

INSPECTION REPORT

MORPETH FIRST SCHOOL

Goose Hill, Morpeth, Northumberland. NE61 1TL

LEA area: Northumberland

Unique reference number: 122210

Headteacher: Miss E. Reay

Reporting inspector: Mrs. E. Graham
16431

Dates of inspection: 31st March to 1st April 2003

Inspection number: 248331

Short 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
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Goose Hill, Morpeth, Northumberland
Postcode:	NE61 1TL
Telephone number:	01670 512893
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Rudd
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Morpeth First School is a larger than average school for pupils aged 4 to 9. The youngest pupils in the school attend part-time in a pre-reception class. There are presently 294 full-time pupils on roll, a small percentage of whom come from ethnic backgrounds other than white British. For a small number of these children, English is not their first language. The percentage of pupils with special educational needs (SEN) is well below the national average and there are 6 children in receipt of statements of such need. Around 7% of pupils qualify for free school meals, which is below the national average. Taking account of this information and the levels of attainment children have reached by the time they start the school, it is fair to say that the pupil intake of the school is above average.

HOW GOOD THE SCHOOL IS

This is a very good school that is very effective at providing an education that meets the needs of its pupils and helps them to achieve very high standards. The high quality of the teaching, the very clear educational direction provided by the head teacher and the good management of resources provided by the governors contribute to the school's success. Children respond very well to the provision made for them. They are very well behaved and enjoy their time in school. The school provides very good value for money.

What the school does well

- The school promotes high standards in English, mathematics and science.
- Teaching is of a high standard across the school.
- The school is very well led and managed by the head teacher and governing body.
- The school provides very well for pupils' personal development, helping them to develop very positive relationships, attitudes and to behave very well.
- The curriculum provides a good range of learning opportunities.
- The school works hard to involve parents in their children's education.

What could be improved

- The school has no major weaknesses.

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 February 1998. Since then the school has made good progress. All of the issues raised in the last report have been dealt with successfully. In particular:

- There is now no unsatisfactory teaching in the school and the amount of very good and excellent teaching has risen;
- The school is working hard to provide appropriate practical activities in the pre-reception class that help children to build on their mathematical and creative skills. Staff recognise the need to continue to develop the foundation curriculum to reflect the wide range of pupils' pre-school experience.

The school is committed to continuing to raise standards in all aspects of its work. The high expectations of the governing body, the head teacher and her staff and the systems for managing and monitoring the work of the school that are now in place should ensure that the improvements made since the last inspection will continue to be built upon.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A*	A	A
writing	A	A	A	A
mathematics	A	A	A	A

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

The very high standards that pupils attain at the end of Key Stage 1 have been maintained over the last three years. The school achieves a much greater proportion of higher levels in reading, writing and mathematics than average. Boys and girls attain similar levels and pupils with SEN attain levels that are appropriate to their abilities. The school's oldest pupils are attaining very high standards in mathematics and science and high standards in English. In short inspections such as this not all subjects are assessed in detail. However, there is sufficient evidence to suggest that pupils attain at least the national expectation across the curriculum. The school sets itself challenging targets for improvement, especially for the proportion of pupils reaching the higher levels. It has a good record of reaching these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They work very hard and are keen to take part in all activities. They are justly proud of their achievements.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils work and play very well together. They are sensible as they move round the school and as a result the school is a very orderly, calm community that provides an effective climate for learning.
Personal development and relationships	Very good. Pupils are confident, mature and independent. Relationships are caring and supportive with pupils taking responsibility for themselves and others.
Attendance	Attendance is very good and is above the national average.

Pupils' attitudes, personal development and behaviour are real strengths of the school. Pupils work very hard to achieve their best. They get on together extremely well in their work and when engaged in the wide range of activities arranged for them outside of lessons. They have very good relationships with their teachers and other adults with whom they come into contact.

TEACHING AND LEARNING

Teaching of pupils in:	Pre reception and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Very good	Very 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 is a strength of the school. There is no unsatisfactory teaching, most of it is good or better and over half is very good or excellent.

