

INSPECTION REPORT

NINELANDS PRIMARY SCHOOL

Garforth

LEA area: Leeds

Unique reference number: 107873

Headteacher: Miss N M Stanton

Reporting inspector: Mr S Hill
21277

Dates of inspection: 13th – 14th March 2001

Inspection number: 196864

Short 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:	Ninelands Lane Garforth LEEDS
Postcode:	LS25 1NT
Telephone number:	0113 286 3595
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Sandbach
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ninelands is a community primary school in Garforth, nine miles outside Leeds, and serves a mixture of private and council housing. There are 392 pupils on roll, aged from 3 to 11, of whom 46 attend part time in the nursery. About 5% of pupils are currently entitled to free school meals, which is below average. Few pupils in school are from ethnic minority backgrounds (6%) and only a small number (2.4%) speak English as an additional language; almost all of these are well beyond the early stages of learning the language. 1.3% of pupils have statements of special educational needs, which is average and 16.7% are on the register of special needs, which is below average. Most of these pupils have moderate learning difficulties, and a few have specific learning difficulties, or behavioural problems. Pupils' attainment on entry to the school covers a wide range, but is average overall.

HOW GOOD THE SCHOOL IS

This is a very effective school. Teaching and learning are very good, standards are high and the school is very well managed. The school community constantly strives to maintain and build upon its high standards, and consequently is consistently continuing to improve. It provides very good value for money.

What the school does well

- Standards are high, particularly in English, mathematics and science.
- Teaching and learning are very good throughout the school.
- Pupils behave very well, enjoy school, work hard and form very good relationships.
- The school is very well managed, and leadership is excellent.
- Links with parents are very good.
- Procedures to assess pupils' needs and to provide suitable work for them are very good.

What could be improved

- Current good progress in information and communications technology (ICT) needs to be consolidated, so that standards are raised further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection, in June 1997, has been very good. The high standards of pupils' attainment have been maintained and improved. Standards in writing and in ICT have improved particularly. Teaching has improved. Although there were no key issues at the last report, the school has addressed areas that were relatively under-developed, and has brought about improvements. Assessment and links with parents, for example, are now very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	C
Mathematics	A	A	A	B
Science	A	A	A	A

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

Results in national tests at age 11 have been consistently well above national averages for several years in English, maths and science. Last year, in comparison with similar schools, (those with similar numbers of pupils eligible for free school meals), results were well above average in science, above average in mathematics, and average in English. Results at age 7 have been similarly high. The school sets itself

challenging targets for results in tests, and consistently meets them. Results last year, at the end of each key stage, were particularly good in science, but relatively weaker in writing.

The inspection evidence demonstrates that children in the foundation stage achieve very well, and virtually all are in line to achieve the early learning goals by the time they leave the reception class. Pupils build well on this very good start, and standards are well above average in English, maths and science at the end of each key stage, and are particularly good in science. In writing, inspection shows a significant improvement in standards in comparison with the results of last year's tests. This is because of a major concentration on writing by the school, involving hard work by all staff, supported by excellent leadership from the literacy co-ordinator. Standards in information and communications technology are rising rapidly, again following a concentration on the aspect by the school, positive leadership by the co-ordinator, and greatly improved resources. This has enabled the school to meet the greater standards expected by the new National Curriculum, but not yet to exceed them. Standards in the school are high, and this was confirmed in a variety of lessons, for example in music at Key Stage Two, where the singing was very good, and in religious education in Years 3 and 4.

Pupils' achievements, in the light of the average standards that they show on entry to the school, are very good. This includes those pupils with special educational needs, who are supported very effectively and make very good progress in meeting their targets, and brighter pupils, who are challenged effectively and gain high standards. Pupils whose home language is not English achieve well, and match the achievements of their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and enjoy school.
Behaviour, in and out of classrooms	Very good. Almost all pupils throughout the school behave well, and those who sometimes find it difficult to conform are managed well by teachers so that they do not disrupt learning. Pupils show steady improvement in self-discipline as they move through the school.
Personal development and relationships	Pupils' personal development is good. They form very positive relationships with adults and with each other, work together well, and grow in independence as they get older.
Attendance	Very good.

TEACHING AND LEARNING

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

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

Teaching and learning are very good throughout the school. During the inspection, good teaching was seen in every class and from every teacher. All lessons observed were at least satisfactory, 87% were good or better, and 37% were very good.

