

# INSPECTION REPORT

**Sutton Church of England (VA)  
Primary School**

Sutton, Sandy

LEA area: Bedfordshire

Unique reference number: 109626

Headteacher: Miss G. O'Hare

Reporting inspector: Mr R. W. Burgess  
RgI's OIN 20950

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> June 2001

Inspection number: 194809

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Voluntary Aided
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
School address:	High Street Sutton Sandy Bedfordshire
Postcode:	SG19 2NE
Telephone number:	01767 260334
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. W. Beynon
Date of previous inspection:	11 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

Page

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

6 – 9

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

**WHAT THE SCHOOL DOES WELL**

10 – 13

**WHAT COULD BE IMPROVED**

13 – 14

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

14

### **PART C: SCHOOL DATA AND INDICATORS**

15 – 17

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

### **INFORMATION ABOUT THE SCHOOL**

Sutton Church of England Voluntary Aided Lower School is situated in east Bedfordshire. Most pupils come from the immediate area, where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. There are no pupils with English as an additional language. Children's attainment on entry to the school is generally above average for children of their age although there is a wide range of attainment and sometimes, significant variation from year to year. Children start school part time at the beginning of the school term after their fourth birthday. There are 54 children in the school of whom three attend part time. There are 33 girls and 21 boys, aged from four to nine years. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, less than two per cent of pupils were eligible for free school meals which is below the national average. The school has recognised eight pupils as having special educational needs, which is below the average for a school of this size and type, none of whom have a Statement of Special Educational Need. Since the previous inspection in February 1997 the number of pupils has risen by almost 50 per cent.

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

This is a good school. Teaching is very good. The majority of pupils make good progress and achieve good standards, particularly in English and mathematics, reflecting the very good teaching in these subjects. The headteacher has a good understanding of the school. The headteacher, staff and governors share a commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets to successfully raise standards. The school provides good value for money.

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

- ◆ Almost all teaching is good or better. There were elements of very good teaching in nearly all lessons seen.
- ◆ The headteacher provides very good educational direction for the school and together with the conscientious and committed governing body, who provide very good support, have a positive impact on pupils' learning.
- ◆ The very good assessment of pupils' work which is used well to establish targets for future learning for individual pupils.
- ◆ The planning of the curriculum at Key Stage 1 and 2 to ensure full coverage of the National Curriculum and provide for the range of ages and attainment in each class.
- ◆ The very good provision of pupils' spiritual, moral, social and cultural development.

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

- ◆ Provision for children in the Foundation Stage.
- ◆ Clarity and consistency in the provision of homework.

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

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

There has been a good improvement since the previous inspection in February 1997 and the school has a good capacity for further improvement. Assessment systems have improved. The school now uses the analysis of test and assessment results effectively to identify and

address any areas for improvement and raise pupils' standards of attainment throughout the school, for example, through effective introduction of three teaching groups. The curriculum is monitored effectively through regular scrutiny of teachers' medium term plans and pupils' work. The headteacher and governors also monitor classroom practice. The curriculum is covered in a systematic way which supports good progress throughout the school. The National Literacy and Numeracy Strategies have been introduced effectively. The headteacher, staff and governing body have a clear picture of what needs to be done. The school has set targets with the local education authority as well as identifying targets for individual pupils. These have been well met. There are good management strategies and a shared sense of determination which will help the school to move forward and continue to succeed.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A	A	A
Writing	A	A	C	D
Mathematics	A	A	C	D

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

The small number of pupils in each year group means the results of national testing and assessment are too variable from year to year to provide a reliable guide to the overall trend of standards throughout the school or to make meaningful comparisons with the performance nationally and in similar schools.

Evidence during the inspection indicated that recent staff appointments have impacted positively on the quality of teaching. The majority of pupils are attaining above levels expected nationally, especially in English, mathematics and science. Children in the Foundation Stage make good progress and most achieve the early learning goals before the age of five. Pupils with special educational needs have benefited from well targeted support and are achieving well in relation to their individual targets. These standards of attainment reflect the very high level of commitment by the pupils, staff and governors at the school and the very good support from parents and these are major features which lead to the school's success.

