

INSPECTION REPORT

YEADON WESTFIELD JUNIOR SCHOOL

Yeadon

LEA area: Leeds

Unique reference number: 107840

Acting Headteacher: Mrs Andrea Eddison

Reporting inspector: George Brown
21060

Dates of inspection: 2 - 3 July 2001

Inspection number: 194091

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11 years
Gender of pupils:	Mixed
School address:	New Road Yeadon Leeds West Yorkshire
Postcode:	LS19 7HW
Telephone number:	0113 2146504
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Allan
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the southern part of the district of Yeadon to the north-west of the city of Leeds. The pupils represent a broad mix of professional and manual worker families. Most pupils live close to the school and a high proportion live in private housing. A few come from the adjacent council estate. Pupils show broadly average standards on entry from the neighbouring infant school. The school is about average size with 229 pupils on roll aged 7 to 11 years. A below average number of pupils (currently 8 per cent) are entitled to free school meals. Only 2 pupils have English as an additional language. The number of pupils identified as having special educational needs is 46, a broadly average figure set against the total number of pupils on roll. However, 8 pupils have a statement of educational needs, most with medical backgrounds. The inspection was largely overseen by the acting headteacher, actually the school's deputy, who has been in charge of the school since September 2000. The appointed headteacher is seconded to the local education authority for a year in order to give support to other schools.

HOW GOOD THE SCHOOL IS

Yeadon Westfield Juniors is an outstanding school with many strengths and no significant weaknesses. It thoroughly deserves its recent national recognition as a Beacon School. Pupils achieve very well here and attain well above average standards in most of their work. The quality of teaching is very good helping the school to become a highly effective place for learning. The school is extremely well led and managed and provides very good value for money.

What the school does well

- Standards of attainment are high, particularly in the core areas of English, mathematics and science.
- The quality of teaching is very good. This helps pupils to make rapid progress in most of their learning.
- The leadership and management of the school are excellent and help establish a climate where pupils work hard and achieve their potential.
- Relationships between pupils and adults are excellent and help to foster positive attitudes to learning. Behaviour is also consistently very good.
- The curriculum provides a rich and varied range of opportunities for pupils to learn. There is effective emphasis on the moral, social and cultural development of the pupils.

What could be improved

- The school has very strong systems and procedures in place to help support the already high levels of pupils' attainment and progress. It therefore has no significant areas to improve or develop.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 when it was judged to have several strengths but with some areas for improvement. Since that time it has made very good progress in relation to the key issues it had to resolve. The curriculum has incorporated several new schemes of work that have helped bring continuity and progression to pupils' learning. An effective approach towards the assessment of pupils' work has been established. This has helped to target their ongoing achievements and improve their rate of progress. A highly effective system for monitoring the quality of teaching and learning has also been adopted. Teaching is now an important strength of the school. Additionally, many national and local initiatives have been integrated very well into school life and the school is now a place of recognised quality where others can come and learn from.

STANDARDS

The table shows the standards achieved by 11 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

