

INSPECTION REPORT

MESSINGHAM PRIMARY SCHOOL

Messingham Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117741

Headteacher: Mr. D.H. Denovan

Reporting inspector: Stuart Dobson
18074

Dates of inspection: 3-4 December 2001

Inspection number: 195132

Short 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: 4-11

Gender of pupils: Mixed

School address: Northfield Road
Messingham
North Lincolnshire
Postcode: DN17 3SA

Telephone number: 01724 762 818

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Alan May

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school. It is unusual in being on two sites at some considerable distance from each other. There are 296 pupils aged from four to eleven years. The school serves the village of Messingham and other surrounding villages and some pupils travel in from the nearby town of Scunthorpe. Most but not all of the pupils come from privately owned housing. All classes except one are based on single age groups. There is one mixed age class in Key Stage 1. A below average proportion of pupils is eligible for free school meals.

A below average proportion of pupils has special educational needs. The proportion of pupils with statements of need is similar to that found nationally. There are no pupils who have English as an additional language. There is no school nursery but there are two playgroups in the village and most children attend one of them prior to starting school. On entry to school their attainment in language, mathematical and most other skills is above average.

HOW GOOD THE SCHOOL IS

This is a highly effective school which gives excellent value for money. The pupils reach high standards in comparison with other schools and these high standards are not confined to English, mathematics and science but are seen in most of the National Curriculum subjects and religious education (RE). Standards of behaviour and personal development are equally high. The whole staff ensure that each pupil gets the maximum benefit from what the school offers. The leadership and management of the school is very good and ensures that the school continually improves.

What the school does well

- The standard of teaching is consistently very good in every class and in some classes at the upper end of the school it is often excellent.
- The school supports all pupils in achieving high levels of success in school subjects and in achieving high standards of behaviour and positive attitudes.
- The school is led and managed very well and there is a constant effort to improve.
- The school offers a very good curriculum for all of the pupils.

What could be improved

- Pupils' achievement in information and communication technology (ICT), whilst satisfactory, is not as good as it is in most other subjects.
- The school accommodation is unsatisfactory and that for three of the junior classes is poor. The accommodation significantly restricts the range of learning opportunities which the school can offer.

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 June 1997. Since then there has been very good improvement in teaching, which was considered at the time to be a strength of the school, but which has improved

further. The quality of the curriculum has improved and is now very good. The school development plan is now an effective document and targets are clearly defined and relevant. The quality of leadership and management is now a great strength of the school and all staff are deployed to make best use of their skills to improve pupils' learning. The provision for the Foundation Stage¹ has improved considerably and is now good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	A	A	B
Mathematics	A*	A*	A*	A*
Science	A	A*	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The school is successful in maintaining high standards in all three of the above subjects. In mathematics, the school results are in the top 5 percent nationally when compared with all school and when compared with similar schools and this has been maintained for the last three years. The school has well above average results when compared with schools nationally in English and science. In English standards are above average when compared with similar schools.

Standards on entry to school are above average and children in the foundation stage make good progress and have reached the Early Learning Goals² by the time they begin Year 1. Pupils with special educational needs make good progress toward their individual targets. Six and seven year olds continue to make good progress and in national tests at the end of Year 2, almost all of them reach the nationally expected levels and a high proportion of them reach high levels in reading and writing. The school is also successful in mathematics but only an average number of pupils reach higher levels. At Key Stage 1, the trend of improvement is similar to the national trend. Good progress continues between the ages of 7 and 11 and a high proportion of the pupils reach the higher levels in mathematics and science. An above average proportion of pupils reach high levels in English. The school trend of improvement at Key Stage 2 is similar to the national trend. There is every indication that these high levels will be sustained as the work seen in lessons and in books is of this same high standard.

Standards in most other subjects are higher than those expected nationally by the end of Key Stage 2, indicating that progress is also good in a broad range of other subjects. Standards in ICT are broadly in line with national expectations. The school sets itself appropriately challenging targets and can clearly show the good progress that a high percentage of the pupils make to achieve very well at the age of 11.

¹ The reception class for children up to and including five years old.