Teachers plan very effectively to provide activities and resources that help children of all abilities to make good progress. The ability groupings for some English and mathematics lessons are supporting the progress of all groups successfully. There is a strong emphasis on the key skills of literacy and numeracy throughout the school and these are very well taught by well-informed teachers. Provision for able pupils is very good in Key Stage 1 and as a result they are making very good progress. The school recognises the challenge that this poses for teaching in Key Stage 2 and the relatively new staff team is rising to the task by building on pupils' achievements in Key Stage 1. Provision for pupils with SEN is very good with effective extra support provided when required. Teachers are sensitive to the needs of children whose first language is not English and are working closely with an LEA support assistant to provide appropriate work. Teachers have high expectations of what pupils should learn and how they should behave. Pupils respond very well to this challenging approach with maturity and a keen interest in their work. There are no significant weaknesses in the teaching but the development of the highest quality of handwriting and presentation of work are constrained by the school's timing on the introduction of pens. Although teaching overall is good in the Foundation Stage, in a small number of lessons, activities for the youngest children could be more related to individual children's interests and experiences to allow them more choice.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school manages to emphasise the basic skills of numeracy and literacy whilst maintaining a broad, balanced and interesting curriculum. The outstanding provision of a wide range of additional activities outside of lesson times helps to support pupils' learning in areas not often offered in primary schools.
Provision for pupils with special educational needs	Very good. Children's needs are carefully assessed and programmes of support are well planned to help them make good progress. The ability groupings in English and mathematics provide well for pupils with SEN.
Provision for pupils with English as an additional language	Good. Pupils make good progress. They are well supported with the help of a specialist teaching assistant provided by the LEA.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides a wide range of opportunities that support pupils' personal development. It helps them to develop a sense of responsibility through a strong emphasis on social and moral development. Religious education (RE) lessons, circle time and the school council are effective aspects of this provision.
How well the school cares for its pupils	The school is very effective at caring for its pupils. The staff know pupils very well and there are good procedures for assessing and tracking

	pupils' academic progress and personal development.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership to the school. She is well aware of its strengths and areas for development and has realistic plans for bringing about improvement. She is skilful in helping staff to use their strengths and at providing opportunities for them to develop professionally. The deputy head teacher and other key staff support her very well by ensuring that planned developments are implemented rigorously.
How well the governors fulfil their responsibilities	Very well. The governing body has an impressive knowledge and understanding of the school's work. Governors are actively involved in identifying how it can be improved and in setting challenging targets for the head teacher. They are fully involved in monitoring how well the school is achieving and in securing the best education possible for pupils in the school. They are, rightly, very proud of their school.
The school's evaluation of its performance	Very good. Data is analysed thoroughly to make sure that school development is founded on sound information. There are good systems in place to evaluate the quality of teachers' planning and teaching. Very good use is made of the resulting information to decide on priorities for development.
The strategic use of resources	Very good. The school is careful to ensure that decisions on spending are linked to identified priorities. It uses its funding very well to achieve the highest possible standards for its pupils. Major spending decisions take into account the principles of best value.

The head teacher and governing body work very well together to provide very effective management to the school. The head teacher's strong leadership ensures that there is a shared commitment to high achievement. The school provides very good value for money

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 quality of the teaching. • The school's expectations of pupils. • The progress that children make. • That children like school. • That the behaviour is good. • The help given to develop pupils' maturity. 	<ul style="list-style-type: none"> • A few parents do not think that pupils get the right amount of work to do at home. • A small number of parents do not feel comfortable approaching the school with a question or a problem. • A few parents do not think the school works closely with them. • A small number of parents do not think the school provides an interesting range of activities outside lessons.

The inspection team agrees with the positive comments of parents and has identified many of them as strengths of the school. The school provides an outstanding range of activities outside lessons and homework is usually appropriately provided. The team found that the school provides many and varied opportunities for parents to approach the school and work with it to enhance pupils' learning. However, the head teacher, staff and governors should continue to consider ways in which they can help these few parents feel more confident about approaching and working with the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high

