

INSPECTION REPORT

RAVENBANK COMMUNITY PRIMARY SCHOOL

Lymm

LEA area: Warrington

Unique reference number: 111006

Headteacher: Mrs A Topping

Reporting inspector: Miss K Manning
20267

Dates of inspection: 13th – 15th June 2000

Inspection number: 188033

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Pepper Street
Lymm
Cheshire

Postcode: WA13 0JT

Telephone number: 01925 753 926

Fax number: 01925 757 473

Appropriate authority: Governing body

Name of chair of governors: Mrs Sheila Biddle

Date of previous inspection: 9th – 13th October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
K Manning	Registered inspector
G Norval	Lay inspector
A Sharpe	Team inspector
G Halliday	Team inspector

The inspection contractor was:

Quality in Focus
Thresher House
Lea Hall Park
Demage Lane
Lea by Backford
Chester
CH1 6LP

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school, with 151 boys and 173 girls in classes from reception to Year 6. Many four-year-olds have good language, literacy and numeracy skills when they join the reception classes. Most pupils who attend the school come from privately owned homes in the area and fewer pupils than nationally are entitled to free school meals. Pupils come predominantly from English backgrounds and only six do not speak English as their first language. The number of pupils who have special educational needs is lower than in most other schools. Thirty-three children are on the school's register because they have learning, physical or emotional difficulties. One child has a statement of special needs.

HOW GOOD THE SCHOOL IS

Ravenbank Primary School is a friendly community where pupils reach high standards in English, mathematics and science. Most of the teaching in the school is satisfactory or better. The headteacher, governors and staff work closely with pupils and parents to ensure that pupils achieve the standards they are capable of. The school has an average income and provides satisfactory value for money.

What the school does well

- Very good leadership by the newly appointed headteacher sets a clear direction for the school to continue to improve the quality of teaching and to raise standards.
- Most of the teaching of literacy and numeracy is good and as a result standards are high in English and mathematics.
- Pupils enjoy school and most are keen to learn because of the very good relationships between adults and pupils.

What could be improved

- Procedures for checking the quality of teaching and learning in the classroom are not systematic.
- Teachers do not always make good enough use of information from assessment to plan work in all subjects.
- The time and talents of some support staff are not always used efficiently.
- Not all health and safety procedures are up-to-date.

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 at a satisfactory rate since it was last inspected in October 1995. Most of the key issues have been achieved although there is still work to do on some of them. Standards in design and technology and information technology have risen as a result of more time given to the subjects. The balance of the curriculum continues to be weighted to English and mathematics and subjects such as history, geography and religious education are given much less time. Steps have been taken to give pupils greater responsibility for aspects of their own learning; for example, older pupils research projects at home and take on responsibilities at school. It is still the case that adults in the school do many tasks that pupils could do for themselves, for example, putting on aprons or getting the materials they need for a task. Teachers have worked hard to improve procedures for assessment but feel that the information they get is not used to pitch work at the right level in subjects other than English and mathematics. This is something they want to continue to work at and it remains a priority for development. Similarly, although teachers have begun to check planning, pupils' work and the quality of teaching, they are not yet doing this in a rigorous or systematic way. They see this as being the next step towards increasing the amount of good teaching in the school. The

newly appointed headteacher has already done much work with governors in relation to evaluating the effects of financial decisions and getting a clear focus for improving what the school offers to pupils and parents. When combined with the enthusiasm of staff this puts the school in a good position to improve at a quicker rate than previously.

STANDARDS

The table shows the standards achieved by eleven-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	C	A*	A	B

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Where there is an A*, pupils' test results were in the top five per cent of all schools. Evidence from this inspection confirms that standards in English, mathematics and science are high and that seven and eleven-year-olds achieve well beyond what is normally expected for their age. The school sets realistic targets in English and mathematics for eleven-year-olds. By the time they leave school, all pupils have achieved as well as they can.

Over the last four years results in English, mathematics and science national tests for eleven-year-olds have increased at a similar rate to the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very good attitudes to work and school. They listen attentively, concentrate well and generally try hard to do their best.
Behaviour, in and out of classrooms	Behaviour is generally good. Pupils act sensibly and are polite to one another and to adults.
Personal development and relationships	Pupils usually demonstrate high standards in their personal development and relationships although there is still room to give younger pupils more independence.
Attendance	Attendance is very good. It is well above the national average.

