

INSPECTION REPORT

REDMILE C of E PRIMARY SCHOOL

Redmile, Nottingham

LEA area: Leicestershire

Unique reference number: 120154

Headteacher: Mr Andrew Lane

Reporting inspector: Mr Colin Henderson
23742

Dates of inspection: 29th February 2000

Inspection number: 187396

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: Voluntary controlled
Age range of pupils: 4 to 10
Gender of pupils: Mixed

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Appropriate authority: The governing body
Name of chair of governors: Mr Richard Umbers

Date of previous inspection: February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Redmile Church of England Primary School is situated in the attractive rural village of Redmile in the Vale of Belvoir. It is a smaller than average primary school and currently has 59 pupils on roll (38 boys and 21 girls). The school takes pupils from the villages of Redmile, Plungar and Barketstone-le-Vale. An increasing number of pupils come from outside the local area. Most pupils come from private housing and houses rented from the Duke of Rutland's estate.

The pupils are mainly of white, United Kingdom ethnic background and only two per cent of pupils come from ethnic minority groups. There are nine pupils (16 per cent) on the school's register of special educational needs, most of whom have moderate literacy difficulties. There are no pupils with statements of special educational needs, which is below the national average. Just over one per cent of pupils are entitled to free school meals which is well below average. Baseline assessment indicates that attainment on entry is broadly in line with the county average.

HOW GOOD THE SCHOOL IS

Redmile Church of England Primary is a good school with many very good features. Pupils achieve high standards in national tests and at the end of Year 5. They have very good attitudes to their work and behave well. Relationships within a caring and supportive school community are of a very high quality. The school benefits from the positive direction of the headteacher and the support of an increasingly effective governing body. The quality of teaching is good at Key Stage 2. Financial and development planning are of good quality and the school gives good value for money.

What the school does well

- Pupils achieve standards in the Key Stage 1 National Curriculum tests which are above the national average.
- Year 5 pupils achieve above nationally expected levels and are well prepared to move on to the high school.
- Pupils behave well and have very positive attitudes to their work. They enjoy coming to school and are keen to learn.
- Very good relationships are promoted effectively by the school's Christian ethos.
- The quality of teaching is good at Key Stage 2. It promotes good progress in pupils' skills, knowledge and understanding.
- The headteacher provides strong, positive leadership clearly focused on raising standards.
- The governors are increasingly involved in managing the school and in planning for school improvement.
- The school has developed a very effective partnership with parents. They have very positive views of the school and value the efforts made by the school in encouraging their help and support.

What could be improved

- There are variations in the quality of teaching at Key Stage 1 which do not promote consistently high standards.
- Ensure a more consistent approach to reading throughout the school, particularly the development of phonic skills and the guidance given to pupils to improve their reading skills.
- Teachers do not consistently identify specific learning objectives in lesson plans. They do not always use them effectively to inform pupils about what they are trying to achieve, or to assess progress in lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in February 1996. Standards have been improved in English, mathematics and science. Significant improvements have been made in school management. An increase in teaching staff has enabled the headteacher to develop effective monitoring and evaluation procedures and to promote attainment in literacy, numeracy and information and communication technology. Curriculum policies are now fully in place and a review schedule established. Resources have been improved for many subjects, particularly information and communication technology. Improved staff subject knowledge enables these to be used with increasing effectiveness. There have been significant improvements to the accommodation. However, facilities for indoor physical education are

still inadequate. There are still some inconsistencies in the quality of teaching which impact on the standards achieved.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	C	A	B	C	well above average A above average B average C below average D well below average E
Writing	E	A	A	B	
Mathematics	A	B	A	C	

These results show that literacy skills have improved in the last two years and pupils achieved standards in tests which were above the national average in reading and well above in writing. Compared with schools which have a similar number of pupils entitled to free school meals standards were above average in writing and average in reading. Standards in mathematics have remained high. They were well above the national average in 1999 and close to the average of similar schools. There is some small fluctuation in results from year to year based on the small number of pupils taking the Key Stage 1 tests. The 1999 group of eight Year 2 pupils contained 25 per cent with special educational needs. The number achieving the nationally expected Level 2 was well above average, although the number achieving higher levels was not so high, particularly in reading.

