

# INSPECTION REPORT

**SKIPTON PARISH CE (V) SCHOOL**

SKIPTON

LEA area: NORTH YORKSHIRE

Unique reference number: 121591

Headteacher: Mr. M. M. Latham MA. BSc.

Reporting inspector: S. Dobson  
18074

Dates of inspection: 20-21 Nov. 2000

Inspection number:224456

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:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Brougham Street SKIPTON North Yorkshire
Postcode:	BD23 2ES
Telephone number:	01756 793314
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr. E. J. Spencer
Date of previous inspection:	22.1.96

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the central area of Skipton and also attracts some pupils from surrounding areas. It is a larger than average primary school having 355 pupils on roll. The school has a below average percentage of pupils from ethnic minority backgrounds and an average percentage of pupils with statements of special educational needs. The percentage of pupils on the register of pupils with special educational needs is about average. On entry to school the attainment of children is as expected for their age. The percentage of pupils eligible for free school meals is low. None of the pupils have English as an additional language.

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

This is a very good school which is constantly developing because of its excellent management. It is a very effective school which is well placed to improve even further. Pupils make good progress overall and very good progress in Key Stage 2, reaching high standards in English, mathematics and science and many elements of information and communications technology by the end of the key stage. They also make very good gains in their personal development. The quality of teaching is predominantly good and in Key Stage 2 it is mostly very good. The pupils experience a well-structured and stimulating curriculum.

There has been very good improvement since the last inspection. The school gives very good value for money.

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

- The leadership and management of the school is excellent.
- The quality of teaching at Key Stage 2 is very high and this leads to pupils achieving high standards especially in the core subjects.
- Pupils' attitudes, values and personal relationships are very good.
- The school's provision for pupils' personal development is very good.
- The school provides a very exciting and stimulating learning environment which motivates the pupils and supports them in reaching high standards.

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

- The rate of progress of pupils in some classes in Key Stage 1.

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

This is a very good school and the above area for improvement is included because whilst progress in Key Stage 1 is satisfactory, it is not as good as in Key Stage 2.

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

The school was last inspected in January 1996 and it was judged to be a good school. All of the issues raised in the report have been addressed; there is now a very effective management team, subjects are co-ordinated and managed well, curriculum planning is of a good standard and assessment is now used well to inform the curriculum. The Governing Body's policy for sex education is now clear.

Many other improvements have also occurred, most noticeably to the school environment. The provision of two gallery areas for information and communication technology and library, playground improvements and outdoor provision for the reception classes have added considerably to the pupils' learning and to their quality of life in school.

## 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	B	A	A	B
Mathematics	A	A	A	B
Science	B	A*	A	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils enter school with overall skills and knowledge similar to the county average. They make good and often very good progress and as can be seen from the table above, they reach well above average levels when compared with all other schools and above and well above average levels when compared with schools of a similar economic background. In 1999 pupils' results in science were in the top 5 percent nationally. Pupils' progress, as indicated by national tests in the Year 2000 and confirmed by inspection evidence, is uneven. In 2000, pupils at Key Stage 1 achieved national average levels in writing and mathematics but were less successful when compared with similar schools. However, they did much better in reading, achieving above average levels.

The overall trend of improvement in the school is better than the national average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to school and to their work. They concentrate well in lessons and try hard to succeed.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils behave responsibly at all times. They are courteous, well mannered and polite.
Personal development and relationships	Relationships throughout the school are very good. Pupils respond positively to their teachers and to each other. In most classes pupils are encouraged to be independent and to take appropriate responsibilities. Effective guidance and support contribute to raising levels of pupils' confidence. Pupils work well together with high levels of co-operation.
Attendance	Attendance is very good. It is above the national average. Pupils are punctual at the start of day and to lessons.

The above areas are strengths of the school and they have a very positive impact on pupils' learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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 is good overall and there is no unsatisfactory teaching. Eighteen percent of teaching is satisfactory, thirty eight percent is good, thirty eight percent is very good and six percent is excellent. This overall good quality of teaching is the main factor in helping pupils to reach high standards by the end of Key Stage 2.

There is some variation between the key stages. Very rarely is teaching less than good in Key Stage 2 and most teaching is very good. In Key Stage 1 in some classes, teaching is predominantly good but in others it is mostly satisfactory. The majority of teaching of the under fives is good.