The results of statutory and other tests, combined with inspection findings, confirm the well above average standards achieved by eleven-year-olds in recent years. In 1999, results in mathematics and science were in the top 5 per cent nationally. In 2000, all Year 6 pupils attained the level expected for their age in all three subjects. Results compared to those from similar schools remain well above average. Indicative results from 2001 suggest that the school is well on course to reach similarly high standards among its current school leavers. The inspection confirmed that all pupils achieve very well, including those with special educational needs. Significant numbers of both girls and boys regularly reach the higher levels for their age group in all the core areas. The school tracks the achievements of all its pupils exceptionally closely, ensuring that they reach their potential and make very good progress in all four years. In English, pupils speak clearly, read with skill and confidence and write widely and effectively across the curriculum. In mathematics, they have developed accurate strategies to solve everyday problems. Their work in the field of scientific investigations borders on excellence. Standards in information technology are in line with those expected for the age of the pupils; these too are rising as the school's new ICT suite begins to be fully operational. Standards in all other areas were not part of the reporting process during this short inspection, but were noted to be high in several subjects including history, geography, art and design and personal and social education. The school's targets for attainment in the future are equally high and challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about their learning and take great pride in doing their best work. They respond very well to the high expectations of their teachers.
Behaviour, in and out of classrooms	Consistently very good during lessons and while outside at play. Pupils are very mature and show high levels of courtesy and self-discipline for their age.
Personal development and relationships	Both these aspects are excellent. The quality of relationships between adults and pupils, and between the pupils themselves, is a key to the harmonious climate for learning that exists. The emphasis on personal development ensures pupils have good self-esteem, taste success and show good levels of initiative in their own learning.
Attendance	Very good. Attendance figures in general are well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 very good across the school. No unsatisfactory teaching was observed and in almost 88 per cent of lessons, teaching was good or better. This, combined with strengths in the curriculum and overall pupil response, ensures that pupils achieve very well in most of their learning. Staff have very high expectations as to what junior pupils should achieve and plan their work accordingly. The activities undertaken by the pupils are always interesting, enjoyable and ultimately challenging. Careful assessments are undertaken identifying how well pupils have learned and what they need to do next. This is reflected in the level of support and encouragement they are then given. Pupils with special educational needs are carefully identified and similarly well supported. Higher attaining children and any gifted and talented pupils are challenged well and their interest and response sustained. The needs of all pupils are therefore met well. The teaching of literacy and numeracy is an ongoing strength of the school. There is considerable emphasis placed on individual research and investigative methods and not merely the accumulation of knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality, range and organisation of learning opportunities are very good. A full statutory curriculum is in place, with a good balance between subjects and provision for the pupils' personal and social development. The range of extra-curricular activities is very good.
Provision for pupils with special educational needs	Very good. Pupils with learning or other difficulties are identified as soon as possible and are helped well through careful planning and strong support offered by teachers and experienced school assistants.
Provision for pupils with English as an additional language	Very few pupils come on roll from minority ethnic groups. However, these pupils are well supported according to their current needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and a reflection of the school's emphasis on personal development within the curriculum. The provision for the spiritual, moral, social and cultural development of the pupils varies between excellent and good.
How well the school cares for its pupils	The care and welfare shown to pupils is good overall. Sound procedures are in place for child protection. Very effective measures are in place to help promote good attendance and behaviour. The procedures for assessing pupils' attainment and progress are excellent as is the monitoring and recording of their personal development.

The school works in close and positive harmony with parents and carers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management offered by the headteacher and other key personnel is excellent. They bring clear educational drive and direction to all that the school does. This is reflected closely in the school's aims and philosophy and results in the high standards among its pupils described earlier.
How well the governors fulfil their responsibilities	Very well. Governors are very committed to the school's basic aims and this is clearly reflected in their own work and level of collective support offered to the school.
The school's evaluation of its performance	Excellent. This is a highly evaluative school in which past performance is used as a spur for even further effort and achievement.
The strategic use of resources	Very good. Educational resources are used effectively and the annual expenditure reflects closely the priorities raised in the school development plan. Financial planning and monitoring procedures are both very good. The principles of gaining best value are applied well.

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 pupils achieve well and make good progress • The school provides well for its pupils and in return expects the pupils to work hard and to give of their best • The school is helping pupils to become mature and accept responsibility • The school is very well led and managed • The quality of teaching is very good. 	<ul style="list-style-type: none"> • The level of homework given to pupils of different ages • The range of extra-curricular activities offered to pupils.