A particular strength of the school are the very good relationships between adults and pupils. They like and respect one another and the school is a friendly place in which to learn.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

Every teacher was observed teaching on two occasions. The quality of teaching varied. Two out of twenty lessons were very good, eight good, eight satisfactory and two were unsatisfactory. The quality of teaching in English and mathematics is generally good.

Strengths in teaching and learning: good use of the National Literacy and Numeracy Strategies to plan work that is suitably challenging for pupils. As a result, pupils make good progress in gaining skills and knowledge in both subjects. Teachers use methods that enable all pupils to learn effectively, especially in English and mathematics. The very good relationships between teachers and pupils ensures that in most lessons pupils try hard.

Weaknesses in teaching and learning: were seen in only two lessons. When activities incorporate more than one subject and are not linked by a common topic, teaching is ineffective and pupils make slower progress than they should. When strategies for maintaining discipline are ineffective pupils' behaviour deteriorates and they fail to listen to what they should be doing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, which is extended by a wide enough range of extra-curricular activities. Music is a strength of the curriculum.
Provision for pupils with special educational needs	The school provides adequate support for most pupils with special educational needs. Parents are not always kept fully informed of what the school is doing to help their children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral, social and cultural development is promoted soundly through lessons and assemblies.
How well the school cares for its pupils	Teachers know their pupils well and take care that they are happy in school. The school does not meet all health and safety requirements. Procedures for assessing pupils' progress are not used well enough to plan work in all subjects.

The need to improve how assessment is used to help plan work in subjects other than English and mathematics and the urgent need to rectify lapses in health and safety proceedings are key issues for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a strong and dynamic leader who provides firm educational direction for the work of the school. The leadership and management of senior members of staff are satisfactory overall. Existing systems to check the quality of teaching and learning are limited and in need of improvement.
How well the governors fulfil their responsibilities	Governors are conscientious and very interested in the work of the school. However, they do not fulfil all of their statutory responsibilities.
The school's evaluation of its performance	The headteacher has a very clear view of what needs to be done to improve the school's performance.
The strategic use of resources	The talents of classroom assistants are not always used effectively. Not enough use is made of computers in classrooms.

The school employs a high number of classroom assistants and support staff. In general they make a valuable contribution to the quality of teaching and pupils' progress. However, in some lessons their time is not used efficiently. This happens when they play no part in whole-class teaching times, which can be up to thirty minutes of a lesson.

Teachers are aware of their strengths and weaknesses. They compare the school's results with those of other schools in the local education authority in order to determine how well they are doing. The school is not so good at determining whether what they get is good value for money or whether what they offer is at the right price. The headteacher is determined to seek the views of parents on issues such as the school's provision for pupils with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased that their children like school. They think that most of the teaching is good. Parents think that pupils behave well in school. They are glad that their children are expected to work hard and do their best. Parents are pleased that teachers help their children to become mature and responsible. 	<ul style="list-style-type: none"> Several parents would like more homework for their children. Some parents would like the school to work more closely with them. Some parents would like more information about how their child is getting on in school.

The inspection team agrees with the positive views of parents about the school. Parents are justified in their views about not having enough information about their children's progress. Annual reports are not as clear as they should be about what pupils can do in subjects such as art and design and technology. If parents would like to work more closely with the school, there are plenty of opportunities to become involved in the life and work of the school. Children are given regular homework in English and mathematics and older children research projects at home. Teachers use homework effectively to extend pupils' learning in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good leadership by the newly appointed headteacher sets a clear direction for the school to continue to improve the quality of teaching and to raise standards.

- 1 The strength of leadership comes from a headteacher who has a wide knowledge of primary education and keeps up-to-date with local projects and national initiatives. In the short time that she has been at the school, the headteacher has shown herself to be a strong and effective leader who has brought greater momentum to the work of the school. In just a few weeks, a new overview of the school's strengths and weaknesses has been achieved. This has been done through discussions with all staff and an independent audit of standards, which has provided a clear picture of what needs to be done in order to continue to raise standards.
- 2 One of the main strengths of leadership is the way the headteacher has increased and extended the role of co-ordinators in the short time she has been at the school. Now that they have been given more responsibility, they have seized the opportunity with a willingness that is already having a strong impact on the work of the school. They have begun to widen their management role and are looking closely at how information from assessment can be used to track pupils' progress and ensure that work is pitched at the right level. With encouragement from the headteacher, they have begun to check planning and monitor the curriculum and there is a strong feeling that staff are beginning to work as a team that is focused and highly likely to be effective. In order to continue to improve this aspect of management of the school the headteacher intends to develop the defined roles and functions of each member of senior staff and co-ordinators.
- 3 In addition, the headteacher has led the way in devising clear and rigorous procedures for reviewing the quality of teaching. Her thorough understanding of how to use the process of appraisal to help staff improve their teaching puts the school in a very good position to be able to increase the amount of good teaching.
- 4 With the support of governors the headteacher has made radical changes to how the budget is set and managed. Spending is defined more specifically now that the headteacher has purchased a financial support package from the local education authority. Costs of spending on staffing and resources are now detailed and show exactly where money is being spent. Previous anomalies, such as using grants for training to pay for additional staff have been remedied, and as a result, money is now available for training staff. In addition, the headteacher's close attention to the budget has meant that the school has been able to avoid overspending on educational support staff.
- 5 The headteacher has been quick to identify other aspects of the school's provision that need reviewing or improving. She has begun to review the way that pupils with special educational needs are supported and the extent to which parents are involved and kept informed of the help their children are given. Her fresh thinking about the impact of first impressions on parents and the public has already given rise to plans for improving the entrance to the school.

