

# **INSPECTION REPORT**

## **CROSBY- ON-EDEN C OF E SCHOOL**

Carlisle

LEA area: Cumbria

Unique reference number: 112425

Headteacher: Mrs M Alston

Reporting inspector: Mr Martin J Mayhew  
22197

Dates of inspection: 12<sup>th</sup> – 13<sup>th</sup> March 2001

Inspection number: 191166

Short inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Crosby-on-Eden Carlisle Cumbria
Postcode:	CA6 4QN
Telephone number:	01228 573632
Fax number:	01228573041
Appropriate authority:	The governing body
Name of chair of governors:	Mr D A Horseman
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22197	Mr M J Mayhew	<i>Registered inspector</i>
9652	Mr C Herbert	<i>Lay inspector</i>
14842	Mrs S Cook	<i>Team inspector</i>

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
 <b>WHAT THE SCHOOL DOES WELL</b>	 <b>7</b>
 <b>WHAT COULD BE IMPROVED</b>	 <b>11</b>
 <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	 <b>11</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	 <b>12</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school, originally opened in 1844, is situated in the small community of Crosby, in which the majority of pupils live. An increasing number of pupils come from outside the immediate area, causing a rise in the roll since the time of the previous inspection. There are 75 boys and girls aged from 4 to 11 at the school. Pupils from a wide spectrum of backgrounds, although overall social and economic circumstances are judged to be favourable. All pupils are white, and there are none for whom English is an additional language. The proportion of pupils on the school's register for special educational needs, at 1.4 per cent, is well below the national average, as is the proportion of pupils with a Statement of Special Educational Need. The proportion of pupils eligible for free school meals is well below the national average. Attainment on entry to the reception class varies widely from year to year, but this year is above what might be expected for children of this age.

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

This is a very effective school. The headteacher and her team are firmly committed to giving the pupils the best quality education possible from the resources available to the school. In this they are very successful. The quality of teaching is never less than good, and is frequently very good. Pupils make great strides in their learning and achieve very well, not only in terms of the high academic standards they reach, but also in their personal development. Pupils have very mature and responsible attitudes to learning; they enjoy coming to their school, where they know that their achievements are valued. The school has dealt well with the issues raised at the previous inspection and has made the necessary changes. When account is taken of all these features, the school gives very good value for money.

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

- Good quality teaching ensures that pupils make very good progress and achieve very well in English, mathematics and science. They make particularly good progress in their ability to express themselves intelligently, both verbally and in a wide variety of writing techniques.
- The headteacher's leadership is outstanding. Her staff and the governors support her very well.
- Pupils are very eager and willing. They have a high regard for their teachers and for each other, and behave almost faultlessly.

### **WHAT COULD BE IMPROVED**

- The quality and usefulness of marking, to give pupils better guidance about how they can improve their work.

*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 a good level of improvement since the previous inspection. At that time, standards at the end of both key stages in English, mathematics and science were judged to be good. The school has worked hard and successfully to maintain and raise standards. By the time they leave the school at 11, all pupils achieve at least the nationally expected level in these subjects. Indeed, standards are very high in comparison with those of all schools nationally. There has been good progress in dealing with the issues raised at the previous inspection. The tight approach to assessment and planning ensures that all pupils are given the right level of work, which interests them and extends their learning. Improvements and extensions to the building allow more flexibility for classroom organisation, for the display of work, and for the storage and use of resources, though space is still short for practical classroom activities. Investment in information and communication technology equipment and staff training has served to ensure that, at the age of 11, pupils still achieve well above what is expected for pupils of this age.

## **STANDARDS**

For the past four years the standards achieved in national tests at both key stages have been consistently high, and have risen at a rate above the national average. The number of pupils eligible to take the tests at Key Stage 2 has been too small to permit reliable comparisons with other schools nationally. However, it is noticeable that, even in comparison with similar schools in which the proportion of pupils eligible for free school meals is low, pupils have consistently scored very highly. A fairer measure is to gauge the progress made by individual pupils from the age of 8 to 11. The year 2000 results at Key Stage 2 show that individual pupils progressed very well and achieved very high results, in the top 5 per cent in English, mathematics and science. Current inspection findings indicate that the school is maintaining these high standards. This is because the teachers know the pupils very well, through good assessment procedures, and lessons nearly always challenge all pupils to move on in their learning, whatever their prior level of attainment. Standards of literacy and numeracy are high because strong emphasis is given to learning and practising these skills in most subjects.

