

# INSPECTION REPORT

**WILLIAM LEVICK PRIMARY SCHOOL**

Dronfield

LEA area: Derbyshire

Unique reference number: 112541

Headteacher: Mr Peter Wright

Reporting inspector: Mrs Julie Moore  
8710

Dates of inspection: 25 – 27 January 2000

Inspection number: 187089

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                                                |
|------------------------------|----------------------------------------------------------------|
| Type of school:              | Infant and Junior                                              |
| School category:             | Community                                                      |
| Age range of pupils:         | 5 - 11                                                         |
| Gender of pupils:            | Mixed                                                          |
| School address:              | Smithy Croft<br>Dronfield Woodhouse<br>Dronfield<br>Derbyshire |
| Postcode:                    | S18 8YB                                                        |
| Telephone number:            | 0114 289 0670                                                  |
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| Appropriate authority:       | The Governing Body                                             |
| Name of chair of governors:  | Mrs Sally Wood                                                 |
| Date of previous inspection: | March 1996                                                     |

## INFORMATION ABOUT THE INSPECTION TEAM

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|---------------|----------------------|
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| Standards are well above average in English, mathematics and science for the eleven year olds, and standards are high for most of the other pupils too. Pupils in all parts of the school progress very well in their learning. |           |
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| Pupils are motivated so that they want to succeed. They are eager and enthusiastic, they strive to do well and they have high standards of behaviour.                                                                           |           |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

William Levick Infant and Junior School is a community primary school located in the village of Dronfield Woodhouse, a mile or two from the Sheffield boundary to the south of the city. 114 boys and 112 girls attend the school, and at the time of the inspection 21 of them were under five years old. All the pupils are white, and only one pupil does not always speak English at home. For a school of this size the proportion of pupils with special educational needs is well below average, as is the proportion of pupils entitled to free school meals. When the pupils start school their attainment is about average.

### **HOW GOOD THE SCHOOL IS**

William Levick is a very good school. Pupils make very good progress, and by the time they are 11 standards are well above average. Throughout their time in school pupils are very well taught, teachers know their pupils well and they provide challenging lessons which make pupils interested and keen to learn. This is one of the main reasons why they do so well. The school is very well led, and all the staff and the governors are determined that every child will achieve the highest standards that he or she is capable of achieving. With this aim in mind they manage the funds which are available to the school very well indeed, providing very good value for money. The next area that the school has to focus on is information technology, so that all the pupils get sufficient opportunities to develop their information technology skills further.

#### **What the school does well**

- The quality of the leadership is excellent.
- Standards are well above average in English, mathematics and science for the 11 year olds, and standards are high for most of the other pupils too. Pupils in all parts of the school progress very well in their learning.
- Pupils are motivated so that they want to succeed. They are eager and enthusiastic, they strive to do well and they have high standards of behaviour.
- Teaching is very good throughout the school, learning is exciting and fruitful.
- Children in the reception classes get a very good start to their education.

#### **What could be improved**

- There are some gaps in the pupils' experiences in information technology. Information technology is not used to support learning in all subjects consistently.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1996. At that time it was judged that the school had many strengths but the systems for checking standards and the quality of education needed improving. Not enough use was being made of assessments. The four key issues required the school to:

- continue the good work which promotes high standards
- make sure that there are effective systems for checking standards and the curriculum
- give the subject co-ordinators more management responsibilities
- identify set times when pupils' work is assessed so that the teachers have more information to plan the next work

Four years later the school has made good progress overall. Standards remain high, and there are effective systems in place checking what the pupils are doing and achieving. The subject co-ordinators have more management duties and this process continues to develop. Assessment has improved dramatically, and the best use is made of all the information gathered about what the pupils know, understand and can do. This helps the teachers to plan more rigorously so that their teaching

is better.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | A             | B    | A    | B               |
| Mathematics     | C             | A    | A    | A               |
| Science         | B             | A    | A    | B               |

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

This area is one of the strengths of the school. When they start school many of the under-fives are around the average for their age. By the time they are five over half of them achieve a higher standard than expected in language and literacy, numeracy and in their personal and social development. Throughout the school pupils make very good progress with their work. Most reach well above average standards by the time they are seven. This rate of progress continues until they are eleven with standards remaining high. In 1999 the seven-year olds did not do so well in their reading and writing tests and this is because one third of the group have special educational needs in English. Standards in science were average, and in mathematics they were above average. The group is now making rapid progress in English, and many of them are now reaching or exceeding national standards. In comparison with similar schools, standards are above average in English and science, and well above average in mathematics at the end of the juniors.

