

INSPECTION REPORT

BROWN CLEE Cof E PRIMARY SCHOOL

Ditton Priors, Bridgnorth

LEA area: Shropshire

Unique reference number: 123532

Headteacher: Mrs R Moor

Reporting inspector: Mr C Parker
11897

Dates of inspection: 8th and 9th May 2001

Inspection number: 192983

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:	Voluntary Controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Station Road Ditton Priors Bridgnorth Shropshire
Postcode:	WV16 6SS
Telephone number:	01746 712652
Fax number:	01746 712054
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R K Westerby
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11897	Mr C Parker	Registered inspector
15181	Mrs M Hackney	Lay inspector
8339	Mr H Protherough	Team inspector

The inspection contractor was:

St Mary's Strawberry Hill Inspection Unit
Waldegrave Road
Strawberry Hill
Twickenham
TW1 4SX

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

Paragraph

PART A: SUMMARY OF THE REPORT

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

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL	1 - 22
WHAT COULD BE IMPROVED	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brown Clee C. E. School is a smaller than average primary school with 120 pupils on roll. The pupils are taught in five classes. The number of pupils on the special needs register is below average but the proportion of pupils with statements is more than twice the national average. The pupils come from a wide range of socio-economic backgrounds. The proportion of pupils taking free school meals is similar to the national average. The children's attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. They are well taught through an interesting curriculum and as a result the school achieves above average standards. The school is very well led and managed and provides good value for money.

What the school does well

- Overall, standards are above average and the pupils are making good progress. The results of the national tests in 2000 were well above the national average.
- The teaching is consistently good throughout the school. It is particularly strong in Years 2, 5 and 6.
- The school provides a broad and interesting curriculum.
- It is very well led and managed. The headteacher provides clear direction and is strongly supported by the deputy head and subject co-ordinators.

What could be improved

- Clear conclusions are not drawn from the monitoring activities and reported to governors.

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 good progress since it was last inspected in March 1997. The provision and curriculum for the youngest pupils has been extended and developed and is now entirely appropriate. The curriculum for Key Stages 1 and 2 is now very well planned and provides a broad range of interesting opportunities for the pupils. The quality of the teaching has improved and as a result standards are now above average and higher than those reported at the last inspection. The annual report of the governing body now fully meets the statutory requirements.

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	C	D	A	A
mathematics	A	D	A	A
science	B	B	B	B

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2000, the results of the national tests for seven-year-olds were well above the national average in reading and mathematics and in the top five per cent in writing. A much higher proportion of pupils than usual achieved higher levels in writing, reflecting the emphasis placed by the school on this aspect of English. When compared to similar schools, the results were well above average.

The results achieved by eleven-year-olds were also well above average in English and mathematics, with almost half of the pupils achieving the higher levels. In science, the results were above the national average. The results compare favourably with those of similar schools by being well above average in English and mathematics and above average in science. The results in 2000 were significantly higher than in 1999. The variations can be explained by the comparatively high proportion of pupils on the special needs register within a small cohort taking the tests in 1999. This has had a disproportionate impact on the trend of improvement, which is consequently slower than the national average.

The school sets appropriately challenging targets that are based on the teachers' careful monitoring of each pupil's progress. The targets for 2001 are lower than the results achieved last year, but appropriately reflect the potential of the present small cohort.

The pupils are making good progress and achieving well as they move through the school. Standards in English and mathematics are consistently above average and in science the pupils display a particularly good understanding of scientific enquiry, which is developed systematically as they move through the school. Standards across the curriculum are above average with pupils displaying good historical and geographical knowledge and producing good quality work in art and design technology. Standards in music are also above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils listen carefully and respond thoughtfully to their teachers. They are eager to learn and keen to participate in activities.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. The pupils concentrate on their work and respect the views of others.
Personal development and relationships	Relationships between the teachers and their pupils are constructive and contribute significantly to the good progress made by the pupils.
Attendance	Similar to the national average.

Relationships are strong throughout the school, but those between the pupils on the special educational needs register and support assistants who work with them are particularly productive.

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.

The teaching is good throughout the school. The quality of teaching in the lessons seen was almost all either good or better. In nearly half of the lessons it was either very good or excellent. There was no unsatisfactory teaching.

