

# INSPECTION REPORT

## **CHERRY BURTON CE (VC) SCHOOL**

Cherry Burton, Beverley

LEA area: East Riding of Yorkshire

Unique reference number: 118002

Head teacher: Mrs K Moore

Reporting inspector: Mr D H Maddocks  
1502

Dates of inspection: 18 – 20 January 2000

Inspection number: 190479

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 to 11
Gender of pupils:	Mixed
School address:	Main Street Cherry Burton Beverley East Riding of Yorkshire
Postcode:	HU17 7RF
Telephone number:	01964 550 445
Fax number:	01964 550 445
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Brown
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Cherry Burton Church of England (Voluntary Controlled) School is a smaller than average primary school with 164 pupils on roll. None of the pupils currently at the school come from minority ethnic backgrounds, although two Swedish children have English as an additional language. None of the pupils currently at the school are eligible for free school meals. The percentage of pupils identified as having special educational needs (6.7 per cent) is well below average, and one pupil has a statement of special educational needs. The school serves the needs of the parish of Cherry, Dalton Holme and Etton, which includes Cherry Burton and outlying villages. A few pupils come from Beverley. The attainment of the four year olds when they start school is above average, although the full ability range is present.

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

Cherry Burton CE (VC) Primary School is a very effective school. Pupils achieve high standards, particularly in English, mathematics and science. The quality of teaching is very good, and teachers value pupils as individuals. As a result, pupils' behaviour and attitudes to the school are excellent. The head teacher, governors and staff work well together to fulfil the school's aim of being "a place where we want all children and staff to feel involved, valued and secure. We aim to challenge and develop individuals within a caring, stimulating and positive environment, enabling them to fulfil their potential in all areas of their lives". The school provides very good value for money.

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

- Attainment, particularly in English, mathematics and science, is well above average.
- Overall, the quality of teaching is very good; over half of the lessons observed were very good or excellent.
- The head teacher, staff and governors have created an ethos that provides a rich learning environment and promotes pupils' personal development.
- Pupils enjoy their lessons, they are eager to learn and become very involved in their activities. Their behaviour is excellent.

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

- The provision made for children aged under five.
- The quality of pupils' handwriting.

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

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

The last inspection, in 1996, found that the quality of education, standards achieved and the management and efficiency of the school were good. Since then the school has continued to improve, although the pace of this improvement has increased in the last year. The quality of teaching has improved – lessons are now clearly planned and teachers make more effective use of assessment to plan activities that ensure all pupils make progress. Procedures to monitor the school's curriculum, the quality of teaching and the progress pupils make have recently been implemented. Teachers have observed good teaching within the school, as well as in other schools. The quality of teaching and learning in information technology have improved significantly, and the school is soon to receive a national grant to improve the quality and range of its computers. The head teacher and governing body have improved the quality of the school management plan and now have effective procedures for reviewing the impact that the school's expenditure has on the standards achieved. The school is well placed to maintain the high standards achieved by its pupils and to continue to improve.

## STANDARDS

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

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

By the age of five, many children are achieving above what is expected for their age in language and literacy, and in mathematics. At seven years of age, standards are very high in reading and well above average in writing, mathematics and science. By the age of 11, standards in English, mathematics and science are well above average when compared to all schools. When compared to similar schools, standards are above average. The school's results have shown a steady improvement over the last three years.

The work seen during the inspection confirms that standards in English, mathematics and science are well above average, although the standards of pupils' handwriting and presentation of their work could be improved. Particularly good work was also observed in art, design and technology, and music. Standards in other subjects are also high. By the time they leave the school most pupils, including those with special educational needs, have achieved as well as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very eager to learn, keen to succeed and very interested in their work.
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour in classes, around the school and in the playground is exemplary.
Personal development and relationships	Very good. Pupils respect property and the values and beliefs of their classmates. Relationships between pupils and adults are very good. Teachers value pupils' views although pupils could be given more opportunities to demonstrate initiative and responsibility.
Attendance	Very good. Pupils enjoy coming to school, lessons start promptly and no time is wasted during the school day.

