

INSPECTION REPORT

HOLY TRINITY CE (C) PRIMARY SCHOOL

Clayhanger, Brownhills

LEA area: Walsall

Unique reference number: 104223

Headteacher: Mr Kevin Myatt

Reporting inspector: Mrs Barbara Crane
21227

Dates of inspection: 27th – 28th February 2001

Inspection number: 230763

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary with a nursery class

School category: Voluntary controlled

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Church Street
Clayhanger
Brownhills
Walsall
West Midlands

Postcode: WS8 7EG

Telephone number: 01543 452327

Fax number: 01543 374113

Appropriate authority: Governing body

Name of chair of governors: Reverend Michael Branscombe

Date of previous inspection: 30th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21227	Mrs Barbara Crane	Registered inspector
19698	Mr David Hiron	Lay inspector
18505	Mr David Matthews	Team inspector

The inspection contractor was:

SCHOOLhaus Ltd
Suite 17
BPS Business Centre
Brake Lane
Walesby
Nottinghamshire
NG22 9HQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most primary schools and has 190 pupils on roll aged from three to eleven, including 30 children who attend part-time in the nursery class. The village of Clayhanger has expanded rapidly over recent years, with extensive new building. The school previously had three classes with pupils in the age range of three to eight years but expanded in 1998 to take pupils up to the age of eleven. The pupils are taught in single age classes except for Years 5 and 6, who are taught together. The school is part of the Brownhills regeneration scheme. All of the pupils are white and none are learning English as an additional language. Six per cent of the pupils are entitled to free school meals, which is lower than average. Nine per cent of the pupils have special educational needs, which is below average and 0.5 per cent of the pupils have a statement of special educational need, which is also below average. There is a wide range of attainment evident on entry to the school, with significant variations between different year groups. Overall, the pupils' attainment on entry is average. Three of the eight teachers started at the school last September.

HOW GOOD THE SCHOOL IS

The school provides a good quality education for its pupils and they achieve well in most aspects of their work. They reach a very good standard in reading, mathematics and science by the time they leave the school. The pupils have very positive attitudes to their work, behave very well and are keen to improve. The teaching is good. The staff are enthusiastic, know the pupils well and work hard to create a very positive and supportive environment in which the pupils feel valued and secure. The school is well led and managed. There is a strong commitment to raising standards through the evaluation of the school's strengths and weaknesses. The governors provide good support for the staff and headteacher, and the school provides good value for money. The parents express a high level of confidence in the school.

What the school does well

- Standards in reading, mathematics and science are high by the time the pupils leave the school because of the good teaching.
- Pupils enjoy school because of the interesting activities; they feel valued and get on very well together.
- The pupils behave very well because of the teachers' high expectations of them.
- The school uses the information from its assessment of what works well and what needs to improve very effectively to support pupils' achievements and to set targets.
- The school's partnership with parents is very effective and they receive excellent information about their children's progress through reports.

What could be improved

- Standards in writing should be better.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As the age range of the pupils has altered since its previous inspection in 1996, judgements on improvements in standards achieved by the time pupils leave the school cannot be made. Standards by the age of seven have been maintained and standards in reading have improved. The quality of teaching is now better than it was. The school has made good improvement in addressing the issues from the previous report. The school's planning for the curriculum is thorough and supports the teachers' work effectively. The staff and governors monitor the quality of teaching and learning and use the information gained to plan improvements. The school's planning for development provides a good direction for its work and all are clear about the role they play in moving the school forward and raising standards.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	D	C	E	well above average A above average B average C below average D well below average E
Mathematics	N/A	D	A*	A	
Science	N/A	C	A	B	

As the school has had eleven year olds for only two years there is no clear trend in standards over time. Only a quarter of the 15 pupils who took the tests last year started at the school and so their results cannot be judged against their prior attainment. Their performance in English was average when compared to all schools but well below the average for similar schools. The pupils did better in reading than in writing, however, and nearly half reached Level 5 in reading but none reached this higher level in writing. In mathematics, their performance was in the top five per cent of schools nationally and well above that in similar schools. The results in science were well above the national average and above those in similar schools. The school sets appropriate targets, which were achieved last year and it is on track to meet those set for the present year. On the evidence of the pupils' current work, standards are well above average in reading, mathematics and science by the age of eleven. Pupils of all abilities achieve very well in these areas. The pupils have a very good understanding and read widely for pleasure. They quickly gather information from reference books. The pupils are quick and accurate with numbers and explain how they find different ways of solving problems. They have a very good scientific knowledge and use their skills in investigation to test their ideas. Standards in writing are average, but the pupils' spelling is weak and they do not check their work for mistakes; more able pupils could achieve more in writing.