Teaching in English and mathematics, particularly in the key skills of literacy and numeracy, is very good. A particular strength of teaching is careful planning of different work for pupils at different stages in their learning. This ensures that work is appropriately challenging, so that all pupils, whatever their ability, learn well and make good progress. Teachers have very positive relationships with pupils, and manage them

very well, so that high standards of discipline are maintained. Teachers have high expectations which pupils work hard to fulfil. Almost all lessons have a brisk pace, so that pupils learn a lot in the time available. In the minority of lessons that are only satisfactory, the pace sometimes is slower or, very occasionally, teachers do not monitor all pupils' progress sufficiently well and their misunderstandings are not addressed. This is very much an exception, and a strength of many lessons is the careful monitoring of all pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Good use is made of practical work, visits and visitors to bring subjects to life for pupils.
Provision for pupils with special educational needs	Lesson planning and the strategies used to support pupils with learning difficulties or behavioural problems are good. Pupils make good progress as a result.
Provision for pupils with English as an additional language	Very good. Pupils make very good progress and some are among the highest achievers in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Social and moral development are very good. The school is a friendly and caring community, where pupils feel at ease, work hard and enjoy learning.
How well the school cares for its pupils	Day-to-day care for pupils is very good. Good procedures are in place for child protection and for ensuring pupils' welfare. Procedures to assess pupils' attainment are very good, and resulting information is used very well to ensure that work is well matched to pupils' needs.

The school works very well in partnership with parents, and they have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and senior management team give extremely clear educational direction to the work of the school. Subject co-ordinators make particularly strong contributions to the promotion of high quality teaching and high standards in their subjects.
How well the governors fulfil their responsibilities	Very good. They have a good understanding of the school's strengths and weaknesses, and contribute well to the school's development.
The school's evaluation of its performance	Excellent. This is a major factor in the school's success in raising standards. The school constantly evaluates all aspects of its work, and is very successful at maintaining strengths and addressing any weaknesses. The school development plan is of very high quality.
The strategic use of resources	Very good. Finances are managed well, and the principles of obtaining the "best value for money" are used effectively. Good use is made of the large number of skilled support staff, for example.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is very good. 	<ul style="list-style-type: none"> • A significant minority do not feel extra-curricular provision is adequate.

<ul style="list-style-type: none"> • The school has high expectations of pupils' work. • The school is well led and managed. • The school is helping children to become mature and responsible. • They feel comfortable about approaching the school with questions and problems. 	<ul style="list-style-type: none"> • A minority of parents are unhappy about the amount of homework set. • A few parents do not feel the school works closely with parents. • A few parents do not feel well informed about their children's progress.
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The inspection team agrees with parents' positive views, but not with the minority who are critical. Extra curricular provision is good, as is the provision of homework, in comparison with schools generally. The school works closely with parents, and the information provided for them is very good. The quality and range of information is much better than is usually found.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high, particularly in English, mathematics and science

1. Pupils enter the school with average attainment, and make very good progress throughout their time in school, so that by the time they leave standards are very high. Their achievement is very good in the light of their initial attainment. There are no significant differences in the standards attained by boys and girls, by pupils from different ethnic groups, or by pupils who speak a home language other than English.
2. The majority of children in the **nursery** make very good progress in all areas of learning, especially in personal, social, and communication skills. They respond with increasing confidence and independence to a wide range of well-planned, stimulating experiences. They express their needs and preferences clearly and are pleased to share what they are doing with visitors. Children express and develop their ideas well, prompted by skilful questioning from adults. For example, in an experiment to find out which objects floated or sank, children could describe the objects, predict what would happen and decide how to record the results. The good start made in the nursery, towards the early learning goals, is continued in the **reception** classes, so that children reach very high standards for their age. Virtually all children attain the early learning goals by the end of the Foundation Stage and, by then, many are working within Level 1 of the National Curriculum.
3. Standards in **English** are very good at the end of each key stage. Pupils' listening skills are excellent. The vast majority of pupils are very attentive and respond enthusiastically to teachers' questions, showing good understanding. They express themselves confidently within the classroom and in front of larger audiences, such as in a whole-school assembly. Reading is a strength of the school. Progress is very well supported by the home-school partnership, especially for younger pupils. Most pupils read at a level of fluency and understanding at least in line, and often above, the expectations for their age. They have very positive attitudes to books and this contributes significantly to their learning. Writing, which at the last inspection was identified as less well developed, is now also a strength of the school. A series of well-planned and focused teaching initiatives has been successful in raising standards of writing well above the national expectation at the end of each key stage. From an early age, pupils learn to be confident writers for a variety of purposes. Handwriting and spelling develop well across the school, so that by age eleven the vast majority write clearly and accurately. Many pupils produce extended narrative writing, which is mature, well structured and imaginative. Pupils who speak English as an additional language make very good progress in their learning, and some are among the highest achievers in the school.
4. Standards in **mathematics** are very high by the end of each key stage. Throughout the school, pupils make good progress and achieve well in all aspects of the subject. For example, pupils in Year 1 can identify two-dimensional shapes, and show a good emerging understanding of tens and units. Pupils in Year 2 are able to use their knowledge of angles to program a toy "Roamer" to get to a given point, have a practical understanding of dividing tens and units, and can measure areas