Pupils' attitudes to the school and their behaviour are excellent, as a direct result of the school's emphasis on valuing pupils as individuals whose opinions are important. The rich learning environment, together with caring enthusiastic teachers, has created a school where relationships between pupils and adults are very good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very 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 in the school is very good. In half the lessons seen the teaching was good; in the remaining lessons the teaching was very good or excellent. The teaching of English is good, and literacy skills are taught well, although the quality of pupils' handwriting is not given a sufficiently high priority. The teaching of mathematics (including numeracy) and science is very good. Teachers are enthusiastic and plan their lessons well. They know their pupils very well and ask probing questions, ensuring that the work set challenges all pupils. As a result, pupils understand what they are doing, concentrate on their work and make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in Key Stages 1 and 2 is very broad, balanced and relevant despite the lower than average amount of teaching time in Key Stage 2. However, the school does not always provide an appropriate range of experiences for the under fives.
Provision for pupils with special educational needs	The school provides good support for the few pupils with special educational needs. The work provided for them ensures they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good role models of the head teacher and staff, together with the very clear expectations of good behaviour and the school's ethos ensure that pupils develop a very clear understanding of their moral and social responsibilities. The provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Teachers value pupils as individuals and are genuinely interested in their opinions and achievements. The school monitors all aspects of pupils' development effectively.

The school's curriculum provides a wide variety of interesting activities for pupils, particularly in practical subjects. The amount of teaching time for older pupils is less than that recommended, but this does not appear to have an impact on the standards reached by pupils. However, partly because of the school's arrangement of classes in Key Stage 1 and its admissions policy, the curriculum for children under five is not always appropriate, particularly in terms of their personal, social and physical development.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is led well by the head teacher. She has accurately identified the school's strengths and weaknesses and has effectively delegated responsibilities to key staff in the school.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities effectively. Together with the head teacher, governors have set a clear educational direction for the school.
The school's evaluation of its performance	The school monitors its performance well. The head teacher analyses the school's results in national tests effectively to identify areas for improvement. The quality of education is effectively monitored by the head teacher, subject leaders and the governing body.
The strategic use of resources	Good use is made of staff, resources and the school's buildings. Some classrooms are small, but good use is made of shared areas to compensate for this. Time is used well – lessons start on time and the pace of most lessons is brisk.

The head teacher and governing body share a clear view of how the school should develop and have shared this view with teachers. The governing body is very interested in the school's performance. The head teacher makes very effective use of detailed analyses of the school's results, including comparisons with similar schools. The governing body is aware of the principles of best value. As a result the school provides very 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"> <li>• Their children like coming to school.</li> <li>• The progress their children make at the school.</li> <li>• The behaviour of pupils.</li> <li>• The good quality of teaching and the way teachers treat their children as individuals.</li> <li>• The management and leadership of the school.</li> <li>• The values promoted by the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework; some parents wanted more and others wanted less.</li> <li>• The amount of information they are given about their children's work and progress.</li> <li>• The school's provision for information technology.</li> <li>• The school's arrangements for parent helpers.</li> <li>• The amount of activities offered to pupils after school.</li> <li>• The provision made for the under fives in the mixed age reception and Year 1 class.</li> </ul>

The inspection team agree with parents' positive comments. The amount of homework required is similar to that of other primary schools and is appropriate. However, it does vary from class to class and some teachers could give pupils more guidance with regard to the amount of work expected. Parents are provided with sufficient information about the work their children will be undertaking, and the progress they make. The school's provision for information technology is appropriate, and additional computers will be purchased in the near future when the school receives a national grant. The school's arrangements for parents helping in classrooms is appropriate. The amount of activities offered to pupils is similar to other schools of this size. However, some aspects of the provision for the under fives need improving.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Attainment, particularly in English, mathematics and science, is well above average.**

1 The results of the 1999 national tests for 11 year olds in English, mathematics and science were very good. These results were well above average when compared with all schools nationally, and above average when compared to schools with a similar proportion of pupils eligible for free school meals. These results were similar to those of previous years and there has been a steady improvement, similar to the national trend, in the actual levels attained.

