

INSPECTION REPORT

HEATON AVENUE FIRST & NURSERY SCHOOL

Cleckheaton, Bradford

LEA area: Kirklees

Unique reference number: 107668

Headteacher: Mrs Y Hugo

Reporting inspector: Ms S Billington
4343

Dates of inspection: 31st October – 1st November 2000

Inspection number: 225360

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Westcliffe Road Cleckheaton West Yorkshire
Postcode:	BD19 3EP
Telephone number:	01274 335228
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Passey
Date of previous inspection:	16 th September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heaton Avenue First and Nursery School is an average sized school with 186 full-time children on roll aged from four to nine years. A further 48 three to four-year-olds attend the nursery on a part-time basis and the oldest of these will join a reception class in January 2001. Numbers have been rising steadily over the past five years and the school is generally over-subscribed. There are seven classes in the main school. The average class size is 30 with most classes having children from two age groups.

The school serves a largely stable community with children coming from a wide range of backgrounds. The proportion of pupils eligible for free school meals is approximately eleven per cent; this is below average. Twelve per cent of pupils have special educational needs, a below average proportion. Many of these children have some significant difficulties with learning and some have behavioural problems. Ten pupils speak English as an additional language.

Almost all children benefit from three terms in the nursery before joining a reception class. On entry to school, their attainment is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school with some outstanding features. Children make particularly good progress in the nursery and reception classes and this is built upon so that they achieve well and reach above average standards in English, mathematics and science. Teaching is always satisfactory and much is good or very good. Leadership is very good and the school gives very good value for money.

What the school does well

- Achieves good standards in literacy and numeracy throughout the school
- Children achieve particularly well in the nursery and reception classes
- Leadership and management are very good
- There is good provision for all aspects of pupils' personal development
- Parents get very good information and are involved well in supporting their children's learning

What could be improved

- The level of work given to some lower attaining children
- The level of pace and challenge in some lessons with the older pupils

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 September 1996 and since then has made good improvement. The quality of teaching has improved and standards have risen, particularly over the last two years. Policies and guidance are in place for all subjects so that children's learning is built upon as they go through the school. Learning resources and the quality and range of books have improved. Good attempts have been made to improve the quality of accommodation and imaginative use is made of the buildings but, despite the school's best efforts, the small hall has not been replaced.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	D	A	A	A	well above average A above average B average C below average D well below average E
Writing	C	A	A	A	
Mathematics	C	A	A	A	

The overall picture is of very good standards at the end of Key Stage 1. There has been good improvement in recent years, particularly in mathematics, and overall results in National Curriculum tests at the end of Year 2 are well above average. A high proportion of seven-year-olds achieve particularly well, especially in writing. Inspection findings bear out the results; standards overall are well above average in English, mathematics and science.

Good standards are maintained in Years 3 and 4 so that when nine-year-olds leave the school they are well equipped to succeed at middle school. Pupils could achieve more in applying their good literacy skills in work across the curriculum.

The youngest children make very good progress so that many exceed the targets set for five-year-olds at the end of the reception year. Many are working in the early stages of the National Curriculum by the time they start in Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school and the vast majority are keen and enthusiastic about learning
Behaviour, in and out of classrooms	The behaviour of the majority of pupils is good, but the poor behaviour of a small number of boys has a negative impact on their learning.
Personal development and relationships	Good throughout the school. Pupils work well together and respond readily to opportunities to take on responsibilities.
Attendance	Very good with levels well above average and no unauthorised absences.

The good attitudes of the vast majority of pupils make a positive contribution to their learning and the good standards achieved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Very good	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.

In fifty-nine per cent of lessons teaching is good or very good. There is no unsatisfactory teaching. The high quality of teaching of the under-fives helps them to make very good progress in their learning. Teaching of the oldest pupils is satisfactory, but there is some scope for improvement in the pace of lessons.

