

INSPECTION REPORT

BLACKFELL PRIMARY SCHOOL

Washington

LEA area: Sunderland

Unique reference number: 108833

Headteacher: Mr M Armstrong

Reporting inspector: Mr Keith Saltfleet
OIN: 22291

Dates of inspection: 18th – 19th June 2001

Inspection number: 197650

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary school with nursery

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Knoulberry
Blackfell
Washington
Tyne and Wear

Postcode: NE37 1HA

Telephone number: 0191 219 3670

Fax number: 0191 219 3671

Appropriate authority: The governing body

Name of chair of governors: Mrs M Armstrong

Date of previous inspection: 22nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the community of Blackfell village in Washington. It is about the same size as other primary schools with 232 pupils on roll of whom 38 attend the school's nursery on a part-time basis. The population is slightly more than at the time of the last inspection. Most pupils live in the immediate area although there is a significant turnover in the school's population. In addition to having a nursery, parents hold a pre-school playgroup in one of the classrooms. The percentage of pupils registered for free school meals (29 per cent) is above the national average. Most pupils are of white ethnic origin, none of whom speak English as an additional language. This is low, compared with the national average. Children enter the nursery with levels of attainment covering the full ability range; baseline assessment identifies that there are a significant number of children whose language and literacy, mathematical and social skills are below those expected of this age. There are currently 57 pupils (29 per cent) on the school's register for special educational needs. This is above the national average. Two pupils have a Statement of Special Educational Need, slightly below the national average. The ethos of the school is well expressed in its mission statement, which is 'to provide a caring, happy, supporting and stimulating environment, encouraging all to become independent learners and to reach their full potential to become valued members of society'.

HOW GOOD THE SCHOOL IS

This is a very effective school. It maintains high standards in English, mathematics and science, particularly when compared to schools with similar backgrounds. High proportions of pupils are keen to learn and respond positively to teaching, which is consistently good and often very good. Subsequently most pupils make good and sometimes very good progress. The school is well governed and is self-critical and understands its own strengths and weaknesses. There is a very strong partnership with parents and good arrangements for pupils' welfare. Taking into account the effectiveness of the school in areas of pupils' attainment, attitudes and personal development, the quality of teaching and the leadership of the headteacher, the school provides very good value for money.

What the school does well

- Pupils' achievement in English, mathematics and science is high.
- The high quality of teaching.
- Involvement of pupils' in their own learning.
- Providing an environment in which pupils are encouraged to learn.

What could be improved

There are many strengths identified in this report. The school management plan provides detailed guidance and identifies priorities for improvement, with realistic and challenging targets. There is a recognition to raise pupils' attainment further in English and mathematics by:

- reducing the differences in attainment between boys and girls;
- using the expertise that pupils have already acquired in information and communication technology to enhance their learning in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in September 1997. All the main points from the last report have been successfully addressed. The issue raised then relating to how the school develops pupils' independent research skills has been so well addressed that it is now a strength of the school. Music has a much higher profile and all pupils have good opportunities to develop their skills whilst it contributes in a wider sense to their spiritual and cultural development. Indeed, pupils' understanding of living in a diverse society is an important part of the school's ethos in promoting tolerance and respect to others and continues to treat it as a priority. Effective systems are in place to allow governors good opportunities to monitor the quality of education the school provides. Parents quite rightly feel that the school is still improving in terms of standards, the accommodation and its place in the community whilst maintaining its good features. In addition, there is a wider range of extra-curricular activities, and opportunities for pupil's private study are much greater. The school has achieved two national awards; The Quality Mark for Primary Schools for the second time and accreditation to Investors in People.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E	B	A	well above average A above average B average C below average D well below average E
mathematics	C	B	C	B	
science	D	C	C	B	

In both key stages, in English, mathematics and science most pupils attain the expected level for their age. A significant number of these pupils reach a higher level of attainment. Most pupils, including those with special educational needs, make good progress.

The children in the Foundation Stage make good progress and almost all achieve the Early Learning Goals. The above table shows that attainment at Key Stage 2 in the 2000 tests was above average in English and average in mathematics and science when compared to schools nationally.

