

INSPECTION REPORT

BUCKLESHAM PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124572

Headteacher: Mr D Stroud

Reporting inspector: Mrs B Darley
22518

Dates of inspection: 27th-28th March 2000

Inspection number: 189376

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: Main Road
Bucklesham
Ipswich

Postcode: IP10 0AX

Telephone number: 01473 659389

Appropriate authority: Governing Body

Name of chair of governors: Mr C J Mittell

Date of previous inspection: 10th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bucklesham Primary school is situated in the village of Bucklesham, near Ipswich. Nearly 50 per cent of pupils come from outside the catchment area. The school caters for boys and girls from 4 to eleven years of age. There are 94 pupils on roll. Four children were under five years of age at the time of the inspection. One pupil (1.5 per cent) has English as an additional language and speaks German as a first language. Eleven pupils are on the school's register for pupils with special educational needs (12 per cent). This is well below the national average. Most children enter school with levels of knowledge and skills above expectations for children of this age.

HOW GOOD THE SCHOOL IS

The school aims for high standards in all it does. A significant strength is its openness to new ideas and clear focus on self-evaluation. Bucklesham Primary School achieves standards well above national averages in mathematics and science in Key Stage 1 tests and in English, mathematics and science in Key Stage 2 tests. The school compares very favourably with similar schools in all these subjects except in English at Key Stage 1. The 1999 results for Key Stage 1 represented a fall in previously high standards due to a higher proportion of pupils with special educational needs. The quality of teaching and leadership and management of the school is good. There is excellent use of all its resources and the school provides good value for money. Bucklesham Primary School is an effective school which has raised standards significantly at both key stages since the last inspection.

What the school does well

- The school achieves high standards in mathematics and science at the end of both key stages and in English at Key Stage 2.
- The quality of teaching is good overall with strengths in under-fives and Key Stage 2.
- Pupils' attitudes and behaviour are consistently good; attendance and relationships are very good.
- The partnership the school has with parents is a significant strength and parents are very supportive.
- There is a very strong and very good relationship between the school and other local schools in the 'federation'.
- The school is successfully managed, aided by excellent administration and support from office staff.

What could be improved

- Staff awareness of the effect that a boy-dominant culture has on girls' self-esteem and performance.
- The accommodation is poor for reception children and those under five who attend in the mornings. The curriculum provision for reception pupils in the afternoons is not appropriate.
- There is insufficient time available for the headteacher to monitor new initiatives and teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. There has been significant improvement in standards over the last four years. The school has clearly established an ethos of high expectations and appropriate challenge for more able pupils in most areas. The time available to science has increased and standards have improved to well above national comparisons in both key stages. The accommodation has been significantly improved although there are still some concerns about that available for Year 6. The accommodation for under fives is poor.