1. The results achieved by pupils in the Key Stage 1 National Curriculum tests are well above the national average and very high when compared with similar schools. The school's own assessments show that by the time pupils leave the school at nine years old their attainment in reading, mathematics and science is well above expectations and in writing they are above average for nine year olds. A careful analysis by the school identified that, although attainment was above average overall, higher attaining pupils were not progressing as quickly in developing their writing skills in Key Stage 2 as they had early in their school careers. In response, a carefully considered range of developments has been introduced which is already having an impact on pupils' progress in writing in Key Stage 2. Pupils of all abilities currently in Year 4 are building significantly on the skills developed in Key Stage 1.
2. Pupils quickly learn to read and by the age of seven many of them are already confident and fluent readers. They enjoy storybooks and use non-fiction books and other forms of texts to support their work across the curriculum. For example in Year 1 pupils carefully read a letter from an imaginary giant who could not spell accurately in order to help them improve their own spelling. By the time they are nine almost all pupils have developed the reading skills that allow them to access literature from a range of types and genres.
3. The school recognises the clear link between reading and the development of writing and much of the recent focus on improving writing skills is also improving pupils' skills and understanding of the structure of language. All pupils are making very good progress and the ability grouping in some English lessons is allowing teachers to provide extremely challenging work for the most able in the school. By the end of Year 2 higher attaining pupils have a very sophisticated understanding of how the use of writing techniques can convey particular moods and feelings. For example, in a lesson to interpret the cover picture on "The Whale's Song" in their own way, many pupils were able to make use of alliteration and similes, they knew that starting a sentence with an adverb could be an effective tool and they used a rich variety of adjectives very creatively. As a result, their written work was of a very high standard. Key Stage 2 teachers are rising to the challenge of building on the very high standards achieved in Key Stage 1 as was seen in Year 3 when pupils ably wrote a letter justifying their views about the character of Theseus deduced from the story read in a previous lesson. By the end of Year 4 the majority of pupils have made good progress in their writing. They can write accurately in a variety of forms using language to suit the purpose.
4. Handwriting is carefully taught and pupils acquire good skills. Most pupils are able to use well-formed cursive script by the end of Year 2. However, the development of the highest quality of handwriting is constrained by the school's timing on the introduction of pens.

5. Pupils of all ages are encouraged to develop good speaking and listening skills. Teachers plan carefully to provide pupils with a wide range of different opportunities for spoken language and as a result standards are high. In a Year 1 physical education (PE) lesson pupils explained carefully to the class how to make a safe pass of the ball. In an RE lesson pupils empathised with the friends and enemies of Jesus as actors in the story of Easter, coming up with offerings such as 'relieved' to describe their feelings. In Year 2 there was lively discussion about an illustration accompanying a story. Pupils were able to describe the scene and to express their views about how the character in the illustration might feel. In a Year 4 geography lesson pupils worked in small discussion groups to give their views on all possible causes of pollution in a river. They talked about the alternatives in a focused and serious way, showing respect for one another's views.
6. Standards in mathematics are also very high. The ability grouping for some mathematics lessons is helping teachers to provide an appropriate level of challenge for each group. This helps the progress of all pupils, especially those who are more able. By the end of the reception class, pupils can count and recognise numbers, most can add and subtract two numbers with higher attaining pupils able to work with three amounts beyond 20. Throughout Key Stage 1 very well taught numeracy lessons help pupils to build on their early progress. By the time they reach the end of the key stage they are very proficient at solving word problems. They have a very good understanding of calculation and can show their thinking at levels much higher than average for this age group. For example, jottings illustrated the level of one Year 2 pupil's thinking processes with the correct use of brackets, $(4 \times 5) + (3 \times 10) = 50$.
7. The oldest pupils in the school are reaching equally high standards. The strong emphasis the school places on investigative work helps them to reach very high standards when, for example, they investigate patterns and relationships in numbers or when they extract and interpret information from graphs. By the time they leave the school pupils are confident in numeracy work, their mental arithmetic skills are very well developed and they have a range of techniques for solving mental arithmetic problems.
8. In science, pupils show a very good grasp of scientific ideas and principles. By the end of Key Stage 1 they are well skilled in scientific investigation and thoroughly understand how to carry out a fair test. They make careful and accurate observations and are able to describe these using their well-developed communications skills. In Year 1 pupils made predictions about what would happen when different materials were heated before they investigated and recorded their results at a level much higher than average for pupils of this age. Older pupils reach very high standards in their work covering electrical circuits, habitats and astronomy.