The teaching of the youngest children is well organised and very effectively managed. In Key Stages 1 and 2 the teachers plan their lessons thoroughly and set out clearly what they want the children to learn. The tasks the teachers set for the pupils are interesting and in many lessons modified to set an appropriate level of challenge for different groups of pupils. The teaching of English and mathematics is particularly strong in Years 2, 5 and 6, and as a result the pupils' make good progress in the development of their literacy and numeracy skills. There is a high level of consistency that is noticeable, for example, in the way the children are taught about scientific enquiry.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate range of activities for the youngest children. The curriculum for Key Stages 1 and 2 is broad and interesting and enhanced by visits to places of interest.
Provision for pupils with special educational needs	The pupils with special educational needs are well supported by both the teachers and the support assistants. They have clear targets set out in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides a good range of opportunities for personal development, which promote the pupils' maturity and their positive attitudes.
How well the school cares for its pupils	The school carefully monitors the progress of each pupil and sets them clear targets for English and mathematics.

The school has recently opened a new computer suite, and as a result the teachers are able to make increasing use of information technology right across the curriculum. The diverse opportunities provided in art and design technology are evident in the pupils' work that is attractively displayed throughout the school. The assessment, recording and reporting of the pupils' progress and attainment are very good.

Opportunities for social development are good. For example, the younger children are given classroom responsibilities, and some of the older pupils act as school monitors. Throughout the school, the pupils listen to each other and show respect for other points of view. The children's spiritual awareness is

increased through music and art and their cultural development is enhanced through, for example, visits to museums, theatres and a Gurdwara (a Sikh temple).

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher, deputy head and subject co-ordinators. Communication is very good and there is a shared commitment to bring about continuing improvement.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively and are guiding the school forward through greater involvement in its development.
The school's evaluation of its performance	There is comprehensive analysis of all of the available performance data. Through a programme of monitoring, the headteacher and key co-ordinators are checking the teachers' planning, the quality of the teaching and the standards of the pupils' work.
The strategic use of resources	The school makes good use of all of its available resources. The allocations of funds to support school development are very carefully considered.

The leadership and management of the school are strong and effective. The school is very well organised in all respects. The school development plan is based on an evaluation of previous improvement activities. The governing body has added an extra meeting to its programme so that one full meeting each year can be devoted to agreeing priorities. This is a very positive development that provides the governors with a far greater involvement in school improvement. However, as yet there is no mechanism for evaluating the effect of the school's expenditure on its development activities.

The headteacher provides the governors with a wide range of information, including a comprehensive termly report. This sets out clearly all the important activities that have taken place, the work that has been undertaken on development priorities and the monitoring activities that have been carried out. However, it does not draw conclusions from these activities that would provide the governors with a clear picture of either the strengths or weaknesses that may be emerging.

The school applies the principles of best value notably to developments such as the computer suite and the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress made by the pupils • The pupils' good behaviour • The good teaching • The well structured information they receive • The responsibility given to pupils 	<ul style="list-style-type: none"> • Homework arrangements • Working relationship with the school • Activities outside of lessons

The inspectors agree with the many positive comments made by the parents who attended the pre-inspection meeting and the vast majority of those who responded to the questionnaire. Whilst most parents feel they are kept well informed by the school, a significant minority considers that the school does not work closely with them. The inspectors found that the school actively encourages links with

parents; the headteacher and some of the teachers were observed in discussion with parents during the inspection.

A third of parents expressed a concern about homework arrangements. Some thought the school did not provide sufficient whilst others said too much was set. The inspectors found the current arrangements to be satisfactory.

The school has until recently provided a wide range of activities outside of lessons. Some of the music activities, which relied on an external provider, are no longer available. However, the teachers still provide a reasonable range of activities that is extended by some local authority sports provision. At present, the governing body is exploring how the range of activities might be expanded through other specialist providers.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Overall standards are above average and the pupils are making good progress. The results of the national tests in 2000 were well above the national average.

