

INSPECTION REPORT

GREENFIELD ST MARY'S CE (A) PRIMARY SCHOOL

Greenfield, Saddleworth

LEA area: Oldham

Unique reference number: 105723

Headteacher: Mr C D Jones

Reporting inspector: Mrs C E Waine
23081

Dates of inspection: 17th – 19th January 2000

Inspection number: 189802

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Manchester Road Greenfield Saddleworth
Postcode:	OL3 7DW
Telephone number:	(01457) 872264
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Hustwick
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr M Hammond	Lay inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils	160	(below average)
Pupils with English as an additional language	0	(low)
Pupils entitled to free school meals	1.9%	(well below average)
Pupils on the register of special educational needs	7.5%	(below average)
Average class size	27	

The school serves the parish of St Mary's and the majority of its pupils live in the village. There are 20 children in the reception class and 13 of these are under five years of age. The school is popular and is oversubscribed. Most children attend a nursery or playgroup before they enter school and when they enter school their attainment is above average.

HOW GOOD THE SCHOOL IS

This is a very good school with many strengths and few weaknesses. Teaching is very good and pupils achieve very high standards in national tests in their final year. The school is very well led and managed. The headteacher, staff and governors work closely as a team to achieve their aims in continuing to raise standards, whilst maintaining a caring, Christian ethos. The cost per pupil is above average but, nevertheless, the school provides very good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science in their final year.
- The quality of teaching is very good and results in high achievement in most subjects and in pupils' attitudes, behaviour and personal development.
- The school is very well led and managed. The headteacher has excellent leadership skills and promotes high quality teamwork between the whole staff and governing body.
- The school's Christian ethos is reflected throughout its work and results in a happy, secure and supportive learning environment where children can flourish.
- Curriculum planning and assessment procedures are closely linked and are very effective.
- Parents and the village community support the school very well and parents are pleased with the education it provides.

What could be improved

- The direct teaching of skills in information and communication technology is at an early stage and is inconsistent. Consequently pupils' attainment is below average.
- The school makes very good use of its assessment information in setting targets for each year group and has itself identified the setting of personal targets for individuals as an area for future development.

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 October 1996 and has made very good progress in response to the Key Issues of that inspection.

- Effective policies and schemes of work are now in place.
- A good marking policy is consistently applied.
- There are very good procedures for assessing and monitoring pupils' work.
- The caring, Christian ethos and the quality of leadership and management have been sustained.

In addition, the school has made many further improvements.

- Standards in the final year are higher and have risen at a greater rate than nationally.
- Very effective Literacy and Numeracy Hours have been introduced.
- Planning and assessment procedures have improved and are very good.
- Teachers and governors make very good use of assessment information to plan work and set targets.
- Monitoring by the headteacher, co-ordinators and the governing body has been refined and is effective in raising the quality of teaching and learning.

The school is active in evaluating its own performance and constantly striving to improve. It is in a very good position to maintain its high standards and make improvements where they are needed.

STANDARDS

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

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

The school has set high targets for attainment over a period of several years and has met or exceeded them on all occasions. At age eleven, in 1999, both boys and girls attained very high standards in the results of national assessments in English, mathematics and science, both in comparison with national figures and with those for similar schools. This places them in the top five per cent of schools nationally in all three subjects. Attainment in the tests has risen consistently over the last few years and inspection findings confirm that these high standards are being maintained. By the time pupils leave the school, they have achieved as well as they can.

Most children in the reception class exceed the levels expected at age five, particularly in personal and social development and early language and literacy skills. In 1999 at the end of Key Stage 1, there was some underachievement in the national tests in writing and mathematics. Although results in reading were well above the national average and matched that for similar schools, in writing and mathematics attainment matched the national average and was well below that for similar schools. This represented a fall in the proportion of pupils exceeding the levels expected. Inspection evidence shows that attainment is now at a higher level in these two subjects, particularly in mathematics. The school has provided extra support for those pupils who underachieved in 1999, which is being effective in raising their achievement. Attainment in teacher assessments in science was very high. Pupils' skills in information and communication technology are below average overall at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to their school. They are enthusiastic and work very hard in lessons.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They are polite and courteous and show respect to adults and to each other.
Personal development and relationships	Personal development is excellent. There are high quality relationships within the school. Pupils develop a strong sense of responsibility for themselves and for others.
Attendance	Attendance is very good and pupils enjoy coming to school.