By the time the pupils reach the end of the reception year, they are achieving the expectations for their age in all of the areas of learning for the Foundation Stage. The results of the tests for seven year olds in 2000 were average compared to the national picture and below those in similar schools in reading, writing and mathematics. These results indicate that this group of pupils had achieved well in relation to their attainment on entry to the school. The teacher assessments in science show that the pupils' attained average standards. The standard of work for seven year olds is currently at an average level in mathematics and science, and standards in reading are above average. This represents good achievement for this group of pupils. Standards in writing are broadly average but spelling and handwriting could be better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and want to improve. They concentrate well in lessons and want to please the teachers. Pupils are keen to take part in the activities and enjoy talking about their work. They are proud of their school.
Behaviour, in and out of classrooms	Very good. The pupils are polite, friendly and sensible. They respond to the school's high expectations by showing very good self-discipline.
Personal development and relationships	Very good. Pupils of all ages get on very well together and help each other in the classrooms. They play together happily. The pupils willingly take responsibility and show a high level of confidence.
Attendance	Slightly below average due the number of parents who take their children on holiday during term time.

TEACHING AND LEARNING

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

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

The teaching promotes a good rate of learning in most aspects of the pupils' work and the school meets the needs of all pupils, except in writing. All of the lessons seen were satisfactory or better. Fifty-six per cent of the lessons were good or better and 31 per cent were very good. The strengths in teaching include: well planned activities that capture the pupils' interest; high expectations of the pupils' behaviour; good questions that probe the pupils' thinking; the effective use of support staff; and, the careful evaluation of what works well or not. The teaching of reading, numeracy and science is good and supports the high standards that pupils reach by the end of the juniors.

There are weaknesses in the teaching of writing and the pupils' learning because the school does not have a consistent approach to the teaching of handwriting or spelling. The teachers' expectations of the pupils' presentation of work is often too low and the pupils are not sufficiently encouraged to check their work. The work for the pupils in writing does not always take account of the more able pupils and so their rate of learning is slower in writing.

The teachers are enthusiastic and know the pupils well and so the pupils are keen to learn. Their positive response creates an industrious and orderly atmosphere in the classrooms. Good support is given to pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned and interesting for all ages. It enables pupils of all abilities to make good progress in most areas. The curriculum for the youngest pupils provides them with a firm foundation in literacy and numeracy. In the infant and junior classes, the curriculum is broad and balanced but aspects of writing are a weakness. The pupils use their skills in literacy and numeracy well in other subjects. They benefit from a very good range of extra-curricular activities that enrich their experience.
Provision for pupils with special educational needs	Very good. The pupils' needs are carefully assessed and they are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The pupils are given very good opportunities to reflect on their feelings and to express their ideas. The school's strong Christian principles are reflected in its daily life. The pupils' understanding of what is right and wrong is very well developed and the staff provide a very good example of fairness and respect. The pupils' awareness of their own and other cultures is well promoted.
How well the school cares for its pupils	Very well. The pupils' confidence and self-esteem grows quickly because they feel secure and valued as individuals. They know what to do if they face problems and feel comfortable to ask for help or advice. The school assesses how well the pupils are doing in their work and uses the information very effectively to set targets for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a strong lead for the school and has managed the school's expansion very effectively. He is readily accessible to pupils, staff and parents. He is well supported by the staff and governors, who share his vision and commitment to raise standards and improve provision.
How well the governors fulfil their responsibilities	Good. The governors provide a good level of support for the school's work. They have a clear understanding of its strengths and weaknesses through visits to check on provision, links with subject co-ordinators and the information that they receive from the headteacher.
The school's evaluation of its performance	Good. The school looks carefully at its performance and knows what it needs to do to improve. The weaknesses in writing have been identified.
The strategic use of resources	Good. Financial planning is tied to the school's priorities and the school seeks the best value in its expenditure. The school uses grants effectively to support the pupils' learning and improve provision. The school's current underspend is earmarked to enable a seventh class to be created next year.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The teaching is good. • Behaviour is good. • The staff are approachable. • The school expects children to work hard and do their best. • The school is well led and managed. • The school works closely with parents. 	<ul style="list-style-type: none"> • More homework. • Better information about their child's progress. • The range of activities outside lessons.