The quality of teaching in English and mathematics is predominantly good or better. Teachers plan very well for their lessons, in particular making very good use of individual educational plans to match lessons to the needs of all pupils including those with special educational needs. Both questions and tasks are matched well to pupils' needs. Teachers are generally knowledgeable about the subjects that they teach.

In most classes, lessons are challenging, interesting and are conducted at a very brisk pace. They are lively and pupils work quickly and hard. Where teaching is satisfactory, the knowledge elements of the lesson are effectively delivered, but the lessons are heavily dominated by the teachers and such skills as pupils' speaking and listening are not developed to best advantage.

The teachers have high expectations of pupils and they respond well. Pupils' behaviour is very well managed.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and appropriately balanced and meets all statutory requirements. The National Literacy and Numeracy Strategies have been very effectively introduced and contribute to the high standards achieved in Key Stage 2. The curriculum provided for children in the Foundation Stage is good, although the balance of activities here and in lower Key Stage 1, does not always fully address those pupils' needs indicated by the baseline assessment; i.e. speaking and listening and personal and social development. Good use is made of local resources, visits and the environment to enrich the curriculum. The range of extra curricular activities provided is very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good because pupils' individual education plans are very clear and specific and teachers use them well. Teachers are fully aware of these pupils' learning needs and they plan effectively to ensure they are met. This contributes to the good progress they make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is very good. There are plenty of opportunities for reflection and consideration in school assemblies and in lessons. The high expectations of the teachers contribute to the very good provision for moral development and pupils' social development is significantly developed through the roles and responsibilities which they have as a part of the school community.
How well the school cares for its pupils	The school cares well for pupils. They are helped and guided appropriately and they are secure at all times.

The curriculum is significantly enhanced, particularly at Key Stage 2, by a very good range of visits and extra-curricular activities and this has a very positive impact on pupils' development. The school works

well with parents to support pupils' learning. Parents are very supportive of the school, raising large amounts of additional funding.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership of the school by the headteacher is excellent and the management is supported well, in particular by the deputy headteacher. Other key staff members make a strong contribution to the effective leadership and management of the school.
How well the governors fulfil their responsibilities	The governors are well informed and fulfil their tasks and responsibilities well. They fully support and involve themselves in rigorous school development.
The school's evaluation of its performance	Evaluation of the school is excellent. There is very good evaluation of all areas of school life and there is a flexible, thoughtful and creative response to the need for change.
The strategic use of resources	Excellent use is made of all school resources. Finances are particularly well managed.

Staffing meets the requirements of the National Curriculum very well as staff have been appointed with a wide range of expertise. Classes are large in Key Stage 2 but they are very well organised and managed and it is difficult to see how learning opportunities could be significantly improved. The accommodation is cramped but it is used so well that this has very little effect. There is a good range of learning resources for each of the subjects. Subject co-ordinators make a very good contribution to school improvement and the administrative officer, who is a member of the senior management team, makes a very important contribution to efficiency of the school. Best value for money is sought and obtained.

## 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>• Almost all the pupils like coming to school</li> <li>• Pupils make good progress</li> <li>• The good quality of teaching</li> <li>• The school's high expectations of pupils</li> <li>• The support pupils get in becoming mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of a few pupils, predominantly in Key Stage 1, feel that they are not well informed about their child's progress.</li> <li>• Some parents feel that their child does not get the right amount of work to do at home. Many of these parents have children in the reception class.</li> </ul>

The inspection team agrees with the overwhelming views of parents who are happy with the school. Parents are right to be pleased with the above areas, though there is some scope to allow some Key Stage 1 pupils to take more responsibility for themselves. All of the parents get a similar amount of information and any parents needing to know more can contact the school at any time. Many parents testify that the school genuinely welcomes parents' enquiries and comments.

Some of the parents who questioned homework indicated that their child got too much; others that they got too little. The school gives homework in accordance with its agreed policy and in line with government guidelines. Inspectors therefore cannot agree that the amount of homework is inappropriate.