The inspection confirmed that all the positive points made here by parents are a true reflection of current practice. Many of the points raised are, indeed, strengths of the school. With regard to their concerns, the range and consistency of homework given to pupils are broadly those stated in the prospectus and elsewhere. The range of extra-curricular activities is actually very good and above that offered by many other similar schools. The school will continue to do its best to offer more for the youngest pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are high, particularly in the core areas of English, mathematics and science

1. The results of statutory and other assessments, combined with inspection evidence, confirm that standards are well above average at the time pupils transfer to the high school. The pupils' work in English is the cornerstone for their strengths in many other subjects. Their listening and speaking skills are excellent. They concentrate very well and are happy to debate and listen to the views of others. Many are particularly adept at explaining what point they have reached in their own learning and their use of quite technical vocabulary in subjects, such as art and science, is well above average. Throughout the school, pupils read very well and show very good awareness of different types of books. For example, most are able to express preferences for particular authors or forms of poetry. They are equally at home with non-fiction and use higher order reading skills such as skimming and the use of the index and glossary in order to research a wide range of topics. Comprehension skills are well above average throughout the school.
2. The National Literacy Strategy has helped to consolidate and enrich pupils' reading and writing skills. Even pupils in Year 3 are able to write in different genres producing some persuasive pieces about whether or not to hold a pet day in school. They are also able to compile different styles of letters depending on the underlying purpose. Those in Year 4 compose poetry, basing their own rhyming couplets on the prophecies of a local folklore heroine, Mother Shipton. In the upper school, pupils produce imaginative pieces of writing that are very well presented and often totally accurate in terms of spelling and grammar. Pupils in Year 5 write persuasively about why tourists should visit their town, while those in Year 6 draft and re-draft their work to produce poetry full of imagery by the careful use of similes. When pupils write at length they show well above average standards in their use of punctuation and paragraphing. Some excellent examples of written work arise from other areas of the curriculum. Pupils in Year 6 write imaginatively about the life of a child evacuee during the war and also write detailed pieces about their own adventures following a residential stay in the Dales.
3. Pupils' standards in mathematics are also well above average. The introduction of the Numeracy Strategy has helped sharpen their already good mental skills and most make rapid and accurate calculations during oral sessions. Addition, subtraction and multiplication bonds are particularly well committed to memory and pupils show very good understanding of pattern in number, such as prime numbers and odds and evens. They have a clear understanding of how numbers grow and know the value of individual digits in large numbers; for example, they know instantly that the 6 in 36785 numbers is worth six thousand. The higher attaining pupils, in Years 5 and 6 particularly, can apply several different strategies to reach and then check the accuracy of an answer. They apply their growing confidence with numbers to help solve a wide range of mathematical problems involving lots of facts that they have to disseminate and then re-sort in order to reach the right conclusion.
4. Skills and experiences are carefully built up over their four years in the school. Pupils in Year 3 are very much at home with equivalent fractions, while those in Year 5 show good levels of data handling and creating bar graphs from self-compiled tally charts. By the time pupils have completed their course work in Year 6, most show well above average awareness of the properties of regular and irregular shapes and the ratio of sides to angle sizes. Several go on to quite complex work involving area and volume.
5. Standards in science have been particularly high for several years. From Year 3 onwards, pupils write accurately about their investigative work and are very confident in their use of scientific vocabulary. Their work almost always involves prediction, testing and evaluating. Most show well above average ability in being able to think and work 'scientifically' and almost all pupils' recorded work is their own; very few worksheets are in use. During the inspection,

Year 3 pupils were organising their own 'fair tests' to produce graphs showing the importance of light to plant growth. Pupils in Year 5 were acting as young botanists, carefully dissecting and naming parts of a flower. Year 6 pupils work to a very high level on topics such as building materials, conductors and insulators, liquids and gases and condensation. Most pupils are capable of producing and referring to correctly labelled diagrams that help clarify their knowledge and understanding. Much of their work represents a genuine scientific enquiry. Most investigation begins with a pre-topic assessment, the results of which aptly illustrate how much pupils learn over several weeks.

6. Standards in many other subjects appear to be equally high, although the inspection was not able to explore these in full. Pupils' work in information and communications technology is at least average, although the lack of modern resources means some of the higher order IT skills are less evident. Standards in art are clearly very good with displayed work of a high calibre. Standards in geography and history are also very good with much careful research taking place. Mapping skills are well above average, whether they represent an illustration from their own environment, or the location of famous buildings around the world. Design and technology is very well developed in the school, as could be seen by the very good attempts of a Year 3 class to design their own seed packets for imaginary selling in the commercial world.