Inspection evidence shows that a significant majority of pupils achieve the nationally expected Level 2 in reading, writing and mathematics, although a below average number achieve Level 3. In Key Stage 2 pupils achieve standards which are above national expectations by the time they leave the school at the end of Year 5. Children under five achieve standards in line with those expected nationally by the time they reach five years of age. Speaking and listening skills are developed well throughout the school and are promoted effectively in a wide range of activities. Pupils' research skills, for example the use of dictionaries and information and communication technology, are developed well. They are used effectively to improve pupils' independent learning skills, particularly at Key Stage 2. Good quality teaching in Key Stage 2 promotes high standards, for example, in literacy and in using these literacy skills to support work in other subjects. Some inconsistencies in the teaching at Key Stage 1 do not ensure that pupils are always challenged effectively to extend their skills and knowledge. Pupils are not consistently expected to attain higher standards in line with their ability. Pupils' reading skills are not always extended through improving phonic skills and a sufficiently rigorous identification of areas for development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have positive attitudes. They are keen to learn and begin their work quickly, particularly when it is interesting and challenging.
Behaviour, in and out of classrooms	Good, both in classrooms and around the school.
Personal development and relationships	Very good relationships throughout the school promote very good personal development. The Christian ethos encourages respect and a caring approach.
Attendance	Very good. Pupils enjoy coming to school. There is a prompt and effective start to the day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Sound	Sound	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good at Key Stage 2 and sound overall at Key Stage 1 and for children under five. There were examples of good practice in both key stages. Teachers have very good relationships with their pupils. They control their classes well and generally ensure that pupils sustain concentration. At Key Stage 2 good subject knowledge and effective use of challenging questions promote high standards. There is variation in the teaching for children under five and at Key Stage 1. Good practice extends skills and knowledge, for example, when Year 1 and reception pupils are taught well to broaden their knowledge and use of words. Where teaching is less effective teachers' expectations are not sufficiently high and learning activities are not closely matched to the wide range of needs in a mixed age class.

Literacy and numeracy are generally taught well, particularly in Key Stage 2. This enables pupils to develop their skills effectively, for example, in writing and then use them to promote standards in other subjects, for example science. There is some inconsistency in the teaching of reading skills. Although pupils with special educational needs are given good quality support on developing their phonological awareness, there is a lack of an appropriate focus on phonic development, particularly in Key Stage 1. This does not enable all pupils to confidently tackle words which are not familiar to them. Although clear constructive guidance is given frequently to pupils in Key Stage 2 on how to improve and extend their reading, this is not consistently given throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although there is an increased focus in literacy and numeracy, the school has retained a broad and balanced programme. It is enhanced well by increasing use of information and communication technology and by a broad range of visits and visitors.
Provision for pupils with special educational needs	Good individual support given, particularly on developing literacy skills in line with their learning targets. Whole class activities are not consistently matched well to meet the targets identified in their individual learning plans.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. Pupils are encouraged to think for themselves, express their ideas clearly and respect the views of others. Good moral provision promotes a clear understanding of right and wrong. The school provides good opportunities for pupils to reflect on the values and traditions of their own and other cultures.
How well the school cares for its pupils	The procedures for child protection and for ensuring the health and safety of pupils are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well managed. Clear, effective leadership by the headteacher gives a positive direction to the work of the school and is focused strongly on raising standards of teaching and learning. Key members of staff have been effectively involved in implementing the literacy and numeracy strategies.
How well the governors fulfil their responsibilities	A very supportive and influential governing body is increasingly involved in working with the headteacher and staff on school improvement. Monitoring and evaluation procedures are being developed well and give governors a detailed understanding of standards of achievement.
The school's evaluation of its performance	The school uses an increasing range of assessment data to monitor pupil performance and target areas for improvement. The headteacher closely monitors standards of teaching and learning and identifies specific targets for development.
The strategic use of resources	An effective development plan identifies annual priorities which are supported well through clear links to financial planning. Regular review procedures and longer term strategic planning enable resources to be focused on school improvement. The principles of best value are applied very well and the school gives good value for money.

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 school has high expectations of work and behaviour. • Their children are making good progress. • The school is very well led and managed. • The school is willing to see parents at any time and to quickly sort out any concerns. • The caring supportive approach encourages each individual to become more mature and responsible. • Teaching is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • A broader range of extra-curricular activities and more competitive team sports. • More consistent information about how well their children are achieving.