The school's achievements are highlighted when comparing attainment against that of schools having a similar intake of pupils. This shows that results are well above average in English and above average in mathematics and science. When all the core subjects are compared, attainment is well above average.

The school is justifiably pleased with the continuing raised standards. It sets high targets for the pupils, who, often exceed them. The upward lift in standards in the core subjects of English, mathematics and science follows the national trend, and has done so since 1996.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils show very positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. There have been no recent exclusions.
Personal development and relationships	The pupils benefit from a carefully structured provision, which promotes independent learning. Their personal development is very good. Relationships all round are very good.
Attendance	Attendance is satisfactory.

Pupils enjoy learning. They behave very well in lessons because they are interested in their work. They are not afraid to make mistakes and readily ask for help when they are unsure. The very good relationships throughout the school promote these positive attitudes.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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 overall quality of teaching is good and makes a very significant contribution to pupils' progress throughout the school. In 56 per cent of lessons it was good, and in 37 per cent, very good. Seven per cent of the lessons observed were excellent. The very good quality teaching extends across all key stages. Assessment is used very effectively to ensure that pupils of different abilities receive challenges suitable to their needs. This enables them to make significant gains in their knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers good opportunities to all pupils and is relevant to their needs. It is greatly enhanced by visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The special educational needs co-ordinator provides good support for colleagues. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils' personal, including spiritual, moral, social	The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for pupils' personal development is very good.

and cultural development	development is very good.
How well the school cares for its pupils	This is a strong area of school life. The school monitors pupils' academic and personal progress very well. They receive good attention at all times.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the very good leadership of the headteacher. The deputy headteacher, the senior management team and the hard-working, enthusiastic staff work very well to support him.
How well the governors fulfil their responsibilities	The governing body gives good support to the work of the school and plays an effective role in monitoring its provision. It has a clear view of future developments and fulfils all of its statutory obligations.
The school's evaluation of its performance	There is a very strong commitment to high standards. A culture of reflection and evaluation is at the heart of the school and all of its activities. The school monitors and evaluates all of its work and acts promptly on its findings to promote further success.
The strategic use of resources	The school makes good use of its staffing and accommodation. Great care is taken to ensure that all staff receive appropriate training which meets their needs. Funds are used prudently to deploy staff and to raise standards and to improve the school building. The school applies the principles of best value to good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and the progress they make. • The good behaviour. • The arrangements for homework. • The good teaching. • That they are kept well informed and feel comfortable approaching the school. • The school expects children to work hard and is helping them to become mature. • That the school is well led and managed. 	<ul style="list-style-type: none"> • A more interesting range of activities outside lessons.

Four parents attended the meeting with the registered inspector prior to the inspection and 82 questionnaires were returned. It is clear that the parents strongly support the work of the school. They regard the teachers as being very approachable and like the fact that the

school produces good standards of achievement, good behaviour and good progress. The inspection team agrees with the positive views of the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievement in English, mathematics and science is high

1. At age seven and 11, in English, mathematics and science, most pupils achieve the expected level for their age. A significant number of these pupils reach a higher level of attainment. Most pupils, including those with special educational needs, make good progress.
2. It is when the school's results are compared statistically with those both nationally and in particular, those with a similar intake of pupils, that the school's achievements are highlighted.
3. When comparing attainment in reading and writing of pupils aged seven to all schools in the country it is above the national average, whilst in mathematics it is close. However, when compared to similar schools, the comparison is even more positive. Attainment in reading and writing is well above average and in mathematics above.
4. A similar comparison of the results of the tests taken by 11 year olds in 2000 tests shows that attainment is above average in English and average in mathematics and science when compared to schools nationally. Again the school's achievements are much clearer when put into perspective and compared to attainment of schools with similar backgrounds. This shows that results are well above average in English and above average in mathematics and science. When this comparison is made with the core subjects as a whole, attainment is well above average.
5. The school is justifiably pleased with the continuing raised standards. It sets high targets for the pupils, who often exceed them. The continuing upward trend in standards in the core subjects of English, mathematics and science follows that nationally, and has done so since 1996.
6. This positive picture is mirrored through inspection evidence. Although results of the 2001 Statutory Assessment Tasks are not validated, the school expects the trend of improvement to continue. Indeed, end of year optional tests and teacher assessment indicates that it is set to carry on with a higher proportion of pupils attaining the higher levels.