Most of the teaching of literacy and numeracy is good and as a result, standards are high in English and mathematics.

- 6 Children have had a good start to their learning of literacy and numeracy when they join the reception classes. Consequently, they are ready for more challenging work in reading, writing and numeracy. Teachers ensure that they are given work that is

practical, for example, putting toy vehicles in order and recording their position in a line as *first, second* and so on.

- 7 A good deal of time is spent on both English and mathematics because teachers regard literacy and numeracy as being crucial to pupils' academic success. In both key stages, pupils get an hour of English each day and lessons follow the guidelines in the National Literacy Framework. Similarly, pupils are taught mathematics for almost an hour each day. They have responded well to changes in teaching mathematics. They particularly enjoy the time they have for mental mathematics and their enjoyment of answering quick-fire questions or solving difficult problems involving number and money is evident in their keenness to participate. A good example of this was seen when pupils in the Year 1 and 2 class tried hard to chant multiplication tables forwards and backwards.
- 8 Most of the teaching of English and mathematics is good. Teachers have adapted the National Literacy and Numeracy Strategies well to meet the needs of pupils and to suit the organisation of classes and year-groups. In classes with pupils from two year-groups pupils' work is planned thoroughly so that all pupils are given work at the right level of difficulty. Pupils in Key Stage 2 are taught in groups of similar ability and this is working well. Lower attaining pupils get the extra help they need and higher attaining pupils benefit from greater challenge in their work. This was evident in an English lesson for lower attaining pupils in Year 3. Because the teacher was careful to select a suitable text and reminded pupils of the power of using adjectives in their writing, they were able to replace the word *said* with more descriptive words, such as, *whispered, hissed* and *snarled*.
- 9 A strength of teaching is the way staff encourage children to use appropriate language in English and mathematics lessons. For example, when talking about books, pupils in Key Stage 1 use the words *author* and *illustrator* and those in Key Stage 2 talk about *blurb, index* and *glossary*. Similarly, pupils' widening mathematical vocabulary is evident in their use of more complex terms, such as, *factor, simplify* and *prime number* as they get older.
- 10 Strengths in the teaching of literacy and numeracy include the many opportunities teachers plan for pupils to read, write and use number in other subjects. Consequently, by the time they are in Year 6 they write in a variety of styles and use words to good effect in some of their writing. For example, pupils in Year 6 wrote knowledgeably about life in ancient Greece in history. Pupils also use their numeracy skills to produce charts and graphs to record their findings in science experiments and observations.

Pupils enjoy school and most are keen to learn because of the very good relationships between adults and pupils.

- 11 The warm and friendly relationships between adults and children are immediately evident as you enter the school. Teachers know their pupils well and take great care to see that they are happy and comfortable in school. During the inspection they were regularly seen talking in a friendly and informal way with pupils. They are quick to spot when pupils are unwell or unhappy and do everything they can to make them feel comfortable at these times. An example of how pupils have confidence that adults will take good care of them is that they are happy to wait in the library for parents to collect them after school, knowing that teachers or other adults will be there to look after them.
- 12 A feature of the warm relationship between pupils and adults is the way that teachers are prepared to laugh and joke with pupils. Pupils respond to these times in a mature way and are often spurred on to greater effort because of them. This happened in a physical education lesson for pupils in Year 6. The class teacher explained in a humorous way that shorter pupils would have to take more steps between hurdles. As a result, pupils did not feel pressured into competing with taller classmates and got the measuring of

their strides just right. However, teachers also make sure that pupils behave well and do as they are told. They are firm and fair when dealing with pupils who have done wrong and because everyone has the same approach, pupils know exactly what to expect. Consequently, pupils of all ages know the difference between right and wrong behaviour.