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	C	C	A	B
Mathematics	B	B	A	A
Science	D	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's particular strengths lay in standards of attainment in mathematics and science at both key stages. Standards have risen steadily over the last four years and most significantly in the last year in mathematics at both key stages and in English and science in Key Stage 2. The weakness in English at Key Stage 1 is due to underachievement of more able pupils in reading and writing and girls performance is below that seen nationally at both key stages. The school has set appropriate targets to meet this challenge. These are based on achievement in national tests and teacher assessments. Pupils performed consistently well in the core subjects of English, mathematics and science due to effective and knowledgeable teaching. However, inspection evidence demonstrated that boys in Year 2 and Year 6 dominate the lesson and receive more of the teachers' time and verbal reinforcement of the teaching. In Year 6 boys and girls are aware of the situation and girls willingly allow boys to dominate. However, the difference in answering questions and the impact of less active involvement of girls lead to less successful learning ultimately affecting their overall performance. In other subjects standards are in line with expectations for pupils of this age and 'specialist' teaching is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have an enthusiasm for learning, are well motivated and enjoy school.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently good in all lessons at Key Stage 2 but long afternoon sessions cause some lack of concentration for Key Stage 1 pupils. All pupils are very sensible and respond well to high expectations.
Personal development and relationships	Relationships are very good between pupils, and pupils and adults. Pupils work well together. Most of the opportunities for responsibility fall to boys in Year 6 as girls feel the tasks are too trivial.
Attendance	Attendance rates are very high in comparison with other schools and unauthorised absences are very low.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 teaching of children under fives is good with some very good teaching of mathematics. There are high expectations of pupils' personal and social development and behaviour. Very good classroom organisation and effective time management mitigate the limitations of the poor accommodation. The quality of teaching in Key Stage 1 is satisfactory. Long sessions result in a slow pace and lack of attention from some pupils. In Key Stage 2 the teaching of English, mathematics and science is consistently good and often very good. However, the specialist teaching in the afternoons is satisfactory. There is some insecurity of subject knowledge and a slow pace to the teaching caused by long afternoon sessions being devoted to largely one subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. A significant strength is the work with other local schools in the 'federation'. This gives all pupils additional opportunities. Year 6 pupils have regular opportunities to work in larger groups which is a good preparation for transfer to secondary school
Provision for pupils with special educational needs	There is appropriate awareness and support for pupils with special educational needs. Additional support is provided through extra funding available to the school and good use is made of additional literacy strategy materials to target pupils just below the expected levels of achievement.
Provision for pupils with English as an additional language	There is good support to the only pupil with English as a second language and very good progress in the acquisition of language has been achieved as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall with strengths in moral and social development. There is a strong sense of community and pupils take pleasure and pride in singing together in assemblies.
How well the school cares for its pupils	The school provides a caring and supportive environment with good systems in place to look after their health and welfare. There are good systems for monitoring pupils' academic progress and for monitoring and promoting good attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and a strong commitment to continually raising standards. A significant strength is the positive, enthusiastic and forward looking approach to school development and an openness to change and new ideas.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties well and are keen, very active and well informed. They take their responsibilities seriously and lend useful support as critical friends.
The school's evaluation of its performance	The school has good strategies to monitor pupils' work within the restriction of the time available to the headteacher with a four-day teaching commitment. It relies heavily on statistical data and reviews of work rather than direct observation of teaching.
The strategic use of resources	The school makes excellent use of all the funds available to it and these are very carefully planned and monitored. There are good procedures to ensure the school gets the best value for money it can.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Nineteen parents attended the pre-inspection meeting and 65 per cent of parents returned the inspection questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Parents report that their children like school, behave well and that the school helps to make them mature and responsible. ▪ They believe the teaching is good because staff have high expectations of their pupils and this helps them make progress. ▪ They report that the school is well led and managed and they feel comfortable approaching the school. ▪ Parents attending the parents' meeting appreciated being involved in the debate about homework and feel that the school has it about right. 	<ul style="list-style-type: none"> ▪ Seventeen per cent of parents answering the questionnaires would like more homework. ▪ Twelve per cent of parents would like more information about progress and more after school activities. ▪ Parents at the meeting expressed concern about the quality of accommodation for children under five and those in reception.

Inspection evidence supports parents' positive views of the school and there is no evidence to support the negative views except the accommodation for early years children. Inspectors found this poor. However, a strength of the school's regular dialogue with parents is that serious consideration is given to how the concerns of parents can be met.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves high standards in end of key stage tests in mathematics and science at both key stages and English at Key Stage 2

1. The school's particular strengths lie in high standards of attainment in mathematics and science at both key stages.
2. By the end of Key Stage 1 pupils achieve results well above the national average in mathematics and science. Their results are above those of similar schools. Teachers assess pupils' attainment in science. Overall, pupils' results are above those found nationally with a particular strength in their experimental and investigative work. Pupils achieve very high results when compared nationally as all pupils achieve the expected Level 2, but fewer achieve above this which represents attainment in line with national results for the more able pupils. Standards have risen steadily over the last three years, but there was a fall in English scores last year due to a larger proportion of special needs pupils which had a dramatic effect on statistics within the small number of pupils taking the tests. Inspection evidence shows that the current Year 2 and Year 1 pupils are achieving above expectations in English. In mathematics pupils display good mental capabilities and use of number. They are developing their data handling skills in line with national expectations. No science lessons were observed in this key stage.
3. By the end of Key Stage 2 pupils' standards of attainment have risen consistently year on year for the last four years. The greatest improvement has been in mathematics, rising from below national averages to well above. There was a significant rise in attainment in science between 1997 and 1999 and marked improvement last year in English. Attainment in English is relatively weak compared to the other two subjects due to the under performance of girls. The trend over four years for all three subjects shows improvement above the national trend. Taken together pupils' results in the 1999 tests show attainment well above both the national average and the average of similar schools. Standards achieved in the tests are well above the national average in mathematics and science. In English they are well above the national average and when compared to similar schools. Girls under perform compared to the national trend. Inspection evidence shows that pupils perform consistently well in the core subjects of English, mathematics and science due to effective and knowledgeable teaching. Appropriate targets have been agreed to challenge the school to continue to increase achievement. The agreed targets are based on a review of pupils' achievement in national tests and teacher assessments. The targets are appropriate and the school is on course to meet them.
4. In Year 4 there is no significant difference between the numbers of boys and girls and ability groupings are fairly even. There is no imbalance in approach but the teacher is very sensitive to how she manages the class and directs questions. In other subjects standards are in line with expectations for pupils of this age and 'specialist' teaching is satisfactory.