Standards have been maintained since the last inspection and the school's overall rate of progress has kept up with national trends. In 1999 the school's targets for attainment were met easily, but these are not challenging enough. Most pupils make good strides in their learning, they are adept at using and applying their knowledge in various situations, and they try hard.

Standards in science and religious education are very good at the end of both key stages. Standards in information technology are around the average for both the seven-year olds and the eleven-year olds. This is because there are gaps in some pupils' knowledge, and not all of them have acquired the full range of information technology skills.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment                                                                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school                | Excellent. Pupils enjoy coming to school, they are eager to learn and do their best                                       |
| Behaviour, in and out of classrooms    | Excellent. Pupils behave responsibly during lessons and this has a significant impact on their attainment.                |
| Personal development and relationships | Very good. Staff are very good role models. Pupils support each other during work and play and they get on well together. |
| Attendance                             | Very good. Pupils want to come to school.                                                                                 |

This area is another of the school's strengths. In all parts of the school pupils are highly motivated to do their best, and their all round development is handled well. This is why the pupils enjoy coming to school. They are always polite and considerate and they help each other. Behaviour is always of a high standard whether the pupils are working in their classrooms or playing outside. They are growing into mature, responsible people.

## 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.*

Teaching has improved substantially since the last inspection, and there is a higher percentage of very good or better teaching. Teaching is very good or better in 56 per cent of the lessons seen, good in 22 per cent, and satisfactory in 22 per cent. The quality of learning is very closely matched to the quality of teaching and is very good. The teaching of English and mathematics is good, with some very good teaching in both subjects. One of the main strengths of the teaching is the way in which lessons get off to a brisk start so that the pupils' interest is aroused, their attention is quickly focused on the task in hand and learning is productive. Another strength is the way in which teachers make the best use of questions to find out what pupils have learnt, or to extend their understanding. All of the teachers have high expectations of what the pupils can do and this helps to raise the standards overall. No lessons were unsatisfactory, but in a very small number of lessons the pace of learning slowed when the teacher was helping one group of pupils and other groups needed some support. Basic skills of literacy and numeracy are taught properly in every class. Work is well targeted so that the higher, average, and lower attaining pupils are given tasks which are at the right level for them. Pupils with special educational needs are taught as well as the others. The youngest children in the school, who are still under five, follow an appropriate curriculum for their age and they are very well taught.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                                                                      | Comment                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                                                     | Good. There is a full and rich curriculum, which the school has worked hard to preserve successfully. However there are some gaps in information technology.                                                                                      |
| Provision for pupils with special educational needs                                         | Very good. Pupils are well supported and they make good progress towards their targets.                                                                                                                                                           |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Pupils work well together and they help and support each other. They clearly know right from wrong and they recognise the wonder of the world about them. Their understanding of the richness of their own and other cultures is good. |
| How well the school cares for its pupils                                                    | Very good. The staff know the pupils well and they provide a safe and secure environment in which the pupils develop and thrive.                                                                                                                  |