High quality teaching in all key stages

7. The overall quality of teaching is high and a major strength of the school. In the lessons observed during the inspection, 56 per cent were good, 37 per cent very good and seven per cent, excellent. The very good quality teaching extends across all stages. It is not surprising therefore, that pupils achieve high standards in the core subjects by the time they leave school.
8. Teachers' subject knowledge is generally good, and very good in literacy and numeracy. In the lessons seen there is a clear understanding of how the strategies should be applied with planning objectives firmly focused on pupils' needs. The high quality of teaching in the nursery ensures that children's immediate needs are met. The emphasis on talking to children develops their vocabulary, and activities

such as role play compensate for their below average development in language, and personal and social skills when they start.

9. Teachers introduce lessons well, and use questioning skilfully to consolidate pupils' previous learning. In the particularly successful lessons teachers share the objectives with pupils and then at the end of the lesson, talk about what they have learned. Teachers expect pupils to behave well and work hard, and have confidence in their abilities to learn. In turn, pupils respond to this encouragement and quickly become independent learners. The teachers are extremely good at intervening, at just the right moment, to move a pupil's learning forward to the next stage. They do not over-direct, but allow them to think for themselves and make their own decisions.
10. This emphasis on developing pupils' good work habits from an early age is reinforced throughout the school with the result that by the time they leave the school they have confidence in their own ability and to use their own initiative. Relationships are very good and this level of trust and respect underpins the values of the school and ensures that its aims are met.
11. Teachers use a common format when planning work in other subjects. Learning objectives are clear and the knowledge, skills, and understanding to be taught are detailed. Lessons are interesting with challenging activities matched to individual pupil's needs. This holds pupils' attention in lessons and promotes enthusiastic and enjoyable learning. Provision for pupils on the special educational needs register is good. Their needs are clearly identified and met through full implementation of their individual education plans. Teachers use assessments to help and encourage pupils to overcome their difficulties, and to take into account when planning the next lesson. Good use is made of praise to encourage pupils to contribute to lessons and to work hard.
12. In the best lessons teachers let their enthusiasm show. Lessons are planned creatively with good interaction to build on pupils' curiosity and this has a direct effect on their interest and involvement. Teachers challenge pupils without losing the sense of fun and enjoyment in learning. A very good example was seen with older pupils in Key Stage 2. A picture of a city in the middle of a waterfall was used as a stimulus to develop new vocabulary. By the end of the lesson, different groups had composed percussion pieces to represent the anger of the water, and a sequence in movement and words. In all classes teachers set high standards of behaviour and manage pupils with a quiet but effective authority.
13. Pupils' written work is marked regularly. At Key Stage 2, teachers give pupils very good guidance, for example in literacy, 'a note from your teacher' on what they should do next to improve. They set homework as a matter of policy to reinforce and extend what is learned in school. Good use is made of the nursery nurse, classroom assistants, specialist teachers and parent volunteers to support pupils' learning, particularly those with special educational needs and the under-fives. Information and communication technology is increasingly used to support pupils' work in literacy and numeracy and is being further developed in these subjects, and across the wider curriculum.