The high quality of relationships and the respect shown by both adults and pupils to each other promote self esteem and pupils' confidence. Pupils are keen to learn and are highly motivated by their lessons. They support each other well and pupils of all ages mix freely and happily together.

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.

Overall the teaching is very good, particularly so in upper Key Stage 2. In lessons observed, teaching was at least good in 79 per cent and in upper Key Stage 2 it was very good or excellent on each occasion. Teaching is particularly good in English and mathematics, resulting in high standards in literacy and numeracy. Teachers have good knowledge of the subjects they teach, although there is a weakness in some aspects of information and communication technology. Although an experienced teacher in Year 1 was absent during the inspection and the teacher in Year 2 was just commencing her second term in the profession, teaching in Key Stage 1 was good in four of five lessons observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well balanced, with appropriate emphasis on literacy and numeracy skills. It is enriched by the teaching of French, by visitors and field trips and a range of extra-curricular activities. It provides very well for the needs of all pupils, who find their lessons are interesting and enjoyable. There is some imbalance in the information and communication technology curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Work is specially planned for them and they are provided with good quality additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Strong Christian values underpin all the school's work and there are very clear and effective moral guidelines. This results in pupils having a highly developed social and moral understanding. Provision for spiritual and cultural development is very good.
How well the school cares for its pupils	The school provides a high standard of care for its pupils. A safe and secure environment is created which promotes high levels of self-esteem and confidence. Very good records are maintained to keep track of pupils' progress and check that they are achieving appropriately.

The school makes particularly good provision for English, mathematics and science. In information and communication technology there is an imbalance in the taught curriculum which is limiting the full development of pupils' skills. The school has recognised this and has begun a programme of direct teaching of skills.

The school cares very well for its pupils in the context of a caring Christian community. Teachers know their pupils well and keep a close eye on their academic and personal development. They make very good use of their assessment information in planning work and providing personal support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher displays excellent leadership skills and is very well supported by his deputy and staff. All show a high level of commitment and are enthusiastic in striving for even higher standards.
How well the governors fulfil their responsibilities	The governors are equally committed to the school and fulfil their responsibilities very well. Governors take a long-term strategic view of the school's development.
The school's evaluation of its performance	The school evaluates its performance effectively against national standards and those for similar schools. This information is well used in planning future developments.
The strategic use of resources	Very good use is made of staff, the accommodation and learning resources. Governors ensure that good quality support is provided for pupils with special educational needs. The building has recently been developed to create excellent indoor facilities for the children under five and there are plans to create a separate secure outdoor play area.

The quality of leadership and management is a major strength of the school. The teamwork of staff and governors is of a high order and all are highly committed to the school and its community. The headteacher maintains a very clear overview of the school. The role of co-ordinators is well developed and they effectively monitor teaching of their subjects. Governors keep a well-informed and watchful eye on developments and evaluate their success. Each has a class and subject link, which enables them to fulfil their roles. They are committed to achieving the best value possible in their use of the school's resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations of its pupils and helps them to make good progress. • They think that the school is well managed and well led and that teaching is good. • There are high standards of behaviour and the school helps its pupils to become mature and responsible. • The school works closely with parents and staff are approachable and helpful. • Their children like school. 	<ul style="list-style-type: none"> • Some parents would like more information on their children's progress. • Pupils in Years 5 and 6 get homework regularly but it is less regular in other year groups. Most parents are happy with the amount given, although a few say that they do not want any.

Parents are very supportive of the school and the inspection team confirms their positive views. In respect of the negative comments, the inspection team finds that:

- a. There are good annual reports with strengths and areas for development highlighted and there are three opportunities during the year for formal meetings with teachers. In addition,

staff are very approachable. Parents report that teachers are always happy to discuss pupils' progress informally. These arrangements are sufficient to keep parents well informed about their children's progress.

- b. The amount of homework is similar to that in other schools and is appropriate. Although homework is not given at pre-determined times, the way in which teachers use it is good. Rather than setting homework simply because it is the day to do so, they use it effectively to extend the work done in lessons and to encourage pupils to prepare for future lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science in their final year.