² Nationally agreed targets for the end of the reception class

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to the school. They clearly enjoy the work that they do and they put a great deal of effort into it.
Behaviour, in and out of classrooms	Very good in all lessons and at other times around the school. Behaviour is very good at lunchtime in Key Stage 2.
Personal development and relationships	From the reception class onwards, pupils show that they are able to work independently and they take opportunities to show initiative.
Attendance	Attendance levels are good being above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 quality of teaching is very good throughout the school. Over nine out of every ten lessons is good or better and two thirds of lessons are very good or excellent. All teaching is at least satisfactory. There are very few weaknesses in teaching but just occasionally the teacher introduction goes on too long and pupils' attention wanes. All lessons are very thoroughly planned, well matched to the pupils' needs and are very interesting and stimulating. Some of the teachers are very skilled at 'keeping the pupils on the edge of their seats' throughout most lessons. This makes learning very exciting and most pupils do very well. The consistently very good teaching is responsible for the very high standards which are achieved throughout the school. All teachers have very high expectations of all of the pupils in terms of their behaviour and attitudes as well as their academic performance. The teachers are particularly good at recognising and meeting the needs of all individuals.

The teaching of English and mathematics is good or better throughout the school and teachers are adept at developing pupils' literacy and numeracy skills. The only weakness in learning is in the pupils' ability to access learning independently and to show personal initiative. Teachers try hard to provide this but the main difficulty is lack of independent access to appropriate resources because of the poor design of the school accommodation. The teachers are very successful in making all classrooms attractive, and stimulating.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	The quality of the curriculum is very good throughout the school. A very broad and well-balanced curriculum is provided.
Provision for pupils with special educational needs	Very good provision with clearly described individual education plans used as a basis for providing an appropriate education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Very good provision for spiritual education through acts of collective worship and opportunities for reflection and admiration. Social and moral provision is particularly good through the organised programme of personal, social and health education.
How well the school cares for its pupils	There are very good procedures for child protection, which are understood by all of the staff.

Pupils benefit from a very good curriculum which gives good, in depth coverage of the national curriculum subjects and RE and provides very well for pupils' spiritual moral, social and cultural development. The curriculum for ICT is well planned but has not been fully delivered due to restricted access to both hardware and appropriate software. Assessment information is used very well to support planning. The outdoor area for children in the Foundation Stage and those in Years 1 and 2 is lacking in equipment, seating and fencing to best provide for pupils' needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by a highly competent team of headteacher and deputy and there is very good support from the other senior management team member. Their complementary roles, skills and characteristics fully support school improvement. The wider management team makes a very positive and developing contribution to school improvement.
How well the governors fulfil their responsibilities	The governors have good knowledge of the school and fulfil their statutory duties well. They are developing closer involvement in planning the development of the school.
The school's evaluation of its performance	Excellent. A high proportion of the staff is involved in evaluation of the school performance and the school makes excellent use of the information gained to plan for improvement.
The strategic use of resources	Very good. The resources are used well to support developments and there is sound planning. The buildings are used well but cause major problems.

This school is managed very well but the buildings are a major restriction on even better outcomes. The current split site means that resources have to be duplicated and some of the higher achieving younger pupils do not have ready access to all the facilities which could be offered if they were located with the rest of school. Also, pupils from three of the junior classes are housed in temporary buildings of poor quality and similarly have no independent access to toilet, library or research facilities.

The teachers work very hard to lessen the impact of this situation. The school is successful in seeking best 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"> • A very high proportion of parents is very pleased with most aspects of school life. 	<ul style="list-style-type: none"> • A few parents feel that there is too little homework at the upper end of the school. • The facilities (buildings) and the space available. • A tiny minority feels that special educational needs are not picked up quickly enough.

Most aspects of the school are very positive. Homework was scrutinised and the amount given is more than is given in many other schools and there is a good variety of meaningful tasks. Special educational needs are well managed and very well supported. The school has a policy of early intervention which can pinpoint difficulties rapidly. The inspection team agrees that the buildings are hampering school improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standard of teaching is consistently very good in every class and in some classes at the upper end of the school it is often excellent.

