

INSPECTION REPORT

PEAFIELD LANE PRIMARY SCHOOL

Litton Road, Mansfield Woodhouse

Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122434

Headteacher: Mr J M Peck

Reporting inspector: Mr Paul Evans
20737

Dates of inspection: 10th - 12th July 2000

Inspection number: 196384

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Litton Road Mansfield Woodhouse Nottinghamshire
Postcode:	NG19 9PB
Telephone number:	(01623) 460366
Fax number:	(01623) 460366
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor B Nestor
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paul Evans	Registered inspector
Roger Steel	Lay inspector
Agnes Patterson	Team inspector
Nick Pett	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill St
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peafield Lane Primary School has 292 full time pupils on role, 127 girls and 165 boys. The school also has a Nursery, which has 30 children attending the morning session and 39 children attending in the afternoon. The school is situated in Mansfield Woodhouse, a village on the outskirts of Mansfield. The local community consists of a mixture of Local Authority, community association and private housing. Approximately 35 per cent of pupils live outside the catchment area, mainly in private housing. Fourteen per cent of pupils are on the Special Educational Needs Register, which is below the national average and twenty five per cent are eligible for free school meals which is in line with the national average. The majority of children attend the school's nursery before joining the reception class. However, a significant minority of children have limited pre-school experiences and, when they join the school, they have below average social and communication skills.

The school provides a warm and friendly, yet hardworking, environment for its pupils and celebrates the individuality of each pupil. A very good programme of extra-curricular activities includes a wide range of sports, music and very high quality day and residential visits. The day and residential visits are the sources of a great deal of evidence and data which are later used as the basis for work which is undertaken in the classroom. Pupils also undertake a very good range of outdoor and adventurous activities on these visits.

The main aims of the school are to make provision for the development of the whole child and through the development of their individual talents to enable every pupil to achieve the highest standards.

HOW GOOD THE SCHOOL IS

Peafield Lane is a very good school which teaches basic skills very well. It also raises the levels of self-esteem of all its pupils very well. By the time that pupils leave the school, they achieve standards which are average in English and science and above average in mathematics compared to all schools nationally. Compared to similar schools, these results are above average in English and science and well above average in mathematics. This is a very good level of achievement. The effectiveness of the school is very good and it provides very good value for money.

What the school does well

- Consistently raises standards of literacy in both key stages.
- Raises the academic standards of the great majority of its pupils to levels which are in line with or above national expectations, by the time that they leave the school.
- Raises pupils' knowledge and understanding of the world around them.
- Enables pupils to attain high levels of confidence and self-esteem.
- Fosters and develops the individual talents of its pupils very successfully.
- Provides very good leadership and management of the school.

What could be improved

This school has no significant weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997.

In response to the key issues raised at the time, the school has:

- Provided pupils with good opportunities to develop and refine their own ideas. Pupils are now involved in setting their own targets for improvement in their work and levels of achievement.

- At the time of the last inspection pupils were taught in mixed age classes. The other key issue referred to the setting of challenging tasks within that context. Pupils are now taught in single year group classes.

This means that all the key issues, raised in the last inspection report, have been fully addressed and that the actions taken are impacting positively on the achievement and standards of all pupils. The school has made good improvement since the last inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	C	B	well above average A above average B average C below average D well below average E
mathematics	A	C	B	A	
science	B	C	C	B	

Standards in Key Stage 1 are above the national average in English and in line with the national average in mathematics. However, the school has introduced the National Literacy Strategy and the National Numeracy Strategy excellently and the number of pupils reaching the average level 2 in national tests in Key Stage 1 has risen steadily since 1998. Because the overall level of attainment of pupils, on entry to the school is below average, the teaching of basic skills in literacy and numeracy are a priority. The excellent introduction of both the National Literacy and the National Numeracy Strategies, within the school, have been major factors in raising standards. Inspection evidence shows that pupils in Year 2 are now reaching standards in English, which are above the national expectation and are continuing to improve. In mathematics and science, standards are now in line with national expectations. This means that the school is steadily approaching its target for pupils' standards to be in line with or above the national expectation at the end of Key Stage 1.

In Key Stage 2, standards in English are in line with the national average. Standards in science and mathematics are above average. Compared to the results of pupils in similar schools, standards are above average in English and science and are well above average in mathematics. These standards are a very good achievement for the school and the unconfirmed test results for 2000 show that standards are continuing to be raised in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy attending school. They work hard in an atmosphere of supportive care, concern and guidance.
Behaviour, in and out of classrooms	Very good. The atmosphere in classrooms is one of complete involvement in their studies and real excitement in what they discover.
Personal development and relationships	Very good. They undertake responsibilities maturely and work well with others in pairs and in various groups.
Attendance	Satisfactory. Broadly in line with the national average and maintained over a period of years.

