

INSPECTION REPORT

**BROOKE V.C. CHURCH OF ENGLAND
PRIMARY SCHOOL**

Brooke

LEA area: Norfolk

Unique reference number: 121096

Headteacher: Christine Bryant

Reporting inspector: Penny Holden
2731

Dates of inspection: 9th and 10th May 2000

Inspection number: 187095

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Green Brooke Norwich Norfolk
Postcode:	NR15 1HP
Telephone number:	01508 550419
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Mears
Date of previous inspection:	5 th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brooke is a voluntary controlled Church of England primary school with 136 pupils, 68 boys and 68 girls. This means that the school is smaller than average. Not all pupils stay at the school for all their primary schooling, last year, 12 pupils joined and another nine left during the academic year. The school is in a comparatively advantaged area with a small number of pupils, 4.7 per cent, on free school meals, which is below the national average. Attainment on entry is above average. Nearly 16 per cent of the pupils have special educational needs including one with a statement of need, which is below average. There is one pupil who speaks English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards are very high because of the very good teaching and the dynamic and successful leadership of headteacher. The commitment of everyone who works with the school, including the deputy, teaching and non-teaching staff and the governing body also contribute strongly to the school's success. The school gives good value for money because it uses its resources so well to ensure pupils reach very high standards.

What the school does well

- The imaginative and consistent teaching, which keeps pupils interested and excited about their work and helps to achieve very high standards. Teachers plan work to stretch all in their class what ever their age and ability.
- Excellent marking of work and the regular assessment of pupils means that accurate targets are set which pupils use to improve their standards. Teachers know their pupils well.
- The new headteacher has drive and vision and is working very effectively with the staff and governors to maintain the high standards throughout the school.
- Relationships are excellent and this helps adults work together well to teach all, including the few very challenging pupils. The good relationships between pupils and teachers ensure high motivation, mutual respect and good behaviour.

What could be improved

- There is a wide-ranging curriculum with many areas of excellence but a very small number of tasks in subjects such as history, geography and music do not stretch every child sufficiently.
- A few assemblies are not of the same high quality as the rest of the school day. In these, taped assemblies, pupils are not always involved enough to develop their spiritual awareness.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very well since the last inspection. All the key issues have been addressed well and standards have risen.

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*	A*	A*	A*
mathematics	A*	A*	A*	A
science	A	A	A	A

Key	
very high	A*
well above	A
average above	B
average	
average	C
below average	D
well below average	E

This is a small school and the number of pupils taking the test is small. This means that the difference between A* and A is the result of the performance of just 1 or 2 pupils. Nevertheless standards have been high for many years and are still high, indeed only 5 per cent of schools nationally achieve an A* in comparison to similar schools. Many pupils at Brooke are nearly 4 terms ahead of pupils nationally by the time they are 11.

Pupils produce a great deal of good quality work especially in English, mathematics and science. They have an excellent knowledge of styles of writing. They can analyse and criticise pieces of written work to a very high standard and can tailor their own writing to suit different occasions. In mathematics pupils are able to manipulate fractions, for example, convert improper fractions and understand the relationship between percentages and fractions. They have a good knowledge of mathematical language. In science they understand the importance of accuracy and fairness in investigative work and are good at reaching the correct conclusions.

The good level of challenge pupils have in their work ensures standards are high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent, all pupils feel they are benefiting from being at school.
Behaviour, in and out of classrooms	There are some challenging children in the school but behaviour is very good and gets even better as they get older.
Personal development and relationships	Excellent, pupils take responsibility for themselves and each other.
Attendance	Good, pupils want to come to school.

Pupils are very happy at school both in class and out and the older pupils take good care of younger pupils.

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 very good teaching is a strength of the school. All of the teaching was satisfactory to better and just over half was very good to excellent. One of the particular strengths is the consistency of this quality: pupils expect challenging teaching and to be asked to think and to study. English and mathematics are very well taught so that pupils are developing good literacy and numeracy skills. The school meets the needs of all pupils extremely well: teachers have a very good understanding of what their pupils can and cannot do and plan work accordingly.