1. The overall quality of teaching is exceptionally good. Throughout the school, from reception to Year 6, the teachers have very high expectations of their pupils in terms of their behaviour, application to work and the work standard they are seeking.
2. In almost every lesson the teachers tell the pupils what they are expected to learn; often this is written on the whiteboard so that pupils are completely clear about what they are doing. The teachers plan and deliver very interesting and stimulating lessons which capture the imagination of the pupils and often give them practical experiences on which to base their learning. This was seen in excellent provision for science in the Year 6 classes. The teacher began the lesson by telling the pupils what they were going to revise and learn and explained how this knowledge may be tested at a later date. The teacher then led the class through rapid questioning to establish what the class already knew about flowering plants. Through reminding them about investigations and experiments undertaken in previous years, the teacher refreshed pupils' memories of plant tropomorphism and photosynthesis. Through a word game, the class was introduced to the term hermaphrodite and they were given a clear description of the meaning. Following clear guidance, the pupils then dissected lilies in order to examine the reproductive parts of the plant. By the end of the lesson, most of the pupils had a very good understanding of all aspects of the subject and also had many devices and images to help them to remember what they had learnt. The same quality of teaching was also seen in the other Year 6 class who were undertaking the same lesson.
3. Lessons are very thoroughly planned and the teachers have a good understanding of the needs of all the pupils including those with special educational needs. The teachers throughout the school are very good at linking new learning to what the pupils already know and they often build on pupils' existing skills. This is was seen very clearly in a geography lesson where pupils were looking at their own village and examining the changes which had taken place and which might take place in the future. The teacher had very good knowledge of what the pupils already knew and was able to set them a series of very challenging questions about how community change happens. The teacher's clear focus on seeking reasons for the pupils' opinions and observations helps them to get used to justifying their views and many expressed their views well. This is a very good way of reinforcing both language and literacy skills and this sort of emphasis is seen in many lessons across the school.
4. As a result of exciting, interesting and challenging learning situations, pupils learn rapidly and well. They make a great effort to 'solve the problems' that the teachers set them. The teachers welcome the views of the pupils and listen attentively to their ideas, being ready to widen the discussion to the whole class if this is relevant. These pupils develop a great deal of confidence in their own abilities in these situations.
5. All of the teachers expect very good behaviour and pupils respond very well. The headteacher expects high standards of behaviour for the school as a whole; this is well known by the pupils and on the odd occasion when pupils become over-boisterous, they are simply reminded of what is expected. This very positive standard is set in the reception classes and continues throughout the school.

The school supports all pupils in achieving the best they are capable of in school subjects and in achieving high standards of behaviour and positive attitudes.

6. The main support for pupils in achieving high standards is the quality of teaching described above. In addition, the school takes many steps to ensure that the pupils reach high standards.
7. The school has developed very good strategies for the teaching of literacy and numeracy skills and the pupils develop a good level of competence quickly in these areas. In literacy, the school has adapted the national literacy strategy very well to meet the identified needs of these pupils, for instance putting clear emphasis on the development of writing skills and in particular, emphasising writing with boys. The school was able to target these areas from very good management information based on clear analysis of data. Not only does the school recognise the relative achievements of the pupils in national tests but it also has its own clear system of assessment from which information is gained. This has given the school very clear pointers to the issues which may need to be addressed and these have been confirmed by a rigorous programme of monitoring by the senior staff and the subject co-ordinators. Interventions, such as changes to the timetable to give clearer and sharper teaching periods have resulted from this. These interventions have been very effective in raising and maintaining high standards.
8. Because the school focuses well on helping the pupils to develop basic skills and teaches them how to learn, the pupils are able to apply this in all areas of the curriculum. As a result, they do well in many subjects. Standards are high in history. In part this is due to the pupils having developed good literacy skills which they can then use in seeking new knowledge and in recording what they know. Scrutiny of pupils' work clearly shows that they are able to make skilled written comparisons between times past and the present and this skilled recording helps them to remember what they have learnt. Pupils' speaking and listening is of a good standard and this helps them in all their lessons, for example in physical education where they are able to talk about their work. They give each other help to improve and in art, where they are able to discuss their successes and failures and the enjoyment they have in undertaking the work. The development of good speaking skills is encouraged from the reception class onwards.
9. There is a very clear behaviour management policy and the pupils know and understand this. All of the staff are familiar with how it works and the parents are fully informed. The headteacher sets a positive tone and this is reinforced in every class.

