

# INSPECTION REPORT

## **CLAYPOLE CE PRIMARY SCHOOL**

Claypole, Newark, Nottinghamshire

LEA area: Lincolnshire

Unique reference number: 120544

Headteacher: Heather Burns

Reporting inspector: Tony Painter  
21512

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> February 2000

Inspection number: 194400

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Claypole Newark Nottinghamshire
Postcode:	NG23 5BQ
Telephone number:	01636 626268
Appropriate authority:	Governing body
Name of chair of governors:	Mr I Phillips
Date of previous inspection:	18 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Claypole Church of England Primary School is a smaller than average voluntary controlled school for boys and girls aged from 4 to 11 years. There are currently 117 pupils on roll with slightly more boys than girls. The school is situated in the village and takes pupils from Claypole and other surrounding villages. Pupils have a range of backgrounds but all are from white families and no pupils have English as an additional language. The proportion of pupils eligible for free meals, at 2.6 per cent, is very low. The overall attainment of children entering the reception class is above that found nationally. Throughout the school there are 13 pupils on the register of special educational needs and this is below the national average. Of these pupils two have statements of special educational needs.

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

The school is very effective and provides good value for money. Children under five receive a sound foundation. Good teaching in both key stages raises the levels of pupils' attainment well. By the time pupils leave the school the overall level of attainment is well above that found nationally. It is above that found in similar schools. Very good leadership has focused the school's work on raising attainment and good progress has been made since the last inspection. The school is very well placed to make further improvements in the quality of education and pupils' attainments.

#### **What the school does well**

- By the time they leave the school pupils achieve high standards, particularly in English, mathematics and science.
- Teaching is good in Key Stage 1 and Key Stage 2.
- Very effective management has led to significant improvements.
- Pupils behave well and are enthusiastic about school.
- The school offers a caring environment.
- There are good relationships between parents and the school.

#### **What could be improved**

- Teaching of mathematics in Key Stage 1 and early Key Stage 2 does not always fully develop pupils' skills.
- Monitoring of teaching in order to share good practice is not firmly established.
- There is insufficient provision for the physical development of children under five.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1996. Very good progress has been made since then and there have been significant improvements in all of the identified areas for development. In particular, improvements in the standards of teaching, especially in planning and organisation, have led to improved standards for children under five and in all subjects.

The headteacher has been very effective in setting out a clear path towards achieving higher standards. A greater emphasis on teachers working together is contributing to improvements in assessment and planning. These improvements are having a positive effect on pupils' standards in design and technology and information technology, both of which were identified as weaknesses in the last report. Good attention to improvements in the provision for children under five is leading to these children making better overall progress. Effective organisation of pupils and classes is leading to improvements in pupils' work in English, mathematics and science. The school has introduced the national strategies for literacy and numeracy well and lessons are effective in developing pupils' skills. Good opportunities are created for pupils to apply these skills across the curriculum. Mathematics remains, however, relatively weaker, particularly in Key Stage 1 and lower Key Stage 2. Although there have been many

improvements in the monitoring of the work of the school, there is still little direct observation of teaching in order to share good practice.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores<sup>1</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	N/A	A	A	C
mathematics	N/A	B	A	B
science	N/A	A	A	A

**Key**

well above average    A  
above average        B  
average                C  
below average        D  
well below average    E

Pupils' overall attainment is well above that of schools nationally and above that of similar schools. The inspection confirms the results of the National Curriculum tests. The general trend in the school's results in National Curriculum tests and assessments is improving. Variations exist in the year-on-year results but these relate primarily to differences in the groups of pupils. Very effective systems have been established to identify and track pupils' potential attainment and target future work. Challenging but achievable targets are being set both for the school and individual pupils. These targets are reviewed frequently to ensure their appropriateness. The work done during the inspection confirms these standards. Standards in information technology are in line with national expectations and much improved since the last inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and are well motivated. They have good levels of enthusiasm for their work and concentrate well.
Behaviour, in and out of classrooms	Very good behaviour at all times. Pupils respond very well to the trust and independence they are given.
Personal development and relationships	Very good relationships form the foundation of effective personal development. Pupils take increasing responsibility and gain maturity through the school.
Attendance	Good attendance, above the national average.

Pupils' positive attitudes to school are significant factors in the success of the school. The very good quality of relationships at all levels gives the school a positive atmosphere within which pupils are able to learn well.

