

INSPECTION REPORT

HOTSPUR PRIMARY SCHOOL

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108491

Headteacher: Mrs J Hale

Reporting inspector: Mrs J Hooper
15334

Dates of inspection: 21st and 22nd March 2000

Inspection number: 188234

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Mowbray Street Heaton Newcastle upon Tyne
Postcode:	NE6 5PA
Telephone number:	0191 2762762
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Linforth
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large primary school serving the Sandyford, Heaton and Byker areas near the centre of Newcastle upon Tyne. However, there is a significant number of pupils who attend from outside the immediate area whose parents have chosen to send them to the school. The school caters for boys and girls aged between three and 11 years old. At the time of the inspection there were 377 pupils on roll. The school has 13 classes, one of which is the nursery with 28 full-time and 11 part-time children. Since the last inspection, which was held in June 1996, the number of pupils on roll has declined slightly. Pupils enter the school with a wide range of experiences but, overall, the attainment of pupils when they enter the school is below the national average. The school has identified 42 pupils as having special educational needs, which as a percentage of the total number of pupils in the school is slightly below that nationally. Over thirty per cent of pupils are eligible for free school meals, which is above the national average. Currently, there are over 10 per cent of pupils on roll who have English as their second language which is high when compared with national figures.

HOW GOOD THE SCHOOL IS

Hotspur Primary School is a very popular school at the heart of its community. It provides a safe, warm and friendly environment that strongly supports learning. Strong spiritual values permeate the school and the provision for the pupils' personal development is very good. Teaching, overall, is good and often very good. By the time they leave the school most pupils are achieving standards in English, mathematics and science broadly in line with national expectations. In science, there has been a significant improvement in pupils' attainment over the last four years. Pupils enjoy going to school, behave well and have positive attitudes to their work. The headteacher, with the full support of the staff and governors provides quiet, effective leadership. Parents are very supportive. The school provides good value for money.

What the school does well

- Teaching throughout the school is generally good and often very good so that overall, pupils make good progress in their learning.
- Pupils respond well and have positive attitudes to school.
- The provision for the pupils' spiritual, moral, social and cultural development is very good. Positive relationships throughout the school facilitate learning.
- The headteacher, with the support of the governors, staff and the wider community creates an ethos that strongly supports a broad learning environment.

What could be improved

- On some occasions withdrawal of pupils for support and other activities detracts from their entitlement to the full curriculum
- Although the school plans effectively for the current year, longer term planning is not yet formalised.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, standards by the end of Key Stage 2 in English, mathematics and especially science have steadily improved. The school has responded positively to the key issues raised in the last inspection report. The school has adopted a formal approach to monitoring and evaluating its work and is implementing this effectively. The assessment and recording of pupils' attainment are now satisfactory parts of the school's practice and in line with the policy. Short-term planning is generally good, and within this, activities are planned appropriately for pupils of all levels of attainment. This is especially true of the National Literacy and Numeracy Strategies which have been successfully introduced over the last two years. School registration procedures are very good now and meet statutory requirements. The school provides a very safe environment. Although a clear management structure is now in place this will be further enhanced by the appointment of the new deputy

headteacher. Since the last inspection the school has made significant improvements and is well placed to make further improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	D	C
Mathematics	D	C	C	A
Science	E	D	C	B

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The table shows that in 1999, Year 6 pupils attained standards in mathematics and science in line with those nationally, but below the national average in English. When compared with schools where pupils have similar backgrounds these results were well above in mathematics, above in science and broadly in line in English. However, in the national picture the school's results over the last three years have shown a steady improvement, especially in science. However, taken overall the trend in the school's average National Curriculum points for English, mathematics and science over the last four years is broadly in line with the national trend.

Judgements on attainment of the current year groups of pupils are that, by the time children reach the age of five, most are likely to achieve the Desirable Learning Outcomes in language and literacy and mathematics.

By the end of both key stages, although most pupils are on line to achieve standards in English, mathematics and science that meet those expected nationally, very few are likely to achieve above these standards at Key Stage 1.

