

# INSPECTION REPORT

**GRANGE FARM PRIMARY SCHOOL**

STYVECHALE

LEA area: COVENTRY

Unique reference number: 103664

Headteacher: Mrs Ruth Green

Reporting inspector: Mrs Eileen W. Humberstone  
23810

Dates of inspection: 31<sup>st</sup> January – 2<sup>nd</sup> February 2000

Inspection number: 189031

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 to 11 years  |
| Gender of pupils:            | Mixed  |
| School address:              | Dewsbury Avenue<br>Styvechale<br>Coventry<br>West Midlands |
| Postcode:                    | CV3 6NF  |
| Telephone number:            | 024 7641 1098  |
| Fax number:                  | 024 7641 7150  |
| Appropriate authority:       | Governing Body   |
| Name of chair of governors:  | Mr Ian Russell   |
| Date of previous inspection: | 10 <sup>th</sup> – 14 <sup>th</sup> June 1996              |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members       |                      |
|--------------------|----------------------|
| Eileen Humberstone | Registered inspector |
| Janet Garland      | Lay inspector        |
| Jozefa O'Hare      | Team inspector       |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This school is an average sized primary school for boys and girls from 4 -11 years old. It has 212 full-time pupils.

Children's attainment on entry is broadly in line with the national average expected for their age. Twenty pupils have special educational needs, a figure lower than the national average. Nearly a quarter of its pupils come from ethnic minority backgrounds (mainly Indian), and in the first two years of the school it is half of the pupils. Fifty-eight pupils have English as an additional language, which is very high when compared nationally.

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

Grange Farm is an effective school which makes good provision for its ethnically diverse community. Pupils achieve good standards because teaching is good overall. The headteacher, governors and staff work together well to improve the school. It provides good value for money.

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

- Standards in mathematics are very high, and standards in English and science are above the national average.
- Standards in music are very high.
- Overall, teaching is good. It is very good in nearly half of the lessons observed.
- Pupils with English as an additional language make very good progress.
- The school is a happy community.
- The headteacher, staff and governors have a clear view of where they want the school to go.

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

- Challenge for higher attainers in Key Stage 1.
- Handwriting and presentation in Key Stage 1.

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

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

The developments made since the last inspection in June 1996 have been sufficient to improve the standards achieved by pupils in mathematics and science, and sustain them in English. All the action points from the last inspection have been tackled well. Senior management roles are clear and responsibilities more equably shared than they were before. Key co-ordinators give strong leadership for raising standards. Due emphasis given to literacy and numeracy has sustained standards in English, despite the increase of pupils with English as an additional language, and has improved standards in mathematics dramatically. Improvements in teaching overall, and those in information and communications technology and design and technology have been good. There is a suitable range of curriculum areas, which fully reflect the different cultures within the school. The school is well placed to continue to improve in the areas of teaching, learning, management and leadership.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | B             | C    | B    | C               |
| mathematics     | A             | A    | A*   | A               |
| science         | B             | B    | B    | C               |

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

By the age of 11, standards in mathematics are very high and in the highest five per cent nationally. Standards in English and science are above the national average and in line with average when compared to similar schools. The work pupils were doing during the inspection confirmed these standards. Weaknesses in standards in science at Key Stage 1 and in writing at Key Stage 2 are suitably addressed. Standards in mathematics and science show a steady increase over the last three years, with more able pupils in Key Stage 2 getting the higher levels. Standards in English have been maintained. The school has set realistic targets in English and mathematics. By the age of five, most children achieve appropriately across the range of their work, with good progress in literacy and numeracy owing to the very good teaching they receive.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils have very positive attitudes to learning. They are generally confident, motivated and listen well to their teachers.   |
| Behaviour, in and out of classrooms    | They generally behave well in and out of the classroom.   |
| Personal development and relationships | Pupils' personal development is very good. There are many well-planned opportunities for pupils to take extra responsibility. They do so willingly, such as when they work with younger pupils as "Reading Buddies". Relationships throughout the school are very good. |
| Attendance                             | Pupils' attendance continues to be very good. They enjoy coming to school.  |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very good          | Good           | Very good       |

