

INSPECTION REPORT

EAGLESFIELD PADDLE CHURCH OF ENGLAND PRIMARY SCHOOL

Eaglesfield

LEA area: Cumbria

Unique reference number: 112411

Head teacher: Mr. R. Coy

Reporting inspector: Mr D M Twist
1492

Dates of inspection: 21st – 23rd March 2000

Inspection number: 193168

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4- 11 years
Gender of pupils:	Mixed
School address:	Eaglesfield Paddle C.E. (V.A.) Primary School Eaglesfield Cockermouth Cumbria
Postcode:	CA 13 0 QY
Telephone number:	01900 325947
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Appropriate authority:	The Governing Body
Name of chair of governors:	Sarah Peck
Date of previous inspection:	May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eaglesfield Paddle School is a smaller than average voluntary aided Church of England primary school with 180 boys and girls on roll between the ages of 4 and 11. Until recently, the school held grant maintained status. Since this time, staffing has been reduced to accommodate the subsequent budget reduction. The school serves a large rural catchment area and most children come from the surrounding villages. The social characteristics of the area are advantaged in comparison with national averages, and whilst there is a broad range of ability amongst the school's intake, overall, attainment on entry is above average. The percentage of pupils entitled to free school meals (2.5%), is well below the national average. Children enter the nursery in the September of the school year in which they are four, and attend part time until they enter the reception class in the following September. After rising for some years, the school's roll has recently held steady. Most pupils are white and there are none with English as an additional language. The proportion of pupils identified as having special educational needs is well below average. One per cent of pupils have statements of special need, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is a first rate school. There is some outstanding teaching which captures pupils' interest and enthusiasm and enables them to achieve very high standards. The head teacher and governing body provide very effective leadership and management and are always seeking ways to make a very good school even better. The school provides very good value for money.

What the school does well

- The school achieves very high levels of attainment in English, mathematics, science and information technology.
- The promotion of pupils' personal development is very effective and their mature attitude to school has a very positive impact on the progress they make.
- Overall, the teaching is very good, with over a third of lessons being excellent.
- The head teacher, governors and staff maintain a strong climate of improvement.
- The school gives its pupils a very rich curriculum to which parents and the community contribute a great deal.

What could be improved

- The way in which the school collects information about what works well and what doesn't, could be better.

The area 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 in addressing the development points from its previous inspection of May 1996. More effective systems have been put in place to measure and record pupils' standards of work and the reporting of their attainment and progress is now of a very high standard. The school uses the information that it gathers about pupils' work to help them make improvements and to set the next targets for them to achieve. The appointment of three key stage leaders has helped to ensure that the school's developments in its curriculum have been well co-ordinated and effective. Their joint work, along with the head teacher, on the school's approach to its literacy and numeracy strategies has given strong direction to developments. They have skilfully involved all staff in thinking out how

best to preserve the school's own proven systems, whilst adapting those elements of the nationally recommended strategy which have something to offer the school. The previous lack of schemes of work in some subjects has been addressed and as a result, there is ample guidance available to teachers to help them plan appropriately challenging work. Not enough progress has been made, however, in developing ways of checking the impact of changes (in school organisation for example) on the progress pupils make. Parents at the meeting prior to the inspection commented that the school's accommodation has been much improved and that its high standards have been maintained.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A*	A*	well above average
mathematics	A*	A	A*	A	above average
science	A	A	A	A	average

Results for pupils at 11 show that the school has managed to maintain its excellent performance over the last three years. Standards in all three subjects have been well above average and in the most recent national tests, the school's performance was in the top 5% in English and mathematics. Even when compared with schools with pupils from similar backgrounds, results in English were in the top 5%. A notable feature of the most recent test results was that in all three subjects, well over half of the pupils exceeded the expected level of attainment. When the school's performance figures are averaged out over the three subjects, the trend shows a greater rate of improvement over the last four years than in other schools.

For pupils aged 7, the school's performance is equally impressive. In reading , writing and mathematics, results have been in the top 5% both nationally, and when compared with similar schools. The vast majority of younger pupils comfortably achieve what is expected of them by five years of age in all their areas of learning and most exceed this.