TEACHING IS OF A HIGH STANDARD ACROSS THE SCHOOL

9. The teaching is a strength of the school and is a significant factor in helping pupils to learn at a good rate. Lessons are very thoroughly planned. Teachers consider very carefully how their knowledge about the different ways that children learn can be used to make lessons more interesting. For example, the children thoroughly enjoy the 'brain gym' activities that help to keep them alert. Teachers have good knowledge of their subjects and this helps them to provide high quality resources that are used very well in lessons. The new interactive white boards are proving an invaluable resource and there are examples of how they can be used creatively. In one mathematics lesson with older pupils, for example, the teacher used it very effectively to teach about graphs and bar charts. Charts with results but without labels stimulated the children's thinking and helped them to develop a very clear understanding of the construction of bar charts and scales.
10. Lessons help pupils to build on work in previous lessons because teachers have carefully assessed what has been understood and what needs further practice. Whether they are teaching their own classes or one of the various ability groups that are created for some English and mathematics lessons, teachers show great skill in matching the work to the needs of the children. The groupings for English and mathematics are proving an effective way of ensuring that children's needs are met, including those children who speak English as an additional language and children with SEN. Teachers work closely with very effective teaching assistants to ensure that groups and individuals are supported, or indeed challenged, where appropriate, to make good progress.
11. Teachers have very good relationships with their pupils. They have high expectations of them and regularly give them good levels of responsibility to work independently. Lessons are taught at a brisk pace but teachers are always ready to support by using praise and encouragement. This gives pupils the confidence to ask for help if they do not understand. A very good example was when a pupil said that she did not understand the meaning of the word 'cautiously'. Together the class worked out the meaning and tried out some examples of using it in context.
12. Pupils respond very well to the challenging yet supportive approach and show maturity and a keen interest in their work. This is an important factor in the high standards that are being achieved.
13. There are no significant weaknesses in the teaching but on occasions work for the youngest children in the Foundation Stage could be more closely related to the experiences and interests of individual children to allow them more choice. The development of the highest quality of handwriting and presentation of work is constrained by the school's timing on the introduction of pens

The school is very well led and managed by the head teacher and governing body

14. The head teacher provides very good leadership and clear direction to the work of the school. She is skilled in developing the potential of her staff so that their strengths are used to full effect for the benefit of their pupils. Unfortunately, this has resulted in a high turnover as staff have quickly gained promotion to other schools. There are, however, very good induction procedures for staff new to the school and there is very good teamwork which has meant that new staff have quickly become aware of the school's aims, its priorities for development and its systems and procedures. This has ensured that the high quality of the provision has been maintained. Staff have clearly defined roles which they carry out effectively. The deputy head teacher, team leaders and head teacher work in close partnership to review the school's work. This means that appropriate priorities for development are identified.
15. There are very well developed systems for monitoring the work of the school. Data on pupils' attainment is carefully analysed to make sure that they are making as much progress as they should. Lessons are regularly observed by staff with management responsibilities and information from them, together with information from LEA monitoring, is used effectively to improve the already good teaching. Relevant developments are clearly identified in the school improvement plan.
16. The strong leadership of the head teacher is reflected in the effective way in which national strategies such as numeracy and literacy have been implemented and in the innovative use the school makes of learning techniques such as 'thinking skills' and 'brain gym'. They underpin the high expectations that staff have of their pupils.
17. The head teacher works closely with a very effective governing body to manage the school's resources very efficiently. Governors have an impressive knowledge and understanding of the school's work. They are appropriately involved in monitoring the work of the school and in developing the very thorough school improvement plan. Finances are very well managed to ensure that the principles of 'best value' are followed and that school developments are properly resourced.

The school provides very well for pupils' personal development, helping them to develop very positive relationships, attitudes and to behave very well

18. The school gives provision for pupils' personal development a very high priority and provides a wide range of opportunities in lessons and in lunchtime activities and out-of-hours clubs for pupils to develop as confident, caring and thoughtful individuals. Teachers provide excellent role-models for their pupils. They show that they value their efforts by maintaining a very positive approach in lessons, praising good effort, work and behaviour. The celebration assembly held weekly, demonstrates to pupils that their efforts are valued and the school council provides an effective mechanism for pupils to give their own ideas about how the school can be improved. In lessons, teachers give pupils good opportunities to make decisions for themselves. For example, from an early stage in Key Stage 1 pupils are used to responding to a 'must', 'should' and 'could' approach where they decide for themselves at what level they can tackle the work. Times for reflecting on important issues are carefully built into the curriculum. A good example was seen in a geography lesson when older pupils were given time to discuss and reflect on issues around pollution.