of regular shapes by counting squares. Pupils in Years 3 and 4 are developing a good understanding of fractions. By Year 6 pupils are developing a good understanding of averages. In a lesson observed, well over half could explain the terms “mean”, ”mode” and “median”, and could work out the mean of a set of data independently. Two higher attaining pupils showed that they were able to use a spreadsheet on the computer to do this. High standards are achieved as a result of careful planning, good teaching, and the support of parents. Parents’ involvement is encouraged through a series of booklets produced by the co-ordinator. These outline activities which parents can use with each age range to help their children’s mathematical development. Pupils enjoy mathematics and their positive attitudes contribute significantly to the high standards they achieve.

5. Standards in **science** are very high and have been consistently good for some years. A particular strength is the quality of pupils’ understanding of investigative work. This is because of the high standards of practical work that they undertake throughout their school career. For example, in a very good lesson seen in a class with pupils in Years 1 and 2, very good progress was made in their learning about a fair test. The provision of plants for them to handle and observe contributed very well to their learning. These pupils already have good observational skills for their ages, and they continue to develop them to high standards by Year 6. During a lesson observed in the inspection, pupils demonstrated this when they made meticulously careful observations of a candle burning, describing, for example, the faint plumes of carbon above the flame whenever it flickered. Pupils are good at suggesting explanations for what they observe and in explaining their thinking clearly. Another feature of pupils’ high standards is the very high quality of their writing in the subject, explaining their understanding in their own words. This helps them develop and clarify their ideas, and stands them in good stead when they have to write and explain their thinking in national tests. Both their good understanding of practical work, and their ability to think through and express their ideas clearly, help them in gaining a very secure knowledge base across all aspects of the science curriculum.

Teaching and learning are very good throughout the school

6. Teaching and learning are very good throughout the school. During the inspection, good teaching was seen in every class and from every teacher. All lessons observed were at least satisfactory, 87% were good or better, and 37% were very good or better.
7. Teachers have a good knowledge of the subjects they teach, and of the way children learn and make progress. Teaching in English and mathematics, particularly in the key skills of literacy and numeracy, is very good. Teaching in science is very good. Teaching in information and communications technology (ICT) is good, having improved significantly through hard work by all staff, and good training, led by the co-ordinator. The teaching of writing has been a focus for improvement over the last two years, and this is now very good, resulting in the very good standards observed in the inspection. Teachers draw effectively on pupils’ high level of skills in reading, writing, numeracy, and speaking and listening, to support learning in other subjects across the curriculum.
8. A particular strength of teaching is the careful planning of different work for pupils at different stages in their learning. Work is based on careful assessment of pupils’ needs. This ensures that tasks are appropriately challenging, so that all pupils, whatever their ability, learn well and make good progress. In almost all lessons, teachers monitor pupils’ progress carefully, so that they quickly pick up on any misconceptions, and intervene so that time is not wasted.
9. Teachers have very positive relationships with pupils, and manage them very well, so that high standards of discipline are maintained. Teachers have high expectations which pupils work hard to meet. Teachers use skilful questioning to encourage pupils to explain their ideas and their thinking. Pupils contribute confidently to lessons, because they know their ideas are valued. Good use is now being made of their rapidly developing ICT skills.