The parents express a very high level of confidence in the school and strong support for its work. The evidence of the inspection reflects all of the parents' positive views expressed through questionnaires and the meeting with inspectors. The concerns of a small number of parents about homework, information about progress and the range of extra-curricular activities are not supported by the inspection evidence. The amount of homework received by the pupils is appropriate. The reports that the parents receive about their children's progress give excellent detail about personal development, attainment in different subjects and targets for improvement. The parents are also invited to a meeting each term, at which each child's targets are reviewed and new ones are set. The school provides a very good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in reading, mathematics and science are high by the time the pupils leave the school because of the good teaching.

1. The basic skills in reading are taught thoroughly and the teachers assess the pupils' progress carefully, giving good guidance on what needs to improve. As a result the pupils quickly learn the sounds of letters and use the pictures and the context to work out unknown words. Pupils of all abilities achieve well. The pupils read with good expression and understanding. In a Year 2 lesson, for example, the teacher asked probing questions that led to the pupils refining their definition of the word 'personality' when they were considering the characteristics of the 'Jolly Witch'. The teacher asked them to find evidence from the text to support their views about the witch's character and by the end of the session all of the pupils knew that this was built up by the author's description of her appearance, personality, actions and relationships. In a literacy lesson with Year 5/6 pupils, the teacher extended the pupils' understanding of hyperbole successfully so that they quickly identified this in the poem 'Matilda'. When a group of Year 5 pupils read a text together, the teacher made notes of each pupil's performance and what needed to be worked on. The teachers' lively and expressive reading is reflected when the pupils read, and they catch the teachers' enthusiasm for books. The youngest pupils often choose to 'read' books and happily share these with friends. The older pupils read widely and often lend books to friends or recommend particular authors. The pupils quickly find information from reference books to support their learning in other subjects.
2. Mathematics lessons are characterised by high expectations and a fast pace that keeps the pupils alert and interested. The pupils are given very good opportunities to find different ways of solving problems and this develops their ability to think and explain how they reached the answer. In a lesson with Year 1 pupils, for example, the teacher set problems at a challenging level for all abilities in the class and asked them to think about how they would work out the answers. Because she related the work to what they had learned the previous day about counting in fives, a more able pupil quickly realised that he could use this to find how many fives were in fifteen. Other pupils decided to count out the total number of cubes that they had to divide into sets of five and twos into a 'tower' of fixed cubes and then made one set of the number, which they used to measure against the remaining cubes. By the end of the lesson, most pupils had realized, through the teacher's good explanations and questions, that any number that ended in 0 or 5 could be divided into fives with none left over. In a lesson with Year 5/6 pupils on decimal weights, the very well organised activities enabled pupils to sharpen their understanding of estimation, weighing, ordering and recording. The introduction recapped on what they knew about estimating in percentages and fractions and moved on to how these related to decimals. As they discussed the work in groups, they developed their understanding of place values in decimals from 0.001kg to 10.000kg.
3. The teachers have a good knowledge of science and this has a good impact on the quality of their teaching and the pupils' learning. They introduce a good scientific vocabulary and the pupils use this accurately when they work. In a lesson in Year 3, for example, the more able pupils used the term 'calcium' when they were judging the healthiness of the teacher's and their own lunches as part of their work on a balanced diet. The teacher's well-directed questions enabled the pupils to talk about the benefits of fruit and vegetables and the disadvantages of high levels of fat and to identify groups of food. They became aware of the need to collect data to answer questions about whether or not a diet is healthy. The pupils develop very good attitudes towards investigation and extend their scientific knowledge through testing out their ideas. In a Year 4 lesson, for example, pupils were investigating the effect of different surfaces on the movement of small wheeled toys. They used stopwatches and protractors to gather information about the time it took to travel down ramps with various

surfaces at different angles. They were able to draw sensible conclusions from the evidence and gained a good understanding of how to make their tests fair.

Pupils enjoy school because of the interesting activities; they feel valued and get on very well together.

