

INSPECTION REPORT

CHELFORD CE PRIMARY SCHOOL

Chelford, Macclesfield

LEA area: Cheshire

Unique reference number: 111254

Headteacher: Mrs R Taylor

Reporting inspector: Mr O L Thomas
16041

Dates of inspection: 5th – 6th April 2000

Inspection number: 190348

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Oak Road Chelford Macclesfield Cheshire
Postcode:	SK11 9AY
Telephone number:	01625 861351
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Appropriate authority:	The governing body
Name of chair of governors:	Anne Hasted
Date of previous inspection:	5 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chelford Church of England Primary School is much smaller than other primary schools. Sixty three boys and girls attend full time. There are no pupils with English as an additional language and none are entitled to receive free school meals, both of these figures are well below national averages as is the percentage of pupils registered with special educational needs, which is five per cent. The average class size is 21. In September 1999 the school relocated to a new building within the village. The attainment of most pupils on entry to the school is above average.

HOW GOOD THE SCHOOL IS

Chelford Church of England Primary is a very effective school. The high quality leadership provided by the Headteacher and the skilled teaching ensure that the pupils achieve very well, make good progress in their learning and attain high standards in the national tests. The school gives good value for money.

What the school does well

- Pupils attain well by the time they leave the school and are well prepared for the next stage of education.
- High teacher expectations and their secure knowledge of the curriculum enable the children to learn very well notably in the basic skills. Staff know the pupils very well and are highly committed to their care and welfare
- The very skilful leadership by the Headteacher and key staff has ensured the promotion of high standards through effective tracking of pupils' progress and target setting.
- The interesting and broadly based curriculum motivates the pupils to enjoy school, have positive attitudes, behave very well and ensures that they are eager to learn.
- Provision for developing social and moral skills is very good. The pupils' have a strong sense of moral responsibility and are developing their spiritual and cultural awareness well.

What could be improved

- The standards attained by pupils in information technology.
- The monitoring of classroom practice by curriculum coordinators.
- More regular, formalised communication with parents about their children's learning and progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1996 it has made good progress in addressing the issues identified for action during a period of significant change in its size and accommodation. The number of pupils on roll has increased from 43 to 63. The school has moved to new buildings; this has brought many benefits, not least that the traffic congestion, public footpaths and open access to the school site highlighted, as safety concerns previously are no longer issues. The school development plan now incorporates costings of priorities. Progress in meeting targets is regularly reviewed. The curriculum is very well planned; policy statements and the effective use of recommended schemes of work are safeguarding continuity and progression in the subjects with the exception of

information technology. The role of curriculum coordinators is focused more keenly on planning and the attainment of pupils; their monitoring role is not yet fully effective but is scheduled as a priority within the next stage of strategic planning and identified as necessary by this inspection. The school is well placed to continue to sustain and improve upon the very good education it offers to its pupils.

STANDARDS

It is not possible to make any national or similar school comparisons because too few pupils took the tests for the results to be statistically valid. In the most recent national tests in 1999 all seven year old pupils attained at the expected Level 2 with high proportions attaining at the higher Level 3 in reading, mathematics and writing. By the age of 11, most pupils attained at the expected Level 4 in English and all attained at this level in mathematics and science. The proportions attaining at the higher Level 5 in these latter two subjects was high but below average in English. The school recognised this weakness and has worked hard to redress the situation. Over time results show that the school's performance in tests is consistently good with most and often all pupils attaining as expected. The school's targets are realistic, set with high expectations in mind and well supported by very good tracking of pupil performance to identify strengths and areas for improvements.

Based on the pupils' work seen during the inspection standards in reading, speaking, listening, mathematics and science are high and are real strengths at both key stages. Standards in writing are at least satisfactory and current work shows that the time and effort given to raising attainment in this area is productive and standards of written work are now at times good for pupils by the age of 11. A weakness in pupils' attainment is in information technology where by the age of 11 pupils have an adequate knowledge of word processing but do not attain as expected nationally in the other aspects of the subjects in spite of some good progress in their learning.