Pupils learn very effectively: they are able to persevere if tasks are hard and to produce good quantities of work. They learn to take personal responsibility and realise they must make the effort to improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: pupils have a wide range of interesting work that covers the National Curriculum as well as plenty of out of school activities such as residential trips and extra-curricular activities.
Provision for pupils with special educational needs	Excellent: teachers know their pupils' strengths and weaknesses well and help them succeed.
Provision for pupils with English as an additional language	Everyone works effectively to help pupils who come to the school with little English make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good: moral, social and cultural development are particularly strong. Spiritual development is good but some opportunities are missed.
How well the school cares for its pupils	Excellent: every pupil is well known and cared for as an individual.

The school offers some unusual and interesting opportunities to pupils such as the chance to go on a residential trip from the age of seven. There are musical clubs such as a choir, jazz club and recorder groups. Pupils go sailing, play benchball, football, netball and rounders games and if they wish can be coached by Norwich City Football Club. This year pupils have visited the Millennium Dome and they helped an environmental artist make a beautiful willow bower and tunnel in the school grounds.

Adults find time for every pupil in the school and do all they can to make individuals thrive. Extra help and advice is readily given and all pupils are expected to reach their potential.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent: the dynamic leadership of the relatively new headteacher and the work of the staff team help the school maintain its strengths and continue to improve.
How well the governors fulfil their responsibilities	Excellent: governors know what the school does well and these are celebrated. They understand where changes are needed and make the necessary adjustments.
The school's evaluation of its performance	Very good. Staff know the strengths and weaknesses of the school accurately and use this knowledge to make improvements.
The strategic use of resources	Very good. Nothing is wasted: everything is used productively; including the time of everyone working in school.

Whenever a new headteacher is appointed the governing body has used the change in leadership to drive the school's continued improvement forward and to maintain high standards.

The school buys equipment, material and services wisely to get best value in all it does. One example is the sponsorship of the football and netball teams' strip by the school uniform supplier.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The high standards and the good teaching. • That pupils work hard. • The approachability of the staff. • The ethos of the school. 	<ul style="list-style-type: none"> • Year 6 pupils have lost their privileges. • Mixed age group classes. • Some pupils behave badly. • The proposed change in school hours.

These issues are taken from those raised by parents at the parents' meeting, the analysis of the 64 questionnaires returned, and additional comments made to inspectors.

The inspection team agrees with parents' positive views as is illustrated in the rest of this report. Many of the strengths identified by parents have been identified by the inspection team as what the school does best.

Privileges for the oldest pupils have changed. They are quite appropriately no longer allowed to stay unsupervised in their classroom at break times but can sit quietly on the grassed area instead. They have other sensible privileges and responsibilities during the day.

Pupils in mixed age classes are being taught well. Teachers plan plenty of work so that they can give pupils different tasks to match every pupil's needs.

All the adults in the school work very effectively to improve the behaviour of the tiny number of pupils who sometimes behave badly. They also take the greatest of care of other pupils who might be affected by this poor behaviour.

The previous headteacher began the process of revising the school hours. The current headteacher is seeking to find out the facts and the opinions of all affected by any change before she and the governing body make a decision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The imaginative and consistent teaching, which involves pupils fully in work, helps them achieve high standards. Teachers set work to stretch all in their class.

1. The very good teaching is a strength of the school. All the teaching is satisfactory or better and just over half is very good or excellent. One of the particular strengths is the consistency in the quality of teaching: pupils expect all lessons, whosoever the teacher, to be challenging, and to be asked to think and to study hard. Teachers are very good at interesting pupils so that they listen carefully and really attend to what is being said. They make lessons lively and fun. In the Reception and Year 1 class the teacher used a glove puppet, Sammy Squirrel, exceptionally well to get pupils to practise and rehearse different letter sounds and letter groups. The teacher ensured every pupil could identify the correct sounds by getting 'Sammy' to say the sounds inaccurately until taught correctly by the class. Pupils were delighted by this game and completely enthralled; consequently they never get bored when learning to read this way. In the Year 2/3 class the pupils had been looking at which kind of environment wood lice prefer. After their investigations they sat with their teacher to pool their ideas together under the title "Woodlouse Estate Agents". This really appealed to the pupils' sense of humour whilst giving an excellent opportunity to work out the results of their observations. The teachers are particularly good at presenting ideas to the whole class and they often use questioning very well. In Year 1/2 the teacher skilfully included pupils who had not answered recently by saying "I would like you to get ready to answer a question in the next two minutes," a strategy which worked really well.