Pupils achieve well in most aspects of information and communication technology. They have many opportunities to use computers, both to develop computer skills and to support other work, such as science and writing in a wide range of styles. It is not possible to make secure judgements about pupils' progress in other subjects, but evidence from observations of the few lessons seen, pupils' work in their books and on display, and talking to pupils would suggest that standards are at least what they should be in relation to pupils' ages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and take part enthusiastically in all that is offered to them.
Behaviour, in and out of classrooms	Very good. Pupils are fully aware of their teachers' expectations and follow the rules of good behaviour as a matter of course.
Personal development and relationships	The aims of the school are reflected well in pupils' personal development. Pupils take increasing responsibility for organising aspects of their work and the school, for example leading assemblies, and safely moving furniture and resources quickly for different lessons. They relate very well to each other and to adults, and value each other's ideas, successes and contributions to school life
Attendance	Very good. The rate of over 97 per cent attendance is well above the national average.

## 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.*

There is no unsatisfactory teaching. In fact, 55 per cent of lessons seen in the inspection were good, and 45 per cent were very good. The outstanding characteristic of lessons is the teachers' high expectations for pupils to work hard and to achieve. This characteristic is founded on a number of important factors. Firstly, regular assessment of pupils' knowledge and understanding in all subjects means that teachers know what the pupils have achieved and of what they are capable. Secondly, all teachers plan lessons that are interesting and that usually challenge each pupil, regardless of their prior level of attainment. Thirdly, teachers and pupils relate very well to each other; teachers make learning fun. Teachers use the National Strategies for Literacy and Numeracy very well, and provide good support for those pupils identified as having special educational needs.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well balanced, and covers well the requirements of the National Literacy and Numeracy Strategies. Good use of time ensures that all subjects of the National Curriculum and religious education are taught in the required detail.
Provision for pupils with special educational needs	Good; these pupils are well supported and make good progress towards the targets set in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The school's strategy for monitoring and assessing pupils' progress and attainment is a strength that has developed well since the last inspection. Teachers use the results of regular assessments well when they plan their lessons, with the result that each pupil is given work that takes his or her learning forward. The school has a warm and hard working family atmosphere, in which all pupils are given equal attention and high quality care.

The school gives strong emphasis to raising pupils' attainment in literacy and numeracy skills. Of particular note is the attention and time given to developing, from an early age, pupils' reading skills, rightly seen by the school to be essential to all other academic development. Because teachers know their pupils so well, they easily cater for their emotional as well as their intellectual development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is outstanding. Her staff fully supports her in seeking the best quality of education for the pupils, and the highest standards. All teachers take their responsibilities seriously, and embrace every opportunity to improve their skills.
How well the governors fulfil their responsibilities	The governing body, led by a competent and experienced chairman, gives very good support which is highly valued by the school. The governors work in partnership with the headteacher and staff, and are fully aware of what needs to be done to both maintain and improve standards.
The school's evaluation of its performance	Besides identifying priorities for development, the school's ongoing management plan is used as a tool to monitor and evaluate the school's effectiveness. The governors are very well aware of the principles of best value. Consequently, staff and governors regularly analyse results and compare the school's performance with national and local trends.
The strategic use of resources	Sensible financial decisions are taken when purchases are made. The school makes very good use of the resources available to it, with the result that pupils most often make very good strides in their learning over their time in the school.

The school monitors its work carefully. Plans are regularly reviewed, teaching is monitored regularly, and good practice is shared amongst the staff. The school makes good use of classroom assistants and volunteers, who are well trained by the teachers to carry out supporting tasks with the pupils in lessons and around the school. Relationships between staff, and between staff and governors, are very good, and this contributes well to maintaining a stable and efficient school community in which pupils feel secure.

## 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>• There is good quality teaching, with the result that children make good progress.</li><li>• Children behave well and become mature and responsible.</li><li>• The school works closely with parents, who mainly feel well informed about their children's progress and are comfortable about approaching the school when they have any concerns to discuss.</li><li>• The school is well led and managed.</li><li>• Their children enjoy coming to school.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that there are not enough activities for their children to take part in outside lessons.</li><li>• The arrangements for the giving of homework.</li></ul>

The team agrees wholeheartedly with the positive views of the parents, who hold the school in high esteem. The team feels that the arrangements for pupils to take part in activities outside of lessons are satisfactory overall. There is a policy for homework that the school makes known to parents, and which suggests the expected time that pupils should spend on work at home. This policy is consistently applied.