The quality of teaching is good overall with strengths in under fives and Key Stage 2

5. The consistently good quality teaching observed in lessons for pupils under five in the mornings is due to a high level of expertise and knowledge of young children's learning. The teacher and the learning support assistant promote high standards of achievement and very good progress through their very effective teaching. For

example, children developed a clear understanding of longest and shortest through ordering their families' foot shapes. The teacher has high expectations of pupils' personal and social development and behaviour. Very good classroom organisation and effective time management mitigate the limitations of the poor accommodation.

6. In Key Stage 2 the teaching of English, mathematics and science is consistently good and often very good. There are high expectations of behaviour and lessons move at a very fast pace so the pupils learn quickly. Years 5 and 6 pupils are challenged by difficult tasks such as taking notes from a video and using the notes to write a persuasive brochure to encourage a visit to the Peak District. Similarly very good teaching is observed in mathematics in Years 3 and 4 where pupils are taught to collect and interrogate data. A lively approach and very secure knowledge of science give pupils a clear understanding of changes in materials, some of which they recognise as reversible. Effective teaching ensures pupils are challenged and achieve standards above expectations for their age. Consistently good teaching ensures that pupils in early years and Key Stage 2 make good progress in learning. Teachers' high expectations of behaviour and effective pace to the lesson result in good levels of interest, concentration and independence from pupils.

Pupils' attitudes and behaviour are consistently good; attendance and relationships are very good

7. From the start of school the under five year old children develop very positive attitudes to learning. Effective teaching ensures pupils have an enthusiasm for learning which is maintained across the years. They are well motivated and enjoy school. Their behaviour around the school is good and pupils display very sensible and responsible attitudes out at play and around the school. Key Stage 2 pupils behave consistently well in all lessons. However, the very long afternoon sessions cause some lack of concentration for Key Stage 1 pupils, mainly boys. All pupils are very sensible and respond well to high expectations. Year 6 pupils display positive attitudes towards their work and take a pride in their presentation and finished art work. However, girls take less active a role in answering questions particularly in Years 5 and 6.
8. Pupils' behaviour in and around the school is consistently good. Pupils of all ages play well together at breaks and lunchtimes. Relationships are very good between pupils, and adults and pupils. Pupils work well together. Most of the opportunities for responsibility fall to boys as Year 6 girls feel the tasks are too trivial and so they do not volunteer. Pupils take these responsibilities seriously and perform them well.

The partnership the school has with parents is a significant strength and parents are very supportive

9. Parents are very supportive of the school. Parents' positive comments made at the parents meeting are supported by a similar view from a large number of the parents responding to the questionnaire. The school has effective links which ensures parents feel comfortable approaching the school with ideas and suggestions. They feel welcome to help in school. The parents' association is a very active body and good debating forum as is the annual meeting with governors. Parents feel able to raise areas of concern and know that they will be taken seriously and changes implemented if possible. For example, the school is aware from its own annual questionnaire to parents that some parents would like more regular updates on their children's progress and the school is considering how this might be achieved. Parents have been very active raising money to support the school. In one term alone parents raised £10,000 to help support new building works. The vast majority of parents are very happy with all aspects of the school's work and several commented on the significant approachability of the headteacher.

