

INSPECTION REPORT

LINGFIELD PRIMARY SCHOOL

Marion, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111596

Headteacher: Mr T W P Richards

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 12-14 June 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Mottram
Date of previous inspection:	16 th April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lingfield Primary School, opened in 1973, is set in extremely spacious and pleasant grounds. It caters for pupils from 3 to 11 years of age and is about the same size as other primary schools (219 pupils compared with the average size nationally of 226 pupils). There are 99 boys and 96 girls on roll. In addition, 48 children attend the nursery on a part-time basis. Numbers have increased since the time of the previous inspection and another class has been created. This has enabled all pupils to be taught in single age group classes. Over half of the pupils travel to the school from outside the school's normal zone. They come from a variety of backgrounds. Much of the housing in this residential area is privately owned and the attainment of most four-year-olds when they start school in September or in January in the reception class is above average. All pupils are from homes where English is their first spoken language. The number of pupils eligible for free school meals has increased significantly this year and currently accounts for 11.3 per cent of the total, which is below average. The school has 5.6 per cent of pupils on its register for pupils with special educational needs which is well below the national average. The proportion with a statement of special educational needs (0.5 per cent) is also well below the national average. These figures are similar to those found at the time of the previous inspection. The mobility of pupils is not a problem for the school. Last year only six pupils were admitted and four left during term time.

HOW GOOD THE SCHOOL IS

This is a very effective school where the strengths greatly outweigh its weaknesses. This is largely because of the very good leadership of the headteacher and his determination to maintain the high standards pupils achieve. In addition, the very good quality of teaching ensures that pupils are well motivated, interested in their work and keen to do well. All pupils show positive attitudes to learning and their behaviour is of a very high standard. This means that virtually all are working at or near to their capacity. When all these factors are considered, along with the above average level of funding, the school provides good value for money.

What the school does well

- Standards in the core subjects of English, mathematics and science are well above average at the end of Key Stage 2. Teachers and governors are committed to maintaining and raising standards for pupils of all abilities.
- Provision for children under five in the nursery is very good ensuring firm foundations for future learning and a confident start to school life.
- The very good quality of teaching ensures pupils of all abilities learn effectively.
- All pupils have very good attitudes to learning and behave exceptionally well. The school's provision for their personal development, high level of care and parental interest are partly responsible for this.
- The headteacher's leadership is most effective and he is supported very well by the governing body.

What could be improved

- Standards in information technology.
- Pupils' handwriting.
- The quality of the accommodation, particularly where its shortcomings impact directly on the quality of pupils' learning.

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 previously inspected in April 1996. It has made very good progress towards four of the five key issues identified at that time. The quality of teaching in science and mathematics, particularly for average and higher attaining pupils, is now very good and this is reflected in the standards they achieve in these subjects. Teaching programmes are securely in place to help and guide all teachers in their lesson planning. Moreover, the school is well on the way to adding the latest Curriculum 2000 guidelines to these. The assessment of pupils' attainment and progress has improved significantly and the information it provides helps to ensure that teachers plan lessons which build effectively on pupils' previous learning. The partnership with parents has been strengthened to such an extent that 89 per cent of parents who responded to the questionnaire feel the school works closely with them and keeps them well informed. Good progress has been made in terms of curriculum development and training which was the other key issue. The successful implementation of the National Literacy and Numeracy Strategies is an example of this. However, standards in information technology are no longer satisfactory. They are currently below the standard normally seen at the end of both key stages. Overall, the pace of improvement has been very good and the school has the leadership, commitment, staff and expertise needed to continue to improve.

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	
	1997	1998	1999	1999	
English	A*	A	A	C	well above average A above average B average C below average D well below average E
mathematics	A	B	A	B	
science	A	A	A	B	

The very good quality of leadership provided by the headteacher and the high quality of teaching, together with pupils' positive attitudes, are having a marked effect on standards. Inspectors noted much progress from when pupils start at the school. By the time they are five, pupils exceed the standards expected of them in all areas of the curriculum.

The table above shows that the school achieves very good results and evidence from the inspection confirms them with regard to English, mathematics and science. In science for example, every pupil achieved the expected level and an above average number achieved the higher Level 5. The comparison with similar schools is made using statistics based on free school meals, placing the schools in the highest band, 0 to 8 per cent. Making comparisons with the 1999 test results could be unreliable as the year group of 21 pupils was relatively small and over 7 per cent were entitled to free school meals. One or two pupils failing to reach expected levels in any subject area would therefore make a significant difference. The successful implementation of the National Literacy and Numeracy Strategies is having a marked effect on standards in English and mathematics. Pupils with special educational needs do well in all subjects and most achieve the levels expected of them.

Results in the national tests for pupils at the end of Key Stage 1 are also very good with virtually all pupils achieving the level expected in reading, writing, mathematics and science. Inspection evidence shows that almost all pupils in Year 2 were working at a level that was well above average.

Consistently high standards have been maintained over the past three years in all subjects and the school has maintained its above average performance in line with national improvements in average scores. Targets set for next year in English and mathematics are realistically based on a comprehensive assessment of individual pupil's capabilities. They are aimed at maintaining the school's high standards.