## **PART B: COMMENTARY**

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

#### **The leadership and management of the school is excellent.**

1. The headteacher has a very clear view of the future development of the school and communicates this well to the whole school community, including parents. His vision is one of excellence in all aspects of school life and he is able to draw on a good range of strategies to enable him to realise this vision. He has brought creativity and dynamism to the management of the school, leading it forward very purposefully. Over the last five years this has resulted in dramatic improvements in the quality of education provided by the school and in the modernisation of its buildings. This is seen very clearly in the school's much improved facilities, in particular the two balcony areas that have been created for the computer suite and the new resources and information area. The future plans for the area are equally exciting and are designed to maximise pupils' access to high quality learning opportunities. The desire to provide the best for pupils and the continued commitment to improve standards of attainment are the driving forces of the school.
2. The deputy headteacher makes a major contribution to the leadership and management of the school. His excellence in the classroom is a model for other teaching staff. His management role is clearly defined and is undertaken with enthusiasm, professionalism and good humour. He is very encouraging, supportive and sympathetic to all of the other staff and this is an important feature in helping to bring about change and improvement.
3. Such successful management is in part due to the very careful analysis of available information. The school regularly checks pupils' progress and development through a range of assessment procedures and individual subject co-ordinators contribute effectively to this. They have been encouraged and supported in analysing what they know about their subjects as they plan for further development. The co-ordinators findings are discussed by the whole staff and appropriate priorities are selected for inclusion in the school's improvement programme. This approach to school improvement means that all staff are involved, committed to it and accountable for its success. It is very effective.
4. The school improvement plan contains targets which are ambitious but achievable, yet most significantly it is used flexibly and modified at any time to meet the changing needs of the school's situation. The school is often able to surpass its own targets by taking such a flexible approach. Excellent use is made of information technology to support management.
5. Other areas for development are pursued vigorously by the headteacher, with the support of staff and governors. The headteacher is able to justify and articulate clearly the reasons for needing additional improvements, particularly to the facilities and thereby the opportunities the school can provide for its pupils. He has been very successful in attracting considerable additional funding to the school. The time necessary for this has been created by appropriately delegating responsibilities to very competent and supportive staff, in particular to the administrative officer, who is part of senior management and fully involved in all major financial decision-making. Her excellent knowledge of the school finances and management routines is invaluable.
6. The whole staff team is constantly being developed through good use of training, through the allocation of appropriately supported responsibilities specified in clear job descriptions and by making new appointments to very clear and appropriate specifications. In this way, a team has been built with good expertise in all areas of the curriculum. The induction of new staff is very effective.

#### **The quality of teaching at Key Stage 2 is very high and this leads to pupils achieving high standards especially in the core subjects.**

7. Ninety-four percent of teaching at Key Stage 2 is good or better and the remaining six percent is satisfactory. Fifty percent of lessons are very good and eleven percent are excellent. This means that throughout their time in Key Stage 2, pupils are exposed to very good quality learning experiences for most of the time and because of this, pupils make good and often very good progress. The teachers have developed particularly good expertise in English, mathematics and science and expertise with information and communication technology is developing rapidly and is already good.
8. Part of the success of teaching in the school as a whole is due to the quality of planning for learning. All teachers write clear learning targets for lessons and mostly these are shared with the pupils so that they know what they should achieve. Throughout Key Stage 2, teachers select interesting and stimulating activities for pupils, give them very clear explanations and set them appropriate challenges. An important factor in the quality of teaching is the enjoyment and enthusiasm shown by the teacher and this is reflected by the pupils. An example of this was seen in a mathematics lesson on metric measures. The teacher fired pupils with enthusiasm through constant positive commentary and support, good analysis of pupils' errors and appropriate intervention to help them to move on. The teacher set a very good pace to the lesson. The whole lesson helped to boost pupils' self-confidence, because the planning of activities was appropriately challenging for each of the groups of pupils.
9. The teachers are supported in being successful by the school's adopted method of planning which involves staff teams in upper and lower Key Stage 2. The planning is good and it helps to ensure that all pupils get the same high quality curriculum and teaching, no matter which of the classes they are in. The good teaching is supported well by the school's overall curriculum plan.
10. The teachers have added a great deal to the curriculum by including interesting visits and activities including residential visits. The culture of high standards, good pace and efficiency created by the teachers, encourages the pupils to work in the same manner.