The school is determined that all its pupils will experience a rich and varied curriculum. Reading, writing and mathematical skills are developed successfully across a range of subjects, and this gives the pupils further opportunities to practise and refine their skills. They do not get as many opportunities to extend and use their skills in information technology and this limits the standards they can reach. Pupils are very well cared for. Their work and their personal development are tackled successfully and checked out thoroughly, and this helps their learning to speed up.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect                                                           | Comment                                                                                                                                                                                                            |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Excellent. There is a very clear view of the way ahead. All the staff and the pupils are valued. The ethos is positive and caring and there is an excellent team spirit.                                           |
| How well the governors fulfil their responsibilities             | Very good. Governors fully support the work of the school. They work closely with the headteacher and staff to make sure that standards remain high. Monitoring is usually very effective.                         |
| The school's evaluation of its performance                       | Very good. The best use is made of all the information which is available about standards and teaching. This means that teaching can be accurately targeted towards improving standards for groups or individuals. |
| The strategic use of resources                                   | Excellent. Money is well spent and spending is carefully controlled to get the best value for money.                                                                                                               |

The quality of the leadership of the school is its main strength. All the issues in the last report have been tackled systematically and good progress has been made. Everyone connected with the school works closely together for the benefit of its pupils, and there is a shared understanding of what the school is trying to achieve. This has a very positive impact, resulting in high standards and very good teaching. The team spirit is very strong, and governors and staff are not afraid to address difficult issues if they are in the best interests of the school. There are good procedures in place which make sure that the school gets good value for the money it spends, although its overall funding level is very low when compared to similar schools nationally.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most                                                                                                                                                                                                                                                                                                                                                                                | What parents would like to see improved                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The high quality of the leadership of the school.</li> <li>• They value the fact that they can come and talk about their child.</li> <li>• The efforts the school makes to ensure that all children can achieve their best.</li> <li>• Pupils social skills are well developed.</li> <li>• The provision for special educational needs is very good.</li> </ul> | <ul style="list-style-type: none"> <li>• Some parents would like their child to have more homework.</li> </ul> |

Positive points are supported by the inspection team. The levels of homework set are appropriate for the age of the children and inspectors do not agree with parents on this issue.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The quality of the leadership is excellent.**

1 The headteacher has a very clear view of the way ahead for the school. His vision is shared by the staff, parents and governors, and the underlying principle is that each and every pupil will achieve his or her highest potential in all aspects of school life. Everyone connected with the school pulls together towards achieving a common goal of excellence in the school's work. The ethos is positive and caring, and the contributions of staff and pupils are valued. The headteacher is quietly unassuming, but he has the ability to motivate and inspire staff and pupils so that they want to succeed and do their best.

2 The strength of the team spirit is a key factor in the school's success. The headteacher and senior staff work very well together, sharing ideas and suggestions, and monitoring the standards and the quality of education provided by the school. New initiatives, such as the literacy and numeracy strategies, are taken on board and evaluated thoroughly so that standards do not begin to slip. Teachers' planning is carefully monitored and any gaps or repetitions are identified promptly and dealt with. Now that the headteacher does not have a full-time class teaching responsibility a programme of systematic observations is in place. This complements the rigorous analysis of pupils' work as well as of assessment data and was a key issue at the last inspection. Good progress has been made in putting together a coherent system for checking standards, teaching and the curriculum. Targets are set for each class and individual, and progress towards reaching the targets is carefully monitored by teachers and the senior management team. This helps all boys and girls, whatever their prior attainment or background, to have a clear understanding of what they have to do.

3 Personal praise is used very well by all the staff. They know their children well, and by using praise when it is due the pupils get a clear sense of personal achievement. The headteacher has a good knowledge of all of the children in the school, and by visiting classrooms and making comments such as "Mrs....., have you seen how well Harry has shaped his letters today? Isn't that a big improvement? Well done Harry", he inspires the pupils to succeed. He also supports pupils who are experiencing difficulties with their work or behaviour, and this helps their learning to be profitable.

4 Governors bring many strengths to the school. They are fully involved in planning the way forward, and without exception they know where any future difficulties are likely to occur. Their systems for monitoring what is happening are usually effective. Those governors who are able make regular visits during the school's working day, giving them first-hand information about what is happening. Governors are well organised. They are analytical in their approach and they are always ready to ask questions or put forward another point of view. They fully support the work of the school, working closely with the headteacher, staff and parents to make sure that excellence is achieved and maintained. The budget is very well managed, and care is taken to target the funds available so that priorities can be achieved. Governors are keen to make sure that the school gets the best return on its expenditure, and that this is focused on the maintenance of high standards, good behaviour and personal development.

