

INSPECTION REPORT

CLIFFE (Voluntary Controlled) PRIMARY SCHOOL

Cliffe, Selby

LEA area: North Yorkshire

Unique reference number: 121529

Headteacher: Mrs J Cook

Reporting inspector: Brian Sprakes
23800

Dates of inspection: 14 – 16 February 2000

Inspection number: 190368

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 Controlled |
| Age range of pupils: | 4 -11 |
| Gender of pupils: | Mixed |
| School address: | Main Street Cliffe Selby North Yorkshire |
| Postcode: | YO8 6NN |
| Telephone number: | 01757 638426 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr J R Guy |
| Date of previous inspection: | 28 October 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|------------------|----------------------|
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| Mrs Marion Howel | Lay inspector |
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Pupils have very good social skills and together with their strong sense of moral responsibility, they display very positive attitudes and behaviour
The headteacher is very effective in creating an ethos which strongly reflects the aims and values of the school. She is supported well by the governors, trustees, staff and parents
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

| | | |
|---|----|-----------------|
| Number of full-time pupils : | 97 | (below average) |
| Pupils with English as an additional language : | 0% | (below average) |
| Pupils entitled to free school meals : | 4% | (below average) |
| Pupils on the register of special educational needs : | 20 | (about average) |
| Average class size : | 23 | (below average) |

Attainment of the four year olds when they start school is broadly typical for their ages.

HOW GOOD THE SCHOOL IS

This is a very effective school with many good and some very good features. Pupils at Key Stage 1 attain standards in line with those expected of pupils of this age in English, mathematics, science and information technology. Pupils at Key Stage 2 attain standards above those expected of pupils of this age in English, mathematics and science. The strengths of the school greatly outweigh the weaknesses. The school gives good value for money.

What the school does well

- Attainment at Key Stage 2 is mainly high, especially in English, mathematics and science.
- Good progress is made by pupils with special educational needs and those of higher attainment.
- Overall, teaching is good, with a fifth of lessons observed being very good.
- Pupils enjoy school, are eager to learn and produce much work of good quality.
- Pupils have very good social skills and together with their strong sense of moral responsibility, they display very positive attitudes and behaviour.
- The headteacher is very effective, creating an ethos which strongly reflects the aims and values of the school. She is supported well by the governors, trustees, staff and parents.
- School priorities are supported by very good financial planning, giving overall good value for the income provided.

What could be improved

- The attainment of pupils at Key Stage 2 in information technology.
- The amount of teaching of information technology throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in October 1996. The implementation of the school's action plan has addressed the issues from the inspection well. The policy and practice within special educational needs now conforms to statutory requirements. Pupils with special educational needs receive earlier diagnosis and following close liaison with parents and guardians, prompt action is taken. Assessment procedures are now well established and a broad system of record keeping has been developed, thereby allowing teachers to analyse the attainment and progress of pupils. Appropriate work is planned for pupils of higher attainment and there is consistent use of individual education plans for pupils of lower attainment. Pupils of both higher and lower attainment make good progress. The school is well placed to continue to make improvements.

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 | D | D | A | B | well above average A above average B average C below average D well below average E |
| mathematics | B | B | A | B | |
| science | B | A | B | C | |

This is a good set of results and there has been general improvement over time. Evidence from the inspection confirms this above and well above average attainment in relation to the 1999 national averages

Results in the respective 1999 national tests for pupils at the age of seven were not as high. Standards in reading were average, in writing well below average and in mathematics below average when compared with all schools. The small group of pupils tested, however, included a much higher than average percentage of pupils with special educational needs, whose low attainment distorted the overall grades. The school has identified this group of pupils and they are now making good progress. Standards have fluctuated over time; however, inspection evidence indicates that attainment at Key Stage 1 is average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are keen to succeed, are responsive and give of their best at all times. |
| Behaviour, in and out of classrooms | Behaviour throughout the school is very good. Relationships between pupils are very good and they show respect for each other and for adults. |
| Personal development and relationships | Personal development is good and pupils respect their own and others' property. Older pupils have opportunities to take on extra responsibilities. |
| Attendance | Good. Lessons start promptly. |

TEACHING AND LEARNING

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

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

Overall, the teaching in the school is good. During the inspection, in 68 per cent of lessons, the teaching was good or very good. The remainder of the teaching was satisfactory. The teaching of English, mathematics and science at both Key Stage 1 and Key Stage 2 is good. This has enabled pupils to attain above and well above average standards at Key Stage 2 and at Key Stage 1 it has

enabled pupils of lower attainment to make good progress. The skills of literacy and numeracy are taught well and have a good impact within the school's broad curriculum.