## **PART B: COMMENTARY**

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

1. Good quality teaching ensures that pupils make very good progress and achieve very well in English, mathematics and science. They make particularly good progress in their ability to express themselves intelligently both verbally and in a wide variety of writing techniques.
2. The quality of teaching is even better than it was at the time of the previous inspection in 1997. Whilst there was no unsatisfactory teaching at that time, one quarter was satisfactory, one half was good, and one quarter was very good. In the current inspection, all lessons were judged to be good or better. Just over half were good, and the remainder were very good. The overriding characteristic of lessons is the teachers' high expectations for pupils to work hard and to achieve. Consequently, pupils make very good progress and achieve highly. In the statutory tests taken by 11 year olds over the past three years, all pupils attained the nationally expected Level 4 in English, mathematics and science. Over half of the pupils achieved the higher Level 5. Inspection evidence suggests that current Year 6 pupils are likely to achieve similarly high results in the 2001 tests.
3. Since the previous inspection, the teachers have improved the ways in which they track pupils' progress and plan lessons, which means that lessons are more focused on individual pupils' needs. Getting these aspects of teaching right is particularly important in this small school, where each of the three classes contains pupils from different age groups.
4. Lesson plans are clear and always identify in simple terms what it is that pupils are going to learn. An example was to be seen in a very good science investigation lesson on friction, with the class that has pupils in Years 4, 5 and 6. The planning stated how the pupils would review together their knowledge of friction, discuss the concept of 'fair testing', and then carry out a range of investigations suited to each year group. In executing the plan in the lesson, the teacher made sure that all pupils understood what they were required to do. During the practical activities, the teacher intervened at appropriate times to talk to individuals and groups about their work, asked challenging questions to make them think, and supported them when they had difficulties. This approach, expertly carried out, and identified in the planning, ideally characterised the teacher's high expectations of the pupils to work hard and to achieve. Consequently, pupils' learning about friction and scientific investigations moved on apace.
5. Regular assessment and properly organised recording of pupils' progress helps teachers very well to plan work which is interesting and often exciting. The enthusiasm that teachers and support staff bring to lessons results in all pupils taking a full and active part in their own learning. This is best exemplified in the high quality programme for the development of literacy and numeracy skills. The policy of half hour reading sessions at the beginning of each day, in which many parents and all staff play a part, is particularly effective in developing pupils' ability to recognise and understand language in a variety of forms. These learning and practise sessions marry well with the daily literacy lessons, which give opportunities for detailed discussion, both as whole class and in smaller groups. Teachers' expectations for high standards are exemplified by challenging occasions for pupils to speak, and to communicate in writing.

6. Pupils throughout the school confidently and willingly take part in ‘round robin’ mental mathematics exercises. They offer sensible and detailed observations, for example about books they have read. Increasingly, as they go through the school, pupils speak at length about complex subjects, such as using the Ancient Greek tale of Jason and the Golden Fleece to help define the characteristics of myths, legends and fables. By the time they are in Year 6, and without recourse to teachers’ help, pupils confidently and competently prepare, organise and lead whole school assemblies which fascinate all who attend.

7. A scrutiny of pupils’ work further supports the view that teachers have high expectations of pupils to express themselves well in writing. From an early age in the Foundation Stage, children make very good progress in their writing. By the end of reception, most write simple stories clearly in sentences, often using punctuation correctly. By the time they are seven, most pupils write at some length, and clearly take delight in using computers as a tool for drafting and improving their work. At 11, pupils competently write interesting pieces in a wide range of forms, and use computers as a matter of course. For example, they write play scripts, newspaper articles, diaries, narratives, letters, poetry and imaginative and expressive pieces. Many pupils have advanced skills in writing English. They distinguish between active and passive verbs, and between fact and opinion, and mainly use all the elements of punctuation correctly. But, as in their verbal approach, it is in their expression of opinion that most pupils excel. For example, in writing about the qualities of a story called ‘The Ghost Dog’, one pupil wrote, ‘I like having a cliffhanger, but I feel the story is unfinished’. Unfortunately, many pupils are so keen to write that they do not take care in their lessons to produce good quality handwriting, of which they have shown they are capable.

8. Teachers, other staff and pupils relate very well to each other, and this gives pupils the confidence to take part fully in all that is offered, both in formal lessons, and in other activities around the school. Teachers explicitly value the contributions that pupils make to the school, and this raises pupils’ self esteem. For example, in a Reception and Year 1 science lesson, the teacher gave each pupil the opportunity to answer questions. She offered appropriate praise, no matter how long it took for pupils to reply. This approach not only made them feel important but also served to reinforce pupils’ knowledge because they listened carefully to each other.