2. In mathematics, in the Year 5/6 class, planning identified teaching styles, methods, approaches, content and what the pupils are to learn, which the teacher shares with pupils so they know exactly what to do. Learning is very good and pupils are constantly pushed and challenged by the work set by their teacher. Planning often includes how classroom assistants are to be used. As a result these assistants are very well informed and play a vital and effective part in lessons. When the teacher is talking to the whole class they often make detailed observations of how individual pupils listen so that they can check and ensure understanding.

3. Pupils in the Year 4/5 class were introduced to very difficult concepts of time lines and chronology. Through the teacher's excellent explanation and questioning pupils were able to understand how to plot events B.C. on a time line that included A.D. All the teachers present ideas and information well to their classes.

4. Lessons are effective. Teachers plan extremely well so that there is enough interesting work for pupils with different abilities. For example, as part of her planning of a dance lesson, a Year 5/6 teacher prepared a flip chart to brief the pupils before they began. The flip chart gave pupils excellent information about exactly what they had to do.

5. The school meets the needs of all pupils, including those with particular learning needs, extremely well as teachers have a very good understanding of what their pupils can and cannot do and plan work accordingly.

6. Pupils learn very effectively as they are able to persevere if work is hard and to produce good quantities of work. They learn to take personal responsibility; to realise they must make the effort to improve and understand more.

Excellent marking of work and the regular assessment of pupils means that accurate targets are set which pupils use to improve their standards. Teachers know their pupils well.

7. Pupils' work is marked regularly and the marking is of a consistently high quality. Pupils know exactly how well they have done, what they have done well and how to improve through the thoroughly useful comments their teachers write. For example, in a Year 2/3 class a pupil who had written a conversation between two people received the following comment, "A well written conversation. You have used speech marks carefully and remembered to start a new line for different speakers." The teacher then highlighted certain verbs and adverbs in the work with a marker pen and commented upon the pupil's good choice of words. This really helpful and focused marking ensured the pupil understood what she had done well.

8. The teachers have developed their good marking practices to give pupils clear ways to improve their English work. Staff have, over time, devised different ways of setting literacy targets and are currently using two different but complementary systems. Younger pupils are given targets, usually three very practical and achievable ones, written in words they understand on cards slipped in the back of their English books. Pupils are aware what their targets are, work hard to improve and are very excited when each is achieved.

9. The older pupils are given targets in a different way. Each pupil discusses her targets with their teacher including how to work to achieve them. Pupils are expected to take some responsibility for recognising when they have achieved each target. To do this the teachers run a 'cheque book' system. Each pupil has their targets written on strips of coloured card or cheques. They decide when they have reached a target and place the cheque in their work where their teacher can find the evidence. For example, one cheque says, "I have used adventurous vocabulary – there are four examples in my work." If the teacher agrees that the target has been met the cheque is stapled into the pupils' book at that place. However, if the teacher feels the pupil has not met the target the cheque can bounce and be returned to the pupil for further work. Pupils have precise and realistic knowledge of what they have to do to improve and they love the cheque books and that they can decide when they have reached their targets. One girl said the only bad thing was that there was always something else to get better at. The pupils' understanding of their own strengths and weaknesses and knowledge of what they have to do to improve is very good and contributes strongly to their high standards.

10. Teachers of the oldest pupils also help pupils understand how well they are doing against National Curriculum levels. Often a comment on a piece of work will say, "this is a good piece of work and because you have included 'such and such' it is a Level 5". Marking may also say that to achieve the next level a pupil will have to improve in this area or that. Year 6 pupils, therefore, have a very accurate understanding of what standards they should be aiming at.

11. Formal assessment, school and outside tests are set at regular intervals and used to give pupils target levels for their future. These tests include standardised tests such as baseline, NFER and QCA tests as well as the SATS in Year 2 and 6. The tests are used throughout a pupil's time at the school to identify strengths and weaknesses and set targets and to regularly check progress in meeting individual potential.