Attainment in information and communication technology is in line with national expectations for the majority of pupils. Attainment in music is particularly high and is above national expectations for pupils in all other subjects by the end of Year 4.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good, positive attitudes to work.
Behaviour, in and out	Behaviour is good. Pupils work hard and want to do well. They

of classrooms	enjoy lessons and are enthusiastic learners. The youngest children are sometimes slow to settle at the beginning of lessons.
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Personal development and relationships	Pupils' personal development is good. Relationships between the pupils are good and readily show their appreciation of each other's efforts
Attendance	Attendance and punctuality is very good. The parents are very supportive in sending their children to school regularly.

The care for the personal development of each individual child is a reflection of the ethos of the school and is fundamental to its aims and objectives. Positive attitudes and good behaviour are encouraged. Pupils listen attentively and respond well in lessons. Pupils willingly take responsibility for tasks.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	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.*

The quality of teaching is a strength of the school. It was good or better in almost all lessons seen, very good in 47 per cent and good in 42 per cent. Teaching was very good in English, mathematics and art and design and there were elements of very good teaching in most other lessons. The basic skills of literacy and numeracy are taught well and this contributes effectively to the good progress in pupils' learning. The quality of teaching for children in the Foundation Stage was mostly good or better. At Key Stage 1 and 2 all teaching was good or better. Teachers have high expectations of the pupils. They have secure subject knowledge, manage pupils well and build effectively on the pupils' previous learning. Resources are used very well and increase the rate of learning. Planning is very good. Homework is satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good and well organised. It includes a wide range of experiences which are stimulating and interesting for the pupils. The school places appropriate emphasis on the teaching of language and number skills.
Provision for pupils with special educational needs	There is a very good level of support and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. Pupils are given good opportunities to develop and express their feelings, particularly in the development of moral and social values. They are given very good opportunities to experience a range of different cultures.
How well the school cares for its pupils	The school has very good procedures for the welfare of its pupils. Assessment systems are very good. There are effective procedures for the monitoring of pupils' academic and personal progress to inform planning for future learning and to identify the learning needs of individual pupils.

Following the establishing of three teaching groups in September 2000, the curriculum provision for children in the Foundation Stage has yet to be fully developed and adequately resourced. The school benefits from very good parental support. There is a good range of

activities outside the classroom both at lunchtime and after school. The staff are hardworking and committed to the care and personal development of the pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is very good. Termly and yearly planning are very thorough. All staff fulfil their roles with commitment and a high level of professionalism. There is a strong sense of partnership between staff and governors.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive and take an active part in monitoring and evaluating the work of the school.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is very good and used well to develop targets and inform teaching and learning.
The strategic use of resources	The school uses its resources well to support initiatives and areas of development. For example, the provision of an additional classroom in 1999 and the establishment of separate teaching groups for the Foundation Stage, Key Stage 1 and Key Stage 2.

The school has a good number of teaching staff and there is good provision of support staff to effectively support learning. The accommodation is good and has been improved since the previous inspection with further developments to take place in the coming months. There are good levels of resources to meet the requirements of the curriculum. Financial resources are managed prudently and the school is applying the principles of best value. For example, through the employment of an additional part time teacher and additional hours for classroom support assistants.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ Their children like school.</li> <li>◆ The standards pupils achieve.</li> <li>◆ Parents can approach the school with questions or problems.</li> <li>◆ The expectations the school has of pupils.</li> <li>◆ The school's values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Clarity and consistency in the provision of homework.</li> <li>◆ Insufficient provision outside of lessons.</li> </ul>

Inspectors agree with the positive comments made by the parents. They disagree that there is insufficient involvement outside lessons and judge the extra-curricular provision as good. Homework provision is satisfactory throughout the school. It would be helpful to clarify the school's policy and practice and ensure it is consistently implemented.

