

INSPECTION REPORT

Ingleby Arncliffe CE Primary School

Northallerton

LEA area: North Yorkshire

Unique reference number: 121618

Headteacher: Gwyneth Gulliman

Reporting inspector: Derek Smith
3732

Dates of inspection: 10th-12th July

Inspection number: 187427

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 Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Ingleby Arncliffe Northallerton North Yorkshire
Postcode:	DL6 3NA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Revd Alan Dodd
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the small village of Ingleby Arncliffe which is about eight miles north east of Northallerton in North Yorkshire, between the A19 and the Cleveland Hills to the rear. It is a relatively new school, built in 1972 and recently extended with the building of a new office for the headteacher and secretary. The school roll has risen since the previous inspection to 60 pupils, which represents a 24 per cent increase. It is a popular school and as a result approximately 20 per cent of pupils are brought to school from other villages. Pupils have a wide range of experiences and in the main they are above average at their time of admission to the Reception class. Almost all pupils are from a white European background and no pupils have English as a second language. Whilst the school has few pupils are on the register of special educational needs, two of them have statements which is well above the average.

HOW GOOD THE SCHOOL IS

This is a good school with notable strengths in particular areas. Pupils consistently reach standards which are generally above and often well above average by the time they leave school at the age of 11. In particular, the teaching of pupils in Reception and Year 1 is very good and frequently excellent, and no teaching is unsatisfactory. The governors and teachers have a strong commitment to pupils with special educational needs. In consequence, the school ensures very good support by extremely capable non-teaching assistants to help pupils with special educational needs and other pupils in class. The school makes good provision for the development of the spiritual, moral, social and cultural dimensions of pupils' lives. Balancing the value which the school provides to pupils' education and their overall development, against the cost of educating them, the school gives good value for money.

What the school does well

- The school ensures that pupils consistently reach standards which are at least above average by the end of Key Stage 2
- The quality of teaching is good or better in over 6 out of ten lessons. In the Reception /Year 1 class all of the teaching is very good or excellent
- Non teaching support assistants are very effective at helping pupils to learn
- The school makes very good curricular provision for pupils with special educational needs, and very good provision for children under five. It makes good provision for pupils' spiritual, moral, social and cultural development

What could be improved

- There are too few planned opportunities for pupils to develop the full range of skills in information technology
- Teachers' planning varies in quality from very good in the Reception/ Year 1, and Years 5 and 6 classes, to unsatisfactory in Years 2/3/4. As result pupils lose momentum in the middle years and do not make the learning gains of which they are capable
- A minority of pupils in Key Stage 2 sometimes exhibit inappropriate attitudes and patterns of behaviour in class

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

The school is aware of its weaknesses which are significantly outweighed by its strengths. Although resources for information technology are better than at the time of previous inspection the subject does not make the contribution it should to pupils' learning. However, the school has imminent plans to further improve resources through access to the Internet and additional hardware and software. Teachers' planning is good overall.

However, there are variations in the quality of planning from class to class which results in pupils making satisfactory learning gains when they could be doing better. Most pupils are positive and enthusiastic about school and about their work, but a minority of pupils in the Year 5/6 class exhibit attitudes and established patterns of behaviour, which are unsatisfactory and this detracts from the quality of education.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection of 1996. All the key issues have been successfully addressed and the school is well placed for further improvement. Pupils' attainment has remained at least above average at the end of Key Stage 2, improvements have kept pace with the national trend, and the overall quality of teaching is better than it was at the time of the last inspection. Provision for pupils with special educational needs was a key issue at the last inspection and it is now a strength of the school. The school makes much better provision for children under five and they now have a cracking start to their education.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	C	D	well above average A above average B average C below average D well below average E
mathematics	E	A	A	B	
science	E	D	A	A	

National tests of attainment show that by the end of Key Stage 2 pupils consistently reach standards which are very high. Taking the period 1996–1999 together, pupils reached standards which were approximately four terms in advance of the national average in English, mathematics and science. More significantly, when attainment is compared with pupils in similar schools results were also very high. Inspection evidence confirms that standards are currently at least above average in mathematics and science, and generally above average in English, although the quality of pupils' handwriting and presentation of work is relatively weaker than the other aspects of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Whilst the attitudes of most pupils are satisfactory, too many pupils in Key Stage 2 have developed negative attitudes in class
Behaviour, in and out of classrooms	Pupils' behaviour is satisfactory overall. Their behaviour at play is good. However, a minority of pupils in Key Stage 2 occasionally take liberties in class
Personal development and relationships	Pupils' personal development is satisfactory. Most are positive, enthusiastic and willingly take responsibility