The quality of teaching is very good. This helps the pupils to make rapid progress in most of their learning

7. The quality of teaching has been strengthened since the previous inspection. Although several relatively inexperienced teachers have taken up post in recent times, standards have remained high and almost all teaching is effective in helping pupils of all ages to make very good progress. The real key to the quality of learning is the very high expectations of all teachers as to what pupils will achieve and how they will behave and respond to their everyday work. To this end, lessons are very well planned and carefully organised and resourced. Much emphasis is placed on pupils finding out or researching topics for themselves and they show higher than average levels of initiative in their own learning. Teachers carry out careful assessments before, during and after topics, so as to know precisely where each pupil has reached in their understanding. New targets are then set and these are evaluated in a wide range of learning situations at frequent intervals.
8. Teachers realise the fundamental importance of pupils acquiring high levels of competence in the spoken word and this is reflected in the prominence given to oral work. Debates are conducted to a high standard and pupils feel confident to express their views. This was aptly illustrated in a Year 6 lesson on the moral undertones of war, when pupils expressed their views very clearly and with considerable feeling. Questions and answer sessions are conducted thoroughly and briskly so that the pace of pupils' learning rarely drops. The range of activities organised for pupils is both stimulating and highly beneficial. Work is prepared very well for pupils of widely different levels of attainment. This means that pupils with special educational needs are well supported by attractive resources and often by the additional help given by classroom assistants. The most able are also challenged and extended. Thus in a Year 5 mathematics lesson, lower attaining pupils were helped to improve the accuracy of their line and block graphs, while the most able carried out advanced work on shape and rotational symmetry. To aid progress even more, pupils are 'set' for mathematical learning while in Years 5 and 6.
9. A further strength of almost all teaching is the excellent management of the pupils. The control and organisation of pupils is made to look relatively effortless, but much of this is down to following the agreed policy on discipline, as well as the excellent response of pupils themselves towards their own learning. Particularly in the core subjects, there is a concerted effort to teach pupils their basic skills. In the older year groups, these emerging skills are well consolidated and rehearsed by carefully planned sessions and then further applied to new and challenging situations. Teachers' knowledge and understanding as to what critical stages most pupils go through in each subject are very good. Good use is also made of specialist staff such as a non-class based teacher for information technology. Considerable time is given over to fostering pupils' independence in learning. In a Year 4 art lesson on Indian crafts,

pupils were encouraged to undertake their own designs with ideas generated from handling colourful Indian costumes.

10. Teachers' marking is of a high order and follows a consistent pattern across the school. From the annotations on their work, pupils are left in no doubt as to the pleasure much of their work brings to the teachers. The marking also makes it extremely clear what pupils should do individually to extend and improve their work still further. This increases the overall response of many pupils and accelerates their learning still further. Homework is given to a good level in order to extend pupils' learning to the home environment.

The leadership and management of the school are excellent and help establish a climate where pupils work hard and achieve their potential

