

INSPECTION REPORT

SPINFIELD SCHOOL

Marlow

LEA area: Buckinghamshire

Unique reference number: 110336

Headteacher: Mr V Mackenzie

Reporting inspector: Mr John Tyler
20506

Dates of inspection: 12th to 15th February 2001

Inspection number: 191220

Full 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: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
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Appropriate authority: Governing Body
Name of chair of governors: Mrs S Currie
Date of previous inspection: 13th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Spinfield is an average size for primary schools. The 222 pupils are organised into seven classes. Most pupils live close to the school though a few travel several miles to attend. The school is over-subscribed. No pupils are known to be eligible for free school meals. The number of girls and boys is broadly balanced. The number of pupils who speak English as an additional language is low. 42 pupils are on the school's register of special educational needs, giving a proportion that is below the national average. Pupils enter the school with attainment that is, on balance, above the county average. The inspection of this school included a detailed evaluation of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards are well above national expectations, with pupils achieving well in relation to their capabilities. Outstanding features of the school are pupils' positive attitudes to learning, behaviour and personal development. The quality of teaching is good and there are many strong aspects of educational provision, including the school's excellent partnership with parents. The school benefits from very effective leadership and management and provides very good value for money.

What the school does well

- Standards are well above national expectations.
- Pupils are highly motivated learners, behave extremely well and have excellent relationships.
- Good teaching enables pupils of all abilities to achieve well.
- Dynamic leadership and very effective management by the headteacher, senior management team and governors promote continuous improvement.
- The strong partnership with parents helps them to support their children's learning very well.

What could be improved

- Some aspects of learning could be improved: the pace of some lessons, handwriting, opportunities for younger pupils to write at length and across the curriculum, and the use of classroom computers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since its last inspection in January 1997. All the action points from that inspection have been dealt with successfully, especially in the case of assessment, which is helping teachers to set work at the right levels for different pupils. The quality of teaching has improved and this, together with the continuing improvements in the curriculum, resources and other provision, has helped to raise standards further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A*	A*	A
Mathematics	A	A*	A	A
Science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Standards are well above national expectations at the end of each key stage. In the reception class, many pupils have already attained the Early Learning Goals and are working in the early stages of the National Curriculum. The results of national tests at the end of Year 2 are consistently well above the national averages. In one class,

however, pupils are achieving less than they could because the pace of learning is slow. By the end of the school, pupils reach particularly high standards in English, with the results of the Year 6 national tests being consistently in the top five per cent in the country. The trend in performance for English, mathematics and science is up, staying well ahead of the rising national results. The school sets demanding targets and achieves success.

Work seen during the inspection matched the test results. Older pupils use literacy skills especially effectively, though younger pupils need to broaden their experience of writing across the curriculum. By the end of the school, the standard of creative writing is outstanding, with a very strong use of imagery, for example in poetry. Throughout the school, many pupils' handwriting is not as good as it could be. Pupils make very good use of numeracy skills in other subjects, such as science and geography, and this helps them to gain a very strong understanding. In science, pupils achieve particularly well in the top two years. The standard of singing in assemblies is very good, the choir performs exuberantly and many pupils reach a good standard in instrumental music. The standard of physical education is high and the school has considerable success in competitive sports.

Pupils of all abilities are challenged appropriately so that they achieve well. Higher-attaining pupils, for example, are given opportunities to work at higher levels than the rest of the class. Lower attainers, meanwhile, are supported strongly so that they are able to keep up. Pupils with special educational needs make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are highly motivated learners who are determined to get the most out of every aspect of school life.
Behaviour, in and out of classrooms	Excellent. Pupils respond very positively to adults' expectations both in lessons and at playtimes.
Personal development and relationships	Pupils play an active part in the life of the school, taking responsibilities seriously and using their initiative. Relationships are excellent.
Attendance	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	Very good	Satisfactory	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.

The quality of teaching is good and pupils of all abilities achieve well. Teaching was at least satisfactory in 95 per cent of lessons seen, good or better in 77 per cent and very good or better in 50 per cent. The teaching was judged to be excellent in two lessons: it was unsatisfactory in only one. Most lessons observed were for English and mathematics. Teaching was strongest in the Reception class and Year 6, but very good lessons were seen in almost every class.