Attendance	Pupils' rate of attendance is well above average
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Most pupils demonstrate an enthusiasm for school and this has a positive impact on their attainment. This partly accounts for the rate of attendance which is well above average. Pupils consistently behave well when they are at play and normally behave well in lessons. They are willing to take responsibility and show concern for others. However, a number of pupils in Key Stage 2 exhibit a distorted view of their own importance and this sometimes manifests itself in grudging responses to their teachers' reasonable requests, surliness and an inappropriate demeanour.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
11 seen overall	Excellent	Good	Good

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

The quality of teaching is good and has much to commend it. Approximately one third of the teaching is very good or excellent, one third is good and one third is satisfactory. No teaching is unsatisfactory. The quality of teaching in the Reception/Year 1 class is excellent and as result pupils get off to a very good start which prepares them splendidly for the rest of their primary education. In Years 2, 3 and 4 the quality of teaching is characterised by both strengths and weaknesses, but it is satisfactory overall. In this class the teacher is confident in her subject knowledge, but the planning is unsatisfactory and as a result pupils do not learn at the same rapid pace as pupils in the rest of the school. The quality of teaching in Years 5 and 6 is good, and it is largely due to the teacher's hard work that pupils make up the momentum they lose at the end of Key Stage 1 and the beginning of Key Stage 2. Throughout the school pupils with special educational needs are well taught and very well supported by the non-teaching classroom assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good overall. However, the school makes very good provision for children under five.
Provision for pupils with special educational needs	The school makes very good and imaginative provision for pupils with special educational needs
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good. Pupils benefit from the support of the local vicar and have good links with India. There are numerous examples of pupils' involvement with children from other cultures
How well the school cares for its pupils	The school cares for its pupils well. It has a strong commitment to those with special educational needs and a good overview of how well all of its pupils are doing

The school provides all pupils with a broad and balanced education, and as a result standards are consistently above average by the end of Key Stage 2. It has particular strengths in its provision for children under five and for pupils with special educational

needs. There is good provision for pupils' spiritual moral, social and cultural development and as a result they develop a valuable awareness of the contribution of these aspects of their lives. The school provides a wide range of extra-curricular activities and most parents value this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides a clear educational direction for the school. She is aware of the school's strengths and how it can be improved. The high quality management of provision for children under five enables pupils to gain a head start in their education
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They meet all statutory requirements and demonstrate a Christian commitment to individual pupils, particularly those with special educational needs
The school's evaluation of its performance	The school is aware of how well it is doing. Nevertheless the headteacher and governors are sufficiently realistic to recognise where improvements can be made
The strategic use of resources	The quality of the school's accommodation and resources is good. The school makes very good use of all its resources including very capable non-teaching and administrative support

The school is well led by the headteacher and governors and as a result standards are consistently above average by the end of Key Stage 2. There is a clear sense of priority and in the main staff work together effectively. The school is very well supported by all its non teaching staff who individually and collectively make a very important contribution to the school's success. The governors pursue the principles of best value for supplies and services with significant help from the parents, and this ensures that funds are used well to maintain high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents agree that their children like school • Most parents feel that the overall quality of teaching is good • Most parents comment that the school provides an interesting range of activities for pupils • Most parents feel that the school helps their children to mature 	<ul style="list-style-type: none"> • Some parents are concerned about the behaviour of a minority of pupils in Key Stage 2 • Some parents feel that there are weaknesses in the teaching in Years 2, 3 and 4 • Some parents feel that the school has not got the balance of homework quite right • Some parents do not feel well informed about how well their children are doing

Inspection evidence confirms the positive views of parents. Pupils did not misbehave during the inspection and their behaviour during playtimes was good. However, a minority of older pupils can exhibit negative attitudes in class which do not contribute to the overall quality of education. Whilst a minority of parents commented that some teaching is weak, no unsatisfactory teaching was observed during the inspection although there are variations in quality between classes. The amount and quality of homework are

satisfactory and the school provides sufficient opportunities for parents to become informed of their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils consistently reach standards that are above average by the end of Key Stage 2