In information technology, standards overall are below those expected at the end of both key stages. Pupils do well in areas such as word processing and data handling but control technology is not well taught and as a result, pupils' attainment is below that normally seen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and concentrate extremely well in spite of the normal background noise associated with different activities from other classes. The vast majority of parents indicate that their children like school.
Behaviour, in and out of classrooms	Very good in lessons and around school. Playtimes and lunchtimes are pleasant social occasions. Pupils respond promptly to teachers' instructions.
Personal development and relationships	Very good. All pupils grow in confidence and independence. Politeness and courtesy are commonplace as pupils show respect for one another and towards adults. The harmonious relationships have a positive effect on behaviour.
Attendance	Above average. Pupils are rarely absent through illness. However, a growing number are absent because of holidays taken during term time. On occasions, the late arrival of some pupils disrupts teaching and other pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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. It has improved immensely since the previous inspection and is an important factor in maintaining the high standards. During the inspection, no unsatisfactory teaching was seen. It was very good or excellent in 56 per cent of lessons with nearly all teachers delivering teaching of this high quality in some of their lessons. In the nursery for example, the quality of teaching in every session seen was either very good or excellent. In the previous inspection only 19 per cent of teaching was judged to be very good. Good or better teaching was seen in 93 per cent of all lessons this time which shows a remarkable consistency. In literacy and numeracy lessons, teaching is usually of a very high standard in all classes and the skills pupils gain are well promoted in lessons other than English and mathematics.

Teachers' detailed and thorough planning ensures that all pupils are given challenging work and that they make good progress. Pupils with special educational needs are extremely well supported by teachers, classroom assistants and parent helpers and do well in lessons. A small number of gifted or talented pupils are identified and sensitively encouraged with sufficiently challenging tasks. The discipline and control in lessons is invariably very good and teachers make good use of assessment to ensure pupils build effectively on previous learning. However, the quality of marking in some classes could be improved by letting pupils know how they can further improve their work. The use of homework to promote learning is good for all age groups.

All teachers work hard to establish a good working atmosphere and promote effective learning. Pupils enjoy lessons and concentrate exceptionally well in spite of the background noise from other classes. Children under five in the nursery make a confident start to school and there is a smooth transfer to the National Curriculum, usually well before they reach their fifth birthday. All appear happy and keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. All subjects, with the exception of information technology, meet statutory requirements. There is an appropriate emphasis on English and mathematics and other subjects are given the necessary time and value. However, in the reception class, facilities for children's physical development are not on a par with those in the nursery and this slows their rate of progress in this aspect. There is a good range of extra-curricular activities available to pupils.
Provision for pupils with special educational needs	Very good. Pupils have appropriate targets and generally make good progress. Many achieve the standards expected of all pupils in the national tests.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. Pupils accept responsibility very well and are encouraged to become independent from the time they start in the nursery. Parents are pleased with the values the school promotes.
How well the school cares for its pupils	Good. There is a culture of care throughout the school and, as a result, pupils feel secure and are happy. There are very good procedures for monitoring and promoting good behaviour. Procedures for assessing attainment and progress are very good and teachers make good use of assessment information in their planning. Attendance is satisfactorily monitored but the school does little to improve attendance, which is well above average.

Very effective links are established between the school and parents, answering a key issue from the previous inspection. The good quality of information sent home and the welcoming manner of all staff has built up trust and enables parents to feel comfortable about approaching school with questions or concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management are key features accounting for the school's success. The headteacher provides a very clear educational direction for the work of the school. Teachers with curriculum management responsibilities work effectively towards the common goal of maintaining the high standards.
How well the governors fulfil their responsibilities	The governors are extremely knowledgeable and deeply committed to the school. They make a substantial contribution to its effectiveness. They fulfil their statutory duties well. Spending is strictly controlled and constantly checked to ensure value and quality in aspects such as services, staffing and standards. Financial planning and budget controls are very good as a result.
The school's evaluation of its performance	The work of the school is well monitored and evaluated. The commitment to improve and the capacity to succeed are very good.
The strategic use of resources	Good overall. Teachers are deployed appropriately. However, during the teachers' introduction to literacy or numeracy sessions, support staff are inactive for long periods. Learning resources are plentiful and used to good effect by teachers. However, there is a shortage of computer programs. Specific grants are used well for their intended purposes. It is the governors' policy to spend virtually all the allocated budget, leaving only a very small surplus.

There are significant shortcomings in the accommodation and some of these impact directly on the quality of learning for pupils. Noise intrusion from activities in neighbouring classes

adversely affects the quality of teaching and learning, particularly in Unit 3. The temporary accommodation for the nursery is cramped and in a poor state of repair and there is an inequality in the provision for the physical development of children under five between the nursery and reception class. The library is in urgent need of refurbishment. Outside, the playground is very small for the number of pupils on roll and its surface is poor. The school is aware of these deficiencies but improvements are limited by the school's financial resources. However, some new shelving did arrive for the library during the inspection.

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 like school. • Children make good progress. • Behaviour is good. • Teaching is good. • The headteacher and staff are approachable. • The school expects pupils to work hard. • The school works closely with parents. • The school is well led and managed. • The school is helping pupils to become more mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework, although there are conflicting views about this. • A few would like to be better informed about how their child is getting on. • The range of extra-curricular activities.

The inspection team agrees wholeheartedly with parents' positive views. The inspection finds that the range and amount of homework are good. The school policy is clearly communicated to parents in the recently introduced home/school agreement. Although the overall quality of information about pupils' progress is good, a few annual reports are unsatisfactory as they do not fully report on pupils' achievements in all National Curriculum subjects. There is a good range of extra-curricular activities offered to pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in the core subjects of English, mathematics and science are well above average at the end of Key Stage 2. Teachers and governors are committed to maintaining and raising standards for pupils of all abilities.