Pupils' involvement in their own learning

14. Pupils' personal development and the way in which they are involved in their own learning are strengths of the school and make an important contribution to the high standards achieved. The school quite rightly sees pupils' moral and social development as high priorities and works closely with parents to promote these aspects. When asked, pupils say that they enjoy school and this is reflected in the replies of the returned parents' questionnaires. Throughout the school, most pupils are eager to learn and are attentive and enthusiastic about their work. They show very good attitudes in the classroom and are keen to contribute to lessons and listen to the views of others. A notable feature is the ability of these pupils to work independently and often without immediate supervision. This shows a good level of motivation and interest in their work whilst giving them the confidence to use their own initiative to persevere and learn from their mistakes.
15. The key to developing this positive picture is the school's commitment to involve all pupils from an early age in the 'Golden Rules'. They reward all aspects of personal development, for example, academic success, sporting achievements, attendance and behaviour. Pupils themselves value these awards and work hard to progress through the various stages. In fact, this is not imposed but every week teachers and pupils discuss and assess their achievements. Targets for their individual development are agreed and shared not only with pupils, but also with their parents so that they can work together. For older pupils there is an additional challenge where they can earn house points to further promote pride in their achievements. Through personal, health and social education, pupils are involved in discussions, often at circle time or in assembly, where topical issues affecting them can be raised. The result is that by the time they leave the school they have a mature attitude to their learning, and are well prepared to move to the next stage of their education.
16. Pupils show through their very good attitudes and behaviour in and around school that these moral and social values of honesty, fairness and truth have been absorbed into their everyday lives. They understand that living in a community is important and enjoy taking responsibility and play an active part in the daily routines of the school. Children in the nursery use cards to self register and pupils in Year 1 work happily on their own in the literacy hour. As they move through the school, pupils are encouraged to take on more responsibility, for example, at lunchtime and assisting staff at out of school clubs. Most of the oldest pupils apply to become prefects and assist in this role at playtime by helping pupils at 'Friendship Stops' to enjoy their break and meet new friends.
17. The culmination of this hard work and shared vision by teachers and pupils is summed up in the school song entered into enthusiastically, by all in assembly.

*"We are the children of Blackfell school,
We take a pride in the things we do.
Learning together and having fun.
Who's for a good day?
Everyone!"*

The headteacher, staff and governing body provide an environment in which pupils are encouraged to learn.

18. The school has a strong sense of purpose and this is well expressed in its mission statement, 'to provide a caring, happy, supporting and stimulating environment,

encouraging all to become independent learners and to reach their full potential to become valued members of society'. Everyone connected with the school has a sense of belonging and know that they each have a part to play. This is illustrated in its day-to-day running, by the way pupils' learning is supported, the teamwork and the very good all round relationships.

19. Pupils find the school stimulating and consequently they achieve high standards and make good progress. The school's expectations are very high but the pupils know that, if they do their best, they will be successful. A conscious effort is made to teach them skills that will last throughout their lives. Independence and a responsibility for their own learning are part of this approach.
20. The curriculum is full and interesting with a wide range of extra activities and visits out of school such as learning life skills with the Zone Rangers. After-school clubs give younger pupils opportunities to learn French and play games. Older pupils play football, cricket, train in gymnastics, learn to play the ocarina and develop their dramatic skills. Of particular note are the lunchtime homework clubs for individual year groups in Key Stage 2, and the study support club for younger pupils. There is also a daily homework club held after school for those pupils who wish to use the school's facilities for private study rather than at their own homes.
21. Provision for pupils with special educational needs is good. They have a room with access to resources and opportunities to work with visiting specialist teachers. Grants are used to benefit pupils. Additional teachers are employed to provide booster classes in literacy and numeracy for targeted pupils. Good use has been made of the 'Study Support' programme at Sunderland AFC's Stadium of Light aimed at improving literacy, numeracy and information and communication technology skills for selected older pupils.
22. The principles of performance management are established and the school is in a good position to build upon them. School self-evaluation plays an important role in identifying appropriate priorities for action. The school's performance is monitored and evaluated successfully to enable the most appropriate action to be taken. Information from baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information for setting individual and group targets and tracking pupils' progress. The quality of teaching and learning is monitored throughout the school and in all subjects. This drive for high standards pervades all of the work of the school and enthuses everyone. As a result, they work hard and make good progress, and to a higher level than is seen in many primary schools, particularly those with a similar pupil intake. This high quality, in all areas of the school's work, has been achieved despite some financial difficulties.
23. Teachers make their classrooms stimulating and exciting places to learn. There are well-presented displays of pupils' work around the school, which add colour to the learning environment. The school building is spacious and the accommodation not used as classrooms has been used imaginatively. The computer suite, with 17 multimedia computers, gives pupils very good opportunities to have 'hands on' experience. The community and parents' rooms successfully involve the wider community and are tangible recognition of parents as partners in their children's learning at school and at home.