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

The quality of teaching is good overall. Nearly half of the lessons were very good or better. There was no unsatisfactory teaching. The teaching of English, including reading and writing, and mathematics, is very good in under-fives and in Key Stage 2 (7 to 11 year olds). All teachers are competent at teaching the basic skills of literacy and numeracy. They plan their lessons well and are clear about what they expect their pupils to learn. There is good teaching overall in mathematics and English in Key Stage 1. However, there is insufficient challenge for the higher attaining pupils, particularly at the end of the key stage, where expectations for work and behaviour are not consistently high. Throughout this key stage, insufficient attention is given to maintaining and improving handwriting and presentation. Teaching in science is generally good throughout the school. Pupils with special educational needs and those with English as an additional language learn very well overall. Higher attaining pupils do not show the same productivity and pace at the end of Key Stage 1.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The statutory curriculum is in place and enriched with a good range of creative activities and extra-curricular clubs. However, there is not a large number of clubs for younger pupils.  |
| Provision for pupils with special educational needs   | There is good provision for pupils with special educational needs with clear individual education plans. They make very good progress in the withdrawal groups with the extremely skilful teacher.  |
| Provision for pupils with English as an additional language                                 | There is very good provision for these pupils and they make very good progress overall. They are well integrated into the life of the school. The school makes very good use of the highly skilful specialist teacher. There were very good examples in literacy lessons of raising awareness of differences and similarities in languages.         |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for pupils' spiritual, moral, social and cultural development overall. Provision for spiritual and cultural development has improved significantly. Many opportunities are given to pupils to celebrate the cultural diversity of the school such as through display, assemblies, music, dance, art and drama. |
| How well the school cares for its pupils  | Good procedures are in place. The previous weakness has been well addressed. The school site is now secure.   |



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher and staff with responsibilities give strong leadership to the management of the school. The school is well managed. Individuals with responsibility are clear about the work they have to do and how they contribute to improve the quality of education for the pupils.  |
| How well the governors fulfil their responsibilities             | The governors fulfil their responsibilities well. They have analysed their own work, recently reorganised their committee structure and effectively support school improvement.   |
| The school's evaluation of its performance                       | The school has a good overview of its work. Through a high level of expertise among senior staff, it is increasingly effective at analysing what works and why.   |
| The strategic use of resources                                   | Great care is given to matching resources to identified weaknesses in the school's provision. Good use is made of staff, with very good use of specialists in special educational needs and English as an additional language. Material resources, time and the building are all well used. The governing body is well aware of best value principles and applies these suitably. |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• Behaviour in school</li> <li>• School is approachable</li> <li>• Their children make good progress</li> <li>• The school's high expectations</li> <li>• The school is well led and managed</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• The range of extra-curricular activities</li> </ul> |

The inspectors' judgements support parents' positive views about the school. The amount of homework required is consistent with government guidelines and is judged to be appropriate. There is a good range of extra-curricular activities for pupils in Key Stage 2, but fewer for younger pupils.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Standards in mathematics are very high, and standards in English and science are above the national average.**

1. Pupils achieve very high standards in mathematics in their National Curriculum tests. Standards in science and English are above the national average.
2. The teachers put a very strong emphasis on developing pupils' mental calculations and this is very effective in improving pupils' basic skills. Pupils at the beginning of Key Stage 1 are beginning to understand inverse relationships and quickly work out relationships in adding and subtracting numbers to ten. In Year 2, they work out double the number 12. By the time the pupils are in Year 6 they have a good mental facility. For example, they work out algebraic problems in their heads with impressive speed and make sensible predictions for outcomes when applying different formulae on a spreadsheet.
3. In the reception class, pupils are introduced to challenging concepts such as the relationship between weight and size. Much of their mathematics is practical and experimental. Pupils at the beginning of Key Stage 1 use their developing numeracy skills very well as they work out the weight of objects using non-standard units. By the age of seven, pupils sort and describe the properties of two-dimensional and three-dimensional shapes.
4. Teachers plan well for talk. They generally lead question and answer sessions with skill and successfully use rhyme, poetry and drama to encourage pupils' oral responses. The youngest children in reception use appropriate language as they undertake roles such as doctor and receptionist as they play in their "Health Centre." Pupils in Year 2 understand and eagerly give suggestions for compound words such as "*football*." As they move up through the school, pupils use words with increasing precision. They listen well and give confident explanations when, for example, they explain the differences in a poem read in Caribbean and Standard English. Older pupils offer constructive criticism of each other's performance in drama thoughtfully, sensitively and clearly.
5. Children in the present reception did not have a good knowledge of books when they entered school. They are quick and eager to learn the sounds of letters and common words but their confidence is slower to develop. However, by the age seven, pupils read with expression and fluency and use a range of cues to work out unknown words. In Key Stage 2, the oldest pupils read for pleasure and confidently offer opinions and their preferences such as poetry and books by C. S. Lewis. Reading is used effectively to support learning across the curriculum.
6. Writing skills are taught competently across the school. Pupils learn to spell with increasing accuracy. At seven, they understand the structure of story writing and begin to organise their writing into linking sentences. Higher attaining pupils use words to good effect, for example, "*sun-bathing on woven grass blankets*" and "*they played together until darkness fell*." By eleven, they choose sentences which hold together because they are all about the same topic or person.
7. Pupils achieve good standards in science. The youngest pupils in reception know from their observations what babies need and how people grow and change. Some pupils