The new headteacher has drive and vision and is working very effectively with the staff and governors to maintain the high standards throughout the school.

12. The headteacher took up her post in January this year and started by working enthusiastically and energetically with the staff to understand the strengths and weaknesses of the school. Her dynamic leadership and the work of the staff team help the school maintain its strengths and continue to improve. She has a clear vision of what she wants for the school, its pupils, parents and teachers. Maintaining the high quality of teaching and improving the opportunities pupils have to learn is at the centre. Where changes are to be made she works with drive and determination but is keen to involve parents in understanding what needs to be done and why, and finding out their views.

13. In the short time she has been at the school she has had imaginative plans drawn up to improve the administrative accommodation and to provide a better entrance to the building. The headteacher has obtained sponsorship for the school netball and football teams from the supplier of school uniform. Staff, both teaching and non teaching, have been extremely supportive and contribute very well to the continuing drive to keep standards high and to make adjustments to what they teach so that pupils get the best they can.

14. The governors have very good information about the school both from first hand information as well as through the effective workings of the governing body. They know what the school does well and encourage and praise everyone involved, but also understand where changes are needed and make the necessary adjustments. The school has had regular changes in headteacher and the governing body has used this alteration in leadership extremely well to drive the school's continued improvement and to maintain high standards.

Relationships are excellent and this helps adults work together well to teach all, including the few very challenging pupils. The good relationships between pupils and teachers ensure high motivation, mutual respect and good behaviour.

15. Everyone who works in the school enjoys being there and relationships therefore very positive. All the adults in the school show enormous patience with difficult children. In one class the teacher works with unceasing gentle perseverance to manage a particularly challenging pupil and gives attention and praise for appropriate behaviour. This skilful teaching is having a positive effect upon the pupil who is making progress. The school has had a number of significant successes with new pupils who are extremely nervous or unhappy. By treating them sympathetically and fairly they have developed in confidence and have begun to flourish and learn. Pupils believe, quite rightly, that the adults in the school like and care about them. This motivates them to work hard; they want to please their teachers by doing well.

16. Teachers and governors give their time generously. Teachers spend hours planning and getting work ready for their pupils that match the different levels of ability in the class. They take great care ensuring their marking is of high quality and that it will help the pupils understand what they do well and how they can improve. They discuss the best ways to teach particular topics. Many governors are regular visitors to school, working in classes, and helping on day and residential trips; they have built very good relationships with adults and pupils alike. The governing body values and respects the views and contribution made by parents, pupils, teachers and other adults who work in the school and takes that into account when making decisions.

17. Pupils get on together well. They are really kind to each other; the older ones help the younger ones during lunchtimes and playtimes. Pupils are very supportive of each other, for example, two 6 year olds having a conversation about visiting the Millennium Dome said, "I was really scared by the heart pumping so loudly," and her friend replied, "I don't blame you!" The very few children who behave inappropriately to others or who challenge an adult cause immediate shock and upset to their classmates who do not copy bad conduct but who continue to form good relationships.

18. Pupils work together well in class, often without close adult supervision. Year 1/2 pupils worked on a ten minute task during the literacy hour without help, counting the syllables by quietly saying the word aloud and clapping the syllables. They worked very seriously and checked that they had each managed the task well. In a religious education lesson Year 5 and 6 pupils discussed very intelligently and thoughtfully how they had been both a leader and a follower in their own lives. They listened to each other's views with interest, tolerance and thoughtfulness. These supportive relationships ensure that pupils feel able to share important and personal feelings and contribute fully to lessons.

WHAT COULD BE IMPROVED

There is a wide-ranging curriculum with many areas of excellence but a very small number of tasks in subjects such as history, geography and music does not stretch every child sufficiently.

19. The quality and range of the curriculum is very good. Pupils are given a wide range of interesting work that covers all the subjects of the National Curriculum and religious education. They also have plenty of out of school activities such as the chance to go away on a variety of residential trips including a short one for seven year olds. This year, pupils have visited the Millennium Dome in Greenwich, have taken part in a music festival and helped an environmental artist make a beautiful willow bower and tunnel in the school grounds. During lunch and playtimes pupils take enormous pleasure in walking through and exploring the green and sprouting willow tunnel. To ensure that art and design and technology are taught well the school runs a weekly session where all pupils aged between seven and 11 work effectively on these subjects. Many parents and governors help on this art afternoon.