Work seen during the inspection in Year 6 confirms that standards in English and mathematics are still very high. Considering that there are pupils with special needs in the current cohort, the targets set by the school for the coming year are appropriately challenging and realistic.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils pay close attention to their teachers and are always keen to get involved in the tasks they are set. Their enthusiasm for learning makes a big contribution to their success.
Behaviour, in and out of classrooms	Excellent. Children are polite and courteous and show consideration for others, both in lessons and during playtimes and lunchtimes.
Personal development and relationships	Excellent. Pupils are always ready to support each other both in work and play. They respond very well to opportunities to take responsibility, and older pupils show maturity in the way they relate to both adults and younger children.
Attendance	Good. Pupils arrive in good time and lessons start promptly.

TEACHING AND LEARNING

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

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

Overall, teaching in the school is very good as it was at the time of the last inspection. There was no teaching judged to be less than satisfactory, and in 67 per cent of lessons it ranged between very good and excellent. The teaching in Year 6 is of the highest quality. It is consistently very good in Nursery and Reception, and in the Year 2 and Year 4 / 5 classes. Good teaching was observed in Year 1 and in the Year 3 / 4 class, but in the latter the majority of lessons were satisfactory. Both literacy and numeracy are very well taught with good attention given to developing fluent reading, well structured writing, and sound mental arithmetic skills.

Teachers plan lively and interesting activities that capture pupils' interest and they drive lessons along at a lively pace. They often begin by setting out for pupils what it is that they are to learn. This helps the children to understand what they are working towards and how they are getting on. One of the best features of the teaching is the way in which staff create a purposeful yet relaxed atmosphere in their classes, in which pupils are keen to succeed but not afraid to have a go at challenging tasks. Teachers encourage pupils to think for themselves and to use their initiative at all times and this has built their confidence and self esteem to a high level. Teachers' use very effective questioning which often requires extended explanations from pupils and helps to develop their speaking skills. In some lessons, such as rapid mental arithmetic sessions, teachers use games to make learning fun for pupils. This encourages all to take part with great enthusiasm. In the small percentage of more ordinary lessons, expectations of pupils were not as high as elsewhere, and some explanations were not as clearly given. As a result, progress in these lessons was slower.

Teaching is of equally high quality overall for all groups of pupils. Those with special needs are given very good support, both within the classroom and when withdrawn, and they

achieve very well for their ability. Higher attainers are usually given sufficient challenge to stretch them and are expected to work quickly and at a high level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum, which meets all statutory requirements, is of high quality. The school gives plenty of emphasis to literacy and numeracy, but it has taken care to ensure that other subjects are also given enough attention. Younger pupils experience a very appropriate range of activities to establish firm foundations for later learning. The emphasis upon practical activity across the curriculum, and the application of skills learned in English and mathematics are real strengths. Information technology is also a strong area.
Provision for pupils with special educational needs	Very good provision is made for these pupils. Their needs are met very successfully both through skilled additional help and by classroom work that is pitched at the right level.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect of the school's provision is excellent. Great importance is put upon the all round development of the pupils. Staff use every opportunity to encourage pupils to reflect on spiritual, social and moral issues and to raise their awareness of their own and other cultures. The emphasis placed upon developing pupils' confidence and sense of responsibility is central to the school's ethos.
How well the school cares for its pupils	The school offers a very good level of care to its pupils. There are good procedures for ensuring pupils' welfare and their health and safety. The staff have a very good knowledge of the pupils and show sensitivity to their individual needs. Child protection procedures are securely in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and key staff are a strong team. They provide very good leadership in the way they set the direction for the school and promote a culture of continuous improvement amongst all staff. The way in which the head teacher, staff and governors work together to realise the school's aims is a key strength.
How well the governors fulfil their responsibilities	The governors fulfil all their statutory responsibilities. They show good insight into the school's effectiveness and involve themselves fully in its development.
The school's evaluation of its performance	The school makes very good use of a wide range of information about pupils' attainment. However, its procedures for checking the effectiveness of its development plans are not systematic or rigorous enough.

The strategic use of resources	The school uses its resources very efficiently and spending is closely linked to priorities. Financial planning is undertaken very thoroughly and the school always applies the principles of best value for money.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, behave well and make good progress. • The school expects children to work hard. • The school is very approachable. • The teaching is good and there is an interesting range of activities. • The school helps children to become mature. 	<ul style="list-style-type: none"> • A few parents do not think their children get the right amount of homework. (Some too much, some too little.) • Some parents do not like the temporary staffing arrangement.