1. Pupils usually achieve high standards in all subjects in the National Curriculum tests for eleven-year-olds. In the 1999 tests, pupils' results were well above average in English, mathematics and science. When their performance is compared to that of pupils in similar schools, it is broadly in line with the average in English but above average in mathematics and science. Last year was a relatively small year group with only 21 pupils and so conclusions drawn from the results may be unreliable. The school conducted its own detailed analysis of pupils' test papers in English and identified boys' performance as a slightly weaker area. Since then the school has taken steps to ensure that there was a good range of books to interest boys. Furthermore, in the classes where the ratio of boys to girls was high, care was taken to plan work that would be of interest to boys. For example, in the Year 5 class, where there are seventeen boys and only seven girls, the work in English on native North American Indians ensured a high level of concentration. Inspection evidence shows that standards of English, mathematics and science at the end of Key Stage 2 are well above average. All pupils achieve at or near their capacity and make good progress.
2. By the end of Key Stage 1, inspection evidence shows that pupils' attainment in reading, writing, mathematics and science is well above average. The high standards achieved over the previous three years have been successfully maintained. In the 1999 national test results for writing, pupils' performance was in line with the national average. This dip, on analysis, was mainly attributable to the above average number of lower attaining pupils from outside the school's normal catchment area. Throughout the key stage, teachers have high expectations of their pupils and plan challenging tasks. In many lessons, they effectively encourage pupils to use their skills in literacy or numeracy. For example, in a Year 2 English lesson, pupils had to skim over written text quickly to find words with a suffix. Most pupils achieve well above average standards in all subjects and make good progress. This includes pupils with special educational needs and those of higher ability.
3. Pupils quickly learn to read fluently and, by the age of seven, know how to tackle unfamiliar words. All are developing good library skills and can locate books quickly. Older pupils in Key Stage 2 express a preference for favourite authors and read confidently. Most are able to read expressively as a result of effective teaching. Year 6 pupils, for example, have recently begun to read for a set time each day, sometimes out loud to a partner or individually in an attempt to foster enjoyment and further improve standards, particularly for the boys. In a Year 5 literacy session, pupils were encouraged to read a speech by a Red Indian chief, Chief Seattle, and consider the Indians' point of view. It was a challenging text with words such as 'manifested', 'eloquence', 'sequestered' and 'hallowed', but most read these confidently, using clues from the text to establish meaning. Reading is used effectively to support learning in all subjects of the curriculum. Pupils read instructions on worksheets in science, for example, and follow instructions carefully on computer programs. By Year 6, pupils use skills such as scanning quickly over text to find out information about the rituals and historical background of Sikhism.

4. Speaking and listening skills displayed by most pupils are well above average. Pupils benefit from the way they work together in small groups, often without the close support of teachers or classroom assistants. All readily engage an adult in conversation and sensibly discuss with each other the best way to solve practical problems. This was seen in a science lesson when pupils in Year 5 discussed the criteria to use for a chart on the identification of insects and mini-beasts.
5. Standards of attainment in writing are well above average throughout the school. Writing skills are taught very well and teachers provide many opportunities for pupils to write in all subjects. In religious education, for example, pupils in Year 4 wrote about a sense of belonging and what it means to be a good friend. Most use punctuation correctly and spelling is usually accurate. However, few opportunities are provided for pupils to practise their handwriting. Although they take pride in their work and it generally looks neat, the standard of handwriting is below that normally seen for pupils of all ages. In Year 4, for example, many pupils were printing rather than joining their writing and in Year 6, there was still a significant number of pupils preferring to print.
6. The school has successfully implemented the National Literacy Strategy and this is helping to maintain the high standards in English. Skills in reading, writing, speaking and listening learned during these hour-long sessions are contributing significantly to pupils' learning in all subjects of the curriculum.
7. The teaching of mathematics has improved since it was highlighted as a key issue in the previous inspection report. A comprehensive programme to guide all teachers is in place and they have worked hard to successfully implement the National Numeracy Strategy. In the last year, every teacher in the school has attended a training course for mathematics. As a result, pupils' skills in using numbers and their competence at solving problems are well above average. Most 'round up' or 'round down' large numbers, weigh and measure and collect data to record on graphs. They thoroughly enjoy the challenge provided by their teacher and work well in groups to solve problems. As a result, all pupils make good gains in their mathematical knowledge.
8. Throughout Key Stage 2, work is carefully matched to pupils' capabilities. Pupils add and subtract decimals or fractions, use negative numbers confidently and interpret data from graphs correctly. Year 6 pupils easily convert kilometres to metres and multiply or divide four-figure numbers. This level of challenge ensures most pupils work conscientiously and, as a result, achieve highly in all aspects of mathematics. Good links are made with other subjects. For example, pupils' work in a Year 4 geography lesson uses numerical data about the weather to compare the climate of two contrasting places.
9. The implementation of the National Numeracy Strategy has had a significant impact on pupils' numeracy skills. Each session begins with a 'quick fire' mental mathematics session and pupils enjoy the pace and challenge of these. All try hard to be the first to answer correctly. Class teachers make sure that everyone has a turn to answer and often ask those who have not put their hand up, ensuring that all give their full attention. However, pupils' concentration in some of these sessions is adversely affected by intrusive background noise from other classes. Year 3 pupils, for example, struggled to hear their teacher when pupils in Year 4 next to them were repeating their four times table.
10. In science, the school has comprehensively addressed the criticisms in the previous report over the low expectations for average and higher attaining pupils and teachers'

subject expertise. Clear programmes to support and guide teachers are in place and these give good guidance to non-specialist teachers. Teachers ensure a strong emphasis is placed on investigative work, with pupils given the responsibility to work independently on their own or within a group. They are well motivated by appropriately challenging tasks and work hard to meet their teachers' high expectations of them. As a result, pupils build effectively and progressively on previous learning. In a Year 6 lesson, for example, pupils had to use their knowledge of plants to separate different parts of a flower such as the stamen, mount and label them in their books. All could define the difference between pollination and fertilisation and readily name male or female parts of a flower. Their concentration and interest ensures that standards in science are well above average by the end of Key Stage 2. All pupils use correct scientific terminology well. They accurately make weather recordings, but rarely use computers to record their results in graphical form.