The school is led and managed very well and there is a constant effort to improve.

10. Since the last inspection there has been a very good improvement in the quality of leadership and management. The headteacher is very competent and devotes a lot of energy to knowing the school thoroughly. This involves a regular teaching commitment in the upper end of the school and regular visits to the lower part of the school on the other site to take school acts of collective worship, undertake playground duties and join in generally with the activities of the day. These visits are both scheduled and unscheduled and he is clearly the headteacher in both locations. Similarly the deputy headteacher works on both sites undertaking assembly and special educational needs duties in the lower part of school. The other member of senior management team is based in the lower school but is a regular visitor to the upper school. In this way, despite being in two locations, the school has a clear identity and sense of direction.
11. The head and deputy provide very good leadership with their complementary skills and characteristics. Together they have forged a very strong staff team which works very well. The headteacher involves staff in school improvement planning and there is a very strong commitment

from the staff to maintain and improve upon the school's current high standards. Because there is wide involvement and staff have good opportunities to state their opinions and express their concerns, the school is able to draw up a very appropriate and successful development plan.

12. The governing body works well with the school and is increasingly becoming a full partner in the management of the school. The governors have a good knowledge of the activities of the school and gather their own information about areas of school life. There is a good working relationship with the teaching staff and a shared commitment to improvement.
13. The school makes good use of the resources at its disposal and all finances are used carefully and well to provide a very good education for the pupils and to promote school improvement.

The school offers a very good curriculum for all of the pupils.

14. The curriculum is broad, balanced and enriched by a range of additional learning opportunities such as after school clubs and visits. The clubs, for example the choir, contribute significantly to pupils' developing skills. The curriculum for the foundation stage is very well planned and organised both in the classroom and in the outdoor area.
15. Almost all of the subjects are studied in good depth and because of this, pupils are enabled to reach good standards. The school can do this because during the school day, not a minute is lost. Registration periods are brief, lessons start quickly and acts of worship, which are very good, are meaningful and stimulating but take only ten minutes.
16. All of the subjects are given sufficient curriculum time and both the pupils and the staff show genuine interest in many of the subjects such as art, geography, history, design technology, music and physical education. The teachers plan for these lessons with the same rigour as they do English and mathematics. Subject learning is always clearly defined and as a result, pupils learn rapidly and well. In the reception classes there is a very good emphasis on provision for all six areas of learning both in the classroom and in the outdoor activity area.
17. The school provides well for pupils' spiritual, moral, cultural and social education. Much of this is achieved through the general organisation of the school and the high expectations of the staff. However, the school also provides personal, social and health education lessons and these are successful. Acts of worship have a strong spiritual element and pupils are helped to reflect and consider events and situations. Pupils' cultural education is developed through music, art, history, geography, literature and religious education.

WHAT COULD BE IMPROVED

Pupils' achievement in information and communication technology (ICT), whilst satisfactory, is not as good as it is in most other subjects.

18. The school has a clear development plan to help raise standards in ICT. At the present time the school has some difficulties in raising standards to the highest possible levels.
19. Whilst there are computers in each classroom, many of these are out of date and some of the programs which the pupils use require them to learn skills which they will not need when using more modern technology. There is a good range of software to support learning in a number of subjects but some programs are insufficiently challenging.

20. Recently a small computer suite has been developed in the junior school. Whilst this is a big improvement on what was previously available, the space provided is small and there are only seven machines. This means that even when half of most classes work in the area, they do so with difficulty. This also has staffing implications because two teachers have to take the class for the suite to be used. The suite has modern machines which have the capacity to be of great benefit for the school but currently the software is limited and Internet access is very slow. The older pupils, who have use of computers at home, express frustration with the school system. The infant's school does not have access to the school computer suite.
21. Pupils throughout the school have little independent access to computers because of the location of their classrooms. Also, because of the layout of the school, it is not feasible to network each classroom. Therefore it is proving difficult for all classes to have Internet access.
22. Whilst developments are planned, the pupils do not currently use electronic mail. Also some other areas such as measurement, recording and some aspects of control are under-represented in the curriculum. The school has just embarked on a programme of staff training in ICT and this is helping them to develop the teaching skills that they need.
23. The ICT development plan has targets for pupils' attainment but these are insufficiently challenging, given the high standards which pupils are capable of reaching in other areas of the curriculum.