4. The pupils have very positive attitudes to their work from an early age because the staff make the lessons interesting and the activities are relevant. In a well-planned lesson in the nursery class, for example, children were making fruit pies with a blackberry and apple filling. They carefully rolled out the pastry and then spooned the fruit into the cases with great care. One child announced that he had never tasted 'a brambly mixture' and was delighted when the nursery nurse gave him the opportunity to do so, after he found a clean spoon.
5. Pupils develop confidence and push themselves to do better because they know that their efforts are valued. In a very good Year 3 gymnastics lesson, for example, the pupils worked hard to refine a sequence of rolls, balances and ways of travelling across a bench because of the teacher's recognition and praise of the improvements they made. The teacher showed sensitivity in choosing not only those who were naturally able to gain a good level of poise and balance to demonstrate, but also those whose sequences of movement had been improved by great concentration and tenacity. The pupils evaluated each other's work and gave constructive comments, which were accepted gracefully. By the end of the lesson, all of the pupils knew that they had improved and showed pride in their achievement.
6. The pupils get on very well together. When the pupils in Year 4 worked together on computers in pairs, for example, they took turns to enter data. In a Year 1 mathematics lesson, two pupils were working together to find how many packets containing five sweets could be made out of 20 sweets and one girl was surprised that she had one left over, but her partner had not. Her friend gently pointed out that she had only four sweets in one packet and told her to add another one. The teacher praised both their perception and co-operation. A group of nursery children had created an imaginary scene with small animals and worked together very well. A high level of concern was expressed when an inspector was found to be sitting 'in the water' that formed part of their landscape and she was politely informed that it would be better to move.
7. The pupils' interest extends to assemblies, which are lively and thought provoking. One assembly focused on the meaning behind Shrove Tuesday and the pupils were as eager to offer suggestions for a recipe for 'a good Christian' as they were to take part in making pancakes. Their singing demonstrated an exuberance and joy in performing together and pleasure that they were doing so very well. Another assembly, led by the vicar, explored the meaning of Ash Wednesday and the pupils were spellbound when he burned a palm cross and daubed a cross on his forehead. From conversations with pupils later in the day, it was evident that the message of the assembly was well understood.

The pupils behave very well because of the teachers' high expectations of them.

8. The pupils have a very clear understanding of what is expected of them and good behaviour is rewarded. In the reception class, for example, the teacher's pleasant greeting to each pupil at registration was followed by her thanks to them for coming into the classroom in a quiet and sensible manner. This set a good tone for the day. In a lesson with Year 2 pupils, the teacher thanked a pupil 'for putting your hand up and not shouting out' after he had previously become over excited.
9. The pupils understand the school's rules and know why they are necessary. They maintain high standards of behaviour in the classrooms and the playground. Pupils who choose to use the quieter, seating area of the playground do so without disturbance from others. The weather was poor during the inspection and pupils were sometimes confined indoors but they occupied themselves sensibly. The pupils move around the school quietly and safely, and do

so even when they are not closely supervised, because they know that they should not disturb others. When teachers need to admonish pupils, they do so quietly and effectively, pointing out their disappointment that high standards are not being met. The calm and orderly atmosphere in the school contributes greatly to the pupils' ability to learn and the standards that they achieve.

The school uses the information from its assessment of what works well and what needs to improve very effectively to support pupils' achievements and to set targets.

10. The school's programme of monitoring is well organised and the governing body receive good information about the strengths and weaknesses in the school's performance. The subject managers and headteacher monitor teaching and learning and give useful feedback about what works well and what needs to improve. The governors also visit classrooms to gain first-hand knowledge of what standards are being achieved and report back to the governing body on their findings.
11. The school analyses the results of tests and assessments thoroughly to track the progress of year groups, groups of different abilities and individuals. The information that is gained is used very effectively to adapt teaching and the curriculum, and bring about improvement. This has paid dividends in reading, mathematics and science. The assessment co-ordinator looks closely at the performance of pupils in tests and draws out common areas of weakness in learning that are discussed by the teachers and used to alter teaching styles, or the allocation of time to aspects of the pupils' learning. In mathematics, reading and writing, tests are carried out each half term and the results are analysed for each pupil. These are used to set individual targets for each pupil that are reviewed termly. Through this thorough analysis, the weaknesses in writing have been identified, but the target setting here is at an early stage and has yet to have a marked impact on standards.