<sup>1</sup> **ON AVERAGE POINTS SCORE:** The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school. At Key Stages 1 and 2 the Level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test. Therefore, a school whose average points score for mathematics in the end of Key Stage 1 tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2 is 27.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.*

All observed lessons were satisfactory or better and a quarter was very good or better. Good attention is paid to developing literacy and numeracy skills throughout the school. Teachers give pupils good opportunities to apply their developing skills across the curriculum. Pupils with special educational needs are effectively supported and they make good gains in their learning. The teaching of English and mathematics is good in both key stages with some very good teaching in Key Stage 2.

The quality of teaching of children under five is much improved since the last inspection. Sound teaching now gives them an appropriate start to their schooling. They have opportunities to learn across all the areas of learning although the provision for physical development is limited. Activities are generally planned appropriately but the lack of clear objectives for some activities limits the effectiveness of teaching and learning. Teaching in Key Stage 1 is good with appropriate emphasis on basic skills. Lessons are well planned but occasionally there are some low expectations in numeracy that limit pupils' gains in their knowledge and understanding. In Key Stage 2 teaching is good with much very good teaching in the top two classes where pupils' independence is promoted well. Tasks are generally planned well and closely matched to pupils' needs ensuring that pupils make very good gains, for example, in writing. Teachers are sometimes less successful at building effectively on pupils' earlier skills in numeracy and this slows their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is effective provision for the whole curriculum with good concentration upon English, mathematics and science.
Provision for pupils with special educational needs	Good provision enables these pupils to learn well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is well promoted throughout the school. Teachers establish very secure relationships that encourage pupils to be able to give ideas and opinions. Pupils' independence in learning is encouraged well in the top classes of Key Stage 2.
How well the school cares for its pupils	Pupils are cared for well in all aspects of their school lives.

The curriculum meets all statutory requirements. Arrangements for classes enable teachers to place good emphasis each morning on English, mathematics and science. This is effective in promoting pupils' basic skills. There is due attention, however, to creating good opportunities to apply their developing skills in these subjects across the whole curriculum. Basic skills in information technology, for example, are securely planned within the curriculum framework. The curriculum is supported well by strong partnerships with parents, for example with home/school reading and well-chosen homework tasks.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good management gives a clear focus on improving pupils' standards. An effective positive ethos has been created that influences all the work of the school.
How well the governors fulfil their responsibilities	The governing body is increasingly involved in the work of the school and ensures that all responsibilities are carried out well.
The school's evaluation of its performance	Good analysis of pupils' performances in a variety of tests is used effectively to focus curriculum developments. Good plans exist to develop a system for monitoring teaching and learning but these have not yet been put fully into place.
The strategic use of resources	All resources are used effectively to promote pupils' learning.

Very good management has focused the work of the school towards effective improvements since the last inspection. Good attention has been paid to promoting effective partnerships between teachers to improve the quality of provision. The development planning system is good and has appropriate opportunities for staff and governors to participate. Administration and financial planning are strong and the principles of best value are consistently applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection eight parents attended a meeting for parents. Over 38 per cent of parents (45 replies) completed a questionnaire and inspectors held a number of discussions with parents during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>Teaching is good, children enjoy school and they make good progress.</li><li>Parents get good information about their children's progress.</li><li>There are effective links with parents and the school is receptive to comments and ideas.</li><li>Good behaviour is established and pupils develop maturity through the school.</li></ul>	<ul style="list-style-type: none"><li>The amount of homework set.</li><li>The range of extra-curricular activities.</li></ul>

The inspection team is in full agreement with the positive points raised by parents but is unable to endorse parents' criticisms of the school. Homework is generally appropriate and is used effectively to further pupils' learning. A good range of extra-curricular activities enhances the curriculum and pupils' development.