5 Parents play a valuable role in the day to day life of the school. They have many strengths, all of which are successfully channelled into supporting the staff and the pupils. The personal qualities of the headteacher are instrumental in achieving this successful working partnership between staff, parents, pupils and governors, all of whom are consistent in their aim of excellence for all at William Levick.

**Standards are well above average in English, mathematics and science for the eleven year olds, and standards are high for most of the other pupils too. Pupils in all parts of the school progress very well in their learning.**

6 Learning is effective for all the pupils at William Levick. This is why they reach such high standards in English, mathematics and science that are above, and frequently well above, the national average at the end of both key stages. At the end of Year 6 pupils are confident when expressing their ideas orally. They have a secure understanding of how words, and a formal language structure in poetry, can create a visual and emotive effect. In mathematics they have a firm grasp of negative numbers. The higher attaining pupils are able to solve complex equations to two decimal places, whilst in science the average attaining pupils know that sound is transmitted through various materials by the movement of molecules.

7 There has only been one year when standards were lower than national averages in reading and writing at the end of Key Stage 1. Around one third of this group had special educational needs in English and this limited their attainment. Last term, by careful monitoring, and focusing their teaching on individuals and groups, the staff accelerated the progress made by the pupils. Across the school there is strong focus on improving standards across the board. This comes from the headteacher, who provides inspirational leadership and gives a positive steer so that achievements can improve year by year.

8 The standards reached at the last inspection have been maintained, and the school's rate of progress has kept up with national trends. Last year the school met its targets for attainment very easily but these are not challenging enough.

9 When the pupils start school in the reception class their standards are about average for their age. Their learning progresses very well so that by the time they are five around one half of them reach a higher standard than expected in personal and social development, language and literacy and numeracy.

10 The school is rightly proud of the rich and varied curriculum provided in the reception classes and in Key Stages 1 and 2. This has a notable impact on learning so that work on weather undertaken in an English lesson, for example, is also used to further pupils' knowledge of weather patterns around the world in geography. Very good progress is made by most of the pupils in a range of subjects, including physical education, music and art, and standards are good. In information technology standards are around the average for both the seven and the eleven-year olds. There are gaps in the pupils' knowledge and not all of them are skilled in using information technology.

**Pupils are motivated so that they want to succeed. They are eager and enthusiastic, they strive to do well and they have high standards of behaviour.**

11 Pupils are really keen to do well, they are interested in their activities and they enjoy coming to school. Overall attendance levels are very good, with full attendance during some weeks. It is a good measure of the school's success that pupils are so enthusiastic about school life. Junior and infant pupils say that they enjoy work because it is interesting and they like doing well. Older junior pupils also enjoy the way in which their teachers talk about things and ask their opinion in lessons. One example was the poem *The Highwayman*, which pupils enjoyed discussing, putting forward their own point of view about the actions of the characters and what eventually happened to them.

12 Several parents pointed out that the school is so successful because it really does focus on the whole child. It wants its pupils to do as well as they possibly can in every aspect of school life, and everyone works towards achieving this goal. Behaviour is excellent, both in and out of school, and there is no evidence of bullying or other unkindness. Pupils are very good at supporting each other, both at work and at play, and this helps their own personal development to be so good.

## **Teaching is very good throughout the school, learning is exciting and fruitful.**

13 There are many strengths to the teaching across each age-range. First of all the children in the reception class are very well taught. Their lessons are planned carefully and based on the national *Early Learning Goals*, so that at times they choose what they want to do themselves, whilst at other times they work at tasks which their teacher wants them to do. This helps both their social and personal development as well as their academic learning. In music they enjoy singing and playing instruments, recognising rhythms and responding to changes in tempo. Their teacher has a calm rapport with the children, class rules are understood – especially about when to play their instruments – which she applies gently but firmly so that the children are left in no doubt as to what is expected of them.