Basic skills in literacy and numeracy are generally taught well and teachers throughout the school make good use of guidance from the new national strategies to support their planning and teaching. In all lessons, good use is made of resources to help the children to learn. Support staff and volunteers are used well to support the work of groups and individual pupils. Throughout the school, very good use is made of homework to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good planning for the under-fives ensures that they have a very good range of experiences. The curriculum for older pupils is broad and considerably enriched by a good range of visits and visitors to school.
Provision for pupils with special educational needs	Pupils get a good level of support and their progress is carefully tracked.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects and a real strength of the school. Children are helped to understand the importance of the contribution that they make to the school community. There are good opportunities to learn about the traditions and cultures of the wider world.
How well the school cares for its pupils	Pupils are known well and the school provides a high level of care for individuals. Good provision to ensure pupils' safety and welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership ensures that the school is well managed and that initiatives are well organised and carefully planned to bring about improvement.

How well the governors fulfil their responsibilities	Governors are well organised to fulfil their responsibilities. Governors are very well informed and very supportive of the school.
The school's evaluation of its performance	This is a strong element in the school's success. Excellent use is made of a wide range of information to identify strengths and target areas for further development.
The strategic use of resources	Very good. Staff are carefully deployed to make maximum use of their expertise and to offer good support for children's learning.

Staff work well together as a team and work hard to continually improve the quality of education and standards achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Communication is excellent and the school works closely with parents • Children are expected to work hard and they make good progress • Teaching is good • The school is well led and managed • The head and staff are very approachable • Parents are consulted regularly and their concerns and suggestions always get a response 	<ul style="list-style-type: none"> • No significant concerns were raised by parents

The inspection team found that parents are right to have a high degree of confidence in the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves good standards in literacy and numeracy

1. Results of National Curriculum tests taken by seven year olds at the end of Key Stage 1 indicate that standards have improved over the past three years and are generally well above average in comparison with national averages and those of similar schools. There has been particular improvement in standards in writing and mathematics. A high proportion of pupils attain above average levels in tests in reading, writing and mathematics. Writing results are particularly impressive, placing the school in the top five per cent of schools nationally. Until 1999, girls generally did better than boys in all three areas, but the gap has narrowed as a result of the school's focus on raising the attainment of boys. There is still some work to be done in this area, particularly in increasing the proportion of boys attaining higher levels in writing. Results of tests taken by nine-year-olds indicate that pupils make satisfactory progress in Years 3 and 4 and that the above average standards are maintained.
2. By the age of seven, almost all pupils read accurately and with understanding. Higher attainers read with expression, talk with confidence about characters and storylines and express preferences for certain authors or types of books. The majority of pupils write short stories, accounts of their activities and simple poems. They make lists of key facts in history and label drawings in science and design and technology. Spelling of commonly used words is generally accurate and handwriting is legible and well-formed, though few pupils consistently join letters and standards of presentation are rather variable. In mathematics almost all pupils work with numbers up to 100 and many are confident in using tens, hundreds and thousands. They are familiar with simple fractions and doubling numbers up to 1000.
3. By the age of nine when pupils leave the school, they are very positive about reading and talk with confidence about the work of a range of authors from Jacqueline Wilson to Beatrix Potter. They have very good recall of what they have read and talk knowledgeably about key characters and the reasons for their preferences. They write some extended stories, letters, book reviews and poems. Some higher attaining pupils use words well in writing lively dialogue and clear argument, for example in reasons for and against the wearing of shoes. Pupils use their skills effectively across the curriculum, for example in labelling diagrams and noting their observations in science, but at times opportunities for them to extend their skills by writing accounts in their own words are limited because much of the work is based on worksheets. In mathematics pupils use a range of methods for calculation and work confidently with four digit numbers. They are beginning to work with decimals in calculating money problems. They use their mathematical skills in science, for example in weighing and measuring the strength of elastic bands.

Children achieve particularly well in the nursery and reception classes

4. Very good teaching, high expectations of children's potential for learning and a carefully planned curriculum give the under-fives a flying start to school. Very good use is made of all available information to support and encourage children's progress.
5. Before the children start in nursery, home visits and meetings for parents ensure that a positive relationship is established between home and school and that children get off to a good start. Parents provide information on their children's skills and

experiences and these are carefully built upon by the nursery staff. Progress in all areas of learning is closely monitored; photographs and samples of work are annotated in detail and the next stage in learning is identified. Children's recognition of letters, sounds and numbers is regularly checked and the information is used to identify those ready to read and those who should start to work with numbers beyond ten. Information from baseline assessments carried out in the early stages of the reception class is used effectively by the nursery to plan experiences to help children to make maximum progress.