The school's partnership with parents is very effective and they receive excellent information about their children's progress through reports.

12. The overwhelming majority of parents express very strong support for the school's work and appreciate the approachability of the staff. The parents receive a weekly newsletter that gives them clear information about what is happening in the school and how they can be involved. The school consults the parents about important issues, such as the school's behaviour policy, arrangements for homework and alterations to the school's environment.
13. The written reports that parents receive on their children's progress are of exemplary quality. They provide a detailed analysis of what the pupils can do and what needs to improve. The pupils' personal development is also reported in detail. Parents are invited to a target-setting meeting each term, at which the teachers, parents and pupils discuss what is the focus for improvement in the pupils' work. The pupils' progress towards the previous targets is reviewed and new targets are agreed. The parents receive very good information about how they can help their child at home and many do so. As a result of this very good partnership, the parents are fully involved in supporting their children's learning.

WHAT COULD BE IMPROVED

Standards in writing should be better.

14. The pupils reach average standards in writing, but they could do better. The pupils' learning in writing is not always effectively supported by the teaching because the school does not have a consistent approach to the teaching of handwriting or spelling. As a consequence, what is learned in one class is not always built upon in the next. A significant number of Year 2 pupils hold their pencils incorrectly and few have developed a neat style of handwriting. Most of the Year 2 pupils write in complete sentences and use punctuation accurately, and more able Year 2 pupils attempt to punctuate speech, but they often do not spell common words

correctly. The teachers do not always organise resources such as dictionaries, word books or word banks so that these are readily available and used routinely by the pupils to help their spelling. In most instances, the pupils' only strategy, when they do not know how to spell a word, is to ask the teacher and this wastes time.

15. The pupils can adapt the style of their writing to suit different purposes by the time they leave the school, and they use a good and interesting vocabulary but their spelling is still often a weaker feature. Some pupils persistently spell common words incorrectly and yet spell more complex words accurately. They do not routinely check their work for mistakes, but most can quickly spot these when asked to do so. The pupils have too few strategies to try when they know that they cannot spell a word.
16. In all of the classes, the needs of the more able pupils are not met as closely as the average and less able pupils. The work sometimes lacks challenge and so their rate of learning is slower. The large mixed age class of Years 5 and 6 pupils, with 35 pupils, has a very wide range of ability and the work does not always take into account the pupils' ages and abilities. In the Year 5/6 class, however, the standard of the pupils' presentation of work has improved considerably over this school year, because of the teacher's high expectations. This is not the case in all of the classes and the pupils' work is too often untidily presented; teachers' and pupils' expectations of presentation could be improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve standards in writing by:

- establishing guidelines for teaching spelling and handwriting so that the teachers have a common approach;
- ensuring that the teachers plan work for the pupils that takes account of their different ages and abilities;
- ensuring that the teachers encourage the pupils to check their work;
- raising the teachers' expectations of the presentation of work.

(References in paragraphs 14, 15, 16.)

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	31	25	44	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	175
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	18

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	15
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5.8
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	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	11	11	11
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	90 (88)	90 (92)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	11	11	11
	Total	18	20	20
Percentage of pupils at NC level 2 or above	School	90 (88)	100 (88)	100 (88)
	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	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	87 (75)	93 (56)	93 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	12
Percentage of pupils at NC level 4 or above	School	87 (75)	87 (56)	80 (88)
	National	70 (68)	72 (69)	80 (75)

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

* Where the number of boys or girls in a year group is ten or fewer, the data is not included.

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	151
Any other minority ethnic group	2

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	1	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	25
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

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

Number of pupils per FTE adult	15
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	287648
Total expenditure	269438
Expenditure per pupil	1683
Balance brought forward from previous year	12430
Balance carried forward to next year	30640

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	56	43	1	0	0
Behaviour in the school is good.	51	45	3	0	1
My child gets the right amount of work to do at home.	39	46	12	3	0
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	44	39	11	4	1
I would feel comfortable about approaching the school with questions or a problem.	71	25	3	1	0
The school expects my child to work hard and achieve his or her best.	66	33	0	0	1
The school works closely with parents.	57	30	9	1	3
The school is well led and managed.	64	22	9	1	4
The school is helping my child become mature and responsible.	54	44	1	0	0
The school provides an interesting range of activities outside lessons.	32	32	18	1	16