Parental responses from 27 questionnaires returned (63 per cent) and from the 10 parents (23 per cent) who attended the meeting were very supportive. There were very few concerns. Inspection evidence confirms many of the parents' positive views of the school, particularly the pupils' enjoyment of school, high standards of behaviour, good leadership and the supportive, caring approach. Inspectors' judgements identified some inconsistencies in teaching and in the expectation of pupils in Key Stage 1. The range of extra-curricular activities is generally sound and enhances the curriculum, although there are limited opportunities for team sports. Inspection evidence confirms that the school could provide opportunities for parents to be informed on their children's progress more frequently than it does so currently.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At the age of seven pupils achieve high standards in the Key Stage 1 National Curriculum tests. These are extended well at Key Stage 2. Year 5 pupils achieve above expected levels and are well prepared for moving on to the high school

1. Attainment on entry for most children under five is broadly in line with nationally expected levels. They settle quickly into the routine of school and make sound progress, particularly in developing their skills. Most show increasing confidence in counting to 10 and beyond and are beginning to write their names. Early literacy and numeracy skills are taught systematically, although the range of learning activities is not always matched well to meet the needs of the youngest children. Nursery nurses are effective in promoting learning opportunities and in supporting the under fives in developing their new skills. This effective support and the children's positive attitudes to school enable them to achieve standards in line with those expected nationally by the age of five.
2. At Key Stage 1 pupils continue to develop their skills in reading, writing and mathematics soundly. Year 2 pupils prepare well for their Key Stage 1 tests and achieve standards which are above the national average. They have been well above average in writing for the last two years. The school has effectively implemented the strategies for literacy and numeracy. These, together with good preparation for the tests, promote above average test results. Inspection evidence shows that, currently, standards are not as high as those achieved in last year's national tests. The majority of pupils achieve the nationally expected Level 2 in reading, writing and mathematics. However, few achieve higher levels except in speaking and listening skills which are promoted well throughout the school. Some inconsistencies in teachers' expectations and in matching the learning activities to the needs of all pupils do not promote high standards. The headteacher, in close co-operation with the local education authority's support service and other local schools, is working with Key Stage 1 staff to achieve higher standards.
3. These skills are built on well at Key Stage 2. Good teaching encourages pupils to seek to achieve high standards. In literacy good quality story and poetry writing contain detailed, lively descriptions. The writing is organised well, with good use of paragraphs and accurate use of punctuation. Spelling is generally accurate, with some higher attaining Year 5 pupils using a good range of vocabulary, for example 'experienced' and 'imaginative', in their stories. Pupils make good progress in developing their literacy and numeracy skills throughout Key Stage 2. The teachers have higher expectations of the pupils in Year 5 and of the higher attainers in Year 4. The pupils' learning is better, they have a greater output and achieve consistently higher standards of work. Pupils use their above average skills to promote high standards in other subjects. For example, literacy and numeracy skills are used very effectively in science. Pupils provide a detailed written account of a scientific investigation into heart rates and use their numeracy skills to work out and plot changes in these rates. Teachers generally use homework well to extend skills and knowledge and the school prepares pupils effectively for the demands and challenges they will meet when they transfer to the high school.

Pupils have very positive attitudes to their work. They enjoy coming to school and are keen to learn. Pupils behave well. Relationships are very good and are effectively promoted by the school's Christian ethos

4. Pupils are attentive and listen carefully to instructions and questions. They show enthusiasm for their work and begin their work quickly, particularly when the activities are interesting and challenging. In a good Key Stage 2 numeracy lesson the teacher

maintained an effective and brisk pace. She used a good range of mental mathematical questions to ensure that pupils of different abilities were challenged well to use their skills and knowledge. Pupils were keen to answer and showed respect and appreciation for the efforts of others.

5. Pupils maintain good standards of behaviour both in classrooms and around the school. This has a positive effect on achievement. Teachers ensure that pupils feel happy, secure and increasingly confident in the friendly supportive atmosphere. The very good relationships between pupils of all ages and staff encourage them to participate fully in learning activities and promote personal development. Older pupils welcome the opportunity to take responsibility as monitors, for example, in assembly, and to look after and play with the younger ones. Pupils respond very positively to opportunities to work together to share their ideas and discuss and agree their findings. For example, in a geography lesson Key Stage 2 pupils worked very well in groups to discuss the advantages and disadvantages of living in different villages.
6. Attendance levels are very good and reflect the pupils' enthusiastic approach to school. Teachers use the "settler" activity very effectively to ensure that pupils have a prompt and effective start to the day. Most pupils use the opportunity to show increasing independence by organising themselves quickly and settling down to work with the minimum of fuss.