1. The youngest pupils are learning effectively and attaining the goals expected of them by the end of the foundation stage. Through a range of appropriate tasks and activities they gain increasing confidence. For example, they experiment with the components of a construction kit, participate in role play and develop their physical skills by bouncing balls, balancing bean bags and throwing them into target hoops. The pupils' language development is being fostered across the curriculum. This was evident, for instance, when the pupils were discovering where bananas are grown. They used an interesting range of books and photographs and talked about them confidently both to the teacher and in small groups. In mathematics, they are creating simple symmetrical patterns and making a good start in their use of numbers.
2. As the pupils move through Key Stage 1, they make good progress in English. By the age of seven, they speak confidently, listen carefully, read fluently and write particularly well. All of these elements were very well illustrated in a literacy lesson where the Year 2 pupils were set the task of writing the next chapter of 'Owl Babies' with a view to sending them to the author to suggest how he might continue the story. The pupils were very attentive, enjoyed the story and commented thoughtfully. For instance, they suggested how some sentences written by the teacher might be improved by replacing the word 'happy' with "delighted, joyful or glad". The pupils responded very well to the teacher's encouragement and wrote interesting and exciting sentences. Their work showed that many are exceeding the level expected for their age. Over the last four years, the results of the national tests for seven year olds show reading standards to be consistently above the national average and in writing to be well above average. In 2000, the results were well above the national average for reading and in the top five per cent for writing. A much higher proportion of pupils than usual achieved higher levels in writing, reflecting the emphasis placed on this aspect of English by the school. When compared to similar school the results were well above average and in the top five per cent in writing.
3. The good standards attained in English at the end of key stage 1 are built on effectively in Key Stage 2. Consequently, by Year 5 the pupils can enter confidently into discussions using persuasive language to express their views, both verbally and in writing. They tackle diverse topics such as 'A three day school week is a good idea' and 'The fact that Hearsay are a manufactured group makes no difference to their talent'. Their English skills are developed further in Year 6 where the pupils are encouraged to improve the quality of their writing by using complex sentence. The pupils respond well, and many write engagingly and expressively using phrases such as 'stumbling like a bird with a broken leg' and, 'droplets of water echoed around the tremendous tunnel' in their work. The results of national tests for eleven-year-olds in English have fluctuated over the last four years but in 2000 they were well above both the national average and the results of similar school.
4. The results of the national tests in mathematics taken by seven-year-olds have also fluctuated over the last four years. In 1999, the results were well below average, but rose to well above average in 2000. These fluctuations reflect the variation in the ability profiles generally found in small cohorts. The lesson observations indicate that currently most pupils are working at the level expected of them. The pupils are continuously developing a good range of strategies for handling numbers and by Year 5, for example, they are able to work in different ways with

bills and receipts. In Year 6, the pupils are able to apply the skills they have acquired to solve problems using a number of steps and calculations. Over the last four years, the results achieved by eleven-year-olds in the national mathematics tests have been generally above average. However, in 1999 the result dipped because the cohort had a comparatively high proportion of pupils on the special needs register. In 2000, the mathematics results were well above average with almost half of the pupils achieving the higher levels.

5. In 2000, the results in the national tests for eleven-year-olds in science were above the national average. The results also compare favourably with those of similar schools. Over recent years, the results have consistently been above average. The lesson observations show that the enquiry element of the science curriculum is particularly well developed throughout the school. This was obvious, for instance, when the pupils in Reception and Year 1 were planting seeds to explore the effects of soil, water and light on growth and thereby learning about the fundamentals of a fair test. Greater challenge is introduced in Key Stage 2 where the pupils in Years 3 and 4 were able to plan a test to explore and measure how well different materials muffled sound. In Year 5, the pupils used a range of tests to discover what might help a solid to dissolve more quickly, and in Year 6 the pupils were able to construct simple circuits and predict and investigate the effect of adding a number of bulbs or buzzers. Throughout the school, standards in scientific enquiry are above average.
6. The pupils are making good progress and achieving well as they move through the school. Standards across the curriculum are above average. The pupils display good historical and geographical knowledge and produce good quality work in art and design technology. Standards in music are also above average.

The teaching is consistently good throughout the school. It is particularly strong in Years 2, 5 and 6.

7. The teaching is good throughout the school. In the lessons seen, almost all of the teaching was at least good, and in nearly half it was either very good or excellent. There was no unsatisfactory teaching.
8. The teaching of the youngest children is well organised and effectively managed. The pupils are set purposeful tasks that relate well to their previous learning. The teacher is constantly seeking to extend the pupils learning and questions them well. This was particularly evident when the pupils were planting seeds as part of a science enquiry. The activities planned for the pupils are well prepared, resources are readily available and the teacher sets out clearly what she wants the children to learn.
9. In Key Stages 1 and 2, the teachers also plan their lessons thoroughly with clear objectives in mind. In many lessons, they explain these learning objectives to the pupils and frequently return to them at the end of the lesson to assess the gains in the children's knowledge and understanding. The tasks the teachers set for the pupils are interesting and in many lessons modified to set an appropriate level of challenge for different groups of pupils. The teaching of English and mathematics is particularly strong in Years 2, 5 and 6 and as a result the pupils' make good progress in the development of their literacy and numeracy skills. In Year 2, the teacher is particularly adept at encouraging the pupils to write in an interesting and expressive manner. She employs her good subject knowledge and expertise to tease interesting features out of the text of stories, which she explains clearly and enables the children to develop within their own work. In Year 5, the teacher places a particularly strong emphasis on setting the tasks for the children in realistic contexts that motivate and interest them. In mathematics, for