The inspection team entirely endorses the parents' very high regard for the school. The temporary staffing arrangement is a result of circumstances that are not totally within the school's control, but it is offering a satisfactory quality of education to the pupils concerned. In the Year 3 / 4 class, the level of challenge and expectation are satisfactory, but appear more ordinary in relation to all other classes. Overall, children get the right amount of homework and this helps their progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves very high standards in English, mathematics, science and information technology.

1. Pupils' English work is impressive in both its range and quality. One reason for this is the way the teachers plan reading and writing activities which link pupils' literacy work with other topics. As part of their consideration of environmental issues for example, Year 6 pupils write letters to the Deputy Prime Minister expressing their concern over road building programmes. Good teaching helps them to grasp the appropriate vocabulary and structure to put together a letter on 'something you may feel passionate about'. As they share their work with the class, children learn to speak confidently and to offer carefully considered and constructive criticism of each other's work. In mathematics, pupils show excellent mental arithmetic skills. This is because the school emphasises the importance of good number skills and teachers are confident in the way they introduce children to new strategies such as working out percentages by using connecting number facts, doubling and halving. Science work is often based upon practical investigations, and as a result, pupils show a strong grasp of the scientific method. They undertake experiments to test surfaces for friction and to measure the cooling rate of liquids, for example. Their predictions are well thought out and conclusions clearly expressed in scientific terms. A strength of the science activity is the frequency of the question 'Why?' Pupils are made to think through the reasons behind their observations and this deepens their understanding. In information technology work, excellent use is made of the computer suite both to teach specific skills and to give pupils the opportunity to apply them in a range of ways. Science results, for example are often presented in graph or chart form and children are developing a high level of word processing skills through activities such as story drafting and editing.

The promotion of pupils' personal development is very effective and their mature attitude to school has a very positive impact upon the progress they make.

2. The school takes the view that pupils' personal development is central to its work. It places great importance on using every opportunity to encourage them to take responsibility and to develop maturity. This is done within a very secure and supportive climate in which children are allowed to make mistakes and learn from them. Even in the early years, children are encouraged to learn skills of co-operation. For example, nursery children work in pairs to 'write' on the playground using a teacher – made water 'dripper'. In Reception they are given the opportunity to take responsibility for planning where to spend some of their time as they attach their photograph to an activity area of their choice, providing it is not over-subscribed already. This encourages them to make confident choices about their learning. On the other hand, when a child has any insecurities, staff show sensitivity, such as when a reception boy wanted to be near his mother who was helping in class. The teacher simply suggested that he sat on her knee 'for a cuddle, so you'll feel better'.
3. Older pupils are given excellent opportunities to consider the needs of younger children. This was shown when Year 6 pupils were making multi –media programs on the computers to help reception pupils learn their numbers or match rhymes. They had to think hard about what level the younger children were working at in order to give them tasks that they would understand. As one boy recorded his voice to explain that this response was the wrong answer, the teacher intervened

to point out that 'you need to think about how the reception child will react to your words and your tone'. The boy re-recorded his words with more encouragement and a quieter tone to his voice, showing that he understood completely where he had misjudged the task.

4. Pupils across the school show excellent attitudes to their work. The relationships established by teachers are of a high order. They strike a good balance in the pupils between respect for adults and confidence to express opinions or attempt challenging tasks without fear of getting the wrong answer. A good indicator of the healthy climate for learning is pupils' readiness to ask for clarification if there is anything they do not understand. This attitude of enthusiasm and involvement makes a big contribution to the progress pupils make.

Overall, teaching is very good with over a third of lessons being excellent.