14 The teaching is equally strong at Key Stages 1 and 2. Planning is thorough, and lessons build on work done in previous lessons or as homework. The best use is made of assessment information about the pupils, and this helps their work to be well matched to their levels of understanding. This holds good for higher and lower attaining pupils, who are well supported and challenged. This was a key issue at the last inspection and good progress has been made. There are inconsistencies in the pupils' experiences of information technology which have already been identified and are being tackled well.

15 Lessons always start briskly, especially literacy and numeracy, frequently with a quick question and answer session to find out how much the pupils have remembered since last time. Pupils are alert and keen to answer and no time is wasted. A good example occurred in a Year 4 / 5 lesson on paragraphs where quick questions reminded the pupils about the structure of written work and the use of paragraphs. Another positive feature is the way in which the teachers use questions during the lessons as in a Year 5 / 6 lesson on negative numbers where skilful questioning was used to assess understanding and provoke analysis. Because the teachers know their class very well they ask individual pupils specific questions, which either challenge their understanding or reinforce what has been said, so that all the time the pupils' learning is progressing. This is a constant factor throughout every lesson and is one of the main reasons that teaching and learning standards are high.

16 Teachers have high expectations of their pupils, who rise to the challenges set for them. Pupils are always expected to do their best, and achieve the highest standards they are capable of achieving. This was well demonstrated in a Year 1 / 2 physical education lesson. At the start of the lesson the pupils had to move quickly, leading with different parts of their body. They refined and improved their movements, making very good progress as the lesson progressed, so that by the end the pupils were working at producing a mirror image with a partner, moving at different speeds and using different body parts. Throughout the lesson the teacher was constantly challenging the pupils to improve the quality of their own performance and to evaluate each other's performance as well. All of this meant that every child improved the quality of their movements as a result of the lesson.

17 In a very small number of lessons with the lower juniors a small minority of pupils did not progress as well as they might because the teacher was working with another group of children and the original group needed help. As soon as this was noticed help was provided and the pupils concentrated on their task once more.

## **Children in the reception classes get a very good start to their education.**

18 There are two intakes into the reception class, one in September and the other in January. The children are taught in class groups of about 27, with one teacher for each class and some younger Year 1 pupils in one class. There is part-time support for both classes from a classroom assistant.

19 The teaching is very good and the children have a well planned range of learning activities which develop their skills effectively. When the children start school some of them have difficulty in talking in sentences, others are poised to begin reading and can recognise their numbers accurately. They take part in exciting and interesting learning activities, such as painting and model making, finding out about sounds and making music, taking part in physical education, learning to read and

write and recognise numbers, talking to the group about a "special" toy or object, or sharing an experience with their friends. The children are always encouraged to make choices, take turns and to share things with their friends, which develops their confidence and their self-esteem. This has a significant impact on their learning, and the children make very good progress all round.

## **WHAT COULD BE IMPROVED**

**There are some gaps in the pupils' experiences in information communication technology. Information technology is not used consistently to support learning in all subjects.**

20 A good start has been made since the last inspection to tackle some of the issues raised, including improving the quality of the provision for information communication technology (ICT), and raising standards. Standards are at least in line with national expectations for the seven and the eleven-year olds, but there are some gaps. Pupils have had different experiences of ICT as they move through the school. These gaps have not been picked up because there is no consistent system for charting what the pupils know, understand and can do in ICT.

21 The new coordinator has made a very positive beginning in getting to grips with these issues, and has begun to draw up a scheme of work which provides a starting point. She is beginning to link this to a system which charts each pupil's experience and progress. What is missing is a planned progression of the skills that pupils need if they are to become competent users of ICT, as well as a means of assessing and recording these skills. Staff training is on-going so that everyone's personal skills and their knowledge of ICT are improving all the time. Planning needs to identify clearly where the subject can be integrated across the whole curriculum giving pupils every opportunity to apply and refine their skills.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