The best teaching provides challenges and enables pupils to build on prior learning. Teachers have high expectations of their pupils and pupils are very clear about what they are doing and why they are doing it. Attention is given to detail, no time is wasted and there is good classroom management. In lessons which are satisfactory, although pupils achieve soundly, there is less structure and organisation.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | All subjects of the National Curriculum are taught and generally, the curriculum caters for the wide range of pupils' attainment. The provision for design and technology is a strength of the school. There is, however, insufficient time given to the teaching of information technology. A satisfactory range of extra-curricular activities is provided for the older pupils. |
| Provision for pupils with special educational needs | The special educational needs of individual pupils are met well and teaching and work designed for them allow good progress to be made. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development. | Moral and social development is very good and this impacts well on behaviour and relationships. Cultural development is good and spiritual development satisfactory. |
| How well the school cares for its pupils | The care and welfare of pupils is good. Support and guidance is provided for both academic and personal development. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The school is very well led by the headteacher. The deputy headteacher and other members of staff enthusiastically support her in ensuring a clear educational direction for the school's development. |
| How well the governors fulfil their responsibilities | Good support is given by the governing body and trustees. The governors fulfil their statutory duties and play an active role in shaping the direction of the school. |
| The school's evaluation of its performance | The school has a general view of its work and is now analysing the overall strengths and weaknesses, thereby deciding what next needs to be done. |
| The strategic use of resources | Good use is made of the accommodation and staff. Very good use is made of the finances provided. General resources for pupils are good; however, sometimes the ratio of text books to pupils is unsatisfactory. The school always seeks to provide the best value from its 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">• Good teaching.• The expectation that children will work hard and do their best at all times.• The good behaviour and responsible attitudes of pupils.• The good progress children make.• The leadership and management of the school. | <ul style="list-style-type: none">• The range of activities provided outside lessons.• The degree of information provided about their children's progress. |

The inspectors endorse parents' positive comments. There is a satisfactory range of out-of-school activities for older pupils; however, opportunities for younger pupils are limited. There is an annual report on each pupil's progress and a formal occasion when parents discuss their children's work with staff. Teachers are available to meet parents informally at the start and end of two days each week. Parents of pupils who have special educational programmes meet the teachers twice each term. Overall, these arrangements are sufficient to keep parents well informed about their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment at Key Stage 2 is mainly high, especially in English, mathematics and science

1 The results of the 1999 national tests for 11-year-olds in English, mathematics and science show attainment that is above average and often well above average in relation to all schools. In comparison with similar schools, Cliffe (VC) Primary School is above average in English and mathematics and about average in science. There has been a consistent general improvement in the results of national tests over the last three years. The school continues to strive to improve the existing high standards by analysing information gained from its continuous assessment procedures; for example, the recent targeting of mental mathematics.

2 By the end of Key Stage 2, attainment in English is high, pupils attaining standards that are well above the national average and above average when compared to similar schools. In reading, pupils are able to understand demanding text and they use previous learning to support their independent work. When writing, they can retrieve and collate information from a range of sources. Pupils use reports, commentaries and narratives with confidence and pupils of higher attainment use strategies to predict and decode unknown words effectively. These pupils have a very good command of grammar, for example, explaining the meaning of alliteration and onomatopoeia.

3 Attainment in mathematics by the end of Key Stage 2 is also high, pupils attaining standards that are well above the national average and above average when compared to similar schools. Pupils can work out frequency distributions and are able to interpret the findings by drawing graphs. Pupils of higher attainment extend this work by constructing and drawing conclusions from pie graphs and by drawing temperature conversion charts.

4 In science, pupils' attainment by the end of Key Stage 2 is above average when compared to all schools and average in comparison to similar schools. Pupils use very good observational and artistic skills when identifying the different parts of a flower and they can describe the properties of different materials when classifying substances as solids, liquids and gases. Pupils of higher attainment use previously-gained knowledge of electrical circuits when designing their own burglar alarms.

5 The introduction of both the National Literacy and National Numeracy Strategies has impacted positively on standards of reading, writing and mathematics throughout the school. Literacy and numeracy are well emphasised within the school's broad curriculum. The targeting of mental mathematics during numeracy lessons is impacting well on overall attainment.