at the end of Key Stage 1 are beginning to understand the need for fair tests as they conduct experiments with their teacher to find in which part of the classroom ice melts most quickly. They suitably record their observations in pictures and writing. Pupils in Year 6 discuss Newtons confidently, collate results and write conclusions on the basis of their evidence.

### **Standards in music are very high**

8. In music lessons, pupils show an impressive quality of singing with very good pitch and dynamics, singing songs in two parts. Their high standard of singing is recognised locally and they have recently sung in Coventry Cathedral. The co-ordinator who leads music is an excellent teacher of the subject. In assembly, pupils sing tunefully and with considerable expression the “*New Millennium Song*” enunciating words carefully.
9. There is a very high standard of instrumental playing. Pupils play the guitar with sensitivity so as not to drown the singing. An older pupil plays the flute with remarkable expression. Recorders play in three parts, a descant, treble and tenor, in a most expressive way. They read the score well and keep very good rhythm.

### **Overall teaching is good. It is very good in nearly half the lessons observed.**

10. Teachers prepare their lessons thoroughly with clear targets for what they want pupils to learn. They make effective use of a variety of pupil groupings and teaching strategies, including skilful use of probing questions and good use of a range of resources. The teachers are competent at teaching literacy and numeracy. Support staff are suitably briefed. Appropriate use is made of the high level of skills of the teachers for pupils with English as an additional language and special educational needs. All these features contribute significantly to the good standards achieved and the progress pupils make.
11. Many examples were seen where teachers’ very good subject knowledge conveyed an excitement and enthusiasm that was infectious to the pupils. In Year 6, pupils were eager to share their learning about spreadsheets on computers with their parents. Pupils in Year 1 responded with great enthusiasm, joy and humour to their class teachers’ challenges in mental mathematics. Similarly, pupils in Year 3 and Year 4 were enthusiastic to quickly make distinctions between patois and Standard English, and differences in word order between English and Punjabi or Gujerati. Novel and creative ways were used by the music co-ordinator as she taught simple composition during the “Creative Wheel.” Pupils made very good progress as they responded, performed and then rearranged their compositions. In Year 5, the class teacher and part-time teacher engendered a love of literature, including poetry, through their own enthusiasm.
12. Most teachers put a high level of challenge into the work that they plan for their pupils. In most cases, this is reinforced by regular and thorough assessment. Each year cohort varies somewhat in their learning needs and the reception teacher is particularly adept at analysing where children are in their learning and providing appropriately for their needs. She also leads strongly in the school as the co-ordinator for assessment and is influential in analysing National Curriculum test results. This has mostly had a beneficial effect in helping teachers plan work appropriate to individuals and groups of pupils.