The school has set challenging targets for pupils by the end of Key Stage 2 for the next three years in English, mathematics and science. However, these targets are realistic in relation to the current attainment levels of pupils in the year groups.

The school caters well for pupils who have special educational needs and for higher attaining pupils. Both groups generally make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy going to school and have positive attitudes.
Behaviour, in and out of classrooms	Most pupils behave well at all times.
Personal development and relationships	Pupils' personal development is very good. Pupils relate very well to each other and to adults.
Attendance	Satisfactory.

Throughout the school pupils' attitudes to their learning are good. Pupils and staff enjoy a settled, friendly and industrious atmosphere throughout the school and almost all pupils are attentive, interested

and apply themselves to their tasks with commitment and concentration.

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.

Teaching throughout the school is generally good and often very good. No unsatisfactory teaching was observed. Eighty-one per cent of teaching was good or better and 25 per cent very good. At Key Stage 1, 89 per cent was good or better and 44 per cent very good. Of the teaching at Key Stage 2, 79 per cent was good or better and 16 per cent very good. In the small number of lessons observed for the children under five the teaching was good overall.

Teachers are enthusiastic and clear about what they expect pupils to learn. This is particularly so in literacy and numeracy lessons. Overall, teachers cater very well for the wide range of attainment levels of pupils in their classes. This is effectively dealt with in literacy and numeracy lessons at Key Stage 2, where pupils are taught in ability groups. This allows pupils to learn at a rate appropriate to their attainment levels and has been a contributing factor to the significant number of pupils reaching standards above the national expectation in the national assessment tests.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A wide range of stimulating activities enriches the National Curriculum.
Provision for pupils with special educational needs	Overall, the provision for pupils with special educational needs is good. However, the timing of out of classroom support is sometimes inappropriate.
Provision for pupils with English as an additional language	Pupils with English as an additional language are given a good start in their study of the language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good.
How well the school cares for its pupils	The school provides a safe and caring environment for its pupils.

The school is very effective in promoting the pupils' spiritual, moral, social and cultural development provided in a calm, pleasing atmosphere where positive relationships between pupils and pupils and adults facilitate learning. The school has good links with parents who are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides quiet effective leadership. She is well supported by other staff. The management structure will be enhanced by the appointment of the new deputy headteacher. Currently, the school does not have a formal overview of long-term development planning.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their statutory requirements.
The school's evaluation of its performance	The school has a general overview of its work, and improvements needed are generally linked into school development planning.
The strategic use of resources	Effective use is made of all staff and of material resources and the school makes good use of its accommodation. The school provides good value for money.

Overall, the school is led and managed well. Since her appointment just over eighteen months ago, the headteacher has provided quiet and effective leadership for the school. She is fully supported by staff and governors and with them has developed a shared vision for the school. The governing body meets its statutory requirements, co-ordinator roles are developing well and a programme of monitoring and evaluating the curriculum and teaching and their impact on standards is proving to be very effective, especially in raising standards at Key Stage 2. Finances and administrative procedures are managed very efficiently on a day-to-day basis, such that routines are well known to staff, parents and pupils. However, although financial planning is locked into school development planning this is only short-term and there is no formal written overview as to how the management of the school sees the developments over a longer period.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress and develop well. • Behaviour is good. • Teaching is good and they feel comfortable in approaching school staff. • The school works closely with parents. 	<ul style="list-style-type: none"> • An interesting range of activities outside lessons.

The inspection team agrees with the positive comments made by parents. However, the judgements of the team maintain that the school provides an interesting range of activities outside lessons and this is a strength of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching throughout the school is generally good and often very good so that overall, pupils make good progress in their learning.