6. Many children enter the nursery with limited language skills. Teaching is carefully planned to promote and extend children's understanding and use of language; for example planning identifies the key vocabulary to be used in each activity. All staff and volunteers use talk well, for instance in explaining carefully how to use the mouse to change images on the computer screen and describing the texture and colours of materials being used for creative activities. At the time of the inspection, puppets were being used effectively to promote language skills; the teacher used the story of a puppet who had lost his shopping list to encourage the children to write and the children themselves used puppets to take on a variety of roles and to initiate conversations with others. The result of the strong emphasis on language is that the majority of children enter the reception class as confident speakers and careful listeners, ready to move on in reading and writing.
7. Close liaison between nursery and reception ensures that early experiences are developed and extended. Planning in the reception class builds on the areas of learning and makes links with National Curriculum subjects. Elements of the literacy hour and numeracy lesson are carefully introduced to enable children to become familiar with the more formal aspects of learning that they will later encounter. Children are offered a good balance between activities directed by the teacher and free choice so that they have good opportunities to work together in different situations. A variety of imaginative and stimulating activities engages their interest. In one lesson based on the story of 'The Toys' Party', the children helped the teacher to write the recipe for the cake that the little boy in the story makes. They then helped to make the cake, watching in fascination as cornflakes, baked beans and jam were mixed together! This provided an excellent stimulus for the activities that followed, where children wrote their own recipes for cake and re-read the story as a group; literacy skills were consolidated and extended well.
8. One of the real strengths of the early years provision is that children's learning is extended as far as possible. This was demonstrated well at milk time in a nursery session where children were being encouraged to recognise names and numbers. Some, usually the younger children, simply found their name cards with some help but staff encouraged others to read their first and surnames and to name the sounds with which they started. Similarly some children named numbers up to five, but others were asked to say, for instance, how number seven changed when one was put in front of it. In a numeracy session in the reception class, the majority of children worked on matching numbers and groups of objects up to ten but higher attainers tackled numbers from ten to twenty, putting these in order.
9. Overall the quality of the provision is a real strength of the school. The majority of children achieve at least the expected levels in their learning at the end of the reception year and are very well prepared to move on rapidly in work in the National Curriculum.

Leadership and management are very good

10. The headteacher has a clear sense of direction and provides very good leadership,

with strong support from key staff and the governing body. A real strength of the school is the range of strategies used to assess the effectiveness of its work and the action taken to further improve the quality of education and to raise standards.

11. There are very good monitoring and evaluation systems in place at various levels. All key staff undertake regular classroom observations, scrutinise pupils' work and check curriculum planning. Teachers are given regular feedback on strengths and weaknesses in lessons observed and the information gained is used to plan staff development activities, either for individual teachers where they lack confidence in teaching a particular subject or for the staff as a whole, for example in improving questioning skills. Some teachers give demonstration lessons, for example in the teaching of numeracy, and teachers have occasional opportunities to observe lessons in other schools. As a result, the overall quality of teaching has improved as weaknesses have been successfully tackled.
12. The headteacher undertakes regular and detailed analysis of data from a range of standardised tests to identify strengths within the curriculum and areas for development. In 1998, for example, information from tests taken by seven-year-olds identified the need to raise the attainment of boys. This fed into the school development plan and specific initiatives were undertaken to tackle this issue. These included broadening the range of books, increasing the number of men visiting school to hear readers and talk about literature and encouraging parental support for hearing boys read. As a result, in the 1999 National Curriculum tests boys' performance in reading and writing improved and for the first time results were above the national average. Information from baseline assessments and annual reading and spelling tests is used to predict levels of attainment and set targets for individual pupils and year groups at challenging levels. This raises expectations of what pupils might achieve and has been an important element in the rising standards. Pupils' progress is carefully monitored against the targets so that those who may fall behind are identified and given additional support.
13. Governors are well-organised, well informed and very supportive of the school. Committees have clearly defined roles and each plays an important part in planning for school improvement. The policy and curriculum committee, for example, is involved in the analysis of data and target setting while the finance committee links decisions about expenditure to the priorities identified in the school development plan. Over the last four years, governors have successfully moved a deficit budget to a position where regular non-contact time can be provided for curriculum co-ordinators in order to enable better sharing of staff expertise.