On entry to the school children under five are generally more able than other children of this age. During their time in school pupils achieve very well and make good and at times very good progress in almost all aspects of their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school. They are responsive and responsible in their actions and relationships and show very good attitudes to their work.
Behaviour, in and out of classrooms	Very good. Pupils show high levels of self-discipline even when not directly supervised by adults; they have a healthy respect for one another and for adults. Older ones are caring towards younger ones.
Personal development and relationships	Personal development is very good. Pupils of all ages have opportunities to use their initiative and to be independent in their learning.
Attendance	Very good. Pupils 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	Good	Good	Good

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

Six lessons were observed and teaching was equally balanced between good and very good. The focus of observation was literacy and numeracy. The literacy hour has been very successfully implemented and teachers' knowledge of how to teach the basic skills is very good. Good progress is being made in teaching numeracy. Teachers are overall secure in their knowledge of teaching the National Curriculum and their high expectations of pupils are the driving force behind the standards achieved in both work and behaviour. Teachers ensure that lessons are interesting, varied and challenging which motivates the pupils of all ages and abilities to learn and make good and at times very good progress.

The teachers' knowledge and competence to teach information technology is not yet sufficient to enable pupils to reach the expected standards in the subject. There is scope for teachers to involve pupils more fully in assessing the strengths and weaknesses of their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is overall broad and balanced and caters well for pupils of all ages and abilities. The requirements for the delivery of information technology are not yet fully met. There are plentiful opportunities to widen the pupils' views and understanding of the world.
Provision for pupils with special educational needs	Work is designed well and enables pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff provide very good role models and ensure pupils understand and develop social and moral responsibility. Very good provision is made for developing pupils' spiritual and cultural development
How well the school cares for its pupils	Very good support for pupils' welfare and academic needs. Staff know the pupils well and their assessments of work support the high standards achieved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	The very good ethos created by the Headteacher and staff strongly supports learning and impacts well on standards. The Headteacher's drive and determination has resulted in a pervading expectation for the pupils to achieve their very best.
How well the governors fulfil their responsibilities	Satisfactorily with the exception of the delivery of information technology. The principles of best value are being applied in financial planning.
The school's evaluation of its performance	The Headteacher has a very clear view of the school's work. As yet curriculum coordinators have not monitored teaching and learning well enough to support further improvements in their subjects. The school has identified for itself most of the issues within this inspection report in its school development plan.
The strategic use of resources	Very good use is made of staff, of time and of material resources and the building. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • The good progress made by the children. • The good behaviour in the school. • That the teaching is good. • The school expects the children to work hard. The leadership and management given by the Headteacher. • That the school helps their child become more mature. • The flexible homework arrangements. • They feel comfortable approaching the school about problems. 	<ul style="list-style-type: none"> • The information available to them about the work planned for pupils. • Greater opportunity to see the teacher on a formal basis to discuss their children's progress.

The inspectors agree with the positive points raised by parents. In relation to areas they would like to see improved developing further links with parents has been highlighted by this inspection as an issue for action.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well by the time they leave the school and are well prepared for the next stage of education.

1. The impressive results of the seven and 11 year old pupils in the 1999 national tests are testimony to the school's success in meeting its aim to provide high quality education which encourages children to fully realise their potential.
2. The pupils are well versed in being successful and this is confirmed by the test results of seven year old pupils, which were well above the national average, a high percentage of them having achieved Level 3 in reading, writing and mathematics. The performance of 11 year old pupils in mathematics and science was particularly good with a high percentage of pupils attaining at the higher Level 5 in both subjects. However, although the number of pupils attaining at Level 4 was above the national average no pupils attained at Level 5 in English. The school had identified that pupils' skills in extended writing were weak. The attainment of pupils with special educational needs is in line with their abilities and they make good progress in meeting their individual targets. There is no significant variation in the attainment of boys and girls.
3. High attainment by the oldest pupils in the national tests in the core subjects has been sustained since the previous inspection in 1996. The school consistently achieves above the national trend in all three subjects, at times peaking to very high in mathematics and science. However, results in English have fallen marginally. This was due to the weakness in writing previously mentioned and which the school has worked hard to address. This slight downward trend needs to be seen in perspective. The size of the cohorts taking the tests are small and often one pupil can represent more than a fifteen per cent shift upwards or downwards in overall results. This can mean significant differences in final scores. For example, in writing, statistically just over one pupil would need to have attained at Level 5 in writing to meet the national average and shift the school's results accordingly in line with the national average. The important factor to take into account is that in spite of minor differences the school consistently supports its pupils in performing at high levels.
4. The school sets targets for individual, groups and classes of pupils well, based on a thorough analysis of a comprehensive range of on-going tests and assessments. The targets are realistic and are supported by the generally good match in how the teachers feel the pupils will perform and their actual results. The bed rock of the process is incisive assessment and evaluations of what the pupils know, understand and can do in their daily work which then determines the teachers' planning and match of future work to the pupils' needs. Baseline assessment on entry is particularly well carried out and is used extensively to plot the progress made by individual pupils as they progress through the school. For example, following close assessment of the current Year 6 pupils' attainment and progress in writing teaching has focused on weaknesses identified and the current targets for English are set at a high level. This is reflective of accurate teacher assessments of the pupils' abilities and the school's drive to set itself high but realistic goals.
5. In the lessons and books seen during the short inspection, work was mainly of good quality and pupils achieve well. Most pupils by the age of 11 have highly developed speaking and listening skills and their confidence and competence enhances their progress across the curriculum generally. The youngest children show enthusiasm for reading and the seven year olds can read and discuss their books well, which is an indication of the high quality teaching they