2 The results of the 1999 national tests for seven year olds in reading, writing and mathematics were equally good. The results of the reading tests were very high when compared with all schools nationally, while the results of the writing and mathematics tests were well above average. These results were better than those of previous years. In comparison with similar schools, the reading results were very high, the mathematics results were well above average and the writing results were above average.

3 The standards reached by pupils is as a result of the very good quality of teaching seen in the school and the careful way in which the head teacher has ensured that the results of previous tests are carefully analysed to identify areas of work that could be improved. This, together with teachers' very good knowledge of their pupils enables them to concentrate on areas that could be improved. The effective implementation of both the literacy and numeracy hours has also helped raise standards in English and mathematics.

4 Pupils learn to read very quickly. By the end of Key Stage 1, they have the skills to tackle unfamiliar words and enjoy reading stories and poems. By the end of Key Stage 2, pupils are fluent readers who not only read for pleasure but also to find out information to extend their learning in other subjects or to further their own interests. Pupils' reading skills are used effectively in other areas of the curriculum and contribute to the high standards achieved throughout the school.

5 Pupils' speaking and listening skills are good. They are confident speakers in both formal and informal situations and most pupils are happy playing roles, for example asking "Pepys" questions in Year 2 history and role playing a scene from Dickens' "Great Expectations" in a Year 6 English lesson.

6 Pupils' written work is often creative and imaginative. By the end of Key Stage 2, pupils express their ideas imaginatively and they select appropriate forms of writing for different purposes. However, although they are taught the skills of handwriting well, pupils' written work is not always presented as well as it could be.

7 Pupils develop their mathematical knowledge and understanding well, particularly their numeracy skills. By the end of Key Stage 2, they have a good grasp of numbers and can apply their mathematical knowledge to solve practical problems.

8 Pupils are introduced to scientific concepts, such as fair testing, in the reception class - for example, when investigating whether toys are moved by pushes or pulls. Throughout the school, much of their science involves practical investigations or discussions about the practical application of science. By the end of Key Stage 2, they have a good understanding of science, design and carry out their own scientific investigations, and explain their results using their good knowledge of science.

9 The school effectively supports pupils with special educational needs. Teachers set clear targets in the individual education plans they write for these pupils. When these pupils, and those who need extra

help in English, are withdrawn from lessons, the work they are given is linked well to the work being done by the rest of the class. In class lessons, teachers make sure that the work these pupils are given is well matched to their needs. As a result, these pupils make good progress, particularly in developing their English skills.

10 The high standards of reading, speaking and listening and mathematics contribute significantly to pupils' learning in other areas of the curriculum.

**Overall, the quality of teaching is very good and over a half of the lessons observed were very good or excellent.**

11 Teachers plan their lessons very thoroughly, clearly identifying what they expect their pupils to have learnt by the end of the lesson. In the best lessons they share these expectations with the class before the lesson starts, enabling the pupils to know what they are expected to learn. This aspect of teaching was considered unsatisfactory at the time of the last inspection, and it has improved significantly. Teachers group pupils carefully and ensure that activities are well matched to pupils' abilities. They have good subject knowledge, particularly in English and mathematics, and this gives them the confidence to choose challenging activities for their pupils.

12 Teachers are enthusiastic and have high expectations, both in terms of pupils' attainment and behaviour. As a result, pupils respond positively and concentrate on their work. Teachers vary the work they provide their pupils, using a wide range of teaching and learning styles to motivate them and maintain interest. For example, in a Year 2 history lesson on the Great Fire of London, one child was given a wig, a notebook and a quill pen, and was asked to play the role of the diarist Pepys. The rest of the class asked her questions about the fire. During the ensuing discussions, the pupils demonstrated an exceptionally good knowledge of the period. During the same lesson, pupils' speaking skills were challenged as the teacher refused to accept questions that were not asked in an appropriate tone of voice that conveyed urgency.