1. National tests of attainment show that by the end of Key Stage 2 pupils consistently reach standards which are very high. Taking the period 1996 – 1999 together, pupils reached standards which can be approximately equated to four terms in advance of the national average in English, mathematics and science. More significantly, when pupils' attainment is compared with pupils in similar schools results were also very high. This represents continuing improvement since the previous inspection. Whilst the picture is not as favourable at Key Stage 1 pupils nevertheless reached standards which were well above average in writing and mathematics and average in reading. When the 1999 Key Stage 1 results are compared with similar schools pupils were well above average in mathematics, above average in writing and below average in reading.
2. Key Stage 2 inspection evidence confirms that standards are currently at least above average in mathematics and science, and generally above average in English. Most pupils read very well. They are able to make inferences and deductions and read confidently for both pleasure and information. Pupils also write well with strong narrative. They learn how to structure their writing to maximise its impact, but some pupils are let down by the quality of their presentation. Their understanding and use of grammar are good although some pupils have difficulty spelling words such as 'immediately' and 'persuaded'. The higher attaining pupils have developed a very mature handwriting. Their presentation of work is very good and standards of grammar and punctuation are very high. The quality and content of pupils' writing is high, for example a story about arriving home captured the reader's interest because of its realism and sensitive portrayal of feelings and emotions.
3. In mathematics pupils develop a very good understanding of how numbers work. They learn rapid recall of number facts such 1000-199 and one third of 39. They are confident in their understanding of the size of numbers, including fractions, decimals and negative numbers. They understand the terms factor, multiple and prime number and make use of this knowledge in new and unfamiliar problems. Pupils learn to use mathematics for exploration and investigation and use these skills well in their work on probability to collect, and represent data on a frequency graph. In science, pupils develop very good skills of scientific enquiry. For example, they test bread under different conditions to establish where bacteria are likely to grow most rapidly. They conclude by deciding that bread which has been touched by dirty hands and then left in the kitchen is more likely to grow mould than bread which has not been handled and stored in a refrigerator. Pupils make especially good learning gains in planning their own fair tests and experiments such as adding water and different quantities of sugar to yeast to test what happens.
4. Pupils' work books confirm that standards in English, mathematics and science are reflected in the other subjects of the curriculum. They use their literacy and numeracy skills well in other subjects such as geography and history and develop good skills of research and can for example locate and use resources which support their work.

Pupils make satisfactory and in some aspects good use of information technology for example to produce an impressive newspaper based on their study of the Ancient Greeks. However, information technology does not share the same high profile as English, mathematics and science and some elements of the curriculum such as control and modelling, for example, do not receive sufficient emphasis.

The quality of teaching is good, and the non-teaching assistants are very effective

5. The quality of teaching is good and no teaching is unsatisfactory. However, the school has significant strengths in the teaching of children under five and Year 1. The overall quality of teaching in this class is excellent. The teacher understands how young children learn and uses her expertise very effectively. She is enthusiastic and highly committed to her work. Planning is excellent and used sensibly to promote children's achievements in terms of early learning goals whilst preparing them well for National Curriculum programmes of study. Children in this class get off to a cracking start. Assessment is very well used and as a result the teacher knows and can demonstrate children's learning gains over the course of the year.
6. The teacher's qualities are characterised by a literacy lesson to develop children's recognition of word sounds. The lesson was fun and as a result she captured the children's interest. The pace of the lesson was impressive and children hardly stopped to take a breath. They responded well to the use of props such as hats and this helped them to contribute their imagination and experience. Children were made to feel secure and as a result they were able to learn by, for example, explaining their understanding of the word 'ingredients'.
7. In Years 2, 3 and 4 the quality of teaching is characterised by both strengths and weaknesses, but it is satisfactory overall. In this class the teacher is confident in her subject knowledge, but the planning is minimal and as a result pupils do not learn at the same rapid pace as pupils in the rest of the school.
8. At the end of Key Stage 2 the quality of teaching is good and the teacher works hard to regain momentum. The quality of planning is good and the teacher holds pupils' attention well. She is confident in her subject knowledge and well prepared, particularly in science. Lesson introductions are clear and pupils are left in no doubt of what to do. When necessary the teacher intervenes to help all pupils including the higher attainers, by challenging them further and developing their skills of scientific enquiry. As a direct result of this teaching pupils make good learning gains to reach standards which are generally above average and frequently well above average by the end of the key stage. In the main the teacher manages the minority of pupils who sometimes exhibit negative attitudes and behaviour well. They are treated fairly and firmly although on occasions they are permitted to take unreasonable liberties.
9. Whilst the quality of teaching in the Reception/Year 1 class and in the Year 5/6 class is largely responsible for pupils' high standards, teachers are supported very well by the school's non-teaching support staff. They are very able, knowledgeable and enthusiastic. This is most apparent in their work with pupils with special educational needs. They plan together with the teachers but demonstrate sufficient self confidence to support pupils' learning by responding to their thoughts, comments and ideas. The non teaching support staff make a significant contribution to pupils' learning throughout the school. They do not wait to be told what to do but take initiative and responsibility to help pupils who are obviously having difficulty.