11. During the current school year, the headteacher has been seconded on other duties to the local education authority, leaving the school to be very ably led by the deputy headteacher. Together, they form a highly skilled and influential team that continues to run the school very effectively. Supported by other key staff and the governing body, the leadership and management of the school provide excellent steer and educational direction. The aims of the school, encapsulated in its mission statement, are concerned first and foremost with standards and the personal development of all the pupils. The efforts of the headteacher and staff, in particular, have been highly successful in ensuring Yeadon Westfield is an 'inclusive' school where all pupils reach their potential.
12. Over the past few years, the school has embarked on a highly regulated system of monitoring its past and present performance. This has led to a shared commitment for further improvement and the eventual creation of a Beacon School. The monitoring of teaching and learning has remained very rigorous and led to an increase in standards and high levels of co-operation between staff. The role of the subject leaders has been carefully defined and worked out in practice. Staff accept real responsibility for monitoring standards in their own areas and are given time away from their classes to be further trained to do it properly. From these subject audits and assessments has come a real understanding of the school's strengths together with any areas of relative weakness. The school is committed to staff development.
13. The governing body is very good. It meets fully its statutory requirements and contributes to the life of the school very efficiently through a series of working committees. Governors visit the school on a regular basis and plan and act from a well-informed position. They are extremely supportive and rightly proud of what the pupils achieve, but are in no way complacent about the future.
14. The action taken to meet the school's stringent targets is well documented in the annual development plan. The roles and responsibilities in such developments are well defined and carried through in practice. The funding made available on an annual basis, including specific grants, is appropriately targeted towards the schools declared educational priorities.

Relationships between pupils and adults are excellent and help to foster positive attitudes to learning. Behaviour is also consistently very good

15. Despite its quest towards excellence, the school has a very relaxed and positive feel about it. This is due in no small measure to the excellent relationships between the pupils themselves and particularly those between staff and pupils. There is much respect shown for each other. In a survey carried out by the inspection team, almost all pupils indicated that they liked school because of the teachers and this is a genuine and well-documented reaction. The values of the school are well known and shared by parents, who play an important role themselves in ensuring their children react properly to their learning opportunities.
16. The attitudes of pupils towards their learning are excellent. They clearly enjoy school life and show outward appreciation for what is done for them. They are also aware of the rights and needs of others and are quick to support each other. Staff are also quick to exploit this virtue and encourage regular forms of collaborative work which appear to increase the pupils' level of enthusiasm still further. When asked to settle to their work, pupils need no second reminder

and are anxious to do their best. During the inspection, several took great delight in showing the inspection team their finished efforts in which a lot of hard work and pride had been generated. Whether pupils are carefully dissecting plants or creating their own artistic masterpieces based on Monet prints, they work hard, accept responsibility and show a lot of maturity and initiative. The School Council is seen as central to much that goes on from the children's standpoint and pupils relate to this well, preparing their thoughts and views as to the areas under pupil discussion.

17. The behaviour of pupils is very good. In the classroom, pupils respond very well to the expectation of their teachers that they will be courteous and allow others to learn sensibly alongside themselves. Many classes have codes of conduct, partly formulated by the pupils themselves, which define and explain the need for good behaviour. There are very good systems in place to help reward good behaviour and the few sanctions that are necessary are also known well by the pupils. The real emphasis is on self-discipline and this works extremely well. Older pupils form good role models for their younger peers and the school is very orderly and generally calm. Outside of the classrooms, pupils realise they are in a position of trust. Playtimes and lunch breaks are well supervised, orderly affairs. While going in and out of assemblies, the behaviour of pupils is exemplary. The school has very good anti-bullying measures in place and, from discussion with pupils, they are fully aware of what to do if they feel upset or threatened by the attitudes of others. No unacceptable behaviour of this sort was observed in any way.

The curriculum provides a rich and varied range of opportunities for pupils to learn. There is effective emphasis on the moral, social and cultural development of the pupils.