### **Pupils with English as an additional language make very good progress.**

13. The headteacher and governors make very good use of specific funds for pupils with English as an additional language. They make particularly good use of the high level of skills of the specialist teacher. She works very effectively with individuals and groups of pupils and gives advice and support to class teachers. Samples of pupils' work are continuously analysed and programmes are planned which are specific to their needs, particularly in regard to their level of attainment. Extensive records are kept tracking each pupil's progress.
14. Homework is given to the pupils and they are very eager and willing learners. The entries in children's reading logs show that there is a high level of parental support from when the children enter school. The children make a very good start in reception. Parents of reception children express their pleasure at their children's rapid progress.
15. Every opportunity is given to support and extend pupils' speaking and listening skills through question and answer sessions, role-play, poetry and drama. As their English improves they use it well in their writing. By Year 4, there are good examples of stories such as "*Shadow Planet*" which has well formed paragraphs consisting of extended sentences. Suitable punctuation is used, and description such as "*in her supernatural dreams, she dreamt that a witch-shaped shadow flew across the moon*" and "*a prism-shaped planet.*"

### **The school is a happy community.**

16. Pupils like coming to school. Relationships within the school are very good. Pupils play and work well together. The headteacher is very effective in encouraging staff to improve their skills and this is clearly shown by the way that she has supported staff with information technology. Pupils and staff alike feel their efforts are valued. Staff, in their turn, provide powerful role models, showing courtesy and respect to each other and pupils.
17. The school gives many opportunities to extend pupils' social development and raise their self-esteem. A very good example of this is the "Creative Wheel" which takes place one afternoon a week in Key Stage 2. In a drama session, pupils were asked to compare their performances this year with last year and a pupil commented that "*he had learnt to co-operate. He was nervous last year but was not now.*" The many strategies used to improve pupils' confidence successfully increase their motivation and support their very positive attitudes to learning. This is a significant factor in the school's success.
18. The oldest pupils show considerable maturity and responsibility as they organise sales for charities, choosing the charity, collecting goods and announcing it in assembly. They willingly go and read with younger pupils as they pair up as "reading buddies". They show a keen sense of fairness in their recent decision to resolve use of the playground at lunchtime with a rota for the different games. For pupils at this key stage, there is a good range of extra-curricular activities including sport and musical activities, which contribute significantly to pupils' social and cultural development. At the moment, there are fewer extra-curricular opportunities for the younger pupils.
19. Pupils are very tolerant of one another and show appreciation of each other's efforts. They happily applaud each other's successes such as in the "Certificates Assembly." Pupils with English as an additional language are well integrated into the life of the

school. There is a clear and very good focus given to celebrating the different cultures. This is beautifully enhanced through art and display, literature, music, dance and drama and a good number of books with dual language, including stories from various ethnic origins to support literacy.

**The headteacher, staff and governors have a clear view of where they want the school to go.**

20. The headteacher with the senior management team gives strong leadership to the management of the school. Individuals with responsibility are clear about the work they have to do and how they contribute to improve the quality of education for the pupils. The co-ordinators for literacy and numeracy have been mostly effective in identifying strengths and weaknesses in the teaching and addressing them suitably. There are regular meetings where staff look at priorities for development and give careful consideration to the next step.
21. Members of senior management's very good analytical skills are well used to look at the results of National Curriculum tests and identify strengths and weaknesses in pupils' learning. The governing body has spent time analysing their own work to see how they could more effectively support school improvement. As a result, they have recently reorganised their committee structure. This has led to a greater involvement and they have become more aware and searching. The relationship between the work of the headteacher and senior managers and that of the governing body is good.
22. The school took part in the National Numeracy Project and benefited from further training for staff. The work done in this area is a very good example of the school's increasing effectiveness at evaluating its performance. Teaching and learning in mathematics were closely monitored over the two year period. The information from this activity helped headteacher, staff and governors understand how standards in mathematics improved considerably.

**WHAT COULD BE IMPROVED**

**Challenge for higher attainers in Key Stage 1**

23. The results of national curriculum tests for seven-year-olds in 1999 showed that standards in science were below those achieved nationally. The school looked at the results and identified that the poorer results were as much to do with inaccuracies in teacher assessment as weaknesses in pupils' learning. Since then, the assessment co-ordinator has worked effectively with the Year 2 teacher and inspection evidence shows that most pupils are now achieving nearer their potential.
24. However, higher attaining pupils' progress is not as consistently good in all subjects throughout the key stage. At the end of the key stage, teachers' planning shows satisfactory activities for the average attaining pupils. However, insufficient challenge remains for higher attaining pupils, although lower attaining pupils are well supported, a few by their well-written individual education plans.
25. The high expectations for pupils' work and behaviour seen in the first two years of Key Stage 1 are not as consistently applied at the end of the key stage. Teachers' management of pupils at the end of the key stage is not as consistent or positive, and

very occasionally lesson pace slows when time is spent re-inforcing expectations for behaviour.