There is good provision for all aspects of pupils' personal development

14. From the time that children start school in the nursery, a high level of attention is paid to all aspects of their personal development. Throughout the school there is a strong emphasis on promoting children's self-esteem through praise, rewards and a recognition of their achievements in school and in activities outside.
15. Assemblies set the tone for much of the rest of the day. As children enter the hall, the headteacher praises their orderly and sensible behaviour and in consultation with class teachers, pupils of the week are recognised with stickers which they wear proudly. There is a strong sense of community as the pupils actively participate in singing, prayers and helping the headteacher with aspects of the service. Assemblies often follow a theme that reinforces pupils' social and moral understanding. On one occasion, children watched in fascination as the headteacher demonstrated the

difficulty of undoing an unkind act by showing how difficult it is to get toothpaste back in a tube once it is squeezed out and explaining that taking back spiteful words is just as difficult.

16. Moral development is also supported through children being involved in devising school and class rules. These are often referred to by staff and are known well by the pupils; Year 4 pupils commented that one of the good features of the school is that people are nice to each other. Responsibilities given to the older pupils also contribute to their moral and social development and activities such as helping in the library and tidying up the nursery are taken very seriously. In many lessons pupils are encouraged to work together and they respond positively and sensibly. Many of the younger children sensibly take turns in using the computers; in a literacy lesson older pupils worked well in groups discussing different types of text found in a newspaper. Year 4 pupils have the opportunity to participate in a residential visit that provides opportunity for them to collaborate in a range of activities outside school.
17. The school provides a good programme for personal, social and health education. This includes teaching on healthy living, facing moral dilemmas, issues related to safety and raising pupils' awareness of environmental issues. The recent work on healthy eating has resulted in the school receiving a 'healthy schools award'. Pupils are consulted on issues related to the running of the school and have identified areas for improvement. This has resulted in the provision of more play equipment to use at break times and doors being provided between classrooms for the oldest pupils.
18. A good programme of visits and visitors into school extends pupils' appreciation of the world around and contributes to their spiritual and moral development. The nursery children visit the local library and a puppeteer spends a day with them as part of their topic based on puppets. Indian dancers and an African drummer have performed for older pupils and visiting artists have worked with the children with some impressive results, for example in their sculptures of natural objects. Throughout the school attractive displays stimulate interest and celebrate achievement across the curriculum.

Parents get very good information and are involved well in supporting their children's learning

19. The school has worked very hard to build and maintain a very strong partnership between home and school that contributes significantly to the high standards that are attained.
20. From the time that children start in the nursery excellent information is given to parents about what their children will be learning and how they can support them at home. Regular newsletters, meetings and workshops, for example on new approaches to teaching literacy and numeracy, inform parents about the curriculum. There are frequent opportunities to meet staff and to discuss children's progress, both formally and informally. Parents feel that teachers are very approachable, the headteacher is readily available and that their concerns and suggestions are taken seriously. They appreciate the annual consultation through questionnaires and the good feedback that they get on any issues that they raise; if something cannot be acted on they are told why. Their requests for more regular information on how their children were progressing resulted in the headteacher establishing monthly 'surgeries' and class teachers being available toward the end of the teaching day each Friday for any parents who wished to talk to them.

21. The school has an exemplary programme for homework. In the nursery, children take home writing packs with a range of materials and guidance for parents to encourage children's confidence and progress in the early stages of literacy. Drawings and early written work from home is valued in school and often displayed in writing areas with stickers, smiley faces and positive comments from staff. Older children take home reading books, maths activities and specific assignments related to the topics that they are studying. The school gives parents clear guidance on how to help and in turn they provide strong support to help their children's learning. This is demonstrated well through the work done to help to improve children's skills in spelling; parents' active support at home was a contributory factor in the recent rise in standards.
22. Approximately thirty parents help regularly in school and their contribution is valued by the staff. They are given clear guidance on the purpose of the activities that they support so that they are clear about what children are expected to learn. One parent gave considerable time to cataloguing new books in the library and another now runs the lending sessions. The Friends of Heaton Avenue gets strong support from parents and staff and organises a range of fundraising and social activities. The level of parental support for the school is demonstrated well by every family attending the end-of-year barbecue; a rare achievement in any school but particularly where there is close to 250 children on roll.