example, the pupils were given tasks that used receipts and advertisements from supermarkets as a basis for a number of problems that they had to solve. Similarly, the teacher in Year 6 makes very good use of technical language to extend the pupils' vocabulary and their critical understanding of texts beyond a literal interpretation. The tasks set for the oldest pupils are well matched to their ability and pose a challenge that motivates them to concentrate and learn effectively.

10. There is a high level of consistency that is noticeable, for example, in the way children are taught about scientific enquiry. In Years 3 and 4, the teacher used thoughtful questioning to help the pupils develop a precise understanding of the importance of ensuring that all elements of a fair test remain constant except the one variable being tested. The teachers in Year 5 and 6 built on these skills very effectively.
11. The pupils with special educational needs are well supported by their teachers and the classroom assistants. The assistants work particularly closely with those pupils with statements and provide support that allows them to play an effective part in lessons. This was particularly evident in Year 5 when the pupils were investigating 'what might help a solid to dissolve more quickly.' The classroom assistant gave very good support that allowed the pupils with special needs to participate fully in testing the importance of the size of particles in this experiment. Consequently, they made good progress in their observation and recording skills.

The school provides a broad and interesting curriculum.

12. The curriculum provided by the school meets the statutory requirements and is well organised. The overall curriculum plan is prominently displayed within the school and gives a very clear outline of what is to be taught in each year group. The school gives appropriate priority to the teaching of English and mathematics and has incorporated all aspects of the literacy and numeracy strategies within its programmes of work. The school is successful in providing the pupils with a broad curriculum that allows sufficient time for them to develop a balanced knowledge and a good range of skills through very well taught activities. The curriculum is currently being further enhanced by the increased integration of information technology. For example, the pupils are now using the new computer suite to develop their enquiry skills in science. They are also given opportunities to produce artwork in a range of media that is attractively displayed throughout the school. It includes pastel landscape drawings, repeat prints of fruit, impressionist style paintings of boats and symmetrically cut paper patterns based on traditional Polish designs. Similarly, in design and technology there is a good sample of plans and products displayed around the school. They illustrate a wide range of activities ranging from wheeled vehicles made by the youngest pupils to pop up books in Year 3 and 4 and designs and evaluations of bridge structures made by the oldest pupils.
13. The headteacher and the teacher who works with the youngest children have planned and developed an interesting curriculum with appropriate activities that reflect the requirements of the foundation stage curriculum for the children's early education. This is now working very well through carefully and thoughtfully planned activities. The children's achievements are frequently recorded to aid the teacher's assessment of their progress and future needs.
14. Since the last inspection, the school has made major improvements to its assessment, recording and target setting procedures. These are now extensive yet very sensibly managed and coherently presented within a strategy document which clearly sets out the reasons for each assessment activity, how and when it is to be carried out and where the results will be recorded. The resulting records provide the teachers with good information about the pupils'

learning, thereby enabling them to set clear targets for each child in English and mathematics. It also allows the teachers to provide the parents with a very clear indication of the progress their child has made and how their attainment compares with what is expected for their age group. Taken overall, the assessment, recording and reporting arrangements are very good.

15. The school makes very good use of visits to places of interest such as theatres, museums and a Gurdwara (a Sikh temple). The school has until recently provided a wide range of activities outside lessons. Some of the music activities, which relied on an external provider, are no longer available, but the headteacher has started an orchestra that provides additional opportunities for those children who play stringed instruments. The teachers still provide a reasonable range of activities including, football, cross country running and rounders. These are extended by some local authority sports provision. Currently, the governing body is exploring how the range of activities might be expanded through other specialist providers.
16. The opportunities for personal development are good. The pupils' spiritual and cultural development is very effectively fostered through collective worship, where they are currently reflecting on the importance of the human senses. The teachers also take opportunities to extend the pupils' spiritual and cultural development by using, for example, the music of Evelyn Glennie to evoke feelings that they then use in their writing and painting. Moral and social issues are strong features of many lessons and activities. They are dealt with, for example, by discussion during personal, social and health education lessons where the pupils explore the difference between 'needs' and 'wants'. The importance of mutual respect for all is evident within the school's ethos and is consistently reinforced.