The school accommodation is unsatisfactory and that for three of the junior classes is poor. It significantly restricts the range of learning opportunities which the school can offer.

24. The school is located on two sites at some distance from each other. The infant school is the most modern and in most respects has the better accommodation. However, the playground area is small for the number of pupils and offers no seating and few interesting opportunities for play. At break times many of the pupils wander rather aimlessly unless they are provided with activities. Also the outdoor learning area for children in the Foundation Stage is unfenced and underdeveloped. The staff provide well for the outdoor area but because it is not secure, children cannot be allowed to operate as independently as they could.
25. The junior school consists of a main building housing three of the six classes. One of the classrooms is so small that a class of reduced size has to be created to use it. The other three classes are in 'portable' classrooms which were reported to have been put on site forty years ago as a temporary measure. These buildings are in a poor state of repair. The wood from which they are constructed is rotting and damp and therefore the paintwork is peeling. The classrooms are reported to be very hot in summer but at the time of the inspection they were cold and there was a great deal of condensation which caused very good displays of work to drop from their mountings.
26. For security reasons, this half of the junior school cannot be cable-networked to the computer system and therefore pupils do not have the ICT access which they deserve. In the interests of pupil security, neither can they have independent access to the school library, the school computer suite or indeed to the toilets other than at break times. Acts of collective worship, physical education and some other lessons require them to cross the playground often getting wet and cold.
27. Whilst the pupils in this school achieve high standards in almost all subjects, it is very clear that their development as independent learners is restricted by the accommodation. The accommodation has a particularly clear effect on standards in ICT because of poor access.
28. The playground at the junior school is very small for this number of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. This is a very good school which is capable of improving even further. In addition to pursuing its own, well structured and appropriate development plan, the headteacher and governors should:

- (1) Plan for a rapid improvement in pupils' skills in ICT. In particular

Ensure that there is good access to appropriate hardware and software for all pupils from reception to Year 6.

Further develop the computer suite so that it functions more effectively in terms of pupils' access and working conditions with access to a good range of programs.

Improve Internet access so that pupils do not spend long parts of lessons 'waiting'

Revise the current pupil targets for improvement and raise them to the standard of which the school is capable.

Paras. 18-23

- (2) Plan to up-grade the quality of the accommodation to give:

Improved working conditions for all pupils and staff in the junior school

Easier access for all pupils to all of the school's provision

Better facilities in all of the outdoor areas.

Paras 24-28

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	14	8	2	0	0	0
Percentage	17	48	28	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. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

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)	0	296
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	42

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	22
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.0

National comparative data	6.1
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	21	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	21	21	21
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	97(91)	97(82)	97(91)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	21	21	21
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	97(91)	97(91)	97(91)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	20	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	22
	Girls	19	20	20
	Total	38	41	42
Percentage of pupils at NC level 4 or above	School	88(94)	95(97)	98(97)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	22
	Girls	19	20	20
	Total	38	41	42
Percentage of pupils at NC level 4 or above	School	88(91)	95(94)	98(97)
	National	72(70)	74(72)	82(79)

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

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	296
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	152

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	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000-2001
	£
Total income	548383
Total expenditure	533289
Expenditure per pupil	1796
Balance brought forward from previous year	6362
Balance carried forward to next year	21456

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	176

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	1	0	1
My child is making good progress in school.	55	40	2	1	2
Behaviour in the school is good.	45	51	1	0	3
My child gets the right amount of work to do at home.	37	55	5	1	2
The teaching is good.	58	38	1	1	1
I am kept well informed about how my child is getting on.	36	48	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	60	35	3	1	0
The school expects my child to work hard and achieve his or her best.	60	38	0	0	2
The school works closely with parents.	40	42	11	2	5
The school is well led and managed.	53	41	2	1	3
The school is helping my child become mature and responsible.	44	51	2	0	3
The school provides an interesting range of activities outside lessons.	34	36	13	2	15