Teachers ask very good questions that check and extend pupils' understanding and help them to be aware of how to make improvements. Pupils respond keenly to teachers' high expectations for work and behaviour and to the enthusiasm shown by all adults in the school. In one class, the pace of lessons is slow but, because the teacher sets work that challenges pupils at the right level, they still make sound progress. In most lessons, the pace is rapid and pupils concentrate very well and are quick to answer questions. Literacy and numeracy skills are taught effectively and practised in other subjects, though writing is not used as much as it could be by younger pupils. In some classes, expectations are not high enough for handwriting and teachers do not model it well for pupils. Lessons are well planned and teachers make very good use of closing discussions to reinforce new ideas and set the scene for the next lesson. In some lessons, the learning objectives are insufficiently precise to help pupils focus on the most important issues. Teachers make many opportunities for pupils to develop personal qualities through, for example, working in groups and problem-solving activities. Some teachers are not making sufficient use of classroom computers, though most resources are used very effectively to help pupils learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and there is a good balance between more formal approaches and investigative and independent work. The Reception curriculum includes very good links between the Early Learning Goals and the early stages of the National Curriculum. A very good range of extra-curricular activities, trips and visitors enriches pupils' experience. All statutory requirements are met.
Provision for pupils with special educational needs	Most individual education plans are precise and help adults to plan appropriate work so that pupils make very good progress. Pupils are supported very well by learning support assistants who work closely with teachers. When pupils are withdrawn from class lessons for special support, teachers plan carefully so that they neither miss important aspects of learning nor enjoyable activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent provision for pupils' moral and social development leads them to become mature, responsible and thoughtful of others. Opportunities for cultural development are very good. Spiritual development is fostered well; particularly well through the curriculum, though during the inspection the lively assemblies offered little chance for reflection.
How well the school cares for its pupils	Very good. A high priority is given to the care and welfare of pupils. Assessment procedures are very effective in tracking pupils' academic and personal development and enabling staff to give appropriate support. The excellent partnership with parents enables home and school to offer pupils consistent advice and guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management by the headteacher, very well supported by the senior management team, ensure that the school's aims are fulfilled very successfully. Subject leaders are very effective in planning curriculum developments and supporting colleagues. The school's ethos includes a strong commitment to continuous improvement.
How well the governors fulfil their responsibilities	Governors make a very significant contribution to the school's success. They are well informed and play a major role in setting policies for school improvement.
The school's evaluation of its performance	The monitoring and evaluation of standards, teaching and learning continue to lead to improvements in provision and rising standards. The school plans effectively to meet targets.
The strategic use of resources	Financial planning and day-to-day management is both efficient and effective. The levels of staffing, accommodation and resources for learning are very good. The school is committed to achieving good value in both financial and educational terms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The school is well led and managed and has high expectations of the children.</p> <p>Teaching is good; children enjoy school and make good progress.</p> <p>The school works closely with parents, who feel that their views are welcomed by staff.</p> <p>Children behave well and are helped to become responsible and mature.</p>	<p>There are no significant concerns</p>

A few parents expressed concern about the standard of music in class lessons, especially for those pupils who are musically talented. No lessons were observed. However, the school follows an appropriate scheme of work and offers good opportunities outside lessons for pupils to extend their interests and skills.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above national expectations

1. Standards are well above national expectations at the end of each key stage. In the reception class, many pupils have already attained the Early Learning Goals and are working in the early stages of the National Curriculum. The results of national tests at the end of Years 2 and 6 are consistently well above national averages. By the end of the school, pupils reach particularly high standards in English, with the results of the Year 6 national tests being consistently in the top five per cent in the country. Many pupils reach the higher Level 5 and very few do not reach the expected Level 4. The trend in performance for English, mathematics and science is up, staying well ahead of the rising national results.

2. Work seen during the inspection matched the test results. By the end of the school, the standard of creative writing is outstanding, with a very strong use of imagery, for example in poetry. Pupils learn to write in a range of styles and for different purposes. As well as creative work, for example, they write instructions for design and technology and explain scientific experiments. The standard of reading is high. Pupils read fluently, with expression and understanding and find books both enjoyable and informative. They draw on ideas and facts from their reading to influence their writing. Older pupils use literacy skills especially effectively in other subjects. Some Year 6 pupils, for example, used vivid language to describe a day in the life of a Victorian servant in well-constructed pieces of writing. Throughout the school, pupils use punctuation accurately and show a good understanding of the structure of language.