11. Pupils with special educational needs are well supported in lessons. Teachers plan work very carefully, taking into account the specific targets in pupils' individual education plans. Gifted or talented pupils are also identified and their specific needs are sensitively met. All teachers provide additional work to further challenge those who finish early in lessons. Great care is taken to ensure as far as possible that all pupils in the school have equality of opportunity. 'Booster' classes in English and mathematics are provided for some pupils before school starts to give them a better chance with the questions in the national tests. These sessions successfully help most pupils to achieve the expected levels in English and mathematics by the time they leave the school.
12. The whole ethos of the school, constantly reinforced by the headteacher and staff, is to strive for high standards in everything. Teachers are effectively supported by classroom assistants or parents in all subjects. They plan interesting lessons and pupils respond accordingly. These factors ensure that pupils achieve very highly in all they do. Standards have continued to improve from the time of the previous inspection four years ago with more pupils achieving the expected and higher levels in the national tests.

Provision for children under five in the nursery is very good ensuring firm foundations for future learning and a confident start to school life.

13. At the time of the previous inspection the nursery had only been open for four months. The attainment for all under-fives was found to be good, and for a minority very good, with all children making good progress. The current provision for children under five is in the nursery and reception class. At the time of the inspection there were 48 children attending the nursery on a part-time basis and only three in the reception class from the January admission who were still under five. There were no children in the nursery with special educational needs and the attainment on entry for virtually all children is above average.
14. All aspects of provision in the nursery are very good, with some excellent features, including teachers' knowledge and understanding, the quality and depth of planning for each session and the use of time, support staff and resources. As a result, the level of pupils' interest, concentration and independence is excellent. All children are given a firm foundation for future learning and a confident start to school life. They make very good progress in all areas of learning, and this is achieved by matching activities closely to individual pupils' capabilities.

15. All children respond extremely well to the friendly, caring and well structured learning environment, are happy and work productively. The transition to the reception class is well organised, with children joining in with school assemblies and visiting the teaching area in the term before they are admitted to school. However, educational links such as the sharing of resources, particularly those for children's physical development, are made difficult, as the nursery is housed in a temporary classroom within the school grounds. This will become more acute with the introduction of the foundation stage, where close co-operation between the nursery provision and reception class are vital.
16. The curriculum is broad and balanced and firmly based on the Desirable Learning Outcomes for children under five. Classroom support assistants are extremely well deployed and very active in a productive role. Their involvement with individual or groups of children enhances the quality of the wide range of activities on offer. Children using the climbing frame were closely supervised. An ingenious system, where only children wearing one of three purple caps available were allowed access to the climbing frame, ensured they had the space to be adventurous, but their safety was not compromised.
17. The teacher, teaching assistant and rota of very well informed parent helpers form an excellent team. Relationships with children are very good and all adults provide very good role models for the children in their care. Expectations of children's work and behaviour are very high.
18. The quality of resources has improved since the previous inspection. The nursery now has its own computer and a suitable range of programs. Children were seen confidently using an art program to create their own design for a display. All those observed used the mouse control very well and, with support, took great delight in printing their design. The outdoor area is exceptionally well resourced, with an abundance of shared wheeled toys and climbing frames. It is used very well to promote children's physical development.
19. The teaching of personal and social development is very good. All children benefit from the well-established routines of the class. Their behaviour is very good, largely because of the high expectations of all staff. Children quickly develop an awareness of acceptable behaviour and invariably work and play alongside one another in a friendly and co-operative manner. They are polite and respectful to adults and have positive attitudes to their learning. They are given a wide range of responsibilities, such as registering themselves present at the start of each session, tidying away or giving out milk and refreshments and this further extends their personal and social development, which is very good.
20. In language and literacy sessions, children show above average skills in speaking, as they describe what they are doing or explain completed work. In sessions at the end of lessons they listen with interest as others describe what they have been doing. Nearly all know how to write all the letters of the alphabet and most confidently write their own name. All treat books with respect and enjoy looking at pictures. Many recognise and read familiar words. In mathematics, they count competently to 10 and sometimes beyond, when counting the number of children present and write numbers to 10 accurately. Most name common mathematical shapes and use words such as corners, curved and circle well after baking rounded biscuits. Their knowledge and understanding of the world is very good. All can name the local park they have visited and know how to care for pets such as guinea pigs. They record weather conditions using symbols and competently use class computers and enjoy listening to stories using tape players.

There is a very good range of resources to promote their physical development. All pupils hold their pencils correctly and use scissors well to cut out shapes they have drawn. The outdoor play area and its resources have a significant impact on children's physical development. The attractive displays of children's work show that in their creative development children's attainment is well above that normally seen. They sing familiar songs, such as 'the wheels on the bus', together with real joy. A wide range of opportunities to learn a variety of techniques and skills in painting and printing are provided. A good example was the high quality of the paintings of faces using powder paints.

21. The positive views expressed by parents about their children's achievements, progress and happiness in the nursery are fully endorsed by the inspection team. The provision has improved much since the previous inspection and is now a strength of the school.

The very good quality of teaching ensures pupils of all abilities learn effectively.