## **PART B: COMMENTARY**

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

**Almost all teaching is good or better. There were elements of very good teaching in nearly all lessons seen**

1. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided. Teachers' planning identifies good learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 3 and 4 class enthusiastically responded to a geography session to develop their understanding of pollution, which made good use of their homework during half term.

2. In art and design teachers stress the need for pupils to observe closely and very good use is made of examples of the work and styles of famous artists and of pupils' own work. For example, pupils in Years 1 and 2 produced a display based upon illustrations from a book about a chameleon which they had read as a class. There is very good use of questioning to help pupils develop and refine their work.

3. There are good examples of appropriate and effective teaching which use resources and accommodation well and results in challenging work and the pupils making good progress, for example, in music lessons, both class and individual, taken by the part time specialist music teacher.

4. Teaching is particularly effective in lessons where there is good subject knowledge and enthusiasm. For example, in a Year 3 and 4 lesson the teacher motivated and enthused pupils during the brisk mental mathematics sessions and the plenary session was used well to provide good opportunities for pupils to reflect on what they had learned.

5. Teachers' expectations are high and there is good use of resources. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high. Pupils' work is marked regularly and comments are used to provide challenge and to encourage pupils.

**The headteacher provides very good educational direction for the school and together with the conscientious and committed governing body, who provide very good support, have a positive impact on pupils' learning**

6. The governors, headteacher and staff make a very good contribution to the quality of education in the school and the standards which pupils achieve. Since the last inspection all the key issues identified have been successfully and effectively addressed. In particular, the improved curriculum coverage and very good procedures for assessment of pupils' work and its use to inform future learning. It has developed good plans and clear and realistic targets, which have been well met. The level of resourcing has been improved and the school is continuing to develop resources for information and communication technology. The governing body is very supportive. Effective committees support different aspects of the school's affairs. The school benefits from the high level of commitment of the staff and governors.

7. The leadership and educational direction provided by the headteacher are very good. She has developed a strong sense of partnership between governors, staff and parents. Governors have a clear strategic view of the school's development. The school development plan clearly identifies priorities and makes provision for monitoring and evaluation of the impact of initiatives; responsibilities are clearly identified. It is carefully devised in consultation with staff and governors and is a valuable instrument for improvement. Aims and values are clearly expressed and the management of the school is very successful in promoting them.

8. The quality of the work of the governing body is very good. They set a clear educational direction for the school. For example, they set precise criteria for the recent appointment of new staff in summer 2000 that matched the particular needs of the school. There is an effective balance of expertise across the governing body. The chair of governors is very clear about the aims of the school. He works closely with the headteacher and has been instrumental in achieving changes to the schools' provision. For example, he campaigned successfully for the plans to create a mezzanine floor to improve the accommodation. Governors know their school well and greatly value the advantages of their small community.

9. The headteacher and governors have made significant contributions to improve the quality of provision. Since the last inspection there have been a number of improvements to the accommodation. In particular the provision of an additional classroom has enabled the provision of three teaching groups. The careful consideration to the recruitment of staff as the school has grown has ensured that the school has very good levels of staff expertise and specialisms.

### **The very good assessment of pupils' work which is used well to establish targets for future learning for individual pupils**

10. Significant progress has been made in developing assessment systems since the last inspection. The procedures for assessment are now very good. The school has successfully developed the effective monitoring of pupils' attainment throughout the school. Good use is made of baseline assessment when children start school to ensure that activities meet their needs in all areas of learning, including their personal development. Further information is gained from the results of the Key Stage 1 tests, reading ages and other assessment procedures. Teachers, in consultation with the older pupils, agree challenging targets for improvement. Portfolios are developed for individual pupils as they progress through the school, including examples of assessed work, the results of formal assessments and standardised tests.

11. Assessment is very good in the core subjects of English, mathematics and science and is developing appropriately in other subjects. Daily assessment and evaluation of work is used very effectively in both key stages. The marking of pupils' work has been effective in improving performance. There are many good examples, in both key stages, of helpful and encouraging comments that tell pupils how they might improve their work. This is consistent across the school and in all subjects. Questioning is very well used by teachers to check understanding in lessons to inform future planning. Opportunities are provided for pupils to

evaluate their own work to give them a better understanding of the progress they are making.