5. There are some very significant strengths in much of the teaching seen. Foremost among these are the excellent relationships between teachers and pupils and the way in which the natural enthusiasm of most teachers captures pupils' attention and interest. The result is a working atmosphere that is purposeful and in which learning thrives.
6. Most lessons begin with an explanation of what it is that the pupils are going to be learning. This helps them to understand the purpose of their activities and gives them a better idea of how well they are doing. Introductions are brisk. They often feature open questions that make pupils think hard and good strategies to focus pupils' attention in the right area. For example, in a Year 4 / 5 literacy lesson, the class was invited to skim read a passage from a 'big book' and asked to suggest a title in order to tease out the most important subject matter in the text. The teacher had covered the main clues with 'post it' notes and presented the task as a game. Pupils responded with great enthusiasm and gave very good suggestions for the missing title.
7. Teachers are good at building upon what children already know. In a Year 2 science lesson, for example, the teacher began with a brief revision of the pupils' previous work on electricity. Questioning helped her to gauge how securely prior work had been grasped and enabled her to move on to new learning at the right pace. This feature of teaching is common and when linked with teachers' practice of checking how well pupils are coping in their recorded work, helps the children to progress at a fast pace. Where the lessons featured more ordinary teaching, in the Year 3 / 4 class, this aspect was not as strong. Although pupils still covered a good volume of work at a satisfactory level, expectations could have been pitched higher, given the work these pupils had already done before.
8. Teachers are confident in teaching reading, writing and mathematics. They are particularly skilled at developing pupils' number skills through mental arithmetic games, which make learning fun. During these sessions teachers challenge children with questions such as 'Can anyone think of a quicker way to add those numbers?' or 'Who can tell me how else she might have done that?' Not only does this develop number skills, but also pupils' ability to give extended explanations in front of others. The teaching of reading is good. Book stocks are of good quality and are well organised by teachers to encourage maximum use. Pupils are taught a wide range of strategies to figure out unfamiliar words including using the sounds of letters or blends of letters and also the context of the words and sentences around them. Guided reading sessions in class help pupils to read with expression

and teachers provide good role models. Good attention is given to the mechanics of writing as well as the style. Spelling is systematically taught and grammatical rules are reinforced. In Year 6, for example, the teacher stressed the importance of spelling prefixes correctly, saying 'If you only go away from this lesson with this one fact, I shall be really pleased!' In effect they went away with far more.

9. Teachers group children carefully and work hard to set a range of expectations to suit pupils' abilities. They offer a good level of support to those pupils with special needs and appropriate praise and encouragement helps these pupils to achieve well.

The head teacher, governors and staff maintain a strong climate of improvement.

10. The school is given very clear direction by the leadership of the head teacher. He sets high standards for its work and priorities for development are always closely related to the school's excellent set of aims. His enthusiasm for the school is infectious and all staff share the task of maintaining high standards and seeking ways to make the school even more effective. The key stage leaders play an important role in co-ordinating new initiatives such as the adoption of aspects of the national literacy and numeracy strategies. This has been sensibly organised, with the school blending carefully selected elements of the recommended approach with some of its own tried and tested methods.
11. A notable feature of the school's management is the way in which a wide range of views is sought before embarking upon the development plan. All staff are involved through regular and highly focused discussion of the quality of the curriculum and their pupils' needs. Other interested parties, such as the parents and the children, are able to express their views on the consultation notice board. Children's suggestions for inclusion in the plan range from the introduction of a foreign language, to 'a weekly walk in the woods'. The use of such consultation exercises helps to build a sense of community in the school and is in line with the culture of involvement by all, which is so central to the school's success.
12. The governing body is a positive force for development in the school. Recent months have been challenging for the governors with the removal of grant maintained status and the difficulties associated with staff redundancy in the face of a reduced budget. The effects of financial constraint have been minimised by careful spending and the use of any available funding to support the school's development. Recent improvements to the school's accommodation are attributable in no small part to the tenacity of the governors in seeking better conditions for the pupils to work in. Recently introduced surgeries for parents to raise issues or suggestions, are an example of the way in which governors are always looking for ways to make their role effective.

The school offers its pupils a very rich curriculum to which parents and the community contribute a great deal.

13. The curriculum for the youngest children provides them with a very good start. It offers exciting and enjoyable activities, which build children's skills and their social confidence. The key subjects of English and mathematics receive plenty of attention across the school, but other areas of the national curriculum are also given enough time to enable pupils to produce good quality work. In subjects such as design and technology for example, pupils at both key stages undertake 'design and make' challenges, and write careful evaluations of well crafted products such

as wheeled vehicles or shoes. The curriculum for pupils with special needs is also good. It provides sufficient support to enable them to make full progress and ensures that the requirements of individual education plans are met.