10. Lessons generally have a brisk pace, so that pupils' interest and concentration are maintained, and they learn a lot in the time available. Teachers make effective use of a wide range of strategies. Practical work is used very well to engage pupils' enthusiasm and to bring subjects to life for them. Good use is made of resources and, in particular, the skilled support staff are used to good effect to help pupils with their learning.
11. Many of the positive factors in teaching were demonstrated by a very good lesson in Year 6, about averages. The very positive relationships and high expectations resulted in exemplary behaviour from pupils. A relaxed and purposeful atmosphere was prevalent, with good humour and enthusiasm coming from both teacher and pupils. The teacher's good subject knowledge resulted in very clear explanations, so that pupils' understanding improved rapidly. Work was well related to the needs of different groups of pupils. Good use of practical materials to model the abstract idea of a "mean", and well-judged use of calculators to do routine calculations, helped pupils to clarify their thinking. A brisk pace and high levels of organisation resulted in all pupils making significant progress in their learning, in a relatively short time.

Pupils behave very well, enjoy school, work hard and form very good relationships

12. Pupils' attitudes to learning are very good. Discussions with pupils and their parents' comments confirm that they enjoy coming to school. Pupils in Year 6 mentioned many positive aspects of the school and had no negative points to raise. Pupils concentrate well in lessons. In the nursery, for example, children listened carefully when the teacher talked about the pattern of dots on a die, and watched patiently and intently when other took turns to repeat the patterns on the whiteboard. Pupils become very involved in the stimulating activities, which teachers often provide. For example, pupils in Key Stage One became very excited at the prospect of helping to wash clothes in a dolly-tub and wring them out in a mangle.
13. Pupils' behaviour in class and around the school is very good. They move around school in an orderly manner. They are friendly and welcoming to visitors, and show courtesy and respect to adults and to each other. For example, they listened attentively to other pupils' performance in assembly, when a small group from Year 6 acted out part of the story of Jesus and his Disciples. In a very small minority of lessons, pupils with identified behavioural difficulties can sometimes be uncooperative. Teachers manage such incidents well, ensuring that the learning of other pupils is not disrupted.
14. Relationships between pupils and with adults are very good. Pupils work harmoniously together across the school. For example, when working in the ICT suite, pupils from both Years 5 and 6 co-operated amicably when working together at the computer, and helped one another as necessary. Good relationships with staff were illustrated by a pupil in Year 6, who talked about the teachers as being friends.

The school is very well managed and leadership is excellent

15. The headteacher provides excellent leadership and, together with the senior management team, gives extremely clear educational direction to the work of the school. The staff as a whole form a very successful, hard-working team and this is a major factor in the school's effectiveness in ensuring very good achievement by pupils. All staff are committed to raising standards and improving provision for the benefit of their pupils. The framework for supporting improvement is provided by the very high quality school development plan. Staff and governors have worked together to ensure that the monitoring of the school's performance is excellent, so that any relative weaknesses are identified and action taken to remedy them. This has ensured, for example, that the links with parents have improved considerably since the last inspection, and are now a major strength of the school. Similarly, major improvements have been made in pupils' standards in writing, and in ICT, which have both been high priorities for the school.

16. Subject co-ordinators make particularly strong contributions to the promotion of high quality teaching and high standards in their subjects. The literacy co-ordinator, for example, has led the school's focus on raising standards in writing over the last two years. Her excellent leadership, coupled with the hard work of her colleagues, addressed the relative weakness in this area, so that now standards in writing are very high. Co-ordinators monitor standards in their subjects carefully by looking at samples of work, and by monitoring teaching in areas of priority. There is very good management of the provision for pupils with special educational needs, and for those whose home language is not English.
17. The governing body supports the school's work well, and governors meet their responsibilities effectively. They have a good understanding of the school's strengths and weaknesses, and contribute well to the school's development.
18. The monitoring of teaching and of standards is a significant strength. The headteacher and co-ordinators do this systematically and keep careful records of any issues raised. Findings are shared effectively with all colleagues through the senior management team and by the year-group teams, who work very effectively together to address the issues and to raise standards.
19. Finances are managed efficiently and the budget is set to take full account of the priorities of the school development plan. This ensures that money is spent to give the "best value" in terms of maintaining and improving educational provision, and ensuring that pupils' achievements are consistently high.