The school is very well led and managed. The headteacher provides clear direction and is strongly supported by the deputy head and subject co-ordinators.

17. The strong leadership reported at the last inspection has been maintained and strengthened by better monitoring procedures and greater involvement of the governing body in the school development planning
18. The headteacher and senior staff lead and manage the school very effectively and provide a clear educational direction. They have established a strong team that involves all members of the teaching and non-teaching staff. Good communication is a key feature of the positive working relationships within the school. Collectively, there is a clear commitment by the teachers to continuing improvement.
19. The school improvement planning process is long established, but has improved recently through greater involvement of the governors in establishing the school's priorities at an additional full meeting. The plan is based on comprehensive evaluation of previous plans and sets out the subsequent priorities for development and improvement. Funds are carefully allocated to each activity and developments monitored. The headteacher reports termly to the governing body on all improvement activities to keep them abreast of developments. Although a summative evaluation of each activity is carried out, it does not lead to any conclusions as to whether or not the funds allocated by the governing body have had the desired effect on standards / provision and provided good value for money
20. The headteacher and the senior staff undertake comprehensive monitoring of the quality of the teachers' planning, their teaching and the standards attained by the pupils. All lessons observed for monitoring purposes are documented and used to encourage improvement. The subject co-ordinators are given the opportunity to play a full part in the management of the

school. Some of the monitoring activities that they undertake are very specific, such as a survey of the teachers' questioning techniques in science lessons. They provide useful issues for staff discussion and contribute significantly to the high level of consistency that has been established within the teaching.

21. The governing body has a well-established committee structure. The chair of governors works closely with the headteacher. The headteacher's comprehensive termly reports provide a great deal of very useful information for the governors. However, some aspects have no clear conclusions that would give the governors a more precise picture of the school's strengths and an indication of areas where further improvement is required. The governors are involved in analysing the school's performance through test results and by comparison with other schools. These mechanisms along with their increased role in school development planning illustrate the governors' commitment to further improvement and to ensuring that they are fully aware of the work of the school and its performance.
22. Taken overall, the leadership and management are very good.

WHAT COULD BE IMPROVED

Clear conclusions are not drawn from monitoring activities and reported to governors.

23. The headteacher, deputy head and subject co-ordinators are carrying out a comprehensive programme of monitoring activities covering a range of subjects and teaching strategies. These activities have focussed not only on the key elements of literacy and numeracy, but also on specific issues such as how the teachers use questioning in science lessons. The headteacher checks the quality of the teaching and discusses her observations with the teachers. The subject co-ordinators have looked at the teachers' planning and held discussions with groups of pupils. The outcomes of these activities are often discussed at staff meetings and result in, for example, modifications to schemes of work. However, no overall conclusions are being drawn from these activities to provide both the senior management and the governing body with clear evidence of either the school's many strong features or the areas where improvements might be made.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The governors, headteacher and staff should take steps to ensure all monitoring activities are evaluated and conclusions are reported in detail to the governing body and senior management in order to keep them fully informed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

5

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	32	55	5	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		120
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		18

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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.1
National comparative data	5.2

School data	0.01
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	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	9	9	9
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (100)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	9	9	9
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	8	10
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	82 (73)	82 (73)	94 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	8	8	8

	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	76 (67)	82 (73)	82 (80)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	120
Any other minority ethnic group	

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)	5.9
Number of pupils per qualified teacher	20.3
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	99/00
	£
Total income	248 927
Total expenditure	244 627
Expenditure per pupil	1 799
Balance brought forward from previous year	8 820
Balance carried forward to next year	13 120

Number of pupils per FTE adult	
--------------------------------	--

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	54	6	6	0
My child is making good progress in school.	50	46	4	0	0
Behaviour in the school is good.	29	58	8	0	4
My child gets the right amount of work to do at home.	21	44	31	4	0
The teaching is good.	46	48	4	0	2
I am kept well informed about how my child is getting on.	29	56	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	31	10	2	2
The school expects my child to work hard and achieve his or her best.	50	46	2	0	2
The school works closely with parents.	19	50	29	2	0
The school is well led and managed.	29	46	15	8	2
The school is helping my child become mature and responsible.	33	58	8	0	0
The school provides an interesting range of activities outside lessons.	17	35	29	19	0