### **Pupils' attitudes, values and personal relationships are very good.**

11. Pupils have very positive attitudes to working and are able to work easily as a whole class, as groups and as individuals. Most of the pupils try hard to succeed in which ever learning situation they find themselves. The pupils are motivated by their teachers, who provide interesting things for them to do, by the school's systems of rewards for positive behaviour and, by the time they reach upper Key Stage 2, by enjoyment in learning for its own sake.
12. Most of the pupils value their school, enjoying what it provides for them. They understand clearly that there are a lot of children in a relatively small space and they respond by being orderly, for example getting themselves settled very quickly for the start of lessons, considering others as they work in the school and helping wherever they can. The older pupils in particular show good understanding of the needs of the younger pupils, helping them in the playground and at lunchtimes.
13. Most of the parents report that their children like school and this is evident in the way in which pupils talk about the school and their eagerness to get started in the mornings. They show great interest in school life, responding well to suggestions and ideas. Some of the older pupils make a good contribution through the work of the School Council.
14. Pupils' behaviour is very good. They indicate that there are few instances of bullying and demonstrate complete confidence in the staff to resolve any issues which they are unable to resolve for themselves.
15. The pupils both show initiative and take responsibility. Many of the pupils support the up keep of the environment by keeping it tidy. Others take responsibility for setting up the hall or the computer suite for use by others. Younger children are made responsible for their own work areas and take a pride in clearing up properly. All of these activities indicate the pupils' commitment to their school.

16. Their behaviour and attitudes are so good that they can be trusted to work independently and by the time they leave the school they have developed good learning skills. They make an early start in this, as they are encouraged in the reception class to make independent choices throughout the school day.
17. The school has high levels of attendance and very low levels of unauthorised absence.

### **The school's provision for pupils' personal development is very good.**

18. The school not only provides a good academic curriculum but also makes very good provision for pupils' personal development. The school bases its work on a belief that pupils have to feel positive about themselves if they are to succeed in learning. A great deal of attention is paid to making pupils feel successful. Most of the teachers are very good at setting appropriate challenges for pupils and this is very supportive.
19. The school has adapted its provision to include as many pupils as possible in activities and events. One very good example of this is in the setting up of the 'Stage Crew', a group for pupils who didn't wish to be on the stage but wanted to help with production. Through the special attention they received they have grown in confidence and taken on much more responsibility. In a similar way, the school has set up a School Council which some of the pupils in Year 6 attend. This committee has its own budget and the opportunity to raise further funding. The group decides on how to spend the budget to improve the school but, more importantly, the group has responsibilities, one of which is to liaise regularly with children throughout the school. The school makes particular provision for those pupils who do not have Internet access at home.
20. Pupils are given many responsibilities and these are recognised, for example when pupils helping with younger ones wear blue baseball caps to indicate their position.
21. The pupils are encouraged and supported through the school's merit system of awarding coloured stamps for good efforts. All of the pupils know the system very well, they know what they have to do to get stamps and they work very hard to graduate to gold. It is possible for all pupils to be successful.
22. The school's provision for pupils with special educational needs is very good. Pupils with needs are able to participate fully in everything which the school offers and they are seen to be as successful as their peers. Importantly, the individual programmes for pupils with special needs are very well written and are as likely to include behaviour and self-esteem as they are to include academic targets.
23. The school provides many opportunities for pupils' spiritual development, giving them opportunities to reflect and expecting them to consider the needs of others. This was seen to very good effect in an inspiring assembly on 'What Counts is on the Inside'. The teacher conducting the assembly used rocks and minerals to excellent effect; pupils were transfixed by the specimens and the manner in which the theme was explained.
24. Social and moral development are both very good simply because the teachers, and through them the pupils, have such high expectations of behaviour and consideration of others.

### **The school provides a very exciting and stimulating learning environment which motivates the pupils and supports them in reaching high standards.**

25. The school environment is constantly under review and is regularly improved. Most recent of these improvements is the development of a small outdoor area for the reception class. This is very positive and though it needs much further work and development, this is planned for and the reception class has much needed and valued additional provision.
26. In the main school building, the provision of two large balcony areas at either end of the hall have

tremendously improved the school accommodation. The suite of computers has boosted standards in information and communication technology and some of the pupils have reached standards way beyond the levels expected in primary schools through the 'Whiz Kids' award. The pupils have very good access to this provision.

27. The newly opened second balcony provides another major resource area for books and artefacts and will provide an excellent information base for pupils. This area is very well furnished, is very different to other areas of the school and is therefore a natural attraction for the pupils. It is very comfortable and has been designed to be different and to be a privilege to which all pupils are entitled.
28. Throughout the school, interesting and stimulating displays support and develop learning. In most classrooms there are regularly changing tasks and competitions for the pupils to work on and take part in. The magnet games in one room and the speed puzzles in another are irresistible to pupils and adults. Rooms are lively and interesting. In the reception class, a very good range of activities are provided and well resourced and these work effectively to support the pupils' current learning targets.