9. Teachers make very good use of classroom assistants and parent volunteers to support their work. All teachers plan work with their assistants, whether it be to take charge of a large group of Year 4 pupils in a numeracy lesson about right angles, or to work on an individual basis with a pupil with special educational needs. Notably, teachers and support staff always evaluate the effectiveness of these sessions.

10. As a result of the high expectations of pupils to do their best, the very good use of assessment, the well planned lessons, and very good relationships, lessons are usually fun, learning progresses at a very good rate, and pupils achieve high standards.

11. The headteacher’s leadership is outstanding. Her staff and the governors support her very well.

12. The headteacher exercises her leadership duties so well because she has a clear picture of what needs to be done to maintain high standards, and she consistently uses good strategies to meet this end. She herself is a very good teacher, who leads by example and ensures that she and her staff share and use those elements of teaching that are most effective. At the same time she is openly appreciative of the qualities that her staff bring to the everyday work of the school. The headteacher and her staff work as a team, each member mindful of the aims of the school, specifically to 'develop each child's potential to the full, encourage independence in learning, and provide equal opportunity and challenging work at his/her own level'. The teachers and other staff are substantially successful in meeting this aim. The headteacher has overall management responsibility for curriculum matters. However, each teacher plays an essential part in monitoring and evaluating a range of subjects and/or a key stage, often taking a lead in promoting qualities of teaching and learning in her areas of responsibility.

13. The headteacher monitors the work of the school regularly, and is helped well in this process by the staff and governors. For example, she analyses pupils' progress from looking at the results of statutory tests and of regular assessments carried out by the teachers. She sets targets for pupils and the school to achieve, and ensures that the necessary strategies to achieve them are in place. The school has made a good level of improvement since the previous inspection because the staff and governors identified priorities, and planned and carried out good measures to improve the quality of education. For example, there has been thoughtful extension and adaptation to the existing building. This has improved facilities for storage of resources and display of pupils' work, identified at the previous inspection as issues. It has also improved the amount of teaching space, particularly for pupils in Years 4, 5 and 6.

14. Other improvements and initiatives since the last inspection include the successful implementation of the National Literacy and Numeracy Strategies. Carefully thought out systems of assessment and planning ensure that each pupil learns very well, and there is now very good inclusion in the curriculum of the teaching and use of information and communication technology.

15. There is a very good working partnership between the governing body and the headteacher and her staff. Despite a heavy teaching commitment, the headteacher manages very well the day-to-day life of the school. The governors, for their part, play an important role in overseeing the work of the school. This they do through a pragmatic approach, helpfully relieving the headteacher of some of her workload so that she and her staff can concentrate more on teaching and learning. The governors bring a wealth of expertise and experience to the school. For example, one governor maintains detailed accounts of the school finances, and one provides expert advice about building matters. Another governor is an experienced teacher and is the governor responsible for oversight of provision for pupils with special educational needs. Governors clearly take note of the advice of the headteacher and staff when they discuss and help to make decisions about the curriculum and teaching and learning. As part of their monitoring role, they regularly observe or assist teachers in lessons. In this way, and through attending relevant courses often undertaken 'in house', the governing body plays a full and important role in the governance of the school.

16. School development planning is well established and is led by the headteacher. It is based on reviews of the effectiveness of previous decisions, and in the setting of achievable objectives. There is a rolling three-year programme of development, which includes a more specific annual management plan. An important element in the management plan is staff professional development through training. This is clearly directed to finely honing teachers' knowledge of curriculum matters and local and national initiatives for curriculum development. For example, the headteacher is currently leading an initiative to compare the quality of girls' and boys' writing, where girls perform slightly better than boys, and to explore ways to improve standards.

17. Pupils are very eager and willing. They have a high regard for their teachers and for each other, and behave almost faultlessly.

18. Pupils enjoy the work they are asked to do, and take part in lessons with an increasing level of maturity as they move up the school. This is because lessons are interesting, and teachers and pupils value the contributions that individuals make to lessons, and to other school activities. Pupils in the Reception and Year 1 class listened carefully to their teacher, and then settled quickly to their art work, using clay and other modelling media to make a range of animals. They talked about their finished models sensibly, confidently saying what was easy or difficult to do. Because of the teacher's encouragement and clear explanations, pupils in a Years 2 and 3 mathematics lesson on inverse operations enjoyed working on their tasks, either together or individually. In an English lesson about pronouns, in the same class, most pupils were eager to take part in the whole class discussion. It was noticeable how well they took turns to speak, listening to others whilst awaiting their turn.