## **PART B: COMMENTARY**

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

**By the time they leave the school pupils achieve high standards, particularly in English, mathematics and science**

1. By the end of Key Stage 2 standards in all three subjects are above national averages. Although there are variations in the National Curriculum test and task results from year to year, these relate primarily to the relative strengths of the groups of pupils involved. Pupils' performances in the tests have been improving over time and are generally well above the national averages. The school performs well when compared with similar schools with overall results that are above the average for those schools. The general trend of results since the last inspection has been good and standards are rising. An analysis of individual pupils' results from Key Stage 1 to the end of Key Stage 2 show that almost all pupils make substantial gains.
2. The school has made good improvements in its provision for children under five. This is giving children a secure start to their schooling and a firm base on which to build. By the time they begin statutory schooling most exceed the standards expected nationally. This improved provision is having a positive effect on the standards of pupils in Key Stage 1 and is allowing pupils to make very effective progress.
3. Pupils' standards in English are very good. They achieve results in the National Curriculum tests that are well above national averages for all schools. High proportions of pupils achieve the higher Level 5 results. The school has maintained its established strengths in teaching reading and pupils make good progress through the school. The standards of reading are high with most Year 6 pupils keen to read. They read challenging stories such as "The Ghost of Thomas Kempe" with good levels of expression. They develop very good understanding of the text and make appropriate comparisons with books they have read before. Pupils' speaking and listening skills are promoted well through discussions and through teachers' effective questioning. Pupils use an increasingly full vocabulary when talking about their work. Many Year 6 pupils, for example, employ lively and vivid words and phrases when identifying aspects of ghosts for their stories. The school identified a relative weakness in the writing of pupils and has implemented very good strategies to improve standards. These have been effective and the quality of writing is improving. Teachers help pupils to make improvements through effective marking that clearly identifies strengths and appropriate ways to make the writing better. Positive comments such as "good use of personification" and "You maintain the rhythm to give the poem momentum" support pupils' skills and form the basis of effective discussions about their work. An effective implementation of the National Literacy Strategy has contributed to higher standards in English and teachers ensure that pupils apply their literacy skills well across the curriculum.
4. Standards in mathematics are well above national averages. Good improvements have been made in raising pupils' attainment in mathematics since the last inspection and standards continue to rise. Effective adoption of the numeracy strategy of the local education authority has led to some improvements in the quality of teaching. These have had a positive effect on pupils' skills and knowledge. The school has now successfully implemented the National Numeracy Strategy and this is improving standards further. This is particularly apparent in pupils' faster and more secure mental arithmetic skills. Pupils apply these with growing confidence to their work. Pupils use their developing numeracy skills well in other aspects of the curriculum, for example, in drawing and interpreting graphs and measuring in design and technology.

5. The standards achieved in science are well above those found nationally and in similar schools. These standards have been improved and maintained through thorough attention to the subject in teachers' planning. A good range of activities with appropriate attention to investigational skills enables pupils to make good gains in their scientific learning. Pupils make good use of their developing literacy and numeracy skills when undertaking scientific tests and investigations. They record their observations carefully.
6. The standards achieved by pupils in information technology and design and technology are much improved since the last inspection. Teachers have made very good efforts to ensure that the subjects are effectively taught and that pupils have good opportunities to develop and apply their skills. Pupils develop a good range of information technology skills through work across the whole of the curriculum. They develop good levels of confidence and work together effectively, for example, when "talking" to a Victorian child through an interactive history program. Pupils show good levels of skills in operating computers and other information and communication devices. In design and technology pupils make and evaluate their designs before making objects. They develop a good range of skills with appropriate materials and tools.

### **Teaching is good in Key Stage 1 and Key Stage 2**

7. The quality of the school's provision for children under five has improved since the last inspection and teaching is now satisfactory. Teachers create a stimulating environment with activities that promote progress in all the areas of learning. Planning is generally appropriate although teachers do not identify clearly what children will learn from the range of activities they undertake. This limits assessment and the attention that teachers and support workers can pay to ensuring that children have made sufficient learning from each activity. Teachers organise their lessons well and have good control of pupils through good relationships. This ensures that children feel happy and secure in their learning. There is secure teaching of basic skills that gives children a firm foundation on which to build. However, the provision for children's physical development is limited. Teachers make good use of support staff to ensure that children have sufficient opportunities to talk about their work and play.
8. In both key stages teachers make good provision for developing pupils' basic skills, although towards the end of Key Stage 2 this is very good. Additional teaching staff and effective organisation of classes in the mornings provides smaller classes. These provide good opportunities to focus on English, mathematics and science. This leads to well-structured teaching that contributes to effective learning. Joint planning between teachers ensures that all are aware of what is being covered and how this can be applied and developed in afternoon lessons. Good attention is being paid to developing assessment systems to ensure that work builds effectively on pupils' earlier learning. This is particularly apparent in the effective use of assessment to develop pupils' writing in Key Stage 2.
9. Much teaching in the older classes in Key Stage 2 is very good. Here teachers have very good subject knowledge that they use effectively to create challenging tasks that allow pupils' to achieve their potential. The teachers here have very high expectations of pupils, especially in the level of independence that they encourage. Pupils in Year 4 and 5, for example, find their own information to prepare a presentation to the other pupils. The teacher encourages them to devise handouts and activities to enliven their talk. Lessons have good pace, encouraged by effective time setting and challenging questioning. Pupils respond well to the demands and take part with enthusiasm, promoting their learning well.