All pupils learn to behave very well and to take responsible attitudes to their work. From the earliest age, they respond very well to the high expectations of the school and the caring attitude of support and guidance for all. They develop very good relationships with each other and with their teachers.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen, overall	None seen	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.

Few lessons are observed during a short inspection. However, the lessons observed included English, mathematics, science and geography. The quality of teaching was very good or excellent in all except one of the lessons observed, which was satisfactory. Overall, the judgement, based on inspection evidence, is that the quality of teaching in the school is very good.

The levels of planning and of expectations for the achievement of all pupils, combined with the monitoring and evaluation of the effectiveness of all teachers, ensure the high quality of teaching throughout the school. The excellent introduction of the national strategies for literacy and numeracy is having the effect of raising standards.

All pupils' work is regularly marked and praise is often given. When marking quality is at its best, teachers provide appropriate comments and give clear guidance, which helps pupils to improve their work. However, the use of marking is not consistent in quality across all classes.

From below average levels of attainment on entry to the school, children under five years of age, make very good progress. Progress is good throughout Key Stage 1. In Key Stage 2, the progress of all pupils is very good. Because of the high quality of teaching and the very good levels of support given by learning support assistants, the levels of achievement of pupils with special educational needs are good throughout the school. Pupils for whom English is not their mother tongue are truly bilingual. Consequently, the school does not have to implement strategies for teaching English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is fully in place and is enriched by the very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The co-ordinator for special educational needs, together with the well qualified, dedicated classroom assistants, ensure the consistent raising of standards through complete access to the whole of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are very good. Spiritual and cultural development are both good.
How well the school cares for its pupils	Satisfactory. The school enables pupils to develop a wider understanding of the world around them. It provides them with the opportunity to enhance their lives through the very good programme of personal development. However, the very good information gathered from the assessment of pupils' work is not yet consistently used to carefully match future tasks to what pupils already know, understand and can do.

The curriculum provided fully meets statutory requirements. Depth and richness are added through the use of all areas of the wider curriculum to develop and enhance the particular talents of individual pupils, for example in art, music, sport and environmental projects. All pupils are given an enhanced

sense of self-esteem through the school's belief that they can achieve high standards through hard work. There is a very good programme of extra-curricular activities and residential educational visits. These, together with the very good community projects which the school undertakes, give pupils a greatly enhanced view of the wider world and their place within it.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides an excellent educational vision and direction for the school. Each member of the teaching and support staff is given and fully accepts responsibilities within the very good spirit of team-work which enables the school to move forward.
How well the governors fulfil their responsibilities	Very good. The governing body has fully developed its role as critical friend to the school. Governors are true partners in the management of the school. However, the governors' annual report to parents does not convey clearly to parents what the school is achieving in some areas.
The school's evaluation of its performance	Very good. The school has clearly developed high level, long-term aims for the achievement of all its pupils. The procedures for evaluating its progress and for modifying its provision in order to meet those aims are very good.
The strategic use of resources	Very good. The planning, consideration of options and the evaluation of the effectiveness of decisions are all very good.

The headteacher's vision for the educational direction of the school is recognised and respected by all staff, parents and governors. All know that they are regarded as equal partners in the development of the quality of education provided by the school. This atmosphere of very good partnership is a major strength of the school.

The involvement of governors in discussions about the use of the school's resources is very good. Quotations for purchases are sought and decisions are made, using a range of criteria, not on the basis of cost alone. All decisions are later evaluated for their effectiveness in raising standards and future decisions take into account any lessons learned. The application of the principles of best value is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • The good progress that their children make. • That the quality of teaching is good. • That they are comfortable when approaching the school with any problems. • That the school is well led and managed. 	<ul style="list-style-type: none"> • The information that they receive particularly about the progress that their children make. • The amount of homework that children receive • The way that the school works in partnership with parents.

Inspection evidence supports the positive views of the great majority of parents. The amount of homework and its contribution to pupils' progress is good and the school works very closely with parents in many ways. However, although the information given to parents is good, overall, the annual report to parents about their children's progress is not of consistent quality in all classes. This could be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school consistently raises the standards of literacy in both key stages.