22. The quality of teaching is very good. It has improved markedly since the previous inspection and is now a strength of the school. It has a strong impact on the quality of learning for all pupils.
23. During the inspection, 27 lessons or parts of lessons were observed. At the time of the previous inspection, nine per cent of teaching was found to be unsatisfactory with only 19 per cent being very good. Four of the five key issues requiring attention were associated with the quality of teaching. Teachers had to raise the quality of their mathematics and science lessons to ensure average and higher attainers were better challenged, develop programmes of work to improve their lesson planning, improve assessment and have a sharper priority on curriculum development and training. The very high quality of teaching during the inspection period shows that all of these areas have been effectively improved. Only curriculum development and training relating to information technology remains as a weakness.
24. In the smaller sample of lessons observed during this short inspection, no unsatisfactory teaching was seen and of the 27 lessons graded, virtually all were good or better, 14 were very good and one session in the nursery was judged to be excellent. Very good or excellent teaching occurred in 56 per cent of all the lessons seen. The quality of teaching in all four sessions in the nursery was very good but examples of very good teaching were seen in six of the eight classes. The main characteristics of this very good teaching were the detail in teachers' planning, high expectations, use of resources to make learning interesting and the very good discipline and control of pupils. In addition, the way in which teachers structured their lessons to make progressively greater demands on their pupils ensured all pupils concentrated intently throughout these lessons, in spite of the intrusive background noise of pupils working in nearby classes. Where teaching was excellent, the teachers' knowledge of their subject, their rapport and relationships with pupils and the ability to make learning fun ensured all children thoroughly enjoyed the lesson and achieved much. When the very high standards in all subjects are taken into account, with the good procedures for assessing pupils' progress, the quality of teaching throughout both key stages, including that in the reception classes with children under five, is very good.

25. All teachers have a very good knowledge of the National Curriculum subjects with the exception of information technology. Elements of this subject, such as word processing and data handling, are taught well. However, many teachers lack the knowledge and expertise to teach control technology and, as a result, standards overall in the subject are below those normally seen at the end of both key stages. Without exception, teachers prepare their lessons thoroughly by identifying precise learning objectives. Their expectation of what pupils should achieve is very good. The high standards they set and insist that pupils deliver in their work provides much challenge for pupils of all abilities. The interesting tasks, of a practical nature in mathematics and science, ensure high levels of concentration. When pupils succeed, praise is forthcoming and this raises their self-esteem, making them even more determined to do as well or better next time. This was exemplified in a Year 3 mathematics lesson where pupils had to devise problems for one another to solve and in the reception class when children sorted various insects and minibeasts into categories.
26. Teachers usually carefully monitor the progress of each group and assess their performance while they work. Procedures for assessing pupils' attainment are particularly good in the core subjects of English, mathematics and science following much work since the previous inspection when they were considered to be weak. In a Year 6 mathematics lesson, for example, pupils were given more practise with converting equivalent measures after the teacher noted many were still insecure in their knowledge. The quality of marking in pupils' exercise books is variable. All teachers approach the task conscientiously and not only ensure that each piece of work at school is marked but also carefully mark pupils' homework exercises. All regularly include praise or encouraging comments. However, few tell pupils how much they have improved or what they need to do to further improve their work.
27. All teachers manage their pupils very well during whole-class sessions or group work. Discipline in all classes is very good. In most subjects teachers plan interesting lessons which capture pupils' attention and ensure they work for long periods unsupervised. In some classes, teachers use the support of classroom assistants effectively to help groups of pupils when they are working. Parents also help in some classrooms and contribute significantly to the high standards achieved and the good progress pupils make. In a Year 2 numeracy session, for example, the parent helper was given separate written guidance on how to help the higher attainers, and in a Year 5 lesson a parent was provided with a list of ideas and questions. However, on occasions, supporting adults are inactive for long periods. This happens particularly during the introduction to literacy or numeracy sessions when they could be supporting pupils with special educational needs more effectively. This is a common problem encountered in many schools but some have developed effective strategies to more effectively involve staff and volunteers.
28. The teaching of literacy and numeracy is very good. All teachers have fully embraced the National Literacy and Numeracy Strategies and plan sessions carefully. Pupils' progress in these areas is regularly assessed and teachers ensure that they use the results of their assessments to plan work carefully. This shows that a previous key issue has been fully addressed. As a result, pupils build on their prior knowledge well and make good progress. Skills taught in these sessions are used effectively in most other subjects. However, teachers' use of computers in the classroom to support pupils' work in literacy and numeracy is an area for development. Some teachers have to rely on the use of a small laptop computer since most of the school's computers are located in one area. In the samples of pupils' work seen, there was little evidence of computers being

used effectively to produce graphs in mathematics for example, or to support pupils with special educational needs.

29. The amount of homework and use made of it to support pupils' learning is good for all age groups. Parents fully support the school and regularly hear pupils read. Pupils are expected to do extra work in mathematics and English at home and often undertake research work using books or their computer. This helps to consolidate skills and maintain the high standards which the school expects of all pupils.
30. The quality of learning for all pupils is very good. Pupils with special educational needs are given appropriate work based on an accurate assessment of their past achievements and are generally supported well in the classroom. They make good progress and virtually all achieve the standards expected of them by the time they leave the school. Pupils of higher attainment and those of very high attainment are set challenging tasks which suitably extend them. This again results from the very good procedures for the assessment of pupils' attainment and progress. The work seen in a Year 6 mathematics lesson involving a high attaining group exemplifies this. Pupils were competently using four-figure numbers when solving problems which required them to multiply or divide. The amount of work all pupils produce and their commitment to finish tasks set for them is very good. Their interest, level of concentration and independence when working cannot be faulted. It was remarkable how accustomed pupils have become to the intrusion of noise from other pupils working nearby. The high standards of teaching and pupils' very good attitudes ensure that all work to their capacity.

All pupils have very good attitudes to learning and behave exceptionally well. The school's provision for their personal development, the high level of care and parental interest are partly responsible for this.