6 Throughout the school, standards of art and design and technology work are very high. This is due to the effective teaching and pupils' positive attitudes. Very good use of numeracy skills can be seen when pupils measure, with detailed accuracy, materials for their models. They are able to speak about their designs with ease answering questions about their own evaluations.

Good progress is made by pupils with special educational needs and those of higher attainment

7 The school effectively supports pupils who need extra help. Clear and appropriate targets are set for them that take account of their special educational needs. From these targets, individual education plans are developed. The content of and progress from these plans are regularly discussed with parents and carers; consequently, the home and school together ensure continued development. Good use is made of members of support staff who sometimes withdraw pupils from lessons and sometimes assist them within their classes. The resulting work is well linked to the work

of the class. An example of the good progress made can be seen by two pupils who entered the school three years ago with very few language skills. They are now fluent in speaking, reading and writing, attaining targets within their individual educational plans.

8 The school has a good number of pupils whose attainment is well above average. These pupils are also well catered for and the work set appropriately matches their prior attainment. Often, they spend periods working with teachers and support staff who skilfully develop work to complement previous tasks. This can be seen in mathematics when negative co-ordinates are used to draw mathematical shapes and in science when Year 6 pupils make good links with a local university's school of engineering to work with transmitters, camera chips and integrated circuits. Pupils of higher attainment enjoy expanding their school work by personal study at home.

Overall, teaching is good with over a fifth of lessons observed being very good

9 The good quality of teaching impacts well on pupils' learning and good progress. In the very good lessons, teachers' expectations of pupils are high and their very good organisation is backed up by appropriate subject knowledge. When the teaching is good, lessons proceed at a brisk pace and are well structured to sustain pupils' interests. There is good use of support staff for both groups of higher and lower attaining pupils. A consistent and positive attitude to discipline exists. At Key Stage 2, the good quality of teaching has enabled pupils to attain standards that are above and well above average, while at Key Stage 1, the good teaching enables pupils of lower attainment to make good progress.

10 Cross-curricular links are evident throughout the school. This aspect of teaching was seen to good effect when older pupils, using maps and plans developed in a geography lesson, took part in a lively debate about whether or not a by-pass should be built around a small town or village like Cliffe. The countryside rambler was quite cross at the thought of environmental devastation, while those pupils depicting mothers and fathers were delighted to think that fewer heavy vehicles would endanger their children.

11 Literacy and numeracy are well emphasised. As such, these subjects receive substantial time each day and a great deal of attention is given to ensuring that all pupils make the best possible progress. Teachers are confident and technically competent when teaching both literacy and numeracy.

12 The curriculum is well organised and it provides a good range of opportunities for learning. Overall, teachers' planning of what to teach is good, although some inconsistencies of individual lesson preparation exist. Throughout all subjects, teachers build on prior learning and the output of good quality work is evident. An example of this was seen at Key Stage 2 when pupils used previously-learned skills in art and design and technology to plan and construct large-scale models of everyday objects; the resulting work being very good. Indeed, despite the many recent curriculum changes and pressures, Cliffe (VC) Primary School has successfully retained its strength in the artistic and creative elements of education.

Pupils enjoy school, are eager to learn and produce much work of good quality

13 Pupils are keen to come to school and they obviously enjoy the experience. They work and play with purpose. In lessons, pupils' interest and involvement are very evident. When engaged in classroom activities they explain their work with pride and are eager to send visitors away knowing fully why they are working in such a manner. Pupils listen to each other as well as to adults with careful attention. They are willing to predict, investigate and form hypotheses as was seen when pupils explained their reasons for choosing materials for their rain hat experiment. Pupils respond to good teaching with enthusiasm and determination. Most show good skills when problem-solving and can analyse their thinking when giving solutions. There are good attitudes and strong motivation in most lessons. Children under the age of five were keen to become involved in discussing the

difference between a Sikh lady's sari and a typical European dress. They looked in amazement when the teacher unravelled the sari and readily became involved in the subsequent speaking and listening exercise. Older pupils spoke with confidence about their 'Jack in a box' designs and models, explaining why certain materials were suitable or not for the lid hinges. They described in detail their excellent large-scale three-dimensional models depicting healthy and unhealthy lifestyles.

14 All pupils are keen to take responsibility and older pupils participate in a range of activities provided outside the curriculum. Parents regularly read with their children and pupils respond well to this support, recognising that parents and teachers work hard together in order that children can improve their learning.