### **Handwriting and presentation in Key Stage 1**

26. While pupils practise handwriting regularly, they do not transfer many of these skills to their wider writing in English and other subjects. Standards in handwriting and presentation are generally below average. Letters are not always accurately formed or consistent in size. Pupils have not acquired sufficient basic skills to lay the foundations for a fluent joined style.

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

The school should now:

- (1) Provide more activities to challenge the higher attaining pupils in Key Stage 1 by:
  - ◇ planning activities that more closely match their needs;
  - ◇ promoting consistently high expectations for pupils' work and behaviour.
- (2) Improve handwriting and presentation throughout Key Stage 1.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 24 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 8         | 38        | 33   | 21           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) |         | 212     |
| Number of full-time pupils eligible for free school meals        |         | 6       |

FTE means full-time equivalent.

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

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 57           |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 14           |
| Pupils who left the school other than at the usual time of leaving           | 11           |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 3.8 |
| 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 | 16   | 10    | 26    |

| National Curriculum Test/Task Results       |          | Reading | Writing  | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 14      | 16       | 14          |
|   | Girls    | 10      | 10       | 10          |
|   | Total    | 24      | 26       | 24          |
| Percentage of pupils at NC level 2 or above | School   | 92 (88) | 100 (81) | 92 (91)     |
|   | National | 82 (80) | 83 (81)  | 87 (84)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 14      | 14          | 13      |
|   | Girls    | 10      | 10          | 9       |
|   | Total    | 24      | 24          | 22      |
| Percentage of pupils at NC level 2 or above | School   | 92 (88) | 92 (85)     | 85 (88) |
|   | National | 82 (81) | 86 (85)     | 87 (86) |

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

### Attainment at the end of Key Stage 2

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|  | 1999 | 16   | 16    | 32    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 12      | 14          | 14      |
|   | Girls    | 15      | 16          | 16      |
|   | Total    | 27      | 30          | 30      |
| Percentage of pupils at NC level 4 or above | School   | 84 (74) | 94 (77)     | 94 (84) |
|   | National | 70 (64) | 69 (58)     | 78 (69) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 13      | 15          | 15      |
|   | Girls    | 15      | 16          | 16      |
|   | Total    | 28      | 31          | 31      |
| Percentage of pupils at NC level 4 or above | School   | 88 (84) | 97 (84)     | 97 (84) |
|   | 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                   | 3            |
| Indian                          | 38           |
| Pakistani                       | 1            |
| Bangladeshi                     | 3            |
| Chinese                         | 0            |
| White                           | 132          |
| Any other minority ethnic group | 5            |

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

### ***Teachers and classes***

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

|  |        |
|--|--------|
| Total number of qualified teachers (FTE) | 9.9    |
| Number of pupils per qualified teacher   | 21.4:1 |
| Average class size                       | 26.5   |

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

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 54 |

### ***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                             | 1998/99 |
|  | £       |
| Total income                               | 355,304 |
| Total expenditure                          | 378,469 |
| Expenditure per pupil                      | 1,863   |
| Balance brought forward from previous year | 30,396  |
| Balance carried forward to next year       | 12,102  |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 156 |
| Number of questionnaires returned | 54  |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 35            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 48             | 48            | 2                | 2                 | 0          |
| Behaviour in the school is good.   | 56             | 43            | 2                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 22             | 50            | 20               | 6                 | 2          |
| The teaching is good.  | 52             | 43            | 4                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 43             | 52            | 4                | 2                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 63             | 35            | 2                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 69             | 28            | 0                | 2                 | 2          |
| The school works closely with parents.   | 50             | 43            | 7                | 0                 | 0          |
| The school is well led and managed.  | 67             | 28            | 6                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 56             | 37            | 4                | 2                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 33             | 50            | 6                | 7                 | 4          |