13 In literacy lessons, pupils are challenged by teachers' high expectations. For example, in a Year 6 lesson, the class discussed an extract from Dickens' "Great Expectations". Pupils were asked to take a character then read the narrative aloud. Pupils' reading of the dialogue, interspersed with the teacher reading the descriptive text, was impressive. The teacher then discussed the text and asked the class how they could improve their reading. During the discussion the teacher explained the imperative tense and asked searching questions such as "What would have happened if Pip had had a friend with him? How would the scene have changed?". As a result, the pupils were entranced, hung on the teacher's every word and gained a good understanding of how Dickens used words to create an evocative atmosphere.

14 In numeracy lessons, teachers have adopted the numeracy strategy well, starting each lesson with a brisk mental arithmetic session. The main activities of the numeracy hour are well matched to the differing abilities of pupils in each class. For example, in a Year 4 lesson on using multiplication to solve real life problems, the teacher set activities based on buying chocolates. The most able pupils in the class were asked "What is the most expensive box of assorted chocolates we could make from these chocolates?" while others were asked "How much would it cost to buy 2 chocolates at 47p each and 4 chocolates at 39p each?". At the end of the numeracy hour, teachers use the plenary session well to ask pupils to explain how they came to their answers, for example in the Year 4 lesson, one pupil explained that they had added  $47p+24p+36p+12p$  by saying "I added the tens to make £1 then the units to make 19p, so the answer is £1.19". The rest of the class then discussed different ways of coming to the answer. Teachers often use humour well to make learning fun. For example, when two pupils in Year 5 were having difficulty understanding inverse multiplication and division, the teacher referred to the television show "Who wants to be a millionaire?" and reminded them they could "phone a friend" or "ask the audience". The help provided by the rest of the class enabled the pupils to gain an insight into the mathematical concepts they

were finding difficult.

**The head teacher, staff and governors have created an ethos that provides a rich learning environment and promotes pupils' personal development.**

15 The head teacher and governing body have set a clear educational direction for the school and they monitor its educational development well. The head teacher analyses the school's results in national tests effectively to identify areas for improvement. The quality of education is effectively monitored by the head teacher, governing body and subject leaders. As a result the school provides a very rich learning environment for its pupils.

16 The curriculum is very broad, balanced and relevant with literacy and numeracy skills being taught particularly well. Teachers make lessons interesting and there is often a sense of fun as well as learning in the classroom. For example, in Year 5, pupils discussed the story of the "The three little pigs and the big bad wolf", then were amused by hearing the "True story of the three little pigs" and the story of "the three little wolves and the big bad pig". The amusing relaxed atmosphere in the lesson enabled pupils to express their views in an uninhibited manner; pupils responded very well, were eager to contribute to the discussion and co-operated effectively on the tasks they were given. This type of lesson was commonly seen throughout the school.

17 The school has effective systems in place for monitoring and assessing all aspects of pupils' development, including their attainment, progress and personal development. As a result, teachers know their pupils very well and are able to match work closely to their needs, enabling them to make good progress in both academic and non-academic matters.

**Pupils enjoy their lessons, they are eager to learn and become very involved in their activities. Their behaviour is excellent.**

18 Teachers are good role models; they treat pupils as individuals, value their opinions and take a genuine interest in their achievements. As a result, pupils are very enthusiastic about their lessons, are very eager to learn, keen to succeed and very interested in the activities they are given. For example, in a Year 6 science lesson, pupils were investigating the best materials to use for making a reflective arm band. They carefully discussed the pros and cons of each material, then designed their own experiments to test their predictions. During the lesson, pupils discussed their investigations in a very mature manner, particularly those pupils using information technology outside the classroom.

19 Pupils have been very involved in drawing up the school's rules. As a result, they have a clear understanding of why rules are needed and the impact the breaking of these rules would have on others in the school. This is shown in the positive way pupils deal with each other and adults. Pupils' behaviour in classes, around the school and in the playground is exemplary.