15 Good attendance impacts well on pupils' learning. Pupils say that they enjoy school explaining the need to try hard for both their personal satisfaction and in order to be successful in their future lives. They have pride in their achievements and older pupils can analyse their strengths and weaknesses. Pupils at both key stages produce much work of good quality.

Pupils have very good social skills and together with their strong sense of moral responsibility, they display very positive attitudes and behaviour

16 Pupils behave very well in lessons and around the school. In playground activities they show much respect for each other. Parents are proud of their children's reputation both in and out of school. They acknowledge the pleasant and positive environment created by the staff which helps develop respect for feelings, values and beliefs among the pupils.

17 The school aims to develop positive relationships and this aim is well met in practice. The adults who work in the school, as well as those who come in to help in a voluntary capacity, provide good role models for pupils. Pupils help and support one another in classrooms and at lunch-times and play-times. Older pupils help to look after younger ones, assisting with coats and being sensitive to their needs when in the playground.

18 There is a good level of tolerance and understanding among pupils and this is acknowledged by their parents. Very little oppressive behaviour or bullying occurs. In fact, only four incidents of seriously poor behaviour have been recorded in the last seven years.

19 There is a strong sense of moral responsibility within the school and this can be seen through pupils' attitudes and relationships. The school provides good opportunities for pupils to understand their own heritage and the cultures of other groups.

The headteacher is very effective in creating an ethos which strongly reflects the aims and values of the school. She is supported well by the governors, trustees, staff and parents

20 The school is positively influenced by the strong and effective leadership of the headteacher who provides a clear vision about how the school should develop. The aims and values of the school are reflected in its everyday life and the action taken to meet the school's targets has been successful. The headteacher is closely involved with classroom teaching and has a strong influence on the management of the curriculum. Aspects of school management such as the development of major curriculum areas and aspects of financial management are successfully delegated to the enthusiastic and capable deputy headteacher and other staff member.

21 Pupils, parents, staff, governors and trustees are all clear about their roles in making the school effective within the community. The governors, ably led by an experienced Chair and Vice-Chair, make a significant contribution to the life of the school. Several make regular visits to the school and their levels of expertise are used when developing committees. The governor responsible for numeracy and literacy is involved in lessons, observing both teaching and learning

and subsequently reporting back to meetings of the governing body. The governors' role of maintaining a strategic view of the school's development has evolved effectively.

22 Parents are interested in the school and support their children very effectively. This was demonstrated by those who attended the meeting prior to the inspection and the large number who returned the questionnaires. The trustees of the school help to ensure that all pupils have an opportunity to do well. Such support, for example, in the development of library resources, has created improved opportunities for increased personal study.

School priorities are supported by very good financial planning, giving overall good value for the income provided

23 The quality of financial planning, control and monitoring is very good. The school employs a peripatetic bursar who, together with the headteacher, oversees the general budget, thereby carefully planning to gain maximum benefit for the school. The deputy headteacher controls the day-to-day spending on consumable items and books.

24 For several years, pupil numbers necessitated the deployment of four classes. This has continued to be a priority for the school. A slight decrease in the pupil population, however, has meant that recently, a pre-planned contingency fund enabled the class structure to continue; this finance created through careful and prudent spending and donations from the trustees. The parents both welcomed and supported this management decision. The school continues to strive to maintain four classes and sees this organisation as providing best value for the school.

25 The school makes good use of teaching and non-teaching staff and of the well-kept accommodation. Funding for staff development is well used and itemised appropriately. Staff training in literacy and numeracy has impacted well on pupils' attainment. The good use of finance to provide support for pupils with special educational needs has allowed much development to be made since the last inspection, good progress being seen in pupils' work.

26 The Friends of Cliffe School Association provides considerable additional funds which are used effectively. An example of this can be seen in the newly-constructed library, the building and resourcing of which was financed by donations from the trustees and friends' association. All internal and external accounts are audited appropriately.

27 Costs of running the school are high but pupils come into the school with average levels of attainment and they are provided with good teaching which leads to high academic results by the time they are 11 years old. In relation to the income received, the educational standards attained by pupils, the quality of education provided and the effectiveness of management, the school gives good value for money.

WHAT COULD BE IMPROVED

The attainment of pupils at Key Stage 2 in information technology

28 Information technology has been identified by the school as an area for development; however, standards of attainment at Key Stage 2 are below the level expected of pupils of this age and below pupils' capabilities.