Links with parents are very good

20. The school's partnership with parents is very good and has improved since the last inspection. The majority of parents have expressed overwhelming support for the school.
21. The school works hard to involve parents in their children's education. Newsletters are issued each term which keep the parents well informed about events and achievements within the school. The headteacher and staff are accessible. Class teachers are available to see parents on two days after school each week. Parents' evenings and school productions are very well supported.
22. The quality of information provided for parents is very good and has improved considerably since the last inspection. A wide range of good quality booklets is made available to parents, outlining how they can help their children to learn. The booklets cover such topics as reading, writing and mathematics. Workshops, which the school holds to tell parents about different curricular issues, are very well attended. For example, over 200 parents in total went to the mathematics and writing sessions. The school continually seeks the views of parents by issuing questionnaires, and invited parents' comments about the workshops. Pupils' annual progress reports are good and contain all the required information, including details of how pupils can improve their work.
23. The contribution the parents make to their children's learning at school and at home is good. At home, many parents listen to their children read, and this contributes to well to pupils' enthusiasm for books and their high standards of reading. Workshops for parents make a valuable contribution in helping parents to assist their children with homework tasks. The reading-partnership books are used very well by the majority of parents, and homework books provide a good channel of communication between home and school.

Procedures to assess pupils' needs and to provide suitable work for them are very good

24. Effective assessment procedures to monitor the progress which pupils make underpins much of the work carried out at the school. This has a significant impact on pupils' learning, including bilingual pupils, and those with special educational needs. The school makes very good use of the

information from national examinations to set realistic and challenging targets for improvement, both for the school as a whole and for individual pupils. The information gathered from teachers' observations and the marking of work is used well to plan work for individual pupils, which is set at a good level of challenge. Overall, the school has very secure procedures for tracking, monitoring and supporting academic and personal development.

WHAT COULD BE IMPROVED

Current good progress in information and communications technology needs to be consolidated, so that standards are raised further

25. Pupils attain standards that are in line with expectations in information and communications technology (ICT) at the end of each key stage. Pupils' skills and confidence in using computers are good and are improving rapidly. A new suite of computers has enabled a whole class to use computers at the same time. Teachers are making good use of this facility and are helping pupils to make good progress in their learning. Pupils in Year 6, who have not had the use of this equipment for most of their school career, have nevertheless securely attained standards in line with the higher expectations of the new National Curriculum. This is better than many other schools are achieving. This is because of hard work by the teachers, and very effective leadership by the co-ordinator. The school has set targets for the end of the year to get 80% of pupils in line with the national expectation, with a further 10% exceeding it, and is well placed to achieve this aim. The school has identified in detail in its development plan the need to consolidate work done, for example by installing and making use of e-mail. This is now ready to start. Improved provision of software and staff training are also identified to further improve the current good provision and progress. The school has plans to develop an internet policy and to discuss this with parents. All these developments should put the school in a very strong position to build on the current good progress and raise standards even further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build successfully on the very good quality education provided, and improve pupils' very good achievement even further, the school should continue its concentration on developing ICT, by implementing the aspects featured in the school development plan.

In particular it should implement the plans for pupils to use e-mail.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	37	50	13	-	-	-

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)	16	347
Number of full-time pupils known to be eligible for free school meals	-	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	58

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	22	20	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	18	19	19
	Total	38	40	41
Percentage of pupils at NC level 2 or above	School	90	95	98
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	18	18	19
	Total	38	38	41
Percentage of pupils at NC level 2 or above	School	90	90	98
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	26	26	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	26
	Girls	24	23	25
	Total	49	46	51
Percentage of pupils at NC level 4 or above	School	94	88	98
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	25
	Girls	24	23	25
	Total	48	48	50
Percentage of pupils at NC level 4 or above	School	92	92	96
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	3
Pakistani	-
Bangladeshi	-
Chinese	5
White	278
Any other minority ethnic group	6

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)	14
Number of pupils per qualified teacher	24.79
Average class size	26.69

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	195.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	8
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Financial information

Financial year	99-00
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	£
Total income	656280
Total expenditure	635840
Expenditure per pupil	1718.49
Balance brought forward from previous year	14960
Balance carried forward to next year	35400

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	392
Number of questionnaires returned	165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	4	1	0
My child is making good progress in school.	59	36	4	1	0
Behaviour in the school is good.	50	42	2	2	4
My child gets the right amount of work to do at home.	32	50	13	2	4
The teaching is good.	65	33	1	0	0
I am kept well informed about how my child is getting on.	43	46	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	35	5	0	0
The school expects my child to work hard and achieve his or her best.	66	30	1	0	2
The school works closely with parents.	48	39	10	0	3
The school is well led and managed.	50	44	3	1	2
The school is helping my child become mature and responsible.	53	41	3	1	2
The school provides an interesting range of activities outside lessons.	26	33	22	2	16