22 The school should now:

Clearly identify when and how the pupils' skills in information technology are to be developed. Make sure that all teachers include the use of information technology when they are planning their lessons in other subjects.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 18 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6         | 50        | 22   | 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                                      | Nursery | YR – Y6 |
|------------------------------------------------------------------|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) |         | 226     |
| Number of full-time pupils eligible for free school meals        |         | 7       |

FTE means full-time equivalent.

| Special educational needs                                           | Nursery | YR – Y6 |
|---------------------------------------------------------------------|---------|---------|
| Number of pupils with statements of special educational needs       |         | 3       |
| Number of pupils on the school's special educational needs register |         | 35      |

| English as an additional language                       | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 1            |

| Pupil mobility in the last school year                                       | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4            |
| Pupils who left the school other than at the usual time of leaving           | 12           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 3.6 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| 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 | 24   | 12    | 36    |

| National Curriculum Test/Task Results       |          | Reading  | Writing  | Mathematics |
|---------------------------------------------|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 19       | 20       | 24          |
|                                             | Girls    | 7        | 9        | 10          |
|                                             | Total    | 26       | 29       | 34          |
| Percentage of pupils at NC level 2 or above | School   | 72 (100) | 81 (100) | 94 (100)    |
|                                             | National | 82 (80)  | 83 (81)  | 87 (84)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---------------------------------------------|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 20       | 24          | 22       |
|                                             | Girls    | 9        | 11          | 10       |
|                                             | Total    | 29       | 35          | 32       |
| Percentage of pupils at NC level 2 or above | School   | 81 (100) | 97 (100)    | 89 (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 | 18   | 21    | 39    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 16      | 17          | 17      |
|                                             | Girls    | 21      | 20          | 20      |
|                                             | Total    | 37      | 37          | 37      |
| Percentage of pupils at NC level 4 or above | School   | 95 (77) | 95 (79)     | 95 (92) |
|                                             | National | 70 (65) | 69 (59)     | 78 (69) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 15      | 15          | 16      |
|                                             | Girls    | 20      | 18          | 21      |
|                                             | Total    | 35      | 33          | 37      |
| Percentage of pupils at NC level 4 or above | School   | 90 (65) | 85 (65)     | 95 (71) |
|                                             | National | 68 (65) | 69 (65)     | 75 (71) |

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                         | 1            |
| White                           | 225          |
| Any other minority ethnic group |              |

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

|                                          |       |
|------------------------------------------|-------|
| Total number of qualified teachers (FTE) | 9.2   |
| Number of pupils per qualified teacher   | 24.61 |
| Average class size                       | 28.25 |

#### **Education support staff: YR – Y6**

|                                         |    |
|-----------------------------------------|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 45 |

*FTE means full-time equivalent.*

### **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.*

### **Financial information**

|                |        |
|----------------|--------|
| Financial year | 1998/9 |
|----------------|--------|

|                                            | £      |
|--------------------------------------------|--------|
| Total income                               | 281807 |
| Total expenditure                          | 331823 |
| Expenditure per pupil                      | 1394   |
| Balance brought forward from previous year | -6072  |
| Balance carried forward to next year       | -5352  |



## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 217 |
| Number of questionnaires returned | 67  |

### **Percentage of responses in each category**

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 64             | 33            | 3                | 0                 | 0          |
| My child is making good progress in school.                                        | 58             | 42            | 0                | 0                 | 0          |
| Behaviour in the school is good.                                                   | 60             | 40            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 31             | 39            | 24               | 3                 | 3          |
| The teaching is good.                                                              | 57             | 40            | 0                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 35             | 56            | 6                | 0                 | 3          |
| I would feel comfortable about approaching the school with questions or a problem. | 82             | 16            | 1                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 79             | 21            | 0                | 0                 | 0          |
| The school works closely with parents.                                             | 54             | 43            | 3                | 0                 | 0          |
| The school is well led and managed.                                                | 82             | 16            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 70             | 30            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 30             | 43            | 16               | 3                 | 7          |

### **Other issues raised by parents**

Parents feel that the headteacher provides excellent leadership.