1. On entry to the school, although pupils' standards of literacy vary according to their pre-school experiences, their standards, overall, are below average. Fourteen per cent of pupils are on the school's Special Educational Needs register, which is below the national average. However, a significant minority of the remaining pupils have skills in speaking and listening, writing and reading which are below average.
2. The raising of standards in all areas of literacy is a priority from the time that children enter the school. Early assessments of children's standards are undertaken which give a clear indication of the abilities and needs of each child. The school has introduced the National Literacy Strategy excellently and the quality of teaching of literacy throughout the school is very good.
3. The combination of the various strands of the school's teaching of literacy have steadily increased the number of pupils reaching the average National Curriculum level 2 and above at the end of Key Stage 1. This good base is built upon very successfully throughout Key Stage 2. Pupils develop into good or very good readers. They consistently improve their skills of speaking and listening which is very well supported by the consistent extension of pupils' vocabulary by all teachers and support assistants.
4. The teaching of reading skills and the range of books that pupils read have been very well enhanced by the introduction of the "Story Sacks" scheme. Parental involvement in the development of this scheme is very good. The school teaches letter sounds and names together with the basic formation of letter and later word shapes. This leads into the school's policy for the teaching of handwriting. Pupils practise their handwriting regularly and by the time that they leave the school the great majority of pupils write in a clear, cursive, joined style. However, this is not developed early enough in the school to enable younger pupils to take pride in the presentation of their work.
5. The standards of pupils' writing skills are raised well during Key Stage 2. This is reflected in other areas of the curriculum where pupils often write extended pieces of work, for example, in history, geography and science. Pupils regularly use computers to word process this type of work producing good quality work, using a good range of different fonts, varying size and colour.
6. The analysis of pupils' tests results and the procedures for the assessment of pupils' progress are very good. However, the use of this high level information to carefully match future tasks to what pupils already know, understand and can do is not yet consistent in all classes or in all English lessons.
7. The school has invested a considerable amount of money in the appointment of learning support assistants, who have all achieved qualifications on recognised educational courses. They provide excellent support for pupils of all abilities, especially those of lower ability and those who have special educational needs. Additional support is also given by voluntary literacy support staff. This very good level of staffing and the high quality of literacy support are a strength of the school.
8. Less able pupils and pupils with special educational needs are very well supported. Procedures for assessing the individual literacy needs of pupils are very good. This information is used to set short term attainable targets in pupils' individual education plans which teachers and learning support assistants use in their planning. Together with the school's "short steps" policy, these factors combine to enable good progress for all these pupils.
9. The school has developed a strategy of combining some Year 5 and Year 6 pupils with Special Educational Needs with some pupils who are judged to be performing below their ability. The

objective is to carefully focus teaching for these pupils to enable them to reach expected or higher than expected standards in their end of Key Stage 2 tests. Progress is good for all these pupils. In the unconfirmed test results for 2000, a high percentage of Year 6 pupils in this class reached the expected level 4 and one pupil reached the higher than expected level 5, in science.

10. Recently, the number of targets set in pupils' individual education plans has been revised. Learning support assistants assess what pupils learn in each lesson and share this information with class teachers as part of the process of reviewing pupils' progress towards their targets. Parents are invited to be involved in the regular reviews of pupils with special educational needs and the level of attendance is good.
11. The school's focus on literacy skills makes a good contribution to standards in other areas of the curriculum, particularly in mathematics and science. The improvements in pupils' literacy skills, together with the excellent introduction of the National Numeracy Strategy, have raised standards in mathematics to above the national average in 1999. The unconfirmed Key Stage 2 test results for 2000 show a greater percentage of pupils achieving both the expected level 4 and the higher than expected level 5, in both English and mathematics. In the 1999 tests, the percentage of pupils in Key Stage 2 reaching level 4 and above in science was above the national average. The unconfirmed results for 2000 show that the percentage of pupils reaching these levels has been maintained.

The school raises pupils' knowledge and understanding of the world around them.