The school is successfully managed, aided by excellent administration and support from office staff

10. The headteacher provides good leadership and a strong commitment to continually raising standards. A significant strength is the positive, enthusiastic and forward-looking approach to school development and openness to change and new ideas. The school has a key focus to continually achieve more and exceed its previous best. The headteacher makes a significant contribution to the high standards achieved in national tests as he teaches Year 6 for most English and maths lessons. The head teacher, who has no deputy head, successfully manages the challenging role of class teacher four days a week with his duties as head teacher. He is supported by a very committed staff who respond well to his charismatic and caring management.
11. Governors fulfil their statutory duties well and are keen, very active and well informed. They take their responsibilities seriously and lend useful support as critical friends. Each governor has responsibility for supporting a member of staff, monitoring a subject area and a class. This ensures they are a natural part of school development and are well informed. Governors lend support as critical friends and monitor some aspects of the school's work well. For example, they visited classes during the literacy hour to follow its introduction. However, they are less clear about the impact of the success of school initiatives such as the 'specialist' teaching in the afternoons. The school secretary is an indispensable member of the school staff and governing body. Her office often forms the hub of school life and her very efficient management of a wide range of responsibilities provides excellent support to the headteacher. Her calm, welcome and clear efficiency takes the role of school secretary towards that of a personal assistant. The headteacher makes very good use of his secretary. He delegates as much of the day-to-day administration of the school to her as is reasonably possible. This gives him time to concentrate during the day on doing the best job possible in the classroom.
12. A good feature of the school is the close working relationships between the staff and the headteacher. The school has good strategies to monitor pupils' work within the restriction of the time available to the headteacher with a four day teaching commitment. It relies heavily on statistical data and reviews of work rather than direct observation of teaching. The school makes excellent use of all the funds available to it and these are very carefully planned and monitored. The school has good procedures to ensure the school gets the best value for money it can.

There is a very strong and very good relationship between the school and other local schools in the 'federation'

13. The school is part of a federation of four similar sized schools. They work very effectively together and are able to combine funds and expertise to ensure pupils have a wider choice of opportunities. On particular occasions each term Year 6 pupils gather in one of the schools for a joint event such as a sex education session. This helps to counterbalance the small numbers by bringing approximately 44 pupils together. Working together ensures that all of the schools can have extra events such as drama and theatre groups and residential visits as the costs are shared between all the participating schools. The opportunity for Year 6 pupils to experience large numbers of pupils of their own age prepares them well for the change to a larger secondary school at the end of the year.

WHAT COULD BE IMPROVED

Staff awareness of the effect that a boy-dominant culture has on girls' self-esteem and performance

14. The weaknesses in English are the underachievement of more able pupils in reading and writing at Key Stage 1 and girls' performance at both key stages, which is below that seen nationally. Inspection evidence confirms the under performance of girls. There are more boys than girls in both the Years 1 and 2 class and the Years 5 and 6 class. In both classes inspection evidence shows that boys dominate the lessons and receive more of the teachers' time and attention reinforcing their learning to a greater extent. In Key Stage 1 classes boys are more likely to be inattentive and teachers use questioning successfully to focus their thoughts and keep them interested. The girls who are very well behaved therefore receive less attention. This difference is most noticeable in English where discussion and understanding play a key role in assisting pupils' development and hence their progress. The school was aware of the behaviour management issues in Key Stage 1 and a course is already scheduled to help develop other ways of managing inattention. Before the inspection the school had been aware of differences in performance between girls and boys. However, teachers had not given a sufficient attention to tackling the management of learning for all pupils to ensure equality for all.
15. In Years 5 and 6 boys and girls are aware of the situation and girls willingly allow boys to dominate. However, because they answer questions less frequently than the boys they are less involved and their learning and attainment are adversely affected. Although there are even numbers of boys and girls in Year 6 boys are more frequently asked to answer questions. The rather cramped and unsatisfactory accommodation and subsequent organisation of desks means that the teachers' attention is also naturally drawn to the outer edges rather than the middle where the girls sit. The arrangement of the pupils' desks is unsatisfactory as it impedes learning for some pupils.

The accommodation for reception children and those under five in the mornings is poor. The curriculum provision for reception pupils in the afternoons is not appropriate

16. The classroom available for children under five is too small to meet their needs. The teacher makes the best use of all available space through careful organisation; the children have well developed personal and social skills which means that close contact in a confined space is managed successfully. The accommodation is barely adequate for the current numbers and will not successfully accommodate larger numbers. There are no easily accessible toilets and inspectors support parents' concerns about the inadequacy of an arrangement that necessitates young children walking all round the school simply to visit the toilet. This is an unsatisfactory arrangement. The teacher makes good use of the playground for outdoor activities but the space is far too large and open to comfortably meet the curriculum needs of children under five. In the afternoon the room is used by older pupils and this too is quite inappropriate.
17. Pupils in reception who are five stay at school all day and join a much larger class for the afternoons. The organisation of lessons in the afternoons does not meet the needs of reception pupils. The sessions are too long. The range of activities presented to pupils in the afternoon is too limited. There are too few opportunities for reception pupils to choose from a range of activities. There is insufficient consistency between the quality and breadth of the morning and afternoon reception curriculum.