- 13 Pupils try hard because they like their teachers and enjoy the work that they do in school. They enjoy the praise they get for making an effort, whether it is a sticker or a word of congratulation. Pupils of all ages take pride in their achievements and want to do well. The youngest are very keen to show off their efforts at painting imaginary ants and the oldest are equally keen to show what they can do on computers. In only one lesson, pupils did not try as hard as they should because discipline was not firm enough.
- 14 Throughout the school, teachers respect pupils' point of view and listen to what they have to say. Their comments are valued and sought out in lessons with teachers often asking pupils to explain their thinking, for example, how they solve mathematical problems or what their impressions are of a painting in art. Pupils are also reminded to listen to what others have to say. All of this has a significant impact on their relationships with other pupils and adults. When working on computers, pupils value the help given to them by parents. They make good progress as a result of parents' efforts and the relaxed way that they are shown how to use the school's software.

WHAT COULD BE IMPROVED

Procedures for checking the quality of teaching and learning in the classroom are not systematic.

- 15 The headteacher and staff are very keen to increase the amount of good teaching in the school by sharing what works best. They recognise that in order to do this successfully they need to determine the strengths and weaknesses in teaching and learning. In particular, they want to rectify those features that make teaching unsatisfactory in order to ensure that standards remain high enough in all subjects.
- 16 At present there is no systematic way of doing this. Some teachers have observed their colleagues teaching but not everyone has had the opportunity to do this. Similarly, although both deputy headteachers have time when they do not teach, the monitoring they have undertaken has not been rigorous enough. Specific strengths and effective features of teaching are not identified or shared sufficiently well. For example, the strategies used by experienced teachers to motivate pupils and maintain good discipline have not been used to support less experienced teachers.
- 17 A second reason why the current system fails to be effective is because there is no clear focus to what is observed. Observations of colleagues are too often limited to identifying good features of lessons. What teachers feel they are not doing well enough is identify a feature of teaching that is relevant to all subjects and use this as a focus for monitoring.
- 18 Thirdly, although co-ordinators check teachers' planning, it is not done rigorously enough to plug gaps in teaching. An example of this is that teachers do not always plan how they will use information technology and as a result, computers in classrooms are not used often enough, particularly in literacy and numeracy lessons. Sometimes, teachers' plans are too ambitious, a fact that is not always identified. For example, during the inspection this resulted in a lesson where the teacher tried to teach too many subjects at the same time and pupils did not make the progress they should.
- 19 Co-ordinators recognise the need to make more regular and specific checks on standards by looking at the work in pupils' books. As with other aspects of monitoring, this is not yet done in a systematic way. This means that co-ordinators are unsure

whether standards are high enough in subjects such as history and geography. This is made more difficult by the fact that in most subjects teachers' record keeping does not show whether pupils are making fast enough progress for their age and ability.

Teachers do not always make good enough use of information from assessment to plan work.

- 20 Teachers are better at assessing what pupils know and can do in English and mathematics than in other subjects. Assessment begins in the reception class and continues as a regular feature throughout the school. Pupils' progress is carefully checked through a variety of school and national tests. Teachers analyse the results of tests given to pupils at the end of each year and use the information from these to ensure that the work given to pupils challenges them, whatever their ability. They also use the results of tests to predict what pupils will achieve at the end of each key stage and to track their progress from one year to the next.
- 21 Teachers are not yet making use of the same procedures in other subjects. In their termly plans, teachers rarely identify what they will be assessing or how they intend to do it. Furthermore, because there is no agreed format for recording what pupils can do co-ordinators are unable to track pupils' progress easily. Without this they cannot judge how well pupils are doing, for example, in learning skills in information technology.
- 22 In addition, records of what pupils can do are not always linked closely enough to the programmes of study set out in the National Curriculum. There are no portfolios of work in important subjects such as science and information technology and not enough to help teachers be accurate in their judgements about what pupils can do. This is an area that co-ordinators are keen to get to grips with and they have already identified it as a priority for training and development.

The time and talents of some staff are not always used efficiently.