1. At age eleven, pupils attain very high standards in National Curriculum tests in English, mathematics and science, both in comparison with all schools and those with similar backgrounds.
2. When children enter the reception class, their attainment is above average for their age, particularly in early language and literacy skills. They are very well taught in a new classroom, which provides spacious, attractive and stimulating indoor accommodation. Work is appropriately based on practical experience. Children build well on their previous learning and at age five, most exceed the levels expected in all aspects of their education.
3. In Key Stage 1, pupils continue to build well upon their attainment and at age seven, they achieve high standards in reading, writing and mathematics. This was not fully reflected in the test results in 1999, when results in writing and mathematics were well below the average for similar schools, although they matched the national average. This reflected a drop in the proportion of pupils attaining at above the level expected at age seven. A combination of factors affected these results. There was an imbalance of pupils, with three times as many boys as girls in the class and a higher than usual proportion of pupils with special educational needs. More significantly, there had also been changes in the teaching staff and pupils had had three teachers during the year, resulting in a lack of continuity and some underachievement. There is now a new teacher in this class who is providing pupils with a consistently good standard of teaching, although only in her second term in the profession.
4. Speaking and listening skills are above average. Pupils of all ages listen attentively, with respect, to teachers and each other. They have a well-developed vocabulary and are given many opportunities to discuss and explain their work. They are confident and articulate and hold mature conversations, showing empathy for others. For example, in the lunch hour two Year 4 pupils held an animated discussion about the school inspection system, investigating and evaluating an inspector's comments, and showing concern for pupils and teachers in other schools.
5. Pupils of all ages enjoy reading and do so confidently and fluently. By the age of seven, they tackle unfamiliar words well and discuss the stories and characters enthusiastically. They can find information in books by using a contents page and a simple index. By age eleven, most pupils have reading skills above the average. They are well equipped to research information in books and on CD-ROM and apply their skills very well across the whole curriculum. They read for pleasure and discuss the merits of various books and authors confidently.
6. Writing skills are very good. From their earliest days, pupils are encouraged to write for themselves and do so with confidence. Literacy lessons are very effective in teaching them how to write in a variety of styles, using good skills in grammar and punctuation. They learn how to plan their work and improve it effectively. For example, Year 6 pupils studying biographical writing, planned their own life story and realised that they needed to find out more facts from their early childhood. Good use of homework was made to research this information before pupils completed their plan. By age eleven, pupils use a rich vocabulary in writing imaginatively. They use word processing programs appropriately to present their work, such as when writing instructions for various tasks.
7. Standards in mathematics are very high and are well promoted by high quality numeracy lessons. Pupils particularly enjoy these lessons and report them as fun. Teachers plan a very good balance of direct teaching and well-timed pupil activities to stimulate pupils of all abilities. Teachers have high but realistic expectations of pupils. They make teaching points very clearly and, as a result, pupils achieve learning targets very well. Pupils apply their numeracy skills well across the curriculum. For example, Year 2 pupils carefully measured a waistcoat pattern

in design and technology.

8. Similarly, in science, teachers' subject knowledge is very well used to promote high achievement throughout the school. There is a strong emphasis on practical observation and investigation and pupils develop a good understanding of fair tests and how to apply them. By age eleven, pupils carry out and record their experiments in a scientific manner and have very good knowledge and understanding of a wide range of scientific topics.
9. Teachers make very good use of assessments to identify what needs to be done next and this is effective in raising the achievement of their pupils. Pupils who need extra help or who are higher attainers are identified and given good support by teachers and well informed learning assistants, which enables them to achieve as much as they can.

The quality of teaching is very good and results in high achievement in most subjects and in pupils' attitudes, behaviour and personal development.