The school makes very good provision for pupils with special educational needs and children under five, and good provision for the development of pupils' spiritual, moral, social and cultural awareness

10. It is a notable and on-going feature of the school's ethos that the governors have made a clear Christian commitment to supporting pupils with special educational needs. This is reflected throughout the school by teaching and non-teaching staff alike. As a result all pupils including those with disabilities are well supported. One consequence of this is that pupils with special educational needs make their unique contribution to the learning and personal development of the other pupils.
11. The school makes very good provision for pupils with special educational needs. Their individual education plans are clear, and targets are manageable and specific to the individual pupils. The school strikes the right balance of providing the support which pupils need while simultaneously ensuring that they have the same learning opportunities as the others. Teachers know their pupils well and it is noticeable that during lesson beginnings and conclusions teachers skilfully match questions to different pupils in order to assess what they have learned. Pupils with special educational needs make good learning gains in relation to their individual targets, and it is measure of the school's success that some are removed from the register of special education needs because they no longer require additional support.
12. The provision for children under five is very good. Their activities are thoroughly planned to the desirable learning outcomes for children under five. They are provided with activities which encourage them to learn through first hand experience, using their imagination and practising their developing skills. For example, the teacher referred to a piece of stem ginger and asked pupils to describe what it looked like. In so doing she was creating valuable opportunity to develop children's literacy skills. The teacher successfully establishes valuable classroom routines so that no learning time is wasted. The assessment of children under five is very good. They are assessed soon after admission and again towards the end of the school year, and the teacher records the results. This enables her to check at a glance just how much progress individuals have made. The combination of good curriculum provision and excellent teaching gives pupils a very good start to their education.
13. The school makes good provision for the development of pupils' spiritual, moral, social and cultural awareness. This is most visible during assembly times. For example, the use of evocative music such as 'The Lark Ascending' by Vaughan Williams created an atmosphere of calm and interest. Pupils learn to recognise that assemblies are special times and willingly engage in a period of personal reflection. Some assemblies and the teaching of religious education in Years 5/6 are supported by the vicar and this also promotes pupils' spiritual awareness. Pupils' moral and social development are similarly supported in assemblies where teachers help pupils to develop well balanced views about personal responsibility. They learn about the personal and social commitment to a team, about the importance of participation and the learning experiences of both winning and losing.
14. The school develops pupils' awareness of Western European and other cultures well. The school is welcoming to pupils from other backgrounds, for example a group of Russian pupils. Pupils are knowledgeable and interested in other cultures such as India, largely due to the personal contacts of one of the teachers who has provided a range of artefacts for them to use. The school has established good links with a

school in India and their moral, social and cultural awareness is developed by making a financial contribution to the education of a child with whom they exchange letters. The support of one of the pupils' parents to translate letters into and from Tamil helps the pupils to develop insights into a different way of life.

WHAT COULD BE IMPROVED

There are too few planned opportunities for pupils to develop the full range of skills in information technology

15. Whilst pupils' attainment in information technology meets the expectations at both seven and 11, standards in information technology contrast markedly with those in English, mathematics and science. In Key Stage 1 pupils develop confidence and skill in using information technology. They use a keyboard with ease and learn to program a floor toy to travel forwards, backwards, left and right. Throughout Key Stage 2 pupils draft and re-draft their written work using word processing software. They learn to analyse data and represent it in graphical form. Pupils confidently use CD-ROM to research their work in subjects such as history and geography. However, there is little evidence in plans or observations of pupils using computers to control and model external objects or to simulate events, which could make a contribution to their learning in other subjects.
16. The school recognises that information technology does not make the contribution that it could to pupils' learning in other subjects, and has firm plans for improvement. These include the installation of further computer hardware and an Internet link which will enable pupils to develop their skills further.