12. On entry to the school, a significant minority of pupils have below average social skills. This is evident in the low self-esteem and confidence of these pupils. From the very beginning of their school life, pupils are given praise for good behaviour and hard work. Their efforts are celebrated throughout the school in the high quality displays of their work.
13. In Year 2, very good quality drawings and paintings by pupils are based on a study of several works by Monet. Very good, extended writing in a whole class book entitled 'Stories of Monet's Life' supports this artistic display. The class has visited a local farm called 'Patchings' to see a garden very like Monet's. Pupils have written good records of their visit.
14. From the very earliest age, children and pupils are provided with experiences, which enable them to develop a growing understanding of the world around them and their place within it. In the nursery, all areas of the nationally agreed Desirable Learning Objectives (DLOs) for children under five are addressed very well.
15. The teachers' and nursery nurses' planning is very clearly linked to the individual targets set for children in all areas of the DLO's. This planning is on open display. During the inspection parents were observed tracking the progress of their children and commenting on how clear the presentation of progress was.
16. The statutory curriculum is fully in place at both key stages. The introduction of the National strategies for both Literacy and Numeracy, has been excellent. The school has been very successful in maintaining a very good breadth and depth to the curriculum it provides. The very good range of extra curricular activities and community projects that the school undertakes enriches this very well. The school now manages the community hall, which is on the same site. A local toddler group and a child minders' group use the hall twice each week. The great majority of these very young children are eventually enrolled in the school's nursery.
17. During the inspection, a wide range of musical tuition was in evidence. Some pupils were learning to play guitars, flutes, saxophones, the cornet, French horn and recorders. Instrumental classes are already well subscribed for the coming term. A visiting performance musician encouraged high level performances on the part of pupils'. The nursery children celebrated the 'Caribbean Experience' while the theme for Year 5 pupils was 'Poetry from the environment'.
18. The school has undertaken some major environmental and community projects. For example there is a wealth of photographic evidence of the building of a new footpath linking the adjacent

Whinney Hill Woods to the River Maun trail. The school won a 'Green Grant' to extend the Whinney Hill woodland. Pupils from the school checked the flora and fauna in the woodland, made decisions about what to plant and refurbish and extended the woodland area.

19. Pupils made decisions about the route of the footpath and were involved in digging it out. Adult volunteer groups laid the surface and erected the fencing. The school won the environmental award from a county newspaper for the project out of almost one hundred and fifty schools who entered. Several other very good environmental trails have also been developed. Pupils have been involved in the choice of new equipment for the school's playground and were thoroughly involved in designing and preparing the good community garden at the front of the school.
20. Pupils are regularly taken on very good day and residential visits. They go camping and hostelling. Year 6 pupils undertake a very good residential week of outdoor and adventurous activities. Younger pupils camp overnight in the school buildings. A group of older pupils, who discussed their school life with a member of the inspection team, reflected on the high level challenges that they faced in many of the school's activities and the satisfaction that their achievements give them. They also expressed their pleasure in undertaking extra-curricular activities, particularly sport and music. All find their teachers are fair, approachable and very encouraging.
21. There is a very good range of extra curricular provision offered by the school. Sports include soccer, basketball, netball and gymnastics. The school also has a choir and a French club. There are very good links with the local secondary school, which is a designated sports college. The school's sports teams have enjoyed a good level of success in local inter-schools' competitions. The girls' football team has won their local league in three out of the last four seasons.
22. The curriculum is further broadened by day trips and visitors to the school. Year 4 pupils visited Wollaton Hall in Nottingham as part of their history topic on 'the Tudors'. Someone who was involved in World War II visited older pupils. He spoke about his experiences and answered pupils' questions as part of their study of World War II. The pupils later presented a musical performance of 'The Evacuees.'
23. The very good range and quality of the extended curriculum give every pupil the opportunity to identify and develop their own talents. Pupils grow to be confident and to have high levels of self-esteem. They perform music and drama before large audiences and develop high levels of care and concern for the environment. This has a very good impact on their personal development, which, in turn, has a positive effect on their academic achievement.

The leadership and management of the school are very good.

24. The headteacher is a very strong leader who demonstrates true vision in his educational direction for the school. Senior members of staff have a wide range of strengths which are combined through very strong teamwork to produce true partnership in the management of the school. All the teachers, learning support assistants, lunchtime supervisors and the very good contributions of the school secretary and premises manager deal with all pupils in a spirit of trust and high expectation. All apply the school's very good behavioural policy consistently. The strong team ethic is a strength of the school. Just as the self-esteem of pupils is raised and contributes to the raising of standards, so the very strong teamwork amongst all staff leads to improved self-esteem and very good all round performance.
25. The current school management plan is a very good, comprehensive document, which covers all areas of the school's provision and is appropriately costed. A very good review of the plan is produced each year, which details the attainment of targets set and modifies, as appropriate, the school's priorities for the coming year. The management plan is contributed to well by staff, governors and the school's management. It is an agreed team plan for the progress of the school.
26. The planning and expertise, which guide this level of team building, are very good. Literacy and special educational needs support assistants are very well trained. They work very closely with

teachers in preparing the work that they undertake with pupils. They assess pupils' progress during lessons and pass this on to class teachers. When working with pupils with special educational needs, they use the very good targets contained in pupils' individual education plans to guide their work. All demonstrate high-level questioning skills, great enthusiasm and high levels of patience in their work with all pupils. They make an excellent contribution to the education of all the pupils they support. When the school requires new teachers they are sometimes recruited from Initial Teacher Training students who have worked in the school and have been judged to be of a very high standard.