3. Pupils' mathematical knowledge and skills are very good and, because they are encouraged to think of different approaches to problems and to use numeracy skills in other subjects, they also have very strong understanding. When Year 1 pupils tried to find three numbers that add up to ten, they made good use of skills they had learned previously. Some, for instance, used their knowledge of doubles and then found the third number to make up the difference. In a science lesson, Year 5 pupils doubled much larger numbers to investigate how micro-organisms multiply rapidly. They started using cubes, then mental recall and finally moved on to the computer.

4. Achievement in science is good through the school, and especially strong in the top two years. Pupils have a good understanding of how to investigate scientifically. Year 3 pupils made good suggestions about how to make an investigation fair by limiting the factors that might vary. Older pupils drew on their previous experience to predict sensibly which conditions would be best for yeast to become active. They explained previous investigations very clearly and showed a high level of knowledge and understanding, relating work in science to the broader context of their lives.

5. There was insufficient time to gather detailed evidence on all subjects. However, some strengths in other aspects of learning were noted. The standard of singing in assemblies is very good. Though singing to the accompaniment of a tape is not easy, pupils do so tunefully, with expression and meaning. The choir performs exuberantly, responding very well to their conductor. They move well, maintain good rhythm, and make excellent use of dynamics to bring songs to life. Many pupils take private instrumental lessons, without major disruption to their other studies, and reach a good standard. The standard of physical education is high and the school has considerable success in competitive sports. Pupils have very good balance, co-ordination and sense of space. They respond rapidly to commands and support each other during team activities. Their competitiveness leads them to strive for improvement without becoming negative about others' mistakes. Children in Reception reach high standards in the areas of learning for their age group, especially in communication, language and literacy, mathematics and their personal, social and emotional development. Many of them are already working successfully in the early stages of the National Curriculum.

Pupils are highly motivated learners, behave extremely well and have excellent relationships.

6. Pupils play an active part in the life of the school, with many class and school responsibilities that they take very seriously. They are resourceful and willing to take the initiative, for example older pupils in their roles as monitors and house captains. Pupils are keen to come to school for lessons, and extra-

curricular activities are very well attended. During lessons, pupils are quick to answer questions and show great inquisitiveness. They are well organised and often think ahead. For instance, some Year 4 pupils who were about to write a story suggested that they should look again at the plans they had made earlier. Pupils are very quick to settle to work after class discussions. They work with concentration and often volunteer to do extra work out of lessons.

7. Behaviour is excellent in lessons and around the school. Pupils know the routines that help people to get on in large groups, such as putting up their hand to take turns in speaking and lining up to walk into school. Even the youngest children know routines very well. When Reception children choose their own activities after arriving at school, they take turns, share resources and tidy away extremely efficiently. They are very quick to sit in a circle or small groups and move quietly to their tables when asked to do so. During wet playtimes, pupils of all ages play or work sensibly in their classrooms.

8. Relationships throughout the school are excellent, and contribute very significantly to the quality of learning and pupils' wellbeing. Pupils know that staff have their interests at heart, even when they are being firm. Adults work together very well, setting an example that pupils follow, not only in their relationships with adults but also with each other. Pupils are encouraged to reflect on feelings and emotions and to think of how their actions affect themselves and others. When pupils give incorrect answers in lessons, others are supportive and are then quick to give praise when it is due. The result is that pupils are confident to take the risk of getting things wrong. Pupils work well together on shared tasks, such as in science experiments or when sharing a computer, taking turns and helping each other.

9. Good teaching enables pupils of all abilities to achieve well.

10. The quality of teaching is good and pupils of all abilities achieve well. Teaching was at least satisfactory in 95 per cent of lessons seen, good or better in 77 per cent and very good or better in 50 per cent. The teaching was judged to be excellent in two lessons: it was unsatisfactory in only one. Most lessons observed were for English and mathematics. Teaching was strongest in the Reception class and Year 6, but very good lessons were seen in almost every class.

11. Teachers ask very good questions that check and extend pupils' understanding and help them to be aware of how to make improvements. In a history lesson, for example, pupils were asked questions that reminded them about their recent trip to a historic site and guided them to think of ways to communicate their findings. In a Year 2 mathematics lesson, the teacher pretended not to understand how pupils had arrived at solutions, and they responded very positively with clear explanations. Pupils were also asked to discuss problems with a partner, which helped them to share ideas and deepen their understanding. Questions are often related to pupils' own experiences. In a science lesson, the teacher asked pupils about how water moves over sand at the seaside. This helped them to predict what would happen in their investigation of the rate at which water filters through different soils. Teachers make very good use of closing discussions to reinforce new ideas and set the scene for the next lesson.