The quality of teachers' planning varies from very good to unsatisfactory

17. Teachers' planning varies in quality from very good in the Reception/ Year 1 class, and the Year 5 and 6 class to unsatisfactory in Years 2/3/4. In this class planning is minimal and the assessment and records of pupils' achievements do not provide sufficient guidance to ensure that pupils build systematically on what they know and can do. The impact of this is that the pupils lose momentum in Years 2, 3 and 4 and although they continue to make satisfactory progress they do not make the learning gains of which they are capable. This is noted by a significant minority of parents. The rapid progress which pupils make in Reception is not sustained throughout Years 2, 3 and 4, and as a result both teachers and pupils have to work even harder in Years 5 and 6 to maintain the high standards of the school.

A minority of pupils in Key Stage 2 exhibit inappropriate attitudes and behaviour in class

18. Pupils' attitudes and behaviour are satisfactory overall. In Reception and Year 1, pupils develop an enthusiasm for school and a keen interest in learning. This in turn has a positive impact on their achievements. From Years 2 to 6, pupils' attitudes and behaviour are satisfactory in the main and they are sensible and reliable while they are play. However, a minority of pupils in Years 5 and 6 sometimes exhibit a distorted view of their self importance in class and this manifests itself in grudging responses to their teachers' reasonable requests, surliness and an inappropriate demeanour. For example, a pupil was adamant that he was going to start work five minutes late because break time was a little shorter than usual. A minority of pupils were slow to

do what they were instructed and did not give the teacher their full attention whilst some took liberties such as rocking on their chairs after others had been told not to.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to improve the school's high standards and the quality of education, the governors, headteacher and staff should;
 - (1a) implement existing plans for the improvement of information technology
 - (1b) ensure that information technology is used for a range of purposes to support the other subjects of the curriculum
 - (2) develop uniform systems of whole school planning which will ensure that pupils maintain the rapid pace of learning that they begin in Reception and Year 1
 - (3) review the systems of behaviour management and develop a clear and consistent approach to pupils who exhibit inappropriate attitudes and behaviour.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18.2	18.2	27.3	36.3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	2.8
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	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	6	6	6
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (77)	100 (88)	100 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	6	6	6
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (78)	100 (89)	100 (100)
	National	82 (80)	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	3	8	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	8	8	8
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (100)	100 (100)
	National	70 (65)	69(59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	8	8	8
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	91 (100)	100 (50)	100 (50)
	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	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	59
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	20.3
Average class size	19.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	38

Financial information

Financial year	1999
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	£
Total income	141,059
Total expenditure	146,322
Expenditure per pupil	2,481
Balance brought forward from previous year	10,021
Balance carried forward to next year	4,758

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	3	0	0
My child is making good progress in school.	55	23	13	5	5
Behaviour in the school is good.	28	55	13	0	5
My child gets the right amount of work to do at home.	28	40	15	15	3
The teaching is good.	60	23	13	3	0
I am kept well informed about how my child is getting on.	48	38	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	8	0	0
The school expects my child to work hard and achieve his or her best.	50	38	10	3	0
The school works closely with parents.	35	53	10	0	3
The school is well led and managed.	28	48	3	0	23
The school is helping my child become mature and responsible.	48	45	5	0	3
The school provides an interesting range of activities outside lessons.	40	55	3	0	3

Other issues raised by parents

A range of issues was raised at the parents' evening prior to the inspection. Whilst parents expressed their overall satisfaction with the school, a minority expressed concerns about the behaviour of a minority of pupils, the quality of teaching in Years 2,3 and 4 and the number of different supply teachers who are used to replace teachers when they are attending training courses. Inspection finding accept that a minority of pupils do not demonstrate sufficiently mature attitudes and behaviour. Although there are weaknesses in planning in the Year 2, 3 and 4 class the overall quality of teaching is satisfactory. When the normal supply teachers are unavailable the school has no alternative but to use other supply teachers as replacement, for example, for the new headteacher's management training.