## **Very effective management has led to significant improvements**

10. The leadership and management of the school are very good and are important factors in the school's success. At the time of the last inspection the headteacher and a number of staff were new to the school. Since then good efforts have been made to establish a secure foundation for all the work of the school. An appropriate emphasis has been placed on the development of good levels of teamwork amongst staff. This has enabled teachers to share skills and understanding and develop a consistent view of how the school can be improved. This successful management has had a direct effect in raising the quality of teaching. A systematic approach to developing an appropriate curriculum for children under five has substantially improved the school's provision for these children.
11. The headteacher has a very good view of the strengths and weaknesses of the school. She is clear in her thinking and successfully develops the process of improvement. For example, through good analysis of pupils' work and achievements in National Curriculum and other tests weaknesses in writing were identified. A systematic approach to improving this was then put into place involving necessary training and sharing of expertise. Very good systems have been established for all staff to look at pupils' work together. Through this teachers gain a clearer view of what is possible. This has the effect of raising standards further. The overall result of the process is successful. There is a wider range of pupils' writing across the curriculum with some pupils writing at a very high standard.
12. Some clear improvements have been made in the role of governors and other teachers in the management of the school. The roles of subject co-ordinators have now been established and they play an active part in monitoring pupils' work and the planning of their subjects. Governors and co-ordinators play a positive role in the strategic planning of the school.
13. The headteacher has begun very effective strategies to develop teachers' skills and set up a suitable atmosphere for monitoring. She has introduced some appropriate monitoring of her own with effective support from representatives of the local education authority. The findings have been shared with relevant staff and have had the effect of improving work.

## **Pupils behave well and are enthusiastic about school**

14. Pupils' behaviour throughout the school is very good. They mix well and develop considerable maturity as they pass through the school. Even the youngest pupils respond well to routines and show great sense when they clear away after lessons. Pupils are given increasing responsibility as they get older and considerable trust is placed in them. They respond well to this and show their maturity in the way, for example, they organise themselves to play chess during breaktime. Older pupils care for younger ones well and enjoy playing together. Pupils develop respect for each other and very caring attitudes. Good levels of independence are developed in pupils, particularly in the top classes in Key Stage 2. Here pupils become very good at organising their own work and setting themselves challenging targets.
15. Relationships at all levels are very good and have a positive effect on all pupils' work, helping them to achieve high standards. Pupils take pride in their work and show this through very good levels of presentation including neat and careful handwriting and attention to layout. They pay close attention to teachers' explanations and instructions, moving quickly to their work when directed. This sustains the pace that teachers generate in their lessons. Pupils concentrate hard on their activities and this creates an effective working atmosphere that permeates the whole school. Pupils are keen to answer teachers' effective questions and they listen carefully to the answers given by other pupils. Most are eager to contribute and ask further appropriate questions.

### **The school offers a caring environment**

16. Good care is taken of pupils at all points in the school day. This is identified by parents as a particular strength of the work of the school. This caring ethos pervades all the work of the school and has a significant effect on pupils' confidence. Good arrangements are made for ensuring the health and safety of all in the school, including effective arrangements for the care of pupils at lunchtime. The weaknesses identified in the last report have been completely remedied and no such issues exist now. Good systems to assess the work of pupils are used well to promote the standards of work of individuals and groups of pupils. The identification of pupils with special educational needs is effective. Appropriate provision is made to ensure they take a full part in the life of the school.

### **There are good relationships between parents and the school**

17. Parents are very positive about the work of the school and they recognise the part they are able to play in promoting their children's progress. The school gives appropriate levels of information and parents know that they are able to contact the school with issues or questions at any time. Teachers create good opportunities for parents to work in classrooms. There are strong links established with parents of pupils with special educational needs and these are used effectively to support the progress of these pupils. Although some parents expressed concerns about the amount of homework given to pupils, these concerns were mixed. Some parents felt that pupils received too little homework and some that they had too much. The arrangements for homework are effective and pupils are given an appropriate range of tasks to undertake. Homework tasks are used well in lessons to further promote pupils' learning.