1. All teachers are experienced, conscientious and work extremely hard for the benefit of all of the pupils. Throughout the school the teaching was never less than satisfactory, generally good and often very good. Of this teaching, 81 per cent was good or better and 25 per cent very good. At Key Stage 1, 89 per cent was good or better and 44 per cent very good. Seventy-nine per cent of the teaching at Key Stage 2 was good or better and 16 per cent very good. In the small number of lessons observed for the children under five the teaching was good overall. Because of this good teaching, children frequently make good progress in their learning.
2. In general, teachers are purposeful in their high expectations of good behaviour, have a very pleasant manner with the pupils and value the contributions the pupils make to the lessons. Most plan their lessons well, ensuring that what they want the pupils to learn is in line with the National Curriculum requirements. They use assessments effectively to provide appropriate challenge for all pupils, which is an improvement since the last inspection. In this way teachers cater very well for the wide range of attainment levels of pupils in their classes. This is effectively dealt with in literacy and numeracy lessons at Key Stage 2, where pupils are taught in ability groups. This allows pupils to learn at a rate appropriate to their attainment levels and has been a contributing factor to the significant number of pupils reaching standards above the national expectation in the national assessment tests. Teachers are very aware of their responsibilities and successfully promote learning for pupils with special educational needs. They provide appropriately matched work for the lower attaining pupils and support these pupils effectively with additional input or one-to-one assistance during the activity.
3. Teachers are generally enthusiastic and clear about what they expect pupils to learn. This is particularly so in literacy and numeracy lessons. For example, in a numeracy lesson, the teacher of Year 1 pupils used a wide range of strategies to reinforce basic concepts and encouraged pupils to use the correct mathematical language when explaining the methods they had used to work out their answers. She explained the group activities clearly and motivated each group well with enthusiastic explanations and timed activities. This resulted in a purposeful working atmosphere in the classroom so that pupils made good progress in their learning.
4. Teachers frequently use skilful questioning techniques to extend pupils' thinking and learning. For example, at the class feedback session at the end of a literacy lesson, the older Key Stage 2 pupils showed clearly, through their answers to the teacher's in-depth questioning, that they had learnt and understood how to change the mood of the poems they had been studying.
5. Where teachers have particular specialisms, this is successfully exploited. This was seen, for example in a music lesson with pupils in Years 3 and 4. The teacher had very good knowledge of the subject and the pupils, through singing each line in turn after the teacher's clear rendering, learnt a difficult song very quickly. The pupils also, following the teacher's clear instructions, sang a song very tunefully in two parts with some pupils providing accompaniment on untuned percussion instruments. Through spontaneous clapping at the end, the pupils gave a positive appraisal of their performance.

6. All support staff and voluntary helpers are well prepared to meet the pupils' learning needs and make a very valuable contribution to the pupils' education.

Pupils respond well and have positive attitudes to school.

7. Throughout the school pupils' attitudes to their learning are good. It is obvious that the nursery and reception children are familiar with routines in the class and most are learning to work co-operatively as part of a group. The children behave well and respond positively to adults and the other children. Most listen attentively to the teacher's requests and instructions. They are learning the importance of taking turns and are developing consideration for one another.
8. As pupils progress through the school these attitudes continue to develop well and have a positive impact on their learning. Pupils and staff enjoy a settled, friendly and industrious atmosphere throughout the school and almost all pupils are attentive, interested and apply themselves to their tasks with commitment and concentration. Even the youngest pupils have the capacity to work unsupervised. When required, the pupils co-operate in groups, and work very well together with different age clusters in each class as at Key Stage 2. Most understand the importance of working collaboratively, as was observed, for instance, in lessons involving practical activities such as science, art and design and technology. In these lessons, pupils discussed tasks, helped one another and shared resources sensibly.

The provision for the pupils' spiritual, moral, social and cultural development is very good. Positive relationships throughout the school facilitate learning.

