

INSPECTION REPORT

**CALDER VALE ST JOHN'S CHURCH OF
ENGLAND PRIMARY SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119518

Headteacher: Mrs Elizabeth Heritage

Reporting inspector: Mr Brian Griffiths
2607

Dates of inspection: 18 – 19 September 2000

Inspection number: 224534

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Calder Vale Garstang Nr Preston Lancashire
Postcode:	PR3 1SR
Telephone number:	01995 603016
Fax number:	01995 603016
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Walton
Date of previous inspection:	8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Brian Griffiths (OIN 2607)	Registered inspector
Susan Walsh (OIN 13786)	Lay inspector

The inspection contractor was:

Leeds Metropolitan University

Schools Inspection Service
Fairfax Hall
Beckett Park Campus
Leeds
LS6 3QS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Calder Vale St Johns is a Church of England voluntary aided primary school that is much smaller than most other primary schools. It serves mainly the industrial hamlet of Calder Vale, near Garstang in north Lancashire, although a substantial minority of pupils attends from scattered clusters of houses up to five miles from the school. It has 39 pupils, all attending full-time. There is a roughly equal number of boys and girls. Only one pupil is under five and the others are aged from five to eleven years. There are no pupils from minority ethnic backgrounds. Eleven pupils (27.5 per cent) are on the school's register of special educational needs - this is above the national average. No pupil has a statement of special educational needs – which is below the national average. The attainment of children on entry to the reception class varies considerably but is around average overall. Since the last inspection, numbers at the school have risen from 17 to the current high of 39.

HOW GOOD THE SCHOOL IS

This is a good school at which pupils reach high standards and develop a good range of personal skills and qualities. This is largely because a carefully planned curriculum is taught well, by adults whose knowledge of pupils is so detailed that the work which is set matches the learning needs of all pupils very well. Overall management is good whilst the leadership provided by the headteacher is of a very high quality. The support of the committed and hard working staff, governing body and community ensures that there is a powerful family atmosphere and a very positive approach to learning. There has been a good rate of improvement since the last inspection and the school is well placed to maintain and even improve on its high level of provision. Even though the cost per pupil at this very small school is high, it none-the-less gives good value for money.

What the school does well

- Pupils' attainment, especially in English, mathematics and science, is above average because a rich curriculum is taught well throughout the school, by adults who know their pupils very well.
- Pupils have very good attitudes to their learning; they develop well as rounded, caring young people.
- The headteacher leads and manages the school very well. The active support of other staff, governors and parents results in a good provision for learning which in turn has led to high standards.
- There are very good links with the local community, including other local primary schools; parents, governors and friends provide valuable support in the classroom.
- The school provides very effective support and guidance for pupils, informed by thorough assessments of pupils' all-round achievements; these are used to ensure that work is very well matched to pupils' learning and personal needs.

What could be improved

There are no major areas requiring improvement. The following relatively minor points should be considered by the governing body for inclusion in an action plan:

- Homework is not used systematically enough.
- The recently improved provision for the teaching of information and communication technology is not yet fully used.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Even though the school was judged to be effective at the time of the last inspection, in July 1996, it has made further improvements to pupils' attainment and to many aspects of its provision. These improvements have been made at a good rate and firm plans and systems are in place to ensure that this good work continues. The major areas in which improvements have been made include:

- attainment in English, mathematics, science, drama and music, which was sound and is now good;
- attainment in information and communication technology was below average and is now sound;
- the provision for pupils with special educational needs was unsatisfactory and is now good;

- the provision for pupils' spiritual, moral, social and cultural development was good and is now very good;
- the statutory requirements regarding child protection and sex education are now fully met;
- leadership was good and is now very good.

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
	1998	1999	2000	2000
English	n/a	n/a	n/a	n/a
mathematics	n/a	n/a	n/a	n/a
science	n/a	n/a	n/a	n/a

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

Numbers of pupils at the school are too small for a valid comparison of test scores in any one year to be made with either the national average or the test scores of schools that are similar to Calder Vale. However, it is clear from results over several years that pupils' attainment at the ages of both seven and eleven is above average in English, mathematics and science. Scores have tended to improve over the past four years. The national and internal test scores of all pupils, including gifted pupils and those with special educational needs, show a good level of improvement during their seven years at the school and gifted pupils reach very high standards at the age of eleven. Good attainment in English, mathematics and science is also evident in work and lessons. Pupils' attainment is at least satisfactory in all other subjects; in particular, standards in art and music are above average. Although attainment in information and communication technology is lower than in other subjects, it is none-the-less close to nationally expected levels. The school sets and meets challenging targets for pupils' attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and show great interest in their work.
Behaviour, in and out of classrooms	Good. A small proportion of boys is easily distracted but good teaching keeps them involved in their work. The great majority of pupils work well without direct supervision.
Personal development and relationships	Very good. Pupils are successfully encouraged to become increasingly independent and to develop self-confidence.
Attendance	Good. Parents and school co-operate well in order to maintain good levels of attendance and punctuality.