## **WHAT COULD BE IMPROVED**

### **Teaching of mathematics in Key Stage 1 and early Key Stage 2 does not always fully develop pupils' skills**

18. Although standards are well above average at the end of Key Stage 2, teachers in Key Stage 1 and in the early part of Key Stage 2 do not have consistently high expectations of pupils. As a result, tasks are not always well matched to pupils' needs and pupils do not make sufficiently high gains in their learning. Teachers have overall secure knowledge and understanding of mathematics and have effectively implemented the National Numeracy Strategy. This is leading to higher standards in mathematics, particularly in the development of pupils' mental arithmetic skills. In some instances, however, teachers do not make effective use of pupils' earlier learning in giving explanations. Therefore the work set does not consolidate and develop pupils' understanding as effectively as it could. For example, pupils in Year 2 make little use of their existing knowledge of doubles when adding three numbers together. Teachers do not consistently recognise and support the wide range of strategies that pupils are beginning to develop. For example, when a child uses five as a key number in their calculations the teacher does not recognise what they are doing and insists that they apply the taught strategy slavishly.

### **Monitoring of teaching in order to share good practice is not firmly established**

19. There is currently no system for classroom observations and this limits the ability of teachers to share their skills. There is, for example, some effective work in the top classes of Key Stage 2 in developing pupils' independence that could be introduced at an earlier stage. Although there are professional discussions within the school, neither the appraisal process nor systematic classroom observations are being used to further improve the quality of teaching. There is no regular timetable of observations nor established criteria to

focus observations. The school recognises the need for this and has good plans to further develop the work that has been begun.

20. The last report indicated a need to develop a system of monitoring teaching. The headteacher has taken some effective steps towards establishing an appropriate strategy. All staff are increasingly aware of the range of their responsibilities and subject co-ordinators have been trained in their role. They successfully monitor planning and pupils' work to ensure the effectiveness of the curriculum. The headteacher has undertaken some appropriate observations with the support of the local education authority and has shared the information from these.

### **There is insufficient provision for the physical development of children under five**

21. Although children under five take part in activities in all the areas of learning, their opportunities for physical development are relatively limited. There is no allocated area for outside play and this restricts their opportunities to take part in challenging, adventurous activities. There is currently no access to wheeled toys and climbing apparatus. The school uses a village hall for physical education and this is located some way from the school. Children under five take physical education lessons with pupils from Year 1. Although the organisation of these sessions is secure, the process of changing clothes and walking to the hall takes time and is unsettling for young children. As a result, some do not respond well and the learning of many under fives and some Year 1 pupils is restricted as the teacher has to spend time settling children and organising resources.

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

22. The school has made many improvements since the last inspection. Good plans exist to continue to improve the work of the school and further improve pupils' standards. To aid this process the headteacher, governors and staff should now:
  - (1) ensure that teachers make effective use of pupils' earlier learning when planning work and supporting learning in mathematics at Key Stage 1 and early in Key Stage 2;
  - (2) put into practice the newly devised system for monitoring teaching and learning in order to share the good practice already in the school;
  - (3) provide children under five with regular opportunities to undertake suitable activities to promote their physical development.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	45	30	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)	0	117
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	13

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	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.7

#### 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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	10	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	10	10	10
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (96)	100 (84)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	3
	Girls	10	10	10
	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (87)	93 (96)
	National	82 (81)	86 (85)	87 (86)

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
	1999	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	6	7	9
	Total	12	13	16
Percentage of pupils at NC level 4 or above	School	75 (91)	82 (72)	100 (95)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	6	7	8
	Total	12	14	15
Percentage of pupils at NC level 4 or above	School	75 (95)	88 (81)	94 (100)
	National	68 (65)	69 (65)	75 (72)

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	0
White	117
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	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)	5
Number of pupils per qualified teacher	23.4
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	24

#### **Qualified teachers and support staff: nursery**

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

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

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998 - 99
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	£
Total income	211,122
Total expenditure	220,782
Expenditure per pupil	1,725
Balance brought forward from previous year	17,180
Balance carried forward to next year	7,520

## Results of the survey of parents and carers

Questionnaire return rate 38.5%

Number of questionnaires sent out	117
Number of questionnaires returned	45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	53	40	0	0	7
My child gets the right amount of work to do at home.	40	44	13	0	3
The teaching is good.	53	44	0	0	3
I am kept well informed about how my child is getting on.	53	44	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	71	24	2	0	3
The school works closely with parents.	58	42	0	0	0
The school is well led and managed.	56	40	0	2	2
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	49	33	9	2	7