29 Since the last inspection, the school has improved the level of resources available to pupils. For example, pupils at Key Stage 1 have experienced controlling devices by programming a small robot while older pupils at Key Stage 2 have used information technology systems to predetermine the sequence of colours in model traffic lights. The school has a good development plan for information and communications technology and an action plan for the development of the national

grid for learning. The school now has a series of recently networked computers which have access to the Internet.

30 Despite the above significant improvements, pupils have insufficient opportunities to enable them to attain the relevant targets within the programmes of study of the National Curriculum. A minority of pupils of higher attainment can successfully send messages via the internet, is able to use information technology to combine different forms of information such as text and pictures and can begin to use control systems. The majority of pupils by the end of the key stage, cannot yet, however, amend and re-organise work, save stored information and generate it on another computer, nor sort and classify information to present the findings in graphic form.

The amount of teaching of information technology throughout the school

31 Each classroom has its own information technology system. Individual or small groups of pupils regularly work at the computers and sometimes teachers engage the full class in new learning. These sessions are, however, for practical reasons, infrequent. During the period of the inspection, no direct teaching of information technology was seen nor was information technology timetabled. As a result of the above, much of the teaching of information technology is incidental rather than specific.

32 Since the last inspection, an appropriate programme of staff development has taken place. The co-ordinator for information technology has worked hard and with success to improve individual skills of teachers and the facilities available for pupils. The school now needs to plan how more curriculum time can be given to the direct teaching of information technology in order that pupils' overall skills can improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now :

- (1) Raise standards of attainment at Key Stage 2 in information technology by ensuring that appropriate resources are consistently available to address the relevant programmes of study of the National Curriculum;
- (2) Increase the amount of curriculum time given to the direct teaching of information technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 25 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 20 | 48 | 32 | 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 | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 97 |
| Number of full-time pupils eligible for free school meals | 5 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 2 |
| Number of pupils on the school's special educational needs register | 20 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 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 | 8 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

| Authorised absence | | Unauthorised absence | |
|---------------------------|-----|---------------------------|-----|
| | % | | % |
| School data | 4.7 | School data | 0 |
| National comparative data | 5.7 | 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 | 9 | 4 | 13 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 8 | 9 |
| | Girls | 4 | 2 | 3 |
| | Total | 13 | 10 | 12 |
| Percentage of pupils | School | 100 (92) | 77 (92) | 92 (92) |
| at NC level 2 or above | National | 82 (81) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 9 | 9 |
| | Girls | 4 | 4 | 4 |
| | Total | 13 | 13 | 13 |
| Percentage of pupils | School | 100 (91) | 100 (92) | 100 (92) |
| at NC level 2 or above | 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 | 5 | 7 | 12 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 4 | 4 | 4 |
| | Girls | 7 | 7 | 7 |
| | Total | 11 | 11 | 11 |
| Percentage of pupils | School | 92 (62) | 92 (56) | 92 (82) |
| at NC level 4 or above | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 3 | 4 | 4 |
| | Girls | 7 | 7 | 7 |
| | Total | 10 | 11 | 11 |
| Percentage of pupils | School | 83 (63) | 92 (69) | 92 (82) |
| at NC level 4 or above | 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 | |
| Black – African heritage | |
| Black – other | |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | |
| White | 90 |
| 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 | | |
| 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.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 4.7 |
| Number of pupils per qualified teacher | 19.8 |
| Average class size | 23.3 |

Education support staff: YR – Y6

| | |
|---|------|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 39.5 |

Financial information

| | |
|--|---------|
| Financial year | 1998/9 |
| | £ |
| Total income | 184,317 |
| Total expenditure | 179,926 |
| Expenditure per pupil | 1,854 |
| Balance brought forward from previous year | 18,704 |
| Balance carried forward to next year | 23,095 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

| |
|-----|
| 100 |
| 62 |

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

| Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|----------------|---------------|------------------|-------------------|------------|
| 55 | 40 | 5 | 0 | 0 |
| 37 | 56 | 5 | 0 | 2 |
| 58 | 37 | 0 | 0 | 5 |
| 34 | 53 | 8 | 3 | 2 |
| 50 | 45 | 2 | 0 | 3 |
| 31 | 50 | 16 | 3 | 0 |
| 53 | 39 | 5 | 0 | 3 |
| 62 | 35 | 0 | 0 | 3 |
| 34 | 53 | 15 | 0 | 0 |
| 66 | 29 | 2 | 0 | 3 |
| 45 | 53 | 0 | 0 | 2 |
| 11 | 45 | 18 | 15 | 11 |