19. Pupils respond with enthusiastic commitment to the school and what it has to offer. There is a very high take up of the extra-curricular provision that pupils enjoy enormously. In lessons they have very good attitudes to their work. They work hard and want to do their best. Their behaviour is very good. The school's efficient routines and the pupils' good response to them ensures that the atmosphere within the school is orderly and calm and that time is used very efficiently.

The curriculum provides a good range of learning opportunities

20. The curriculum provided is well balanced and meets the needs of pupils in the school. The school has rightly identified the need to develop pupils' literacy and numeracy skills and provision for these is very good, resulting in very high standards. The wider curriculum is provided through a very good variety of activities taught in stimulating and imaginative ways. A good example was the stimulating African arts fortnight that included exciting work on the creative and performing arts.
21. The curriculum is extended by an exceptional range of additional activities that take place at lunchtime, before and after school. Each lunchtime pupils can choose to take part in playground activities that include board games, role-play, creative arts and traditional games. Clubs are many and varied and cater for interests as wide as music, gardening, dance, arts and crafts, Spanish and number challenges.
22. The school takes great care to make sure that all pupils have equality of access to all aspects of the curriculum. Its approach to inclusion is clearly demonstrated in the strategies employed to raise attainment and to support pupils with SEN.

The school works hard to involve parents in their children's education

23. The school works hard to achieve one of its aims, 'to promote active partnerships with parents and the wider community'. Most parents have good relationships with the school and value the wide variety of information that is provided for them. This includes an extensive parents' brochure, regular newsletters, termly updates on the curriculum content for the forthcoming term, detailed, informative reports on pupils' achievements, occasional workshops about new curriculum initiatives such as ICT and regular parents' evenings. Parents value the head teacher's personal comments on the end of year reports about their children and the open afternoon in the summer when they can see their children's work.
24. Many parents help in classes and they feel welcome and well prepared by the teachers. Parents are encouraged to become involved in their children's progress by assisting with homework tasks. A useful booklet on helping children to read has been produced to support the parents' role.
25. The governors and head teacher are very aware of the needs of their parents and are continuously trying to improve their partnership with them. For example, parents have recently been invited to contribute ideas for improving the school. A pre-school group for nursery age children has been established on the school site and governors have worked hard with parents to organise before and after school clubs to cater for those pupils whose parents require early and late provision.

26. Despite the range of the initiatives to involve parents, a minority do not feel that the school works closely enough with them and a few parents are not comfortable approaching the school with a question or a problem. Governors, head teacher and staff should continue to consider ways in which they can help these parents feel more confident about communicating with the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	10	2	0	0	0
Percentage	7	50	36	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	0	294
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	30	31	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	30
	Girls	31	30	31
	Total	60	58	61
Percentage of pupils at NC level 2 or above	School	98 (98)	95 (97)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	29
	Girls	30	31	31
	Total	58	60	60
Percentage of pupils at NC level 2 or above	School	95 (95)	98 (97)	98 (97)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	231	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	11.6
Number of pupils per qualified teacher	26.1
Average class size	29.4

Education support staff: YR – Y4

Total number of education support staff	10
Total aggregate hours worked per week	245

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	504,321.00
Total expenditure	476,208.00
Expenditure per pupil	1,715.00
Balance brought forward from previous year	14,238.00
Balance carried forward to next year	28,113.00

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	318
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.	58.6	37.1	2.9	0	1.4
My child is making good progress in school.	57.1	37.1	4.3	0	1.4
Behaviour in the school is good.	61.4	37.1	0	0	1.4
My child gets the right amount of work to do at home.	42.9	44.3	11.4	0	1.4
The teaching is good.	67.1	27.1	2.9	0	2.9
I am kept well informed about how my child is getting on.	44.3	47.1	4.3	4.3	0
I would feel comfortable about approaching the school with questions or a problem.	54.3	31.4	5.7	5.7	2.9
The school expects my child to work hard and achieve his or her best.	77.1	21.4	0	0	1.4
The school works closely with parents.	51.4	32.9	8.6	4.3	2.9
The school is well led and managed.	64.3	27.1	2.9	1.4	4.3
The school is helping my child become mature and responsible.	67.1	31.4	0	0	1.4
The school provides an interesting range of activities outside lessons.	47.1	37.1	7.1	0	8.6