9. The school is very effective in promoting the pupils' spiritual, moral, social and cultural development provided in a calm, pleasing atmosphere where positive relationships between pupils and pupils and adults facilitate learning.
10. Spiritual awareness is developed successfully through the daily act of collective worship and the whole curriculum. Acts of worship take place in a variety of settings and groupings, either within classes, key stages or for the whole school and meet statutory requirements. Through well-chosen stories most pupils are acquiring sensitive attitudes to each other and respect for the world around them. Pupils are given time to reflect on the impact events, well-known people and groups of people have had on the world, at an appropriate level of understanding. For example, reception children understand the role of the RNLI, making comments such as, "They save people's lives – you have to be kind and thoughtful when you are a life saver". In contrast, pupils at Key Stage 2 reflect on the persecution of the Jews in Germany during World War 2 through listening to episodes from Anne Frank's diary and make sensitive comments as to how they would feel in that situation. The Friday assembly is particularly concerned with celebrating and sharing the pupils' successes.
11. Moral issues are addressed very well. Pupils clearly know the difference between right and wrong. Through good example and the positive mutual respect that exists between pupils and adults in the school, the staff constantly distinguish between what is acceptable and unacceptable behaviour.

12. Social development is fostered very successfully through the community spirit that permeates the school. Pupils work and play well together. Older pupils care naturally for younger ones and parents appreciate this. Pupils are encouraged to carry out responsibilities around the school and most do so willingly and conscientiously. Older pupils undertake duties on a regular basis; for instance, taking telephone messages at dinner times, looking after the nursery children and picking up litter. Organised residential trips for the older pupils give them a greater social awareness. The pupils support several charities and collect Christmas boxes for children in Romania, giving them an insight into people who are less fortunate than themselves.
13. The pupils' cultural awareness is developed very well through subjects such as English, history, art, music and geography and activities associated with them. Through their reading and literacy lessons pupils hear traditional stories and in their art lessons the pupils study the work of famous artists. Older pupils learn about their own heritage through making geographical and historical studies of Newcastle-upon-Tyne and through visits to places such as Hadrian's Wall. On a wider basis, opportunities are taken to think about and experience life in a wider multi-cultural society during collective worship and religious education and geography lessons, for example, a member of the Sikh community visited the school to talk to the pupils about his religion.

The headteacher, with the support of the governors, staff and the wider community creates an ethos that strongly supports a broad learning environment.

14. The school offers a wide variety of experiences designed to enrich pupils' learning opportunities and enhance curriculum provision. Many activities are linked closely to the curriculum, such as educational visits. For instance, Year 5 pupils had history brought to life when, as part of their studies on the Victorians, they visited Cragside House in Northumberland and took part in role play activities. Through the involvement of the school with the education project on Newcastle Quayside the pupils not only develop a greater insight into the historical and geographical aspects of the city, but are given also the chance to develop a feeling of citizenship.
15. Displays of work using different media such as clay, fabrics, paint and paper indicate that when working with local artists visiting the school, pupils have been involved in a wide range of activities to develop their artistic skills. Parents with specific talents are also welcomed to work with pupils in the classroom.
16. The school makes good provision for the pupils to enjoy the expressive arts. They are encouraged to take part in drama performances and in regular performances in assemblies, providing good opportunities for the development of pupils' speaking and listening skills. Over a six-week period a theatre group visited the school and worked with the pupils on dramatic activities. An after-school drama club is run by a drama worker and is well supported by the pupils. The most recent project was linked to the millennium theme and involved the pupils in a celebration of the local heritage through music, drama and art. The pupils made giant puppets and the play devised was performed for the school and the wider community. Evidence shows that the pupils were very excited, highly motivated and had a serious commitment to the event, making comments such as, "I was really nervous that my puppet's arms would fall off".
17. Parents express their appreciation that their children have the opportunity to be part of the school choir and orchestra and also value the wide range of sporting activities the school provides after school.
18. The school building and grounds provide an aesthetic environment facilitating a calm and

pleasing atmosphere. Throughout the school, displays of pupils' work are tastefully displayed, indicating a richness in the curriculum and giving the pupils the knowledge that their work is valued.