10. Teaching is very good overall and particularly in upper Key Stage 2, where two excellent lessons were observed. Teachers have high expectations of their pupils, which are based on very good knowledge of what they have already achieved. They make lessons interesting and plan very carefully to provide appropriate levels of challenge to all pupils. A very good example of this was seen in a Year 4/5 Numeracy Hour, where the teacher planned appropriate activities for each year group and for each group of pupils within the two year groups. Teachers provide a good balance of direct teaching and pupil tasks, which frequently involve practical activity and personal investigation and research. They give clear explanations and tell pupils what it is that they want them to learn. Teachers are skilled in asking questions that encourage pupils to think for themselves. A stimulating, challenging learning environment is created, set in the context of a caring and supportive ethos. Pupils respond well to this and display excellent attitudes to their work. They are enthusiastic in contributing to lessons and show deep concentration on their work. Parents report that their children enjoy school and often want to carry on with their work at home. Pupils often speak of their lessons as fun.
11. There is a high level of mutual respect between teachers and pupils and teachers are sensitive to the needs of individuals. For example, in the reception class, a shy child was unnerved when asked to contribute to the opening session of Literacy Hour. The teacher did not force the issue but very quickly involved her in a task where she could succeed in front of the whole class and later similarly involved her in the closing session where she was confident in contributing. High standards of behaviour are expected and pupils behave very well, in class and around the school. They are very polite and courteous and show a genuine interest in others and a concern for their welfare. Teachers encourage pupils to think and find out for themselves and pupils respond by accepting responsibility for their own learning.
12. Teaching is particularly good in English and mathematics where Literacy and Numeracy Hours are very effective in promoting high standards. Subject knowledge of teachers is very good and well-focused monitoring by the headteacher and subject co-ordinators is effective in improving teachers' skills.
13. Teachers constantly assess pupils' work in lessons and help them to improve what they are doing. This is reinforced by the constructive comments made when marking written work. Teachers record their assessments well and make good use of the information they gain in future planning.
14. Few weaknesses were noted in any of the lessons observed but, where teaching was less effective, it was linked to a slow pace in parts of the lesson or a lack of expertise in the teaching of information and communication technology.
15. There have been several changes in the teaching staff this year, following the promotion of two senior staff, the creation of an extra class and additional support for literacy. It is a tribute to staff selection and induction procedures that the quality of teaching in all classes is being at least maintained.

The school is very well led and managed. The headteacher has excellent leadership skills and promotes high quality teamwork between the whole staff and governing body.

16. Leadership and management is a major strength of the school, particularly that shown by the headteacher. He has a very clear focus on what is needed to continue to improve the school and his vision is shared by the whole staff and governing body. All are clear about what sort of school they want this to be and work with a high level of commitment to achieve their aims. Their success is shown by the high standards attained in both the work and personal development of pupils.
17. Staff and governors take a long-term view of development and involve as many people as possible in working together to make decisions. For example, every two years there is a weekend whole-school conference where long, medium and short-term priorities for the school improvement plan are decided. The governing body has a close involvement in checking the teaching of the curriculum. Each is linked to a class and a subject and their observations have a clear focus. This helps provide them with an overview of how effective their decisions have been. The school has been active in evaluating its own success for several years. The headteacher is skilled in analysing data and the information gained is very well used to check the school's performance against similar schools and to set high but realistic targets for the future. All targets set have been either met or exceeded. The information gained is also used to highlight areas for curriculum development or needs of particular groups of pupils. For example, those pupils, now in Year 3, who underachieved in the 1999 tests are now provided with additional support in literacy and numeracy which is being effective in raising standards.
18. The headteacher has a very clear overview of the school, through monitoring of teaching and through his commitment to working in each classroom each week. He enables co-ordinators to fulfil their roles in checking planning, teaching and pupils' work and ensures that there is a very clear focus in these tasks. Information gained is used well to raise the quality of teaching and learning.
19. Governors make good decisions on the use of their resources and are committed to getting the best value that they can. They have accrued a healthy reserve and have appropriate priorities for the allocation of any excess funds, such as the provision of outdoor facilities for the reception class and enhancement of the whole outdoor area. Recent funds have been effectively directed to the provision of excellent indoor facilities for the youngest children, the formation of an extra class and the provision of support for pupils with special educational needs.

The school's Christian ethos is reflected throughout its work.

20. The school's ethos is very firmly based in its Christian faith and there are caring, mutually respectful relationships between all in the school community. This results in a happy and secure learning environment where children can flourish. It provides very well for pupils' spiritual development and they are aware of their place in the school family. They quickly become confident in taking their part in the whole life of the school and display warm and supportive attitudes to others.
21. There is excellent provision for pupils' social and moral development and they are aware of their rights and responsibilities, for themselves and towards others. A good example of this was observed when one pupil reprimanded another and said that hitting someone else did not make you a 'big' person but was something to be ashamed of. Staff set a high standard and form constructive relationships with pupils.