- 23 The school has a high number of support staff who work in classes in both key stages. The support they give to pupils has a significant impact on the good progress that pupils make and is one of the reasons why standards are high. Parents value the extra attention their children get from working in smaller groups. However, in too many lessons the time and talents of support staff are not being used efficiently. This happens most often when teachers talk to the whole class, for example, during mental mathematics sessions or when they are reading text in literacy lessons. During these times, support staff often have no part to play except listen to what teachers are saying. This is an inefficient use of their time and points to lack of thought about how support staff should be timetabled to make best use of having help in the classroom. In some lessons their time is used well, for example, when they make notes of what pupils can do or which pupils have answered questions correctly, in order to contribute to the teachers' record keeping.
- 24 The costs of employing support staff are high and the school's budget is very tight. This makes it crucial that the headteacher and governors ensure that the best possible value is gained from money spent.

Not all health and safety procedures are up-to-date.

- 25 Some health and safety procedures are in need of urgent review by governors. Many instances of potential risks to safety were seen during the inspection, which indicate weaknesses in the school's procedures for risk assessment. For example, mats in classes and corridors are ripped and curled increasing the possibility of tripping.

Although procedures for child protection meet legal requirements, staff have not had recent training and are unsure about who has responsibility.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors, headteacher and staff should:

(1) Extend existing systems for monitoring and evaluating the quality of teaching and learning by

- establishing formal procedures for the systematic monitoring and evaluation of the quality of teaching and its impact on standards and learning,
- determining a focus for monitoring planning, teaching and pupils' work,
- using the information from monitoring to plan teachers' needs for training,
- agreeing the responsibilities of the senior management team and subject co-ordinators,
- incorporating aspects of teaching and learning into development planning

(paragraphs 15 - 19 of the report)

(2) Make better use of information gained from assessment by

- agreeing levels so that judgements about attainment are accurate,
- keeping purposeful records that are linked to the learning objectives set out in planning,
- using assessment to track and predict the progress of pupils from one year to the next,
- ensuring that lessons take account of what pupils already know and can do.

(paragraphs 20 - 22 of the report)

(3) Make better use of the time and skills of support staff by

- timetabling their support so that they are not sitting unemployed while teachers talk to the whole-class,
- ensuring that their skills are always used for the benefit of pupils.
- checking that support staff have an impact on standards

(paragraphs 23 - 24 of the report)

(4) Ensure that health and safety procedures are brought up to date as a matter of urgency by

- providing relevant training about child protection for staff
- making a thorough assessment of risks to pupils and adults in the school

(paragraph 25 of the report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	40	40	10	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)		324
Number of full-time pupils eligible for free school meals		5

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		33

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

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	2

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

Unauthorised absence

	%
School data	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	22	30	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	20
	Girls	29	29	27
	Total	48	50	47
Percentage of pupils at NC level 2 or above	School	92 (97)	96 (97)	90 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	29	27	29
	Total	49	47	50
Percentage of pupils at NC level 2 or above	School	94 (95)	90 (95)	96 (97)
	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	15	23	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	22	22	22
	Total	37	37	37
Percentage of pupils at NC level 4 or above	School	97 (86)	97 (86)	97 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	21	21	22
	Total	36	36	37
Percentage of pupils at NC level 4 or above	School	97 (91)	95 (86)	97 (90)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	324
Any other minority ethnic group	0

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)	12.4
Number of pupils per qualified teacher	26
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	95.5

FTE means full-time equivalent.

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	0	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.

Financial information

Financial year	1998/1999
	£
Total income	453777
Total expenditure	440340
Expenditure per pupil	1372
Balance brought forward from previous year	0
Balance carried forward to next year	13437

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	99 (40.6%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	1	0
My child is making good progress in school.	48	45	5	1	0
Behaviour in the school is good.	53	46	0	0	1
My child gets the right amount of work to do at home.	25	57	15	3	0
The teaching is good.	39	56	3	0	2
I am kept well informed about how my child is getting on.	19	57	21	3	0
I would feel comfortable about approaching the school with questions or a problem.	57	34	8	1	0
The school expects my child to work hard and achieve his or her best.	61	37	1	1	0
The school works closely with parents.	34	43	17	2	3
The school is well led and managed.	39	54	2	1	4
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	48	33	10	2	6

24 (24%) of parents made additional comments

Strongest points in order

- The school is a happy place for children.
- There is good leadership of the school.
- Large classes make it difficult for teachers.
- There is not enough information about what children have done, or what they will be doing in lessons.
- Individual children are not always challenged to do their best.
- Changes of class teacher affects the progress made by children.
- Teachers are enthusiastic and dedicated to their work.
- Homework is inconsistent from year to year