12. The school has a number of tests and procedures in place and is still refining these in order to make them increasingly effective tools. Teachers monitor both understanding and progress effectively. The school analyses early assessments and national test results effectively. Information is used well to reflect on strengths and weaknesses within the curriculum. This information enables teachers to plan a range of activities and experiences appropriate to the needs of the pupils. The success of the approach is reflected in the high standard achieved.

### **The planning of the curriculum at Key Stage 1 and 2 to ensure full coverage of the National Curriculum and provide for the range of ages and attainment in each class**

13. Curriculum planning is very good. Very effective links are made across subjects, as reflected in the very good long term planning of work for the school. The staff work co-operatively to plan the curriculum. The co-operative nature of this planning and the review of work undertaken contribute effectively to the very good management of the curriculum in both key stages. The curriculum is clearly linked to the programmes of study and attainment targets within the National Curriculum; it outlines what pupils are expected to know, understand and be able to do, and includes very extensive opportunities for assessment, ensuring continuity throughout the school. Each subject has a comprehensive policy statement and medium term plans outline in detail what pupils in each year are expected to cover.

14. Schemes of work provide good guidance to ensure consistent development of pupils' learning in all subjects of the curriculum. Teachers' day-to-day planning makes very good use of their knowledge about pupils' prior attainments and ensures that work is appropriate for all pupils' abilities. Teachers plan the work to be interesting and relevant with a range of stimulating activities to support the basic skills of literacy and numeracy. They welcome the very good input they receive from classroom helpers in supporting these activities. Care is taken to ensure that pupils with special educational needs are well supported and talented pupils are suitably challenged.

15. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education. Subjects, such as history and geography, are planned and taught well and cover the required areas. The curriculum ensures good provision for the development of creative arts.

### **The very good provision of pupils' spiritual, moral, social and cultural development**

16. The school's overall provision for the pupils' spiritual, moral, social and cultural development is very good. It supports good levels of behaviour, the positive attitudes and good relationships within the school and makes a very significant contribution to pupils' learning and personal development.

17. The very good provision for pupils' spiritual development is delivered through many areas of the curriculum such as studying the wonders of the natural world when studying plants and animals in their science work. A wide range of themes is incorporated into assemblies to encourage pupils to relate very well to each other and care for other members of the community. The quality of these assemblies makes a positive contribution to pupils'

spiritual development. The school recognises and respects the beliefs of others while promoting a caring, Christian ethos. Work in personal and social education, develops trusting relationships between pupils and with the staff. The use of stories and music enriches the experience and the celebration of pupils' achievements has a positive impact on raising their self-esteem and appreciation of others.

18. The provision for pupils' moral development encourages pupils to play and work well together and to show consideration and appreciation of each other's needs and achievements. In assemblies and personal and social education pupils have very good opportunities to discuss moral issues. Pupils have clearly developed a sense of right and wrong and often regulate their own behaviour. It is evident from the good behaviour of pupils throughout the school that the consistent approach and expectations by staff have a positive effect on the atmosphere in the school. Pupils are encouraged to think of the needs of others and help people who are less fortunate than themselves, through, for example, fund raising for a wide range of charities which have included the Royal National Lifeboat Institution, a local children's hospice and several children's charities. All pupils are encouraged to show respect for each other, the school and its environment. All adults in the school offer very good role models in their caring and supportive attitudes.

19. Provision for the social development of the pupils is very well promoted by the school. Pupils are encouraged to work and play together and to value and respect one another's contributions in lessons. The school provides good opportunities for pupils to take on tasks of responsibility for themselves and others. Community involvement is encouraged and pupils learn about what it means to be part of society. Events linked to the Parish Church support this aspect of school life through regular participation in services and festivals. Pupils' understanding of society and citizenship is also promoted by visitors to the school and by producing Christmas concerts to which they invite the elderly and helping with the village millennium celebrations. Visits to local places of interest are effective in helping them to understand the environment in which they live and how it has been affected by the past.