The quality of teaching is good at Key Stage 2. It promotes good progress in pupils' skills, knowledge and understanding and prepares them well for the high school

7. The quality of teaching is sound overall at Key Stage 1. It is good at Key Stage 2. Teachers have very good relationships with their classes and encourage them to concentrate on the learning activities. They prepare their lessons well and make good use of a broad range of resources to extend pupils' knowledge and understanding, particularly at Key Stage 2. For example, in a Key Stage 2 literacy lesson the teacher used a good range of different books to illustrate how the same poem, 'The Pied Piper of Hamlyn', can be presented in different ways. She linked this well to the previous lesson to develop pupils' understanding of the narrative form of poetry. She used good subject knowledge to clearly explain and demonstrate how the use of illustrations can influence the reader's understanding.
8. Teachers at Key Stage 2 generally have high expectations of pupils both in their approach to work and the amount and standards achieved. Pupils respond readily to opportunities to promote a more independent approach to their learning and achieve high standards, for example, when developing lively and detailed writing in their stories and poems. Teachers maintain a good pace to lessons and use questions very effectively to challenge pupils to extend and apply their skills and knowledge. For example, in a numeracy lesson the teacher kept a brisk pace by frequently challenging pupils to use their mental mathematical skills to solve number problems. She ensured that all pupils were fully involved by asking individual questions aimed at the ability level of each pupil. These qualities in the teaching have a strong impact on the quality of pupils' learning.
9. Teaching is more variable at Key Stage 1. Where it is good the teacher plans the lesson well. She identifies clear and specific learning objectives relevant to the different abilities of the pupils. The teacher ensures that pupils are aware of what they are trying to achieve and that the range of learning activities is matched well to pupils' needs. For example, in a reception/Year 1 literacy lesson, the teacher used different activities to extend reception pupils' knowledge and use of different words and names and to challenge Year 1 pupils to recognise and use a range of rhyming words. The teacher

uses on-going assessment notes effectively to recognise how far pupils have achieved the objective.

10. Teachers have implemented the literacy and numeracy strategies well and these are promoting improved skills. These skills are being used with increasing effectiveness to support work in other subjects, particularly in Key Stage 2. For example, Year 5 pupils write up a detailed description of a scientific investigation into pupils' heart rates and use their numeracy skills to record and plot their different rates. The Key Stage 2 teachers extend pupils' reading by developing their reference skills well using a range of sources including dictionaries, thesauri and CD ROMs and the Internet. They regularly hear pupils read and provide detailed guidance in the record books on how to improve their reading quality. In lessons such as these pupils gain knowledge and understanding at a good pace and learning is good.

The headteacher provides strong, positive leadership, clearly focused on improving standards. He is well supported by the governors who are increasingly involved in managing and planning for school improvement

11. The headteacher provides a clear direction to the work of the school. He has a good understanding of its strengths and weaknesses. He has established very good procedures to monitor the quality of teaching and learning, for example, through lesson observations and a rigorous analysis of teachers' plans. He has made a very positive impact on improving standards. Working closely with staff and governors the headteacher has used the mission statement and Christian ethos to successfully promote a caring and supportive environment in which pupils are encouraged to develop their potential. His high quality leadership is valued by parents and is a significant factor on improving the effectiveness of the school.
12. The influential governing body makes a substantial contribution to promoting school improvement. Members are increasingly involved in monitoring school effectiveness and in planning for improvement. Governors regularly visit the school to look at specific aspects, for example the effectiveness of the school's literacy strategy, and to discuss their impact with staff and pupils. They show a good understanding of the strengths and weaknesses of the school. Governors have benefited from good quality training from the local authority's support services. The school development committee works closely with the headteacher in analysing an increasing range of assessment data to identify strengths and weaknesses in each year group. Detailed discussions with staff and governors enable a good quality development plan to be drawn up, linked effectively to finances, to provide clear priorities for improvement. Very good use of resources and procedures that ensure the school gains good value for money enable the school to target improvement very efficiently.

The school has a very good partnership with parents. They have very positive views of the school and value the efforts made by the school in encouraging their help and support

3. The views from both the inspection questionnaires and the meeting with the inspection team are very positive. Parents value the positive attitudes and high standards which the school promotes. They appreciate the openness of the school in dealing with any questions or concerns and the way in which they are encouraged to work with the school in helping their children. The Friends of Redmile School, together with the Viking Challenge Organisation, provide valuable financial help which is used well to improve resources and enhance the range of learning opportunities.