**WHAT COULD BE IMPROVED**

**The provision made for pupils aged under five.**

20 The school's admission policy is that children start at the school at the beginning of the term in which they have their fifth birthday. As a result, from September to Easter, they join a mixed age class, containing reception children and pupils in Year 1. From Easter onwards, the school reorganises classes although the under fives are usually still in a mixed age class. This organisation makes it difficult to plan an appropriate curriculum for children under five.

21 During the year, the youngest children in the class tend to follow a reception/Year 1 curriculum

appropriate to their stage of development, and the teacher and other adult helpers provide extra support for them. However, there are fewer opportunities for them to undertake activities that promote their personal and social development, such as use of sand and water trays, use of small world activities or outdoor mobile toys. During the summer term, the larger number of reception age children means that a more appropriate curriculum can be offered to the youngest children, but many of the older reception class children are now ready to move on to a more formal curriculum.

22 The reception and Year 1 classroom is small and reduces the space available for offering a range of activities, particularly for the under fives. In addition, there is a shortage of resources for these children. For example, there is no outdoor play area, there are no mobile toys or climbing equipment and there is no large soft play apparatus. As a result, these children are not given the full range of experiences that promote their physical, social and personal development.

### **The quality of pupils' handwriting.**

23 Throughout the school, teachers teach the skills of handwriting well. However, handwriting is not promoted well enough when pupils are writing in other areas of the curriculum, mainly because teachers are focussing on other aspects of writing, such as promoting pupils' imagination and creativity, or the development of their ideas. As a result, some pupils' writing is scrappy, inconsistent and poorly presented. In general, this appears to be more of a problem with boys' written work.

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

24 The school should now:

- (a) improve the provision for the under fives by:
  - (i) ensuring children aged under five are given an appropriate range of experiences;
  - (ii) providing appropriate resources, particularly for promoting these children's physical, personal and social development.  
*(paragraphs 6, 20, 21, 22)*
- (b) improve the standard of pupils' handwriting by ensuring that the skills taught are practised in written work throughout the curriculum.  
*(paragraph 23)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	44%	50%	-	-	-	-

*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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	164
Number of full-time pupils eligible for free school meals	0

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

### *Attendance*

#### **Authorised absence**

	%
School data	96.7
National comparative data	94.1

#### **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	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	10
	Girls	9	9	9
	Total	20	20	19
Percentage of pupils at NC level 2 or above	School	100% (97%)	100% (97%)	95% (100%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	9	9	9
	Total	20	19	20
Percentage of pupils at NC level 2 or above	School	100% (98%)	95% (100%)	100% (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	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	12	11	13
	Total	25	24	27
Percentage of pupils at NC level 4 or above	School	89% (84%)	86% (74%)	96% (90%)
	National	70% (65%)	69% (58%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	12	11	12
	Total	24	24	25
Percentage of pupils at NC level 4 or above	School	86% (74%)	86% (74%)	89% (85%)
	National	68% (65%)	69% (65%)	75% (71%)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	0

*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)	6.9
Number of pupils per qualified teacher	23.9
Average class size	27.5

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

Total number of education support staff	1
Total aggregate hours worked per week	18

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998-99
	£
Total income	254,905
Total expenditure	248,342
Expenditure per pupil	1,453
Balance brought forward from previous year	19,806
Balance carried forward to next year	26,369



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

**Questionnaire return rate**

Number of questionnaires sent out	163
Number of questionnaires returned	75

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	0	0	1
My child is making good progress in school.	56	41	3	0	0
Behaviour in the school is good.	53	41	0	1	4
My child gets the right amount of work to do at home.	35	47	17	1	0
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	53	35	7	1	4
I would feel comfortable about approaching the school with questions or a problem.	67	25	4	1	3
The school expects my child to work hard and achieve his or her best.	57	39	3	1	0
The school works closely with parents.	44	37	12	3	4
The school is well led and managed.	53	45	0	0	1
The school is helping my child become mature and responsible.	55	44	1	0	0
The school provides an interesting range of activities outside lessons.	32	35	26	4	3

**Other issues raised by parents**

Some parents were concerned about the provision for the youngest children in the school and the use of information technology.