20. Activities to improve pupils' skills in literacy and numeracy are often exciting and work in English and mathematics is always relevant and challenging. Science tasks, especially those for the older pupils, are also good and the excellent developments in information technology have much improved this area of the curriculum.

21. A very few of the tasks pupils are given in some subjects are too easy or do not develop their knowledge of the subject being taught enough. This occurs in those subjects that have not been a focus for recent staff discussion or training.

22. In history and geography, for example, a few tasks test pupils' reading, or colouring skills, rather than developing their historical or geographical understanding. This sometimes happens when the topic being covered is quite challenging but the pupils learn quickly because they work hard and the teaching is good. As teachers have often planned alternative work for the different year groups in the class it is difficult for them to extend the work further and make it more difficult.

23. Not all teachers have the expertise to teach music without extra support such as taped radio programmes. These are a good resource but they need to be adapted more

and added to, to interest and stretch pupils. Teachers are using these programmes thoughtfully but these lessons lack the pace and challenge of other subjects.

A few assemblies are not of the same high quality as the rest of the school day. In these taped assemblies pupils are not always involved enough to develop their spiritual awareness.

24. Once a week the school is split for assemblies. The youngest pupils worship together whilst the oldest have playtime and then they swap over. On these occasions pupils usually listen to a taped radio assembly. The pupils listen dutifully although the youngest get rather fidgety and bored. Whilst the programmes follow useful spiritual, moral, social and cultural themes they are comparatively long. Additionally, they are made for a national audience and do not always interest or relate to the pupils at Brooke who miss some of the important messages. By following the themes set for these assemblies rather than selecting their own the school is missing opportunities to pursue more relevant topics. In particular pupils do not have the opportunity to listen to someone there in person, someone they can question and talk to who can ensure they understand and reflect on important questions of life. Consequently pupils who have many excellent opportunities for moral and social development during the week miss opportunities to develop their spirituality during these assemblies.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to improve the already excellent work that goes on the school should:

- (1) adjust the very few tasks in subjects such as history, geography and music that do not stretch every child sufficiently by
 - comparing the national schemes of work for geography and history with the school's provision for the subjects and using them to suggest alternative activities and tasks that will challenge all the pupils at Brooke;
 - offering in-service training for teachers to improve their knowledge in these areas and in music;

- (2) modify the format of the few assemblies that are not of the same high quality as the rest of the school day, to improve pupils' involvement and develop their spiritual awareness by
 - planning the themes for assemblies throughout the year to interest and develop the pupils' spiritual awareness and knowledge;
 - involving pupils in planning and delivering assemblies;
 - using parts of taped assembly programmes as a resource for assemblies.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10%	43%	24%	24%	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)		136
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		20

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	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.4

Unauthorised absence	%
School data	0.6
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	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95	95	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95	95	95
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	11	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	11	11	11
	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	10	11	11
	Total	16	18	18
Percentage of pupils at NC level 4 or above	School	89	100	100
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0.8
White	97.6
Any other minority ethnic group	1.6

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)	5.4
Number of pupils per qualified teacher	25.2
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	66

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	1998/99
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	£
Total income	260,180.70
Total expenditure	252795.00
Expenditure per pupil	1,824.00
Balance brought forward from previous year	17,172.00
Balance carried forward to next year	24,557.72

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	136
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	53	0	0	0
My child is making good progress in school.	45	48	6	0	0
Behaviour in the school is good.	20	59	16	2	3
My child gets the right amount of work to do at home.	17	72	8	2	2
The teaching is good.	47	48	2	0	3
I am kept well informed about how my child is getting on.	34	56	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	38	5	0	0
The school expects my child to work hard and achieve his or her best.	52	48	0	0	0
The school works closely with parents.	30	55	13	3	0
The school is well led and managed.	30	52	3	0	16
The school is helping my child become mature and responsible.	41	42	6	2	9
The school provides an interesting range of activities outside lessons.	11	50	28	5	6