18. The quality and range of learning opportunities (the curriculum) are very good. All the statutory subjects of the National Curriculum are well provided for and there is an effective balance between them. The inclusive nature of the school means that pupils of all levels of attainment are able to gain access to the full curriculum and are supported very well in their learning. While there is particularly strong emphasis on the core subjects indicated earlier in the report, the general learning of the pupils is enhanced by a wide and exciting range of topics that capture their imagination. Wherever possible, strong links are made between English, mathematics and science with the rest of the curriculum. Pupils make frequent visits to local resources and more distant locations, such as Scarborough, to broaden their learning away from the classroom. Visiting speakers, such as the police, help develop the partnership between the school and the community. The school holds very successful curriculum evenings. Parents learn about the pupils' programmes of study and even attempt some of the statutory assessment tests their children have to take. Pupils' learning is also enhanced by the contribution of extra-curricular activities. Clubs such as gardening, gymnastics, golf, choir, netball and science are all well attended and much appreciated by children and their parents alike.
19. Away from the traditional subjects, the curriculum has considerable strengths in its overall provision for the personal development of the pupils. Every class has allotted periods for the development of personal, health and social education. These lessons are of a very high standard and contribute richly to pupils' maturity. Pupils in Year 6 debate the causes of bullying and how it can be stopped or managed. They discuss any anxieties they have about going to the high school and staff give them quality time to talk things through. Pupils in Year 3 visit the village of Burnsall and show remarkable insight in their later conversations about preserving the heritage of the countryside for those who will live after them.
20. The social development of the pupils is a great strength of the school. Teachers encourage very good levels of interaction inside and outside the classroom. Paired work on the computers and group work in almost all subjects help pupils to share views and be analytical of their own feelings and values. The work undertaken by the School Council is excellent. Two representatives from each class are chosen by the pupils themselves. When in session, the quality of debate surrounding a whole range of school matters is quite astonishing for the age of the pupils. Minutes are circulated to all classes and all pupils feel there is a genuine

platform for their views to be heard and expressed. The provision for the moral development of the pupils is also very good. Their understanding of right and wrong is extremely clear and this is reflected in their relationships and understanding of how to work and behave in the school community.

21. The spiritual development of the pupils is good with well-planned assemblies giving pupils opportunities to reflect on important themes and beliefs. Provision in the wider curriculum could be stronger in this area. The cultural development of pupils is very well provided for. In a school where there is little tradition of having the opportunity to work alongside pupils from minority ethnic groups, pupils are given a broad base of knowledge and experiences to help prepare them for the multicultural nature of society. Good use is made of displays and several classes learn how to say welcome in different languages. A French Club is held. Pupils learn about comparative religions by visiting places of worship such as the Mosque in Leeds. Some of the pupils' studies of overseas countries are very detailed for their age. In Year 4, a particularly good, in-depth look at India was underway during the time of the inspection. The artefacts staff had gathered on display were clearly inspirational to the pupils and some very good work in English, geography, art and history had been undertaken. Most pupils also show above average awareness and knowledge of the culture and heritage associated with their own city and surrounding area.

WHAT COULD BE IMPROVED

- There are no significant areas for improvement

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- The school has very strong systems and procedures in place to help support the already high levels of pupils' attainment and progress. It therefore has no significant areas to improve or develop.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	38	46	12	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	Y 3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	229
Number of full-time pupils known to be eligible for free school meals	25
Special educational needs	Y3 – Y 6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	46
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	4

Attendance 1999/2000

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	31	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	23
	Girls	31	31	31
	Total	54	54	54
Percentage of pupils at NC level 4 or above	School	100 (88)	100 (97)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	21
	Girls	29	29	31
	Total	50	49	52
Percentage of pupils at NC level 4 or above	School	93 (90)	91 (94)	96 (94)
	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	0
Bangladeshi	0
Chinese	2
White	227
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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: Y 3 – Y 6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	22
Average class size	29

Education support staff: Y 3 – Y 6

Total number of education support staff	8
Total aggregate hours worked per week	127

Financial information

Financial year	1999
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	£
Total income	405581
Total expenditure	383890
Expenditure per pupil	1753
Balance brought forward from previous year	11580
Balance carried forward to next year	33271

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	44	1	0	0
My child is making good progress in school.	53	44	3	0	0
Behaviour in the school is good.	32	62	2	1	3
My child gets the right amount of work to do at home.	28	49	20	3	0
The teaching is good.	60	37	2	0	1
I am kept well informed about how my child is getting on.	34	47	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	61	36	3	0	0
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	32	56	9	2	1
The school is well led and managed.	53	42	3	0	2
The school is helping my child become mature and responsible.	48	44	5	0	2
The school provides an interesting range of activities outside lessons.	21	49	21	4	5