

INSPECTION REPORT

**SUTTON in CRAVEN CHURCH of ENGLAND
VOLUNTARY CONTROLLED SCHOOL**

Keighley

LEA area: North Yorkshire

Unique reference number: 121593

Headteacher: Mrs D Coles

Reporting inspector: Miss K Manning
20267

Dates of inspection: 30th October – 31st October 2000

Inspection number: 225090

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Main Street
Sutton in Craven
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West Yorkshire

Postcode: BD20 7JS
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Appropriate authority: Governing body

Name of chair of governors: Mr John Daley

Date of previous inspection: October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small voluntary controlled primary school with 52 boys and 54 girls on roll. They are taught in four classes, each with pupils from more than one year-group. Pupils come from a wide range of backgrounds and have different experiences before starting school. Some have been to playgroups or nursery and are ready to read and write when they start in the reception class. Others have had few experiences outside of their family and home. In general, their achievements are typical of four-year-olds. All pupils speak English as their first language. The percentage of pupils who are eligible for free school meals is below average. There are fifteen pupils who have special educational needs because they have learning, physical or emotional difficulties. Of these, one pupil has a statement of their special needs. The school is a Beacon School within the authority.

HOW GOOD THE SCHOOL IS

This is an effective school where pupils are keen to learn and behave well. There is good teaching in every class and pupils achieve high standards in English, mathematics and science by the time they leave the school. Although all pupils in Year 2 achieve the levels expected¹ for their age, the brightest pupils could do better in writing and mathematics. Good leadership ensures that the school has the capacity to continue to improve and to maintain high standards. The cost of doing this is higher than average because of the size of the school. However, it still manages to give good value for money.

What the school does well

- As a result of good teaching, pupils achieve high standards in English, mathematics and science by the time they leave the school.
- The school makes good provision for pupils with special educational needs and consequently many reach the levels in English and mathematics that are expected for their age.
- Very good provision for pupils' personal development is evident in their enthusiasm for school, very good behaviour and positive attitudes to learning.

What could be improved

- The number of pupils who reach a higher level in writing and mathematics by the end of Year 2.
- Procedures for checking the quality of teaching and learning in the classroom are not systematic.

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

¹ By the end of Year 2, the expected level is 2 and a higher level is 3. By the end of Year 6, the expected level is 4 and a higher level is 5.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since the previous inspection in October 1996. All of the key issues have been tackled successfully. The school's plan for development is now much more detailed. It is clear about what improvements will cost and who will be responsible for achieving the targets that governors and teachers have agreed. There is now a policy and scheme of work to help teachers plan lessons in design and technology and a classroom assistant to help them in lessons. Governors have bought new computer equipment and standards in information and communication technology are improving as a result of better teaching. There are more books in classes and the procedures for ensuring the protection and safety of pupils are now satisfactory. The school's results in national tests are increasing at a similar pace to the national trend and is on course to achieve the targets set for raising standards in tests in 2001.

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	B
mathematics	A*	A*	A	B
science	A*	A*	A	B

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Where there is an A*, pupils' test results were in the top five per cent of all schools. By the end of Year 6, standards were well above the national average in English, mathematics and science. When compared with similar schools, pupils' performance was above average. Evidence from this inspection confirms that standards are well above the national average by the time pupils leave the school. The school set realistic targets in English and mathematics for 11-year-olds and exceeded them in both subjects. Over the last four years, results in National Curriculum tests in English, mathematics and science have increased at a similar rate to the national trend.

All pupils in Year 2 reached the level expected for their age in National Curriculum tests in reading, writing and mathematics. However, fewer pupils than in most schools achieved the higher level in writing and mathematics. This brought the overall results down so that when compared with similar schools², pupils' performance was well below average in writing and below average in mathematics. This is a key area for development for the school.

A particular success for the school is that many pupils with special educational needs do well to achieve the levels expected for their age.

² Similar schools are those with a similar number of pupils eligible for free school meals.

In information and communication technology, standards are typical of seven and 11-year-olds. In religious education, standards match those prescribed in the locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work and school. They listen attentively, concentrate well and try hard to do their best. By the time they are in the juniors, they are highly motivated to do well.
Behaviour, in and out of classrooms	Behaviour is very good. Most pupils are well behaved and polite in lessons, assemblies and at breaks. Lunchtimes are pleasant, social occasions.
Personal development and relationships	Personal development is very good. Pupils are mature and sensible. They form very good relationships with other children and adults.
Attendance	Pupils enjoy going to school and attendance is above average.

TEACHING AND LEARNING

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

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

The quality of teaching has been maintained since the previous inspection. Most is good or better; 55 per cent is good and 9 per cent is very good. The remaining, 36 per cent is satisfactory. There is good teaching in every class.

Teachers' good knowledge of how to teach the basic skills of literacy and numeracy increases pupils' understanding. The best lessons are those that follow the framework of the National Literacy Strategy and National Numeracy Strategy. These provide pupils with a rich mix of activities and help them acquire a wide range of strategies for reading and writing. Very good relationships improve pupils' concentration, interest and effort. The brisk pace of most lessons keeps pupils