14. The school has a strong relationship with the local community. A number of parents regularly work in classrooms or the computer suite to support teachers. Their work is well directed and much appreciated by the staff concerned. Funds raised by the Paddle Community Association also make a valuable contribution to the school's resources. The locality is thoughtfully used to support pupils' work as, for example, they undertake surveys in Cockermouth to investigate the public's view on pedestrianisation of the high street. The children also benefit from participation in residential outdoor pursuits activities, individual initiatives such as school performances, an arts week and a wide range of extra curricular activities. Pupils enjoy participating in these experiences and they add significantly to the quality and richness of what the school has to offer.

WHAT COULD BE IMPROVED

The way in which the school collects information about what works well and what doesn't could be better.

15. The school gathers a lot of information about its performance, but there are variations in the effectiveness with which it does this. The strongest area is that of pupils' tests and assessments. The school has very comprehensive procedures for regularly checking how well children are achieving in the main subjects. The results of these tests are analysed carefully in order to help teachers plan for what pupils need on the basis of what they have shown they can or can't do. The setting of individual and group targets is a direct result of this. In a wider context, the pupils' overall performance in terms of test results is also monitored against the national picture to give an idea of the school's effectiveness. The induction of new staff is another area which is carefully monitored. Mentors are appointed and teaching is regularly observed.
16. In other areas, however, the school's systems for checking on the quality of its work are less rigorous and more informal. The appointment of key stage leaders has helped in the co-ordination of developments in English and mathematics, but little or no time is available for them to check the quality of teaching or learning in these areas. The head teacher makes brief drop –in visits to classrooms. This gives a view of the quality of the teaching and learning, but does not check in a systematic way whether the areas prioritised in the school development plan are working as well as they might. The head teacher is rightly concerned about the manageability of monitoring procedures, and the overall quality of the school's teaching does not give rise to any serious concerns. However, there are some inconsistencies, which need to be picked up in order to spread best practice and make small but significant improvements. An example of this is to be found in the lower junior years where older pupils in the Year 3 / 4 class are being challenged at a level which is satisfactory, but which is not stretching them to the same extent as their counterparts in the Year 4 / 5 class. A more systematic process for observing teaching and scrutinising children's work is needed to identify issues such as this.
17. Because of the way the current school development plan is written, it is not easy to check how successful its development actions have been. Action plans do not set out criteria by which their success will be judged and this makes it more difficult to gauge their impact upon pupils and their learning. Staff meet regularly to discuss

the effectiveness of the curriculum and there is a strong culture of self-evaluation in the school. Whilst their analysis shows good insight, there is not enough rigour in this approach to ensure that the school draws sufficient learning from reviewing its work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school should now:

Make the system of checking the school's effectiveness more rigorous by:

- i) including in the school development plan, criteria for judging the impact of developments on standards and the quality of learning.
- ii) Introducing a planned programme for analysing specific aspects of the school's teaching, pupils' learning and the progress they make.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
28	39	22	11	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)	21	180
Number of full-time pupils eligible for free school meals	-	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	21

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	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	96.9
National comparative data	94.1

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	8	17

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	14	14	14
	Total	23	23	23
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	14	13	14
	Total	23	22	23
Percentage of pupils at NC level 4 or above	School	100	96	100
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	23.6
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	0
Total aggregate hours worked per week	0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	-

Total number of education support staff	3
Total aggregate hours worked per week	75

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	348636
Total expenditure	346576
Expenditure per pupil	1926
Balance brought forward from previous year	17904
Balance carried forward to next year	19964

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	150
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	2	1	0
My child is making good progress in school.	60	35	1	1	2
Behaviour in the school is good.	71	26	1	0	1
My child gets the right amount of work to do at home.	39	45	7	1	8
The teaching is good.	65	30	3	1	1
I am kept well informed about how my child is getting on.	52	41	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	75	21	1	0	3
The school works closely with parents.	61	33	4	2	0
The school is well led and managed.	62	31	1	3	4
The school is helping my child become mature and responsible.	66	30	1	0	3
The school provides an interesting range of activities outside lessons.	53	44	0	0	4