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.

In almost all lessons, teaching is either good or very good and pupils' responses are good. In over 33 per cent of lessons, teaching was very good and in over 44 per cent the teaching was good. Twenty two per cent of teaching was satisfactory and there was no unsatisfactory teaching. The skills of literacy and numeracy are especially well taught throughout the school, so that pupils' learning progresses at a good rate. Teachers have a good understanding of almost all subjects and use this to plan interesting and demanding lessons. This planning is shared with the substantial number of classroom assistants and volunteer helpers; this ensures that the work of all adults is focused clearly and successfully on what each pupil needs to learn next. Each pupil's strengths and weaknesses are well known. The school is therefore able to match work very well to pupils' needs, with the result that in most lessons each pupil makes good progress. By the age of eleven, the opportunities made for pupils to develop the ability to work independently result in them becoming self-confident individuals who work well without direct supervision. Only occasionally do teachers work without support with the full three or four age groups in their class. When this happens, a small number of pupils lose concentration and their progress slows. However, even on these occasions, teaching is satisfactory and pupils' achievements are sound. Teachers are still mastering the skills and understanding needed to make full use of the recently provided resources for the teaching of information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The organisation, content and planning of the curriculum are good for pupils of all ages. Work is made stimulating by the use of very well planned educational visits. The use made in other subjects of the skills of literacy and numeracy makes a good contribution to learning. The provision for the teaching of information and communication technology has recently been improved, although full use is not yet being made of this provision.
Provision for pupils with special educational needs	The learning needs of pupils of all abilities are met well, so that pupils with special educational needs make good progress towards their individual learning targets and gifted pupils reach very high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a marked strength of the school. Pupils benefit greatly from the opportunities made for them to work and play in groups containing boys and girls of all ages. Dynamic assemblies contribute very effectively to pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	Members of staff know pupils very well and use this knowledge to provide very effective support and guidance.
Partnership with parents and the wider community	The school works very well with parents, who appreciate, and respond warmly to, the hard work of staff. All pupils benefit from this working partnership.

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 the headteacher, with other members of staff making significant contributions to the school's effectiveness and positive atmosphere.
How well the governors fulfil their responsibilities	The governing body plays an active and supportive role, helping to monitor the school's work and ensuring that provision is of a high standard. Individual governors give valuable practical help, including regularly working with pupils – for example in mathematics.
The school's evaluation of its performance	The governing body, headteacher and other staff are extremely good at identifying the school's strengths and weaknesses in order to plan successfully for future improvements.
The strategic use of resources	Good use is made of resources. Effective systems ensure that money is spent prudently and the best available value is obtained. Sensible use is made of the school's restricted accommodation and of its generally good resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard, so that they make good progress. • The school works closely with parents, so that all concerned are comfortable when they need to discuss children and their progress. • Children like coming to school. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The use made of homework.

Inspectors agree with the positive views expressed by parents. This is a successful school with good relationships at all levels. Whilst some use is made of homework, the school has not found a cost-effective way of regularly setting and marking homework for the wide age-range in each class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Introduction

1. There is a high degree of consistency of views, policies and practices throughout the school and amongst all concerned with the school. One of the results of this is the close inter-relationship between the strengths that are identified and detailed below. This could result in a substantial amount of repetition in the following paragraphs: this has been avoided as far as possible, but the consequence is that the best picture of any aspect of the school is obtained by reading no section in isolation from the others.

Pupils' attainment, especially in English, mathematics and science, is above average because a rich curriculum is taught well throughout the school, by adults who know their pupils very well.