20. Provision for pupils' cultural development is promoted effectively throughout the curriculum. Pupils have a good understanding of their own culture and of their role within it. The school is generally well supported by the local community and pupils support community events. The school makes very good provision for promoting pupils' understanding of multicultural society across the curriculum, for example, in geography, art and design, music and religious education. The pupils are developing an appropriate understanding of other faith traditions through visits to such places as Finchley Synagogue. All pupils benefit from the very good opportunities to gain knowledge and understanding of the different cultures represented in modern society.

## **WHAT COULD BE IMPROVED**

### **Provision for children in the Foundation Stage**

21. Provision for children in the Foundation Stage is satisfactory overall with pupils making appropriate progress. Parents have positive views about the start their children have to school. Although there is a satisfactory policy in place, planning is insufficiently detailed to meet all the needs of this age group. References are made to the recommended areas of learning for children of this age but the detail in the planning is not adequate to meet the needs of all the children in the Foundation Stage. As a result, the activities, at times, are not always appropriate for some of the younger children. The co-ordinator for the

Foundation Stage was appointed in September 2000 and has yet to attend in depth training linked to the introduction of the new curriculum for the Foundation Stage.

22. The school does systematically plan its teaching to build on the nationally recommended areas of learning for children of this age group. This planning is not adequately reflected in all the lessons within the mixed Foundation Stage and Year 1 class, particularly for the youngest children. The work for these pupils is not sufficiently focussed or targeted and some sessions are inappropriately timed for these younger pupils to effectively meet their individual needs, particularly in relation to their creative, personal and social development. Resources both within the classroom and more especially, those outside, do not provide adequate stimulation and opportunities for regular investigative, imaginative and physical play.

### **Clarity and consistency in the provision of homework**

23. At the meeting for parents held prior to the inspection, parents expressed the view that the provision of homework was inconsistent through the school. The provision of homework across the school is inconsistent and limits the opportunities for parents to support their children's learning at home. When homework is provided it is generally well supported. The homework activities provided offer additional challenge to extend the pupils but it is inconsistent throughout the school. Some parents expressed concern about the amount of homework regularly set, this does appear to be justified. There is a lack of clarity regarding policy and practice and the purpose and expectations of homework are not provided clearly for all parents.

24. Inspection judgements are in agreement with parents' views. The provision of homework and the quality and range of information to parents regarding homework is inconsistent through the school. Confusion can also occur in classes where pupils have a different teacher in the morning and afternoon. There is not a homework diary or planner to provide communication regarding homework.

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

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ Improve the provision for children in the Foundation Stage by:
  - *providing a curriculum, which promotes all aspects of physical development and enables appropriate activities for children in the Foundation Stage to take place throughout the school day;*
  - *ensuring that appropriate resources are provided;*
  - *developing specific schemes of work for this age group;*
  
- ◆ Develop a consistent policy and practice regarding homework by:

- *reviewing existing practices;*
- *consulting parents on their views;*
- *communicating to parents a clear agreed policy.*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	47	42	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	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	54
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

English as an additional language	Number of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	91 (100)	82 (100)	91 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	82 (90)	91 (100)	91 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

As the number of boys and girls undertaking the National Curriculum tests at the end of Key Stage 1 were both less than 10 then only the overall school percentage results are recorded.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
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 – Y4

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	16.1 : 1
Average class size	13.3

### Qualified teachers and classes: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	28

## Financial information

Financial year	1999/00
	£
Total income	128,844
Total expenditure	132,410
Expenditure per pupil	2,818
Balance brought forward from previous year	24,107
Balance carried forward to next year	20,541

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	5	0	0
My child is making good progress in school.	43	54	3	0	0
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	40	49	11	0	0
The teaching is good.	40	60	0	0	0
I am kept well informed about how my child is getting on.	51	40	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	5	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	37	49	14	0	0
The school is well led and managed.	40	40	20	0	0
The school is helping my child become mature and responsible.	51	46	3	0	0
The school provides an interesting range of activities outside lessons.	26	31	31	12	0