19. Pupils are also keen to play their part in school life outside lessons. For example, many confidently contribute their ideas and opinions in assemblies. Older pupils sensibly move furniture to make room for practical activities, or for lunchtime arrangements. Despite recent building extensions, the space available for these activities is still cramped. It is to the credit of both pupils and staff that they make best use of available space. Staff and pupils always rearrange furniture quickly and efficiently so that very little time is lost. Inspectors were impressed to see Year 6 pupils taking responsibility for organising the daily delivery of school dinners, counting the pupils and telephoning through the order on a daily basis to another school.

20. There are several reasons to explain why pupils are so eager and willing to learn. Firstly, teachers show that they value each pupil's contribution to lessons and school life from an early age. Secondly, they encourage pupils' pride in their own and others' achievements. Thirdly, they plan and give lessons that are interesting and that include tasks matched well to pupils' levels of attainment. Fourthly, teachers offer pupils increasing opportunities to take responsibility, both in their learning activities and in their day-to-day activities around school. For example, all pupils take part in setting their own targets for their own academic and personal development. In short, teachers have high expectations for them to work hard and to do their best in all aspects of their school life. The result of all these positive factors is that pupils learn at a good rate and develop very well personally. By the time they leave the school at the end of Key Stage 2, they are highly responsible and have reached a good level of maturity.

21. Inspectors saw no incidences of misbehaviour. On the contrary, in lessons, playtimes, assemblies, and when moving around the school, pupils of all ages showed respect and consideration for one another and for adults. In lessons, pupils love giving their views, because they know that they are always regarded as important. For example, in a very good Year 5 and 6 English lesson, there was no place for misbehaviour because the pupils enjoyed so much the fun of thinking and taking part. From an early age, staff encourage pupils to be polite, and this quality is evident in the way that they welcome visitors and enter into conversation with them.

## **WHAT COULD BE IMPROVED**

22. The quality and usefulness of marking to give pupils better guidance about how they can improve their work.

23. To help pupils see where they have made mistakes in their recorded work, all teachers mark pupils' writing or mathematics. Marking usually consists of ticks where work is correct, or crosses where it is incorrect. Sometimes, teachers rightly add a comment about the good quality of writing or mathematics and, in cases of incorrect spelling of words, they write words out correctly. However, they do not insist that pupils rewrite words correctly, or give further written guidance about how pupils could improve the quality of their recorded work. This is a missed opportunity for teachers to set targets for improvement, against which they and the pupils can measure progress in future work.

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

24. The school should now:

- sharpen its approach to the marking of pupils' work in Key Stage 2 by including the setting of targets to improve work, with the result that pupils and teachers can more easily measure pupils' progress.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	11

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	45	55	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	75
Number of full-time pupils known to be eligible for free school meals	1

*FTE means full-time equivalent.*

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
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	0
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

#### Authorised absence

	%
School data	2.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.2
---------------------------	-----

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
	2000	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### ***Attainment at the end of Key Stage 2***

Only eight pupils were eligible to take the end of Key Stage 2 standard assessment tests in 2000.

### ***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	63
Any other minority ethnic group	0

### ***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 refers to pupils of compulsory school age only.*

*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)	5
Number of pupils per qualified teacher	23.8
Average class size	25

#### **Education support staff:**

**YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	73

### *Financial information*

Financial year	<b>1999/2000</b>
----------------	------------------

	<b>£</b>
Total income	175,607.00
Total expenditure	172,722.00
Expenditure per pupil	2,335.00
Balance brought forward from previous year	43,769.00
Balance carried forward to next year	46,654.00

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

### **Questionnaire return rate**

Number of questionnaires sent out	75
Number of questionnaires returned	36

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	25	10	1	0	0
My child is making good progress in school.	22	14	0	0	0
Behaviour in the school is good.	24	11	0	0	1
My child gets the right amount of work to do at home.	15	17	4	0	0
The teaching is good.	26	9	1	0	0
I am kept well informed about how my child is getting on.	24	9	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	27	7	1	1	0
The school expects my child to work hard and achieve his or her best.	31	4	1	0	0
The school works closely with parents.	23	12	0	1	0
The school is well led and managed.	30	5	1	0	0
The school is helping my child become mature and responsible.	24	11	0	1	0
The school provides an interesting range of activities outside lessons.	10	16	7	0	3