WHAT COULD BE IMPROVED

On some occasions withdrawal of pupils for support and other activities detracts from their entitlement to the full curriculum

19. During the inspection, on a significant number of occasions, pupils were removed from lessons or classroom activities for individual or small group work. Timetables also indicate that this happens on a regular basis. Although this is beneficial in supporting pupils' learning, for instance, in English, it means that these pupils often miss the same lessons in other subjects each week and, consequently, their entitlement to the full curriculum. For example, during the inspection pupils in Year 1 came into the classroom after dinnertime, to see an interesting array of resources laid out for an art lesson. Almost immediately a group of pupils with special educational needs were taken from the classroom for extra support in English. Not only did they miss the exciting introduction to the lesson when the teacher demonstrated important skills needed for the work, they were not able to choose the activity they preferred when they came back half an hour later. After their return, another group went out for the same purpose and so these pupils were not able to complete their tasks, as the lesson had almost finished when they returned.
20. Pupils withdrawn for individual instrumental tuition each week at the same time also miss, for instance, a considerable amount of the weekly design and technology lesson as was observed during the inspection.
21. Occasions, such as that when, for example, a group of pupils were observed writing poetry with a poet, whilst other pupils in the class were having a science lesson, is to some extent acceptable, but the frequent withdrawal of pupils from the same subject lesson each week is not. The school recognises the need to review timetables to alleviate this problem.

Although the school plans effectively for the current year, longer term planning is not yet formalised.

22. Overall, the school is led and managed well. Since her appointment just over eighteen months ago, the headteacher has provided quiet and effective leadership for the school. She is fully supported by staff and governors and with them has developed a shared vision for the school. The governing body meets its statutory requirements, co-ordinator roles are developing well and a programme of monitoring and evaluating the curriculum and teaching and their impact on standards is proving to be very effective, especially in raising standards at Key Stage 2. Finances and administrative procedures are managed very efficiently on a day-to-day basis, such that routines are well known to staff, parents and pupils.
23. However, although financial planning is locked into school development planning this is only short-term and there is no formal written overview as to how the management of the school sees the developments over a longer period. Also, with projections which show a possible fall in the number of pupils on roll and the potential impact that this might have on the budget, there is currently no long-term plan identified to deal with this. Nevertheless, although plans have not been formalised, the headteacher and governors have identified this area of school management as being a priority for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. To build on the current success of the school, the headteacher, staff and governors should now:

- (1) Ensure that withdrawal of pupils for support and other activities does not detract from their entitlement to the full curriculum. (Paragraph 19, 20, 21)
- (2) Have a clear, formal overview of future developments for the school clearly linked to financial implications. (Paragraph 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
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
0	25	56	19	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)	34	338
Number of full-time pupils eligible for free school meals		117

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		44

English as an additional language	No of pupils
Number of pupils with English as an additional language	29

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	40

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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
	1999	22	23	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	13
	Girls	18	17	17
	Total	28	27	30
Percentage of pupils at NC level 2 or above	School	62 (72)	60 (74)	67 (90)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	21	19	21
	Total	33	33	36
Percentage of pupils at NC level 2 or above	School	73 (68)	73 (90)	80 (94)
	National	82 (81)	86 (85)	87 (86)

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
	1999	28	23	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	22	25
	Girls	15	12	20
	Total	32	34	45
Percentage of pupils at NC level 4 or above	School	63 (50)	67 (62)	88 (51)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	26	27
	Girls	15	15	18
	Total	35	41	45
Percentage of pupils at NC level 4 or above	School	69 (63)	80 (70)	88 (63)
	National	68 (65)	69 (65)	75 (72)

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	0
Black – other	2
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	12
White	251
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	24.1
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	64

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	11.3
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FTE means full-time equivalent.

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.

Financial information

Financial year	1998/1999
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	£
Total income	624,000
Total expenditure	613,795
Expenditure per pupil	1,527
Balance brought forward from previous year	10,205
Balance carried forward to next year	5,271

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	380
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	3	0	0
My child is making good progress in school.	56	43	1	0	0
Behaviour in the school is good.	43	49	4	0	4
My child gets the right amount of work to do at home.	36	47	9	0	8
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	53	37	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	25	5	0	0
The school expects my child to work hard and achieve his or her best.	55	43	0	0	3
The school works closely with parents.	56	31	9	1	3
The school is well led and managed.	55	37	1	0	7
The school is helping my child become mature and responsible.	60	35	3	0	3
The school provides an interesting range of activities outside lessons.	33	31	15	1	20