2. Attainment in all subjects is at the very least sound and in most subjects it is good. Above average standards are reached in English (including literacy), mathematics (including numeracy) and science. Standards in music and drama are particularly high, partly as a result of expert teaching but also because of the opportunities that the school makes for every pupil to take part in productions of musical plays at times such as Christmas.
3. The school has a very clear overview of what is to be taught each term, year and over several years. It makes sensible use of curriculum advice from national and local sources, integrating this well with its own understanding of what will make learning relevant and effective for its pupils. Educational visits make a powerful contribution to learning of all kinds, making learning exciting and enjoyable. For example, a visit to Lakeside and Windermere was made by the infant class in connection with a study of transport, as part of their work in history. Many pupils had their first experience of travelling on a train and a boat. They marvelled at the size of steam trains and discussed with drivers and engineers the speed at which they travelled. They were able to use terms such as buffers, flanges and rails with accuracy. Not only did pupils' understanding of history benefit but detailed work in art (for example, ornate Victorian ironwork on a bridge), discussion, debate and writing all ensured that progress was made in other subjects too. A well planned addition was the visit to an adventure playground to help to develop pupils' skills in outdoor and adventurous activities. Careful and effective planning ensures that literacy and numeracy skills are developed well in almost all of these topics, by capitalising on the enthusiasm that they generate.
4. This rich long-term view of the curriculum is then translated by teachers into stimulating and demanding lessons and series of lessons. Teachers use a good mixture of approaches to learning. Over a short period, pupils often have to listen carefully to explanations and information from adults, design and conduct their own experiments, use apparatus to assist learning and carefully record what they have learned, using writing, tables, graphs and charts and create their own art, drama or music. They work either in groups, as individuals or as a class, as the work demands. This variety of approaches ensures that pupils maintain their high levels of interest and generally work very hard.
5. Teachers have very clear and accurate knowledge of what individual pupils know, understand and can do. This is made possible by the small number of pupils in each class and, more importantly, is ensured by careful and regular assessments being made of how well each pupil copes with new work. This allows teachers to plan the next stage

of work not only for the class but also to individualise much of the work. Because each class caters for either three or four year groups and contains pupils some of whom are gifted alongside others with special educational needs, the work planned is often very varied and needs a variety of approaches. It would be difficult for the teacher alone to manage lessons that are designed with this approach in mind without considerable help. This is available and has a powerful effect on pupils' achievements. There are four part-time classroom support assistants; four governors, some of them with specialist subject knowledge, work regularly in classes; seven parents give regular timetabled help and others do so from time-to-time; several members of the local community help with activities such as reading and the school's organic garden. Many of these helpers make contributions to planning the work and all of them are very well briefed, therefore their contributions meet pupils' learning needs very effectively. Standards reached by pupils, as well as their personal and social development, benefit considerably from their meeting such a wide range of adults as well as from the individual attention to their learning. On the occasions when this level of help is not available, teachers adjust their ways of working and teaching does not fall below satisfactory.

Pupils have very good attitudes to their learning; they develop well as rounded, caring young people

6. This is a stimulating school with a friendly and supportive atmosphere. It is therefore unsurprising that children come happily to school and work hard when they are here. There are even times when pupils drag themselves to school when they are ill, in case they miss anything.
7. Pupils' behaviour is good both in and around school. Members of the local community even speak highly of pupils' behaviour out of school hours when they are around the local village. On occasions, behaviour in lessons is good only because all adults work hard to ensure that a few easily distracted boys are kept interested in their work and stay busy and learning. In general, the great majority of pupils remains involved in activities even when they are not being overtly supervised. Such unsupervised opportunities are often planned by teachers in order to develop pupils' powers of self-motivation. Other activities to develop personal qualities such as initiative, self-reliance and respect for others are provided regularly. They include simple activities such as collecting attendance registers by the youngest pupils, up to older pupils taking responsibility for aspects of their own learning – including caring for the school's immediate environment. A marked feature of the school is the way in which boys and girls of all ages work and play happily together; for example, the ten-year-old boys who play happily alongside five-year-olds in the sand trays at break times.
8. The caring atmosphere of the school is seen in all of its ways of working, from the considerate ways in which all concerned speak to each other, through to the often dynamic and challenging assemblies which are designed to make pupils think deeply about their own and others' beliefs and actions. As a consequence, pupils develop as well-rounded, caring individuals who relate well to others.

The headteacher leads and manages the school very well. The active support of other staff, governors and parents results in a good provision for learning that in turn has led to high standards.