There is insufficient time available for the headteacher to monitor new initiatives and teaching

18. The time available to the headteacher to monitor new initiatives and teaching the curriculum is unsatisfactory. The headteacher is knowledgeable about the school, pupils' work and planning and can monitor these outside of school time. However, there is insufficient time for the headteacher to keep up to date and reflect on important developments in the curriculum and school management. Frequently his management time is lost due to covering for staff illness. He does not have sufficient time to analyse and synthesise data so that it is readily accessible to others or to monitor the quality of new initiatives such as the 'specialist teaching programme' in order to assess its quality and success in raising standards. Regular reviews of teachers' performance in the classroom are difficult due to time constraints and this means his skills and knowledge as a teacher and manager are not being fully utilised to aid further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to raise standards further the headteacher, staff and governors should:
- (1) raise staff awareness of the effects of a boy-dominant culture on girls' self-esteem and performance and introduce effective whole school approaches to raise the profile of girls by:
 - monitoring interaction in classrooms;
 - introducing whole school approaches to ensure greater equality of access and involvement in learning for girls;
 - providing training for staff on equal opportunities;
 - (2) improve the accommodation for reception pupils and children under five and ensure appropriate curriculum provision for reception pupils in the afternoons by:
 - providing easy access to toilets as a matter of urgency;
 - increasing the available classroom space for children under five;
 - ensuring there is a secure outside learning environment;
 - revising the curriculum for reception pupils to provide a full foundation curriculum;
 - (3) increase the time available to the headteacher to monitor new initiatives, teaching and the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
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
0	21	29	50	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)	N/A	94
Number of full-time pupils eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	97
National comparative data	94.1

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	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	4	4	4
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	91 (89)	91 (94)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	4	4	4
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (88)	100 (89)	100 (89)
	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	8	1	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	1	1	1
	Total	8	7	9
Percentage of pupils at NC level 4 or above	School	89 (75)	78 (75)	100 (88)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	1	1	1
	Total	8	7	9
Percentage of pupils at NC level 4 or above	School	89 (75)	78 (76)	100 (88)
	National	68 (65)	69 (59)	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	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	84
Any other minority ethnic group	1

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)	4.3
Number of pupils per qualified teacher	22
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	53

Exclusions in the last school year

No exclusions	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Financial information

Financial year	1998/9
	£
Total income	179,289
Total expenditure	173,963
Expenditure per pupil	2,096
Balance brought forward from previous year	6,852
Balance carried forward to next year	12,178

Results of the survey of parents and carers

Questionnaire return rate 64.9%

Number of questionnaires sent out	94
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	2	0	2
My child is making good progress in school.	56	41	2	0	1
Behaviour in the school is good.	28	61	8	0	3
My child gets the right amount of work to do at home.	22	58	15	2	3
The teaching is good.	54	43	0	0	3
I am kept well informed about how my child is getting on.	45	40	10	0	5
I would feel comfortable about approaching the school with questions or a problem.	75	21	3	0	1
The school expects my child to work hard and achieve his or her best.	61	36	0	0	3
The school works closely with parents.	45	40	3	0	12
The school is well led and managed.	72	25	2	0	1
The school is helping my child become mature and responsible.	68	30	2	0	0
The school provides an interesting range of activities outside lessons.	25	52	11	3	9

Nineteen parents attended the pre-inspection meeting and 65 per cent of parents returned the inspection questionnaires.

Other issues raised by parents

Parents attending the parents' meeting appreciated being involved in the debate about homework and feel that the school has it about right. Some parents at the meeting expressed concern about the quality of accommodation for children under five and those in reception. Inspection evidence supports parents' positive views of the school and there is no evidence to support the negative views except the accommodation for early years children. Inspectors found this poor. However, a strength of the school's regular dialogue with parents is that serious consideration is given to how the concerns of parents can be met.