12. Lessons are well planned. Work usually follows on from a previous lesson and forms part of a longer-term plan for developing pupils' knowledge and skills. Teachers make good use of homework, including very effective preparatory work. In an information and communication technology lesson, pupils used data that they had collected and compiled at home. This was much more useful than drawing on imaginary data from a book, because pupils found it relevant to their own lives. Older pupils use literacy skills well in other subjects, so that learning from English lessons is reinforced and extended. Throughout the school, numeracy skills are taught effectively and practised in other subjects.

13. Pupils respond keenly to teachers' high expectations for work and behaviour and to the enthusiasm shown by all adults in the school. In most lessons, the pace was rapid and pupils concentrated very well and were quick to answer questions. When Year 4 pupils spent ten minutes on mental and oral number skills at the start of a lesson, the fast pace and teacher's challenging questions gripped them. All were encouraged to contribute and enjoyed the session greatly. Teachers make many opportunities for pupils to develop personal qualities, for example through working in groups on problem-solving activities.

Dynamic leadership and very effective management by the headteacher, senior management team and governors promote continuous improvement

14. Excellent leadership and management by the headteacher, very well supported by the senior management team, ensure that the school's aims are fulfilled very successfully. The headteacher manages the school very efficiently, and leads with an infectious enthusiasm that sets a positive tone for all that happens. Members of the senior management team have a good range of experience, work very well with colleagues and demonstrate a high standard of professional expertise for others to emulate. Subject leaders are very effective in planning curriculum developments and supporting colleagues. Particularly striking examples of improvements in subjects are seen in the Foundation Stage and information and communication technology. The school's ethos includes a strong commitment to continuous improvement, and the very strong teamwork ensures that this is successful.

15. Governors make a very significant contribution to the school's success. They are well informed through regular reports from staff and their own information gathering. Each governor is linked to a class and follows it through the school, getting to know the children and seeing a range of teachers and lessons over time. The information gained helps them to play a major role in setting policies for school improvement, though they maintain an appropriate distinction between strategic planning and day-to-day management.

16. The monitoring and evaluation of standards, teaching and learning continue to lead to improvements in provision and rising standards. Targets are set as aspects for improvement are identified, and the school plans effectively to meet these. This has led to improved teaching, especially in setting clear learning objectives, increased pace in lessons and making better use of assessment information to set work at the right level. The action taken to deal with targets from the previous inspection has been highly effective because the school included them in its overall planning rather than regarding them as separate issues.

17. Financial planning and the day-to-day management and administration are both efficient and effective. The school secretary makes a very significant contribution to this and to the welcoming atmosphere in the school. The school uses available finances well. The levels of staffing, accommodation and resources for learning are very good. The number of learning support assistants, their expertise and the way that they work with teachers support pupils very well, especially those with special educational needs. The very good accommodation is kept spotlessly clean and well decorated, with stimulating displays so that pupils work in a positive environment. Resources such as books, art equipment and the computer suite are used very well to support pupils' learning.

The strong partnership with parents helps them to support their children's learning very well

18. Parents express very positive views about all aspects of the school. They recognise the high standards pupils achieve, respect the leadership of the headteacher, and are very supportive of the school's ethos. The school's open-door policy enables parents to discuss their children's progress, raise concerns and feel involved in the life of the school. Parents are confident that any concerns will be dealt with, and greatly appreciate the way that the school wants to include them in important educational decisions. The school invites parents to help in lessons, accompany trips and support the school in any way they can, and many parents do so very effectively. For example, parents help with extra-curricular activities such as choir; they teach art to groups of pupils and support teachers in maths lessons. In almost all classes, teachers give parents clear guidance so that they make best use of their time in lessons. Some parents have very considerable expertise and enthusiasm that adds greatly to pupils' education. The Parents Association arranges social and fund raising activities that are well attended and very significantly increase the school's financial resources.

19. The school gives parents very good information about their children's progress. Annual reports are detailed and helpful, offering suggestions for improvement. Younger pupils benefit from the home-school contact book, which is used very efficiently to convey messages. Information for parents about what is happening in school is also very good. At the start of each term, teachers send out a letter detailing some of the work to be undertaken. This enables parents to plan trips that do not clash with school outings, borrow relevant books from the local library and offer specific help. Parents are particularly helpful to their children in reading with them regularly, supported by the clear guidance from the school. Older pupils are given a book list for suggested reading and many parents find this very useful.