31. In the previous inspection, pupils' attitudes towards learning were described as very good. They remain the same today. All pupils at the school are highly motivated and are a credit to their parents. This is due to a number of factors, some of which are the very good level of parental interest and support, the quality of teaching and the high level of care all staff show towards pupils. It all helps pupils to feel valued and important. The school's very good provision for pupils' personal development, including their spiritual, moral, social and cultural development, is also another important factor. Throughout the school, there is a constant reinforcement of pupils' moral and social development. In one assembly with a theme of 'listening', for example, they are told that they have two ears and only one tongue so they should listen twice as much as they talk! Many positive examples were observed during lessons where teachers sensitively handled pupils who tended to call out answers. In a Year 2 lesson when pupils were shuffling papers, the teacher asked pupils to put them to sleep on their laps and immediately regained every pupil's full attention.
32. All pupils work conscientiously at a very good pace and produce work that is usually of a high standard. However, some pupils have not yet developed a fluent joined style of handwriting, but this does not affect the neatness of their work. Almost all parents agree that their children like coming to this school and this is evident from the very positive attitude that pupils have towards their lessons. Pupils' enthusiasm and willingness to work hard in class is excellent. In the 27 lessons observed, pupils' attitudes were good or better in virtually all of them. In 17 lessons, pupils' attitudes were at least very good.

Enthusiasm and a willingness to work were seen in all classes, even those of the youngest children. For example, children in the nursery took turns to work independently on the computer and all responded immediately when they heard music playing as it was their signal to tidy things away. In Year 1, pupils were keen to perform a sequence of movements involving a roll and balance position. All pupils show pride in their work, listen well to instructions and quickly settle to work.

33. Relationships between pupils and with staff and parent helpers are very good. On many occasions pupils were seen co-operating well in groups. All show respect for each other's views and opinions, and willingly share resources or help each other. They treat all adults with respect and politely hold the hall doors open or offer to help at every opportunity. Behaviour in lessons and around the school is very good. No oppressive behaviour or incidents of bullying were observed. Indeed, it would be hard to imagine any problems of this kind in such a calm, orderly and supportive environment. All pupils fully understand the impact of their actions on others and show politeness and respect for one another at all times. The example set by the headteacher, class teachers and adult helpers constantly reinforces the considerate way everyone is expected to behave or talk to one another.
34. Pupils readily accept responsibility. The way they work and the opportunities provided by the school are very effective in raising pupils' self-esteem. All take responsibilities, such as helping to serve hot lunches or taking registers to the school office, very seriously. The overall result is that pupils are mature and self-disciplined. Their positive attitudes and excellent behaviour are important factors in helping the school to maintain its very high standards.

The headteacher, staff and governors form a very effective team, which ensures that the school is exceptionally well led and managed. Pupils benefit greatly from their time spent here.

35. One of the main reasons for the success of the school is the very good leadership and management. In the previous report, the sound leadership was judged to have produced an effective school. This aspect appears to have strengthened even further. The headteacher is experienced and committed to improving standards. His calm and thoughtful approach and ability to take firm action when necessary are appreciated by staff and governors. This provides a very clear educational direction for the work of the school. Very good relationships have been established with parents and the local community and all staff take a personal interest in every child from the moment they start school. The school tries hard to ensure that boys and girls have equal opportunities to take part in all areas of school life and this ensures that all pupils achieve their best and constantly try to do better. However, the inequality of facilities and resources for the physical development of children who are under five and individual teacher's skills in teaching information technology are two areas to improve.
36. The headteacher meets regularly with governors and senior staff to evaluate current practice and identify targets for improvement. This process is effective but has been interrupted at present as two senior teachers have been promoted and left the school. The role of subject co-ordinators has been strengthened and developed in line with the recommendations in the previous report. Care has been taken to match subject areas of responsibility to teachers' own expertise and training. All co-ordinators are involved in

ensuring that all subjects are taught effectively. At present, however, the newly appointed co-ordinator for information technology is awaiting the support of the local education authority's specialist adviser to deliver an effective programme of training to her colleagues. Consequently, some teachers do not have the confidence or subject expertise to deliver all the Programmes of Study in the National Curriculum in information technology. As a result, standards overall are below those normally seen at both key stages. Co-ordinators closely and systematically monitor colleagues' planning and teaching in all other subjects. Throughout, there is a very good commitment to improve and teachers from both key stages meet regularly to analyse pupils' test results in depth.

37. Priorities for improvement are aimed at raising further pupils' achievements. Information technology has correctly been identified as an area for improvement and this coincides with the provision of some new computers. The ratio of pupils to computers is similar to that in most schools. The introduction of the National Numeracy and Literacy Strategies was given careful consideration to ensure that pupils continued to do well in mathematics and English. In spite of pressure on the daily timetable, reading sessions continue to feature. Parents also play a very important role, listening to their children read virtually every night. This ensures that reading for enjoyment continues and specific skills, such as scanning text for information or deduction, are effectively taught.
38. The management of the school is in very good hands. Governors are highly professional in their approach and fulfil their statutory duties well. All are knowledgeable and fully involved in shaping the direction of the school. Governors rarely miss meetings of the full governing body. For example, all were present at the meeting for governors prior to the inspection. They have a clear understanding of the school's strengths and weaknesses as many visit on a weekly basis and often work alongside teachers in their classrooms. They ably support the headteacher in monitoring and evaluating current developments. The thoroughness of the school's response to the previous inspection is firm evidence of the effectiveness and dedication of the governing body. All of the key issues identified have been subject to close scrutiny following the formulation of the action plan and have been successfully dealt with. Much work has gone into curriculum development. There are effective, up-to-date programmes to help and guide teachers in their lesson planning for example, and every teacher has attended a training session for mathematics this year. All governors have trust in the headteacher, but expect him to be fully accountable to them. The quality of the headteacher's reports to governors is very good and ensures they are kept fully informed.
39. The governing body very effectively manages the school budget and it is firm policy to spend virtually all of it each year for the benefit of the pupils. Consequently, the contingency fund is very small. The governors' entrepreneurial skills are fully utilised in schemes such as the provision of accommodation for the nursery. However, the temporary accommodation is cramped for the number of children and the fabric of the building is in need of repair. There is a long-term plan to improve all the accommodation and some walls have been built inside the school in an attempt to separate the teaching areas. However, these are having little effect eliminating noise disturbance from one area to another. The principles of obtaining the best value for money have become second nature but quality is considered over costs when spending the school's valuable financial resources. The school generally makes very good use of new technology.
40. The match of teachers and support staff to the demands of the curriculum is good and the quality of support provided by the non-teaching staff in all classes is very good. The adequacy of the accommodation is good overall. The open interior layout, with few walls between classes, means that background noise is always present and, on occasions, it