24. The outside of the school also presents interesting opportunities, for example, the technology area. There is a large grassed area, very popular with older pupils to practise their game skills. The hard play areas are equally popular, with playground markings and a store of games to keep pupils interested. The wildlife area is a useful resource and is ideal in raising curiosity of the natural world.
25. The nursery is presently situated away from the school but there are plans to move it to the main school building. Inside there is a welcoming and stimulating environment. Children are attracted to the wide range of interesting activities prepared for them. Resources are good, with an enclosed outside area where they can use large play equipment and work in safety.
26. The professional leadership of the school is of high quality. The headteacher has a vision for the success of the school, which involves all pupils and teachers achieving their potential in a safe and happy environment. Among his many qualities is his determination that every pupil will receive the best educational opportunities that can be provided. He provides a quiet presence in the day-to-day running of the school and commands the respect and commitment of staff, pupils and parents. He is well supported by the deputy headteacher and a hard-working and conscientious staff. The school management plan is central to the school's work and is a very useful and informative working document. Key objectives and priorities are identified, linked to costings, to ensure that the best strategic use is made of its resources.
27. The school has committed, knowledgeable and supportive governors, who meet regularly as a group. The governing body fulfils its statutory duties through its committee structure. They are involved in school life, for example, through link governors, and setting and reviewing whole-school targets in English and mathematics. Consequently, they have a good understanding of the school and therefore are in a good position to act as a 'critical friend'.

WHAT COULD BE IMPROVED

28. The school has a commitment to continuous improvement. A comprehensive range of areas are identified in the management plan. A system of reviewing and monitoring, highlights strengths and identifies areas in need of further development. Subsequently the plan has appropriate targets for development which are not only realistic, but also ambitious. The school is successful in implementing these targets and recognises that sometimes further development is needed. For example, the school has successfully raised standards in English and mathematics but is aware that standards could be even higher.
29. The inspection team fully endorses the school's management plan and the order of its priorities. In particular, the school should continue to further raise standards in English and mathematics. Both these priorities contain two common strategies: to address gender differences and to extend the use of information and communication technology. Furthermore, the second element is closely linked to the school's third priority, which is to use information and communication technology to enhance teaching and learning across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. To raise standards further, the governors, headteacher and staff should continue to focus their attention on implementing the following, all of which are included in the school's management plan:

In English and mathematics, by:

- a. reducing the differences in attainment between boys and girls;
- b. using the expertise that pupils have already acquired in information and communication technology to enhance their learning in these and other subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	37	56	0	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)	19	194
Number of full-time pupils known to be eligible for free school meals	0	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	10	57

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	19
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	13	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	13	13	13
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	90 (76)	90 (79)	94 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	13	12	13
	Total	28	27	29
Percentage of pupils at NC level 2 or above	School	90 (76)	87 (82)	94 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	11	11	12
	Total	20	21	23
Percentage of pupils at NC level 4 or above	School	77 (64)	81 (89)	88 (82)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	11	11	10
	Total	18	20	19
Percentage of pupils at NC level 4 or above	School	69 (68)	77 (82)	73 (86)
	National	70 (68)	72 (69)	79 (75)

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	168
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	21.3
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	118.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	19

Total number of education support staff	1
Total aggregate hours worked per week	37.5

Number of pupils per FTE adult	9.5
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	508,169
Total expenditure	509,803
Expenditure per pupil	2,256
Balance brought forward from previous year	27,794
Balance carried forward to next year	26,160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	5	1	0
My child is making good progress in school.	66	29	0	0	5
Behaviour in the school is good.	58	40	0	1	1
My child gets the right amount of work to do at home.	44	46	2	0	8
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	59	35	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	79	18	2	1	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	45	50	2	0	3
The school is well led and managed.	63	32	2	0	3
The school is helping my child become mature and responsible.	62	36	0	0	2
The school provides an interesting range of activities outside lessons.	26	51	15	0	8