WHAT COULD BE IMPROVED

There are variations in the quality of teaching at Key Stage 1 which do not promote consistently high standards

3. Key Stage 1 teachers do not have consistently high expectations, particularly of the older and higher attaining pupils. This results in standards and amounts of work which are too often lower than those which the pupils can achieve and on occasions have achieved. Where the teacher does not organise a range of activities to meet the different needs within a mixed age and mixed ability class this does not promote high standards. For example, in the introductory part of a numeracy lesson the range of mental mathematical questions was too narrow to challenge higher attaining pupils, particularly in Year 2, to apply their knowledge. The teacher praised the younger pupils very well to value and recognise their efforts but did not use the opportunity to challenge higher attainers to extend their number understanding, for example, of larger odd and even numbers. Where the challenge is not sufficiently high or the teacher does not encourage pupils' interest by sustaining a brisk pace the pupils do not maintain concentration at the high level achieved in other lessons. This results in lower levels of presentation and achievement.

Ensure a more consistent approach to reading throughout the school, particularly the development of phonic skills and the guidance given to pupils to improve their reading skills

3. Reading skills are not so rigorously developed at Key Stage 1 as at Key Stage 2. The quality of guidance, particularly in developing pupils' phonic skills, and the opportunities for pupils to read are less consistent than at Key Stage 2. Although standards are generally above average, these are supported well by the pupils' enthusiastic attitude and the helpful support which many receive at home. There is not a close enough focus on improving pupils' reading skills in literacy or in other subjects.

Teachers do not consistently identify specific learning objectives in lesson plans. They do not always use them effectively to inform pupils about what they are trying to achieve, or to assess progress in lessons

3. Teachers do not consistently identify specific learning objectives in lesson plans. They are too often simply a description of the learning activities, for example "looking at number patterns" or "to read poems". They do not always give a clear indication of what pupils are trying to achieve. Teachers do not regularly inform pupils of what the objective is so they can aim to succeed in the lesson. This results in uncertainty in the pupils which is reflected in the standard of work they achieve. Teachers do not consistently use on-going assessment based on learning objectives to gauge how well pupils have achieved or to help in planning future lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. This section of the report sets out the key issues for the school to address in order to improve further. The key issues are derived from the section “What could be improved”.
- 1. Raise the quality of teaching in Key Stage 1 to match the consistently higher quality in Key Stage 2 by:**
 - a) a closer match of learning activities to the range of abilities in the class;
 - b) ensuring a consistently higher expectation of what pupils should achieve.
 - 2. Ensure that teachers consistently identify specific learning objectives in their lesson plans and use these objectives to assess pupils’ progress in lessons.**
 - 3. Establish a more consistent approach to the teaching of reading, particularly in developing pupils’ phonic skills and in providing clear guidance over ways in which their standards can improve.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

9

Number of discussions with staff, governors, other adults and pupils

11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	3	6	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

YR – Y5

Number of pupils on the school's roll (FTE for part-time pupils)	59
Number of full-time pupils eligible for free school meals	3

Special educational needs

YR – Y5

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	2.1
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	5	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5 (4)	5 (4)	5 (4)
	Girls	3 (3)	3 (4)	3 (3)
	Total	8 (7)	8 (8)	8 (7)
Percentage of pupils at NC level 2 or above	School	100 (78)	100 (89)	100 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5 (4)	5 (4)	5 (5)
	Girls	3 (4)	3 (3)	3 (3)
	Total	8 (8)	8 (7)	8 (8)
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (78)	100 (89)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	58
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y5

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	21.5
Average class size	22.5

Education support staff: YR– Y5

Total number of education support staff	5
Total aggregate hours worked per week	46

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	134,262
Total expenditure	133,377
Expenditure per pupil	2,596
Balance brought forward from previous year	0
Balance carried forward to next year	865

Results of the survey of parents and carers

Questionnaire return rate 62.8%

Number of questionnaires sent out

43

Number of questionnaires returned

27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	56	37	7	0	0
Behaviour in the school is good.	33	63	0	0	4
My child gets the right amount of work to do at home.	30	63	7	0	0
The teaching is good.	48	52	0	0	0
I am kept well informed about how my child is getting on.	22	48	30	0	0
I would feel comfortable about approaching the school with questions or a problem.	48	52	0	0	0
The school expects my child to work hard and achieve his or her best.	52	44	0	0	4
The school works closely with parents.	22	67	11	0	0
The school is well led and managed.	48	52	0	0	0
The school is helping my child become mature and responsible.	44	49	0	0	7
The school provides an interesting range of activities outside lessons.	15	48	30	0	7

Other issues raised by parents

Very supportive and caring approach. Some concern over lack of information on pupils' progress and limited opportunities for team sports.