disturbs quiet activities. However, the very good behaviour of the pupils minimises the effect of this on their learning. There are other shortcomings in the accommodation such as the lack of an outdoor play area for children in the reception class and a very small playground. Some of these have a negative effect on pupils' learning and they are described in more detail in the accommodation section later in this report. Resources are plentiful for most areas of the curriculum. However, the range and variety of programs for computers is limited and this tends to restrict their use in supporting pupils' learning in all subjects.

41. The very good leadership of the headteacher, high quality of management, hard working teaching staff, very good level of parental support and pupils who want to do well in everything contribute to the school's very good capacity to succeed and to be successful for the foreseeable future.

WHAT COULD BE IMPROVED

Standards in information technology

42. In the previous inspection, standards in information technology were found to be satisfactory with some good highlights in the work of Year 6 pupils. The situation in the school has changed since then as the experienced subject co-ordinator has left and new teachers have joined the staff. This has disrupted the process of development. Furthermore, the New Opportunities Fund training programme has been deferred until September 2001. This is unacceptable as standards overall were found to be below those normally seen, at both key stages. This was mainly because the control aspect of the curriculum was not adequately taught in most classes. However, pupils' skills in word processing and in data handling are generally in line with those expected throughout the school. This is partly due to the fact that most have computers at home. Recently the school has invested wisely in new computers and most have been grouped together. The school recognises the need to develop the basic teaching skills of teachers so they can use the computer area effectively. Each class has its own computer for pupils to use in lessons. The ratio of computers to pupils is therefore well within acceptable levels and three additional computers are to arrive shortly making the ratio even better. However, the number and range of programs at present is limited and this restricts the opportunities for pupils to use a computer in some subjects.
43. Pupils of all ages enjoy using computers and work well individually or in class groups in the computer area. They learn data handling and word processing skills effectively. In a Year 1 session in the computer area, supported ably by a parent helper, pupils use the keyboard well to write sentences about the Alien from the Red Planet. All show good skills in adding punctuation, deleting errors or spacing out their work. Pupils in a Year 2 English lesson competently use the computer to test their choice of suffixes symmetrical patterns. By the end of Key Stage 1, most confidently load, print and close the program but some need help to save their work.
44. By the end of Key Stage 2, pupils' attainment is in line with the standards normally seen in some aspects of the subject. A significant number of pupils have computers at home and this obviously helps with the development of their skills. A scrutiny of pupils' work confirmed that standards were in line with those normally seen, particularly in word processing skills and handling data. Work showing evidence of the use of computers in

controlling, measuring and modelling was not found and discussions with Year 6 pupils confirmed that in these areas, their knowledge is well below acceptable standards. Some good examples of computer skills were observed during the inspection. In Year 3, for example, pupils used a program to help them to divide numbers by three, reinforcing their skills with numbers and the process of division. In an English lesson in Year 5, pupils accessed a speech by a Red Indian chief, Chief Seattle, from the Internet when studying texts from different cultures to consider social customs. Year 4 pupils used the computer area effectively, working in pairs at the eight computers to locate information for their topic comparing the climate of Middlesbrough and Masvingo in Africa. The topic very effectively advanced pupils' computing skills and their knowledge in geography, also English as they recorded their findings and mathematics.

45. Although standards overall are below those normally seen, the scrutiny of work and completed work on display in classrooms showed some evidence of computers being used effectively in all subjects. However, in some classes there was more work than in others. This suggests that some teachers are more secure in their own computer skills than others as they provide better opportunities for their pupils. There were some good links with other subjects, for example in the topic on climate in Year 4. All pupils work conscientiously, showing high levels of concentration. This is surprising considering the noise intrusion from other classes at times. Some are able to complete work on their computer at home, or undertake research for topics. As a result, most achieve well in certain aspects of the subject.
46. Resources have improved measurably since the previous inspection. The nursery now has its own computer, answering a criticism in the previous report. Children were observed using it independently to draw patterns using a program called Tiny Draw. Those children observed showed confidence and were justifiably proud of their completed work. The newly written programmes to guide teachers in their lesson planning are of a very good quality and incorporate the latest Curriculum 2000 guidelines. However, as a result of limitations in teachers' expertise, these are not fully implemented. As a result, statutory requirements in information technology are not met.

Pupils' handwriting

47. In the previous report, Inspectors made few specific references to the standard of handwriting. They noted that in the nursery, children recognise their own name and some write well. In Key Stage 2, it was reported that most older pupils write well, using correct grammar and punctuation. The findings in this inspection are that the standard of handwriting for some pupils is below that normally seen, particularly throughout the junior section of the school. On a scrutiny of a representative sample of pupils' completed work, many pupils in Key Stage 2 were found to print, rather than use a joined fluent style of writing. The standard of some pupils' handwriting throughout Key Stage 1 was also disappointing, considering their above average level of attainment on entry to the nursery.
48. All pupils produce work that is of a high standard in most subjects. All work extremely conscientiously and their exercise books are invariably neat and well presented. However, far too many pupils of all abilities are not achieving a good standard in their handwriting. In a Year 4 English lesson, for example, it was noted that many pupils did not form their letters accurately or evenly. Most were still not joining their writing,

preferring to print. In a Year 6 lesson, some lower attaining pupils were also printing, rather than using a joined style.