Curriculum planning and assessment procedures are closely linked and are very effective.

22. Since the last inspection, the school has developed very good, manageable planning and

assessment procedures, which are closely linked together. Teachers identify learning targets for lessons and evaluate the success of groups and individuals. Their observations are recorded in a very clear way and information is used effectively in planning future lessons. Formal assessments are also recorded in a way that makes it easy to check the progress of individual pupils, in all subjects, as they move through the school.

23. The school's marking policy is good and is consistently applied by staff. Marking is regular and written comments reward success and effort, whilst providing guidance on how work can be improved.
24. Assessment information is used very well by the headteacher and governing body to set high, but attainable, school targets.

Parents and the village community support the school very well and parents are pleased with the education it provides.

25. The school benefits from generous support from parents and the village community, both in terms of time and financial support. They are well involved in the life of the school and many members of the governing body are parents of present, or former, pupils. Parents are pleased with the standards their children attain and with the attitudes and values that the school promotes. They report that their children are enthusiastic about school and are keen to attend.

WHAT COULD BE IMPROVED

The direct teaching of skills in information and communication technology is at an early stage and is inconsistent. Consequently pupils' attainment is below average.

26. The school has worked hard to improve the provision for information and communication technology through a networked suite of computers connected to the Internet. Teachers have concentrated on the development of communication and research skills and this has been effective in promoting pupils' research skills. However, it has also resulted in insufficient attention being paid to the teaching of other important skills. A programme of direct teaching of skills has been introduced in some classes but this has not yet had time to make a significant impact on attainment. Although some good use is made of computers to record work by word processing, to research information and to produce pictures in art, it is not consistently integrated into classroom activities by all teachers. For example, in a well taught Numeracy Hour it was used as a reward for finishing work quickly rather than as an integral part of the main body of the lesson.
27. Several teachers are new to the school this year and the range of subject experience of the whole staff varies. There is a need to further extend teachers' expertise in the teaching of skills to meet the ever-changing demands of new technology. The new co-ordinator has already drawn up an action plan to enhance teachers' knowledge and understanding.

The school makes very good use of its assessment information in setting targets for each year group and has itself identified the setting of personal targets for individuals as an area for future development.

28. Governors make very good use of assessment information to set school targets. Teachers use it well to plan future work which meets the needs of all pupils and to set class targets. This could be further improved by the setting of personal targets for individuals and this point has already been identified as an area for development in the school's improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to make further improvements, the school should:

- (1) improve standards in information and communication technology by:
 - enhancing teacher and support staff expertise in the teaching of skills; and
 - fully implementing the direct teaching programme of skills;
(paras 26 – 27)
- (2) further extend the very good use of assessment information by setting personal targets for pupils. (para 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	2	7	3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	144
Number of full-time pupils eligible for free school meals	N/A	3

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		12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	2.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	8	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	17	21
	Girls	8	7	7
	Total	28	24	28
Percentage of pupils at NC level 2 or above	School	90 (77)	77 (85)	90 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	22
	Girls	7	7	8
	Total	26	29	30
Percentage of pupils at NC level 2 or above	School	84 (85)	94 (100)	97 (100)
	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	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	8	8
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (96)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	8	8
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (96)	100 (100)
	National	68 (65)	69 (65)	75 (72)

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	157
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	21.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79.3

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	242222
Total expenditure	246222
Expenditure per pupil	1710
Balance brought forward from previous year	26000
Balance carried forward to next year	22000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	60

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	0	0	2
My child is making good progress in school.	55	38	2	2	3
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	37	52	8	3	0
The teaching is good.	57	40	0	2	2
I am kept well informed about how my child is getting on.	23	58	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	37	3	0	0
The school expects my child to work hard and achieve his or her best.	67	30	3	0	0
The school works closely with parents.	30	65	3	2	0
The school is well led and managed.	57	40	2	2	0
The school is helping my child become mature and responsible.	52	45	2	0	2
The school provides an interesting range of activities outside lessons.	30	53	3	3	11