receive in literacy. They have the ability to use a broad range of reading cues, which the teachers regularly promote. For example, looking at initial letters, identifying unusual punctuation marks such as exclamation marks and looking for words within words. By the age of 11, pupils have increased their ability to read fluently with accuracy and understanding. They respond imaginatively to stories and are able to refer to relevant passages or texts to support their opinions or deductions. They enjoy reading and adopt appropriate strategies for different purposes, including skimming to locate specific information from a text. By the age of seven, most pupils make good efforts at writing independently and they take great delight in reading back their work accurately. Spelling skills are generally good. By the age of 11, pupils have a very good grasp of the conventions of using Standard English and they write well for a variety of purposes. For example, in writing a letter of objection to a factory being built in their village they spelt out the key issues clearly and argued their point of view well. The pupils' handwriting and presentation of work expressed as a very good feature in the last inspection is still very high quality; it is testimony to the care taken by the pupils and the pride they have in their work. All pupils use their literacy skills very well in other subjects and have a well-founded knowledge and understanding of how to find things out for themselves.

6. The range of mathematical activities offered is broad, well structured and challenging. The amount and level of accuracy of work completed by even the youngest pupils is high. Mental arithmetic is a regular feature of activities and the pupils enjoy using their good knowledge and understanding of mathematics to give quick and accurate answers to the questions fired at them. The oldest pupils have developed a range of strategies for solving problems and are able to present their results clearly in an organised way, explaining the reasons for their answers. Pupils use their numeracy skills well to solve problems and to investigate in other subjects of the curriculum.

7. High standards have been sustained in science across both key stages since the last inspection. Long term planning across both phases is now secure and safeguards the pupils' progress in all aspects of the subject. Older pupils have a sound knowledge and understanding of the need for fair tests. Where appropriate they are able to make predictions based on their good scientific knowledge and understanding. They are able to observe and measure with precision, record their findings accurately and to offer simple explanations for any differences encountered. Pupils' attainment in the subject is enhanced by their good use of their literacy and numeracy skills.

High teacher expectations and their secure knowledge of the curriculum enable the children to learn very well notably in the basic skills. Staff know the pupils very well and are highly committed to their care and welfare.

8. As reported in the last inspection, high quality teaching was a strength of the school and continues to be so. It contributes substantially to the pupils' learning and has a very positive impact on standards. The teachers work as a team, know their pupils very well and regularly review their progress to adapt and match the work to suit the age ranges and abilities within the classes. As well as providing different, relevantly matched work the teachers are skilful at asking questions, probing and extending the pupils' thinking and giving them confidence to persevere with challenging tasks. The teacher's consistently high expectations for pupils to listen, understand and make good progress in their work is impressive. Involvement in a programme of in-service training is an integral part of the teachers' commitment to the provision of high quality education for the pupils. This has kept them up to date with national initiatives. The teachers' knowledge and understanding of requirements of the literacy and numeracy strategies is particularly keen and has a positive spin off effect on the standards achieved by the pupils in other subjects. The teaching of basic skills is very good. Teachers understand how the curriculum fits together; using this knowledge to make learning relevant and meaningful generally through first hand experiences. For

example, in work on the Tudors pupils made visits to appropriate Tudor buildings and dressed up in clothes of the period. The teachers' care and dedication to the pupils' well being and achievement of high standards is acknowledged and highly appreciated by the parents.