49. At the meeting for parents prior to the inspection, concern was expressed about handwriting. Parents reported that pupils in Year 3 were not forming their letters correctly when printing and they felt this handicapped the process of joining at a later stage. Although the school has a clear policy for the development of handwriting, current practice does not ensure that pupils achieve a secure basis to move smoothly towards a fluent joined style of handwriting. Parents concerns are therefore justified.

The quality of the accommodation, particularly where its shortcomings impact directly on the quality of pupils' learning.

50. In the previous report, the accommodation was described as good overall. It is also the judgement of this inspection team that the modern school building provides a pleasant learning environment which is further enhanced by attractive displays of pupils' work. Everywhere is spotlessly clean and appears to be very well maintained. This is a credit to the experienced caretaker and conscientious cleaning staff. However, there are some serious shortcomings which have a direct impact on the quality of pupils' learning.

51. The most significant of these is the level of noise of pupils working in neighbouring classes, as there are no walls between teaching areas. With the introduction of the National Literacy and Numeracy Strategies, class teachers spend more time teaching all the class, and as some of the year groups are very close to each other, it is inevitable that disturbance will occur. In Unit 2, for example, Year 4 pupils were reciting their four times table, making it difficult for Year 3 pupils in the next area to hear their teacher. Pupils are so well behaved and have obviously grown accustomed to working in this environment, all concentrate very well and produce work of a high standard in spite of the noise from neighbouring classes. In Unit 3, the curtain separating the two areas does not prevent background noise from each class. This adversely affected the quality of a poetry session in Year 5, as the class teacher tried to bring out the feelings and mood of the poem for her pupils. Moreover, the calm and even teaching style of the teacher in Year 6, which is very effective, is sometimes incompatible with the situation, as pupils find it difficult to hear instructions or teaching points at times. When pupils use the computer area or library it means three teaching groups are working in one open area and this often causes distraction for many pupils in each of the three groups.

52. The entrepreneurial skills of the headteacher and governors in establishing a nursery independently are to be applauded. The nursery building has since been adopted by the local education authority. Educationally, the nursery is a valuable asset. The high quality of teaching provided ensures all children make a very good start to school. However, the accommodation is cramped and the fabric of the building is deteriorating badly in some areas. Children make very good use of the outdoor play area in fine weather and it has an abundance of wheeled toys and apparatus to develop children physically. However, in the reception class, facilities for children's physical development are not on a par with those in the nursery. Children do not have free access to an outdoor play area and this slows their rate of progress in this aspect. In view of recent concerns over the fitness and amount of exercise children have, the provision for children's physical development in the reception class should be improved.

53. The school occupies a spacious, attractive site. However, the playground, used by pupils of all ages, is very small and the surface is in urgent need of repair. It means that pupils cannot run or play with a ball, because of the risk of injury to themselves or other pupils. This limits pupils' social interaction and the chance to take some exercise between lessons.
54. The library area is in need of refurbishment. Books are at present on three long shelves, making it difficult to separate them into different categories. There is no provision for comfortable seating or adequate space for pupils to write when researching information. The school has already identified this area for improvement and, during the inspection, new shelving arrived. Improvements to make teaching areas less susceptible to disturbance from other classes, to increase the size of the playground and provide better nursery accommodation may be difficult, given the level of financial resources available to the school each year. However, to further improve on the high standard of education offered by the school, it is important that these shortcomings are addressed, ensuring equality of opportunity for all pupils in a stimulating learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the existing high standards and develop the school further, the headteacher, staff and governors should:

- (1) Raise standards in information technology by:
 - fully implementing the recently written programme of work for the subject;
 - ensuring a consistent quality of teaching through both key stages;
 - increasing the number of programs for teachers to use in their lessons.

(Paragraphs 10, 23, 25, 28, 35, 36, 40, 42-46)

- (2) Ensure the consistent development of a fluent joined style of handwriting for all pupils.

(Paragraphs 5, 32, 47-49)

- (3) Remedying the shortcomings in the accommodation by:

- reducing the intrusive effects of background noise for all classes but particularly in Unit 3;
- ensuring that children who are under five in the reception class have free access to an outdoor play area;
- increasing the size of the playground.

(Paragraphs 9, 15, 24, 30, 35, 39, 40, 45, 50-54)

It should be noted that the school has already identified information technology as an area for improvement and the refurbishment of the school library has already begun. Upgrading the nursery accommodation is high on the school's list of priorities but this relies totally on resources from elsewhere.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	52	37	7	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)	24	195
Number of full-time pupils eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	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	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.6
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	13	14	14
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	93 (96)	97 (100)	97 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	11	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	10	10	11
	Total	17	19	21
Percentage of pupils at NC level 4 or above	School	81 (89)	90 (67)	100 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	9	9	10
	Total	17	17	20
Percentage of pupils at NC level 4 or above	School	85 (78)	85 (78)	100 (93)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	167
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	9
Number of pupils per qualified teacher	24.4
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	342,537
Total expenditure	338,721
Expenditure per pupil	1,624
Balance brought forward from previous year	-2,140
Balance carried forward to next year	1,676

Results of the survey of parents and carers

Questionnaire return rate

34.2 %

Number of questionnaires sent out

184

Number of questionnaires returned

63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	0	2
My child is making good progress in school.	59	35	5	2	0
Behaviour in the school is good.	29	65	3	2	2
My child gets the right amount of work to do at home.	30	54	10	3	3
The teaching is good.	56	40	3	2	0
I am kept well informed about how my child is getting on.	57	32	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	84	13	2	2	0
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	59	30	6	3	2
The school is well led and managed.	59	35	3	0	3
The school is helping my child become mature and responsible.	51	46	0	2	2
The school provides an interesting range of activities outside lessons.	38	24	14	2	22