## **WHAT COULD BE IMPROVED**

### **The rate of progress of pupils in some classes in Key Stage 1.**

29. Pupils make satisfactory progress in Key Stage 1 but the overall progress of each cohort of pupils is not as good as in the reception class and particularly, it is not as good as in Key Stage 2.
30. Pupils start school with attainment very similar to the county average as assessed by the Baseline Assessment. Quite unusually, their weaker areas are in their personal and social development, and in particular their ability to work independently, and in their speaking and listening skills. By the time they leave the reception class, they have made much progress, but these remain areas for further work.
31. In some of the classes in Key Stage 1 pupils are encouraged at all opportunities to discuss their work, to ask questions and seek answers and participate in lively classroom debate to develop both their oral language skills and their social awareness. In other classes however, most of the talk is done by the teacher and only single word responses are sought. There are times when pupils unnecessarily work in virtual silence, missing opportunities to extend their learning beyond the immediate task.
32. In some classes the pace of learning is too slow for some of the pupils and they make satisfactory but limited progress. This happens when the teachers talk for too long, explaining and re-explaining the point of the lesson without checking to see whether the pupils need this amount of direction. Similarly, tasks set are very often too closely prescribed and pupils have restricted opportunities to express their own ideas and thoughts.
33. Some routines in Key Stage 1 are continued through habit rather than need and impact on the progress made in lessons. In some classes the lessons cease ten minutes before break times so that pupils can queue to visit the toilet whether they need to or not. As pupils show clearly that they can make this decision for themselves in the reception class, this seems to be an unnecessary waste of teaching time.
34. The timetable at Key Stage 1 does not fully meet the needs of the pupils. Some of the literacy and numeracy lessons are too long and instead of getting off to a vibrant start, teachers fill the time with general talk sessions and birthday songs which have little sense of occasion and little impact on pupils' learning. Some of the pupils are clearly not well motivated by these occasions.

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

35. Improve the rate of progress in Key Stage 1 by:

Auditing the use of time at the beginnings and ends of lessons in particular;  
Encouraging all staff to use the curriculum time available fully;  
Supporting staff as necessary in providing exciting and stimulating learning opportunities for the pupils and encouraging continued support of pupils' speaking and listening skills and their social development;  
Provide more opportunities for pupils to be active participants in their own learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	38	38	18	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	355
Number of full-time pupils eligible for free school meals	23
<i>FTE means full time equivalent</i>	
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	62
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No 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	13

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.4

#### 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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	24	24	24
	Total	46	46	49
Percentage of pupils at NC level 2 or above	School	92(92)	92 (92)	98 (90)
	National	84(82)	85 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	21
	Girls	23	23	23
	Total	44	45	44
Percentage of pupils at NC level 2 or above	School	88 (93)	90 (93)	88 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	25
	Girls	23	20	24
	Total	43	41	49
Percentage of pupils at NC level 4 or above	School	86 (86)	80 (80)	98 (96)
	National	75 (73)	72 (71)	84 (81)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	23
	Girls	21	20	24
	Total	40	41	47
Percentage of pupils at NC level 4 or above	School	80 (82)	82 (80)	94 (91)
	National	68 (65)	69 (65)	75 (71)

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	
Pakistani	
Bangladeshi	
Chinese	
White	306
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*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)	13.4
Number of pupils per qualified teacher	26
Average class size	30

*FTE means full time equivalent*

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

Total number of education support staff	8
Total aggregate hours worked per week	82

### ***Financial information***

Financial year	1999-2000
	£
Total income	567833
Total expenditure	568421
Expenditure per pupil	1602
Balance brought forward from previous year	32862
Balance carried forward to next year	32274

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	355
Number of questionnaires returned	226

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	1
My child is making good progress in school.	48	42	7	0	3
Behaviour in the school is good.	39	49	7	0	5
My child gets the right amount of work to do at home.	34	50	13	3	0
The teaching is good.	50	42	4	0	4
I am kept well informed about how my child is getting on.	34	50	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	56	39	4	1	0
The school expects my child to work hard and achieve his or her best.	59	38	1	0	2
The school works closely with parents.	38	46	10	4	2
The school is well led and managed.	49	43	5	1	2
The school is helping my child become mature and responsible.	50	45	3	0	2
The school provides an interesting range of activities outside lessons.	25	50	10	4	11