The leadership by the Headteacher and key staff has ensured the promotion of high standards through effective tracking of pupils' progress and target setting.

9. Very good leadership by the Headteacher gives clear educational direction to the work of the school and has safeguarded the promotion of high standards, effective teaching and learning through a period of tremendous change. The Headteacher and staff clearly share a common purpose in putting their pupils' achievements and welfare first. They have worked well together as a team in bringing about a smooth transition of the school from its old site into the new buildings. The school development plan, much improved since the last inspection has identified priorities and sets challenging targets for the school including those identified by this inspection with appropriate success criteria. Whole school review and planning is a strength of the school. The evaluation of success in meeting targets under the guidance of the Headteacher has enabled staff to be well informed and to make a significant contribution to raising standards and the overall quality of education.

10. The Headteacher knows her school well. Through dynamic involvement across all activities, a high level of teaching and informal monitoring of both teaching and learning she has a thorough working knowledge of the strengths of the school and those areas that require further development. The collegiate approach to educational development, described in the previous report has been sustained. The systematic review and evaluation of practice by the Headteacher successfully safeguards curriculum continuity and progress, which was thought to be lacking previously. Individually the staff are self-critical and reflect on what they have achieved. They are using effective tracking systems and target setting to further their aim of improving standards generally. This systematic, rigorous analysis and use of all available assessment information has helped to raise the attainment of individual pupils, particularly in writing at the end of Key Stage 2. For example, the need for more emphasis to be given to persuasive writing was identified, focused on and standards of work subsequently improved. This is evident in the improved targets set in English for the current year 6 pupils. The impact of the school's management consistently supports its pupils in performing at higher than expected levels.

The interesting and broadly based curriculum motivates the pupils to enjoy school, have positive attitudes, behave very well and ensures that they are eager to learn.

11. The pupils' attitudes to learning across both key stages are overall very positive. They enjoy school, are eager to contribute and take a pride in their work. They show good manners and are very well behaved and have mature personal relationships with each other and adults. They show a developing ability to use their initiative and to accept responsibility. Attendance is good and the pupils enjoy coming to school where they arrive promptly at the start of the sessions. There are no examples of bullying or significant poor behaviour. The pupils' attitudes and very good behaviour have a positive effect on the ethos of the school and the quality of education generally. They are ready, willing and able to learn and appreciate the creative and exciting learning environment the teachers create for them.

Provision for developing social and moral skills is very good. The pupils' have a strong sense of moral responsibility and are developing their spiritual and cultural awareness well.

12. The spiritual, moral, social and cultural development of the pupils reported as a particular strength of the school in the last report has been sustained at a very high level. The calm, caring ethos, which is evident throughout all areas of school life, makes a positive contribution to the

pupils' personal development and self esteem. The daily assemblies are systematically planned and the sensitive use of artefacts and personalised experiences provide opportunities for the pupils to reflect on their lives and to explore questions on those values and beliefs, which give meaning and purpose to their existence. Spiritual awareness is also developed through the daily prayer and the curriculum generally. For example, in art, history and science the pupils are given time to reflect on the wonder and enjoyment of their world. In religious education the pupils express personal feelings and emotions openly in response to stories and are able to relate to the idea of good overcoming evil in every day life. The pupils have a very well developed moral sense of right and wrong. They are encouraged to be involved in helping to formulate school rules and demonstrate a keenness to abide by them. Good behaviour is celebrated and the pupils' response to the high standards expected of them is very good. The caring atmosphere evident in the daily life of the school successfully promotes the social development of the pupils. At lunchtime pupils in different year groups take lunch together at the tables with older pupils looking after the interests of the youngest pupils and assisting them when necessary. There is a strong sense of community within the school and visitors are made to feel especially welcome. The pupils' cultural development is successfully promoted through a wide variety of activities. Opportunities are provided for them to discover their own heritage and other cultures through educational visits. Theatre and concert visits are arranged and pupils study the work of famous artists and listen to music from other cultures to widen their understanding. In religious education the pupils gain an understanding of Christian beliefs and traditions and also develop a respect for other faiths and religions.