9. The headteacher acts as a good role model as class teacher, setting high standards that are matched by other members of staff. Very effective arrangements are made to allow her to run the school; they include effective teaching support in the headteacher's class, allowing time for strategic management (for example, monitoring the work of other adults) and a good level of very competent administrative support. The school's positive atmosphere is helped by the use of clerical and administrative workers as learning support staff on other occasions; it results in all adults having a consistent and constructive approach to pupils and a widely shared school ethos. Additional benefits come from the voluntary work that they do in classrooms.
10. Within the overall framework set by the headteacher, all connected with the school respond very positively and make substantial contributions to its approach and effectiveness. The headteacher is seen as 'first amongst equals', so that the knowledge and expertise of all staff, governors and volunteers are systematically drawn on when the school decides its priorities and agrees its working practices. As a result, the school's policies and practices are of an unvarying high quality, guiding the work of all and ensuring consistent good practice in all areas. For example, the teacher of the junior class is able to make a substantial contribution to the school's standards in music and, more particularly, has been encouraged to produce a high quality scheme of work that is having a powerful impact on standards in literacy.
11. The contribution to teaching and learning which is made by governors, parents and other volunteers is detailed in paragraphs 4 and 8, above. They are happy to make this commitment largely because of the welcoming atmosphere and tone set by the whole staff, led by the headteacher. Their contributions are maximised because their work is well managed; volunteers and support workers are deployed carefully and briefed well by teachers, so that their efforts are directed where they are most needed and therefore have the greatest impact.
12. The very good management of the school by the headteacher and substantial contributions from staff and governors are major factors in ensuring that there is a good atmosphere for learning. The way the school is managed thus makes a very positive contribution to teaching, learning and pupils' achievements.

There are very good links with the local community, including other primary schools; parents, governors and friends provide valuable support in classrooms.

13. The community of Calder Vale is proud of its school. Local people speak warmly of it and many give practical help. Although it is a Church of England school, members of other churches send their children to the school and many parents and friends of the school volunteer to help in a variety of ways. The quality of the school's provision and the achievements of its pupils are considerably enhanced by this. The impact of this is detailed above, particularly in paragraphs 4 and 8.
14. Over the past year, a number of local primary schools, with the help of the local education authority, have started to make more systematic the ways in which they co-operate with each other. The sharing of expertise within the cluster of small schools has a positive impact on teaching and therefore on pupils' achievements. The increasing practice of sharing the expenses of activities such as educational visits is beginning to improve the provision for these; as they are a key feature of the way the school works, this is also a

positive development. The school now shares its special needs co-ordinator with other local schools. This allows the co-ordinator to see other ways of working and to extend her expertise. The school's already good provision for pupils with special needs is being further improved. The school is also part of a geographically more widespread group of church schools; this helps St John's to gain deeper understandings of the nature of church schools and the teaching of religious education, with a consequent positive effect on these areas of its work. The confidence of staff at St John's is benefiting as they both gain from and give to their colleagues in other schools.

The school provides very effective support and guidance for pupils, informed by thorough assessments of pupils' all-round achievements; these are used to ensure that work is very well matched to pupils' learning and personal needs.

15. The school's very effective methods of assessing the achievements of pupils extends beyond the assessment of academic attainment to include careful monitoring of their learning needs, behaviour and personal development. The understanding gained through this approach is used to ensure that pupils' work is closely matched to their needs. Assessment information is used very effectively to guide the content of what is taught and the methods that are used. This ensures that pupils' work is at the right level of difficulty and that the teaching methods are effective; pupils thus make good progress both in the curriculum and in the development of personal qualities such as independence, self-motivation and creativity.
16. The approach benefits pupils of all levels of attainment. For example, it ensures that pupils with special educational needs are identified early - which explains the relatively high number of pupils on the special educational needs register. Regular provision is then made, using learning support staff or very competent volunteers. Pupils with behavioural difficulties are discussed carefully and an approach is agreed which is adopted by all adults; such pupils are handled with firmness but with great patience and understanding. This consistency of approach ensures that pupils make good progress towards the learning or personal development targets that are set for them.
17. The assessment procedures also ensure that gifted children are readily identified. The resulting knowledge of their particular strengths and any weaknesses is used to plan appropriate learning programmes for them. This allows gifted pupils to go a long way towards meeting their potential. For example, one pupil in the recent past was identified as being particularly gifted in literacy. The school's approach was similar to that which would have been adopted had she had learning difficulties, with the result that by the end of Year 6, she was working in most respects in English at the level of an average 15 year old. A substantial proportion of eleven year old pupils (about one-third in recent years) works at a level comparable with the average 13 year old.
18. The assessment procedures and their use in the planning of learning, ensure that the great majority of pupils achieve well in the subjects of the curriculum, and also develop very well spiritually, morally, socially and culturally.