WHAT COULD BE IMPROVED

Some aspects of learning could be improved: the pace of some lessons, handwriting, opportunities for younger pupils to write at length and across the curriculum, and the use of classroom computers

20. Overall, pupils learn effectively in almost all lessons. The strengths in teaching, the curriculum and other aspects of provision ensure that pupils generally make suitable progress even in lessons when there are specific aspects that need improvement. At the start of one English lesson, individual pupils held up cards showing aspects of a character's personality. Initially, all pupils were actively interested, but the rate at which these demonstrations took place was slow, so that some pupils became passive and the higher-attaining pupils were insufficiently challenged. Nevertheless, the following activities challenged pupils of all abilities well and so, overall, they made satisfactory progress during the whole lesson. For half a mathematics lesson, the rate at which the teacher asked questions and gave explanations was very slow and many pupils became restless and then listless. The teacher used a range of approaches to gain full attention, but these were ineffective because pupils had lost interest. Whenever they were actively involved, pupils were keen to do well, as they did when working on practical tasks. Even though the lesson had been very well planned, with challenging, interesting activities and effective support from the learning support assistant, pupils made unsatisfactory progress.

21. The quality of handwriting and presentation of work is inconsistent across the school, and teachers have different expectations that are often lower than they could be. In Year 2, for example, few pupils join their letters without being reminded. Some teachers print on the board or write quite untidily and in a style that is quite different from the one that pupils learn. In some classes, blank pages are left in exercise books and pupils are inconsistent in their use of pencil or pen.

22. Younger pupils sometimes complete worksheets that limit opportunities to practise writing skills. Some tasks, for example, only require single word answers, and so pupils do not reinforce their use of grammar and punctuation. This is especially the case in other subjects such as history and religious education. Teachers do not plan enough opportunities for pupils to write at length, either in one longer session or over a period of days. Nevertheless, good examples of writing across the curriculum and the chance to write at length were seen in Key Stage 2.

23. Teachers make good use of the new computer suite, but insufficient use of computers in the classrooms. This is mainly because they are not planning how to use the computer as an everyday tool. In some lessons, pupils are only invited to use the computer when they have finished other work, while in others the computer is not used for most of the day. Pupils in Years 5 and 6 made good use of classroom computers in English and science lessons. In each lesson, the teacher had planned a range of activities in the same way as is usual across the school, but one task was computer-based.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should now achieve even greater consistency in the quality of pupils learning by:

- increasing the pace of slower lessons to that of the majority;
- setting higher expectations for handwriting and presentation;
- making more opportunities for younger pupils to write at length and across the curriculum;
- planning better use of classroom computers in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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
9	38	29	19	5	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)	210
Number of full-time pupils known to be eligible for free school meals	0

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	42

English as an additional language	No. of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No. of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	17	17
	Girls	15	15	15
	Total	31	32	32
Percentage of pupils at NC Level 2 or above	School	94 (93)	97 (97)	97 (97)
	National	84 (82)	85 (83)	90 (97)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	17	17
	Girls	15	15	15
	Total	32	32	32
Percentage of pupils at NC Level 2 or above	School	97 (93)	97 (97)	97 (97)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	18	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	11
	Girls	17	16	17
	Total	27	26	28
Percentage of pupils at NC Level 4 or above	School	90 (94)	87 (97)	93 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	10
	Girls	15	14	16
	Total	25	24	26
Percentage of pupils at NC Level 4 or above	School	83 (97)	80 (100)	87 (100)
	National	70 (68)	72 (69)	79 (75)

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	1
Bangladeshi	0
Chinese	1
White	189
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	22.9
Average class size	31.7

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	97

FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
	£
Total income	381,634
Total expenditure	384,342
Expenditure per pupil	1,724
Balance brought forward from previous year	13,897
Balance carried forward to next year	11,186

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	0	1	1
My child is making good progress in school.	67	31	1	0	1
Behaviour in the school is good.	77	22	0	0	1
My child gets the right amount of work to do at home.	46	50	3	0	1
The teaching is good.	79	20	0	0	1
I am kept well informed about how my child is getting on.	60	34	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	70	27	3	0	0
The school is well led and managed.	93	7	0	0	0
The school is helping my child become mature and responsible.	81	18	0	0	1
The school provides an interesting range of activities outside lessons.	67	28	4	0	1