WHAT COULD BE IMPROVED

Raise standards attained by pupils in information technology

13. There is evidence of good work being achieved in information technology within both key stages. However, by the age of 11 pupils do not attain as expected in all aspects of the subject. Most pupils have suitable knowledge and understanding of how to process their work, edit and retrieve it. Their abilities in data handling, control technology and modelling are still below average by the age of 11 in spite of some good progress. The school has already identified the need for improvements prior to the inspection. It is working hard to make progress in meeting the increased demands of the subject but is finding it hard to keep up with initiatives. National Grid for Learning funding has been applied for and specific application for staff training is a priority area for development. The widely recognised scheme of work designed by the Qualifications and Curriculum Agency has been adopted and its use is already having a positive impact on the nature and quality of work being undertaken, particularly in communication technology and control technology. However, the fact that the new computers have yet to be set up is hindering access within both key stages. There is insufficient time allocated to the direct teaching of subject skills, and not enough computers currently available for pupils to practise their skills in a systematic and structured way where gains in learning can be regularly assessed and progress monitored. The Headteacher and staff recognise that more time is needed to focus on the subject. The increased use of technology to support literacy and numeracy are valuable steps in the right direction.

Improve the monitoring of classroom practice by coordinators

14. Key members of staff are involved in leading on the development of their subjects, in influencing the funding of resources and in the monitoring of planning and the outcomes of pupils' work. However, no formalised monitoring of teaching and learning by them has taken place whereby they may identify at first hand areas for improvement or be able to share their subject knowledge and expertise to contribute to the drive of onwards and upwards in raising standards. As a result targets for individual members of staff linked to priorities within the school development have not been part of the process. The school has recognised this deficit itself. The more structured approach used by the Headteacher for the monitoring of classroom practice for example, in support of the newly qualified member of staff is already ear marked in the school development plan to be extended to evaluate how well the National Literacy and Numeracy strategies are being implemented. Information gained is to be used to determine future targets for both curriculum and staff development initiatives. Within this planning the governors are to be informed of the outcomes where appropriate to assist them in expanding their role of critical friend and in holding the school to account.

Improve communication with parents about their children's learning and progress.

15. The parents view the school very highly; they feel valued, demonstrate extreme enthusiasm to play an active part in the education of their children and to support the school as best they can. Many parents value the open-door policy, appreciate the good communication and welcome the annual progress reports, which they think are extremely informative. However, a number of parents feel that to be given additional information on future topics to be studied and to be afforded further opportunities to meet formally with their child's teacher would further enhance what they already regard as a very fruitful and beneficial partnership with the school.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

The governors, Headteacher and staff now need to include the following matters in their post inspection action plan.

Raise standards in information technology by:

- ensuring that the full National Curriculum Programmes of Study are taught systematically;
- improving staff knowledge and competence to teach the subject;
- allocating more time for the direct teaching of subject skills;
- showing more clearly in planning how information technology will support the delivery of other subjects;
- ensuring the available resources are used to maximum effect.

Reference to the above can be found in paragraph 13.

Improve the monitoring of classroom practice by coordinators to raise standards further by:

- planning a detailed programme of monitoring with agreed timescales;
- identifying what the focus of monitoring will be, who will do it and by when;
- improving staff knowledge of the purpose and process of monitoring;
- ensuring the outcomes of monitoring identify strengths and areas for improvement;
- setting targets for action and regularly review their success.

Reference to the above can be found in paragraph 14.

Improve communication with parents about their children's learning and progress by:

- ensuring annual reports on pupils' progress are consistent in showing what they can do and where they still need to improve;
- providing more regular, formalised opportunities for parents to discuss their children's progress;
- giving parents suitable information on what work is planned so that they may be supportive to but not replicate the planned work programme.

Reference to the above can be found in paragraph 15.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	6
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	50	50	0	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)		63
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		4

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	2

Attendance

Authorised absence	%
School data	3.2
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	5	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	3	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	3	3	3
	Total	5	6	6
Percentage of pupils at NC level 4 or above	School	83	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	3	3	3
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68	69	75

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	46
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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)	3.4
Number of pupils per qualified teacher	17.6
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	24

Financial information

Financial year	1998/99
	£
Total income	126,024
Total expenditure	123,193
Expenditure per pupil	2,416
Balance brought forward from previous year	10,036
Balance carried forward to next year	12,867

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	96	4	0	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	62	35	0	0	4
My child gets the right amount of work to do at home.	42	46	12	0	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	38	46	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	38	42	19	0	0
The school is well led and managed.	46	50	0	0	4
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	12	27	50	0	12