27. The headteacher, subject co-ordinators and members of the governing body monitor the quality of teaching in lessons. Teachers receive oral and written feedback. All staff are involved in the Nottinghamshire appraisal scheme and each teacher has a formal professional interview with the headteacher each year to monitor professional progress and to set or review personal targets. The programme of professional development within the school is very good. Teachers share their learning from courses with the whole staff. This is an efficient use of time and money.
28. The governing body undertakes its responsibilities very well. The Governors' understanding of the strengths and weaknesses of the school is very good. They act as a truly critical friend to the school and give very good support to the school's management. Governors are fully involved in all aspects of the school's development and are true partners in all decision making. Each committee works on its own area of responsibility and maintains the awareness of all governors through written reports to the meetings of the fully governing body.
29. The governors set themselves targets each year and have developed very good management targets for the headteacher and his deputy. The governors' annual report to parents meets statutory requirements. However, some sections of their report, for example the progress of pupils with special educational needs, do not give clear comprehensive information to parents. This could be improved.
30. Levels of financial planning are very good. The very good school management planning includes the specific allocation of money needed to achieve the targets set. The local authority has audited the school's budgets and the minor issues raised have been rectified.
31. The match of teachers and support staff to the demands of the curriculum is very good. The school's accommodation provides very good areas for teaching and learning and is enhanced by the high quality displays of pupils' work. This is supplemented by the very good use that the school makes of the surrounding countryside to extend pupils' learning opportunities. Learning resources are very good, overall. Resources for literacy and numeracy have been extended to meet the needs of the national strategies in these subjects.
32. The effectiveness of Peafield Lane Primary School is very good.
33. When considering its context, the level of education that it provides, the standards it achieves and the money it spends, the school gives very good value for money.

WHAT COULD BE IMPROVED

34. Peafield Lane primary school has no significant weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. The governors may wish to consider the following minor points when seeking to raise standards even further.
 - (a) Extend the use of the very good information gathered from the assessment of pupils' work to consistently match future tasks to what pupils already know, understand and can do.
 - (b) Improve the consistency of the marking of pupils' work by having all teachers give clear written guidance to pupils about how they can improve their work.

- (c) The governing body should ensure that parents are given very clear information about all aspects of the school's provision, in its annual report, for example, in the provision made for pupils with Special Educational Needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	6
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
50	33	0	17	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)	35	292
Number of full-time pupils eligible for free school meals		66

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	51

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	8

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	24	24	24
	Total	48	48	48
Percentage of pupils at NC level 2 or above	School	80	80	80
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	26
	Girls	24	27	27
	Total	48	53	53
Percentage of pupils at NC level 2 or above	School	80	88	88
	National	82	86	87

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	24	16	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	21
	Girls	14	13	14
	Total	29	31	35
Percentage of pupils at NC level 4 or above	School	73	78	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	21
	Girls	14	15	13
	Total	30	33	34
Percentage of pupils at NC level 4 or above	School	75	83	85
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	287
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)	11
Number of pupils per qualified teacher	26.4
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	194

FTE means full-time equivalent.

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	11.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	557,928
Total expenditure	543,064
Expenditure per pupil	1,752
Balance brought forward from previous year	32,823
Balance carried forward to next year	47,687

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	358
Number of questionnaires returned	221

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	5	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	65	33	2	0	0
My child gets the right amount of work to do at home.	45	48	6	0	1
The teaching is good.	69	29	2	0	0
I am kept well informed about how my child is getting on.	46	44	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	53	36	6	0	5
The school is well led and managed.	73	24	2	0	1
The school is helping my child become mature and responsible.	62	36	1	0	1
The school provides an interesting range of activities outside lessons.	57	36	2	1	4

Other issues raised by parents

The information that they receive, particularly about the progress that their children make.
The amount of homework that children receive.
The way that the school works in partnership with parents.