	95 (93)
	National	70 (68)	72 (69)	79 (75)

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

¹ When there are fewer than 10 boys and/or girls in a year group, numbers are not included in the tables, in order to avoid identification of individuals.

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	137
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	20
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	81

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.

Financial information

Financial year	99/00
	£
Total income	238,384
Total expenditure	239,626
Expenditure per pupil	1,887
Balance brought forward from previous year	16,764
Balance carried forward to next year	15,522

Results of the survey of parents and carers

Questionnaire return rate 53%

Number of questionnaires sent out	137
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	1	1	1
My child is making good progress in school.	70	28	1	1	0
Behaviour in the school is good.	47	49	3	0	1
My child gets the right amount of work to do at home.	30	57	10	3	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	59	31	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	13	0	1	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	57	40	3	0	0
The school is well led and managed.	57	43	0	0	0
The school is helping my child become mature and responsible.	48	49	1	0	2
The school provides an interesting range of activities outside lessons.	45	45	3	3	4