WHAT COULD BE IMPROVED

19. There are no major areas requiring improvement. The following relatively minor matters should be considered by the governing body for inclusion in an action plan:

Homework is not used systematically enough.

20. The school has an appropriate homework policy and homework is set in both classes. The difficulties associated with not only setting constructive homework for such wide age ranges but also with then marking and building on the work done have not been consistently met. On some occasions when parents might expect their children to have homework, it is not set, as no appropriate work can be readily identified. On other occasions, when work such as learning spellings is given as homework, there is a good contribution to pupils' attainment and marking the work is undertaken by pupils as part of the learning process. On other occasions, work which extends that done in the lesson makes a positive contribution. However, a lack of consistency in its use results in homework not making its full contribution to pupils' levels of achievement.

The recently improved provision for the teaching of information and communication technology is not yet fully used.

21. At the time of the last inspection, overall attainment in information and communication technology (ICT) was below average, the curriculum provided was narrow to the extent that the school did not comply with National Curriculum requirements and staff lacked an appropriate range of skills and knowledge for the effective teaching of the subject. Improvements have been made in all of these areas, but more are needed if standards are to match those seen in other subjects and pupils' achievements are to reflect their potential.
22. An area of the school, which was previously part of the classroom for older pupils, is now equipped as a computer suite. The equipment is of generally good quality and the provision of software is reasonable. Teachers have attended courses that have improved their skills but these have not yet been used sufficiently to ensure that teachers are fully confident in their teaching of the subject. The computer suite is not used often enough to ensure that pupils experience a full range of appropriate work. The use of information and communication technology (ICT) in other subjects is too limited for either ICT or the other subjects to benefit.
23. The school has plans to remedy all of these weaknesses. If pupils' attainment is to rise from the current satisfactory level overall to be as good as it is in other subjects, the school's plans need to be implemented quickly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. There are no major areas that the school should seek to improve. However, the governing body should consider the following relatively minor matters for inclusion in an action plan:

- ◆ Ensure that homework makes a more reliable contribution to pupils' achievement by:
 - setting it more reliably and consistently;
 - identifying homework which can be sufficiently matched to other learning that is taking place for it to impact positively on the standards reached by pupils;
 - identifying work which is cost-effective, in the sense that the learning taking place is consistent with the effort given to setting the homework, doing the work and marking it.

(see paragraph 18)

- ◆ Improve the provision for and attainment in information and communication technology (ICT). In order to do this it will be necessary to:
 - continue to improve the skills and increase the confidence of all adults who will teach the subject, or assist teachers of the subject;
 - make fuller use of the computer suite both for lessons in the use of computers and also for use by classes, groups or individuals across the full range of their work.

(see paragraphs 19 to 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
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
0	33	44	22	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11

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	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	n/a	n/a	n/a	n/a

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a	n/a	n/a
	National	n/a	n/a	n/a

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a	n/a	n/a
	National	n/a	n/a	n/a

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

No figures from the 1999 or 2000 national tests are included, as numbers at the school are too low for the figures to be reliable. Test scores over several years indicate that attainment at the school is above the national average.

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	38
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)	2.3
Number of pupils per qualified teacher	17.4
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	36

Financial information

Financial year	1999
	£
Total income	113593
Total expenditure	116921
Expenditure per pupil	2924
Balance brought forward from previous year	24840
Balance carried forward to next year	21512

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	40
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62.0	38.0			
My child is making good progress in school.	71.0	29.0			
Behaviour in the school is good.	54.0	46.0			
My child gets the right amount of work to do at home.	50.0	25.0	17.0	4.0	4.0
The teaching is good.	67.0	33.0			
I am kept well informed about how my child is getting on.	50.0	46.0	4.0		
I would feel comfortable about approaching the school with questions or a problem.	79.0	21.0			
The school expects my child to work hard and achieve his or her best.	79.0	21.0			
The school works closely with parents.	67.0	33.0			
The school is well led and managed.	67.0	29.0	4.0		
The school is helping my child become mature and responsible.	67.0	33.0			
The school provides an interesting range of activities outside lessons.	38.0	58.0	4.0		

Other issues raised by parents

At a meeting with inspectors and in notes attached to questionnaires, parents confirmed that they hold very positive views of the school and that there was some concern about the reliability of the setting of homework.