WHAT COULD BE IMPROVED

The level of the work given to some lower attaining children

23. The school generally has high expectations of pupils and this is an important factor in the good standards that are attained. However, there are occasions when expectations in lessons are too high for certain groups, often lower attainers, and they are given work that is too hard to enable them to successfully cope.
24. This was apparent, for example, in a lesson with Year 4 pupils that in many respects had good features, particularly in the introduction. Following this, a group of children were trying to identify the range of texts in a newspaper but struggled, because the categories on the worksheet that they had to complete were different to those used by the teacher and they did not understand the terms used. In a Year 2 lesson on the countries of the British Isles, the teacher made good use of resources in the introduction to draw pupils' attention to the names and locations of key places. Following this good start, a group of children using atlases spent a very lengthy time trying to locate information using a detailed index, but clearly lacked the necessary knowledge of alphabetical order to enable them to succeed. The main focus of the task was lost because they spent too long poring over lengthy text in a rather random fashion with little prospect of finding the information that they needed.
25. The school is aware that a small group of pupils may be potentially disadvantaged because they fall between those that respond well to the high expectations and those that get some additional help because they have special educational needs. This group is rightly being identified as needing particular attention in the next stage of the school's development.

The level of pace and challenge in some lessons with older pupils

26. While the overall quality of teaching in Years 3 and 4 is satisfactory and some lessons are good, there is some scope for improvement. Lessons are well planned and

carefully structured but at times better use could be made of the time available to move learning on more quickly.

27. This was evident, for example, in a literacy lesson on calligrams. Good resources promoted pupils' interest and many made good observations on the techniques used in the designs. They were invited to invent their own, and were keen to do so, but this was a largely passive activity for much of the group as they watched individuals describing or demonstrating their ideas rather than having an opportunity to experiment with, evaluate and improve their own ideas. In a lesson with Year 4 on odd and even numbers, many pupils showed during the introduction that they had a reasonable good grasp of the idea and understood that the last digit in a number indicated whether it was odd or even. The work that followed was too low-level, particularly for higher attaining children; although a more challenging investigation was planned, there was no time to undertake it. In both lessons, whilst the majority of pupils listened attentively during the class introductory sessions, a degree of restlessness became apparent as a result of a lack of involvement and challenge in the activities introduced.
28. Pupils' work also indicates that there is scope for greater challenge in some activities. At times, work in the literacy hour involves pupils in practising a skill, such as use of punctuation, that they are already using in their written work. Older pupils with a good base in literacy do not always have sufficient opportunity to use and extend their skills in written work across the curriculum. In subjects such as science and history, for example, recording of observations or findings is often on a worksheet that allows limited scope for extended writing. The school recognises that this is an area for development and is taking steps to increase the opportunities for these pupils to choose how they present their ideas and observations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Ensure that all lessons have appropriate pace and level of challenge by:
 - taking account of pupils' existing knowledge and skills in planning activities;
 - making best use of teaching time to move learning forward.

- Ensure that work given to lower attaining pupils is appropriate to meet their needs by:
 - giving careful consideration to their levels of literacy skills in setting work;
 - providing adequate support and clear directions to enable them to succeed in the tasks that they are given.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	11	42	42	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	24	210
Number of full-time pupils eligible for free school meals	-	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	19	21	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 (16)	17 (17)	17 (21)
	Girls	21 (19)	21 (19)	21 (19)
	Total	38 (35)	38 (36)	38 (40)
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (90)	95 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 (17)	17 (21)	18 (18)
	Girls	21 (19)	21 (19)	21 (19)
	Total	38 (36)	38 (40)	39 (37)
Percentage of pupils at NC level 2 or above	School	95 (90)	95 (100)	98 (93)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	4
Pakistani	4
Bangladeshi	
Chinese	
White	154
Any other minority ethnic group	

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 – Y4

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	26.6
Average class size	26.6

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	118

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	394,237
Total expenditure	394,899
Expenditure per pupil	1,674
Balance brought forward from previous year	8,244
Balance carried forward to next year	7,582

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	3	2	2
My child is making good progress in school.	65	29	5	0	2
Behaviour in the school is good.	48	46	2	2	3
My child gets the right amount of work to do at home.	49	43	5	2	2
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	54	38	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	24	2	0	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.	56	40	5	0	0
The school is well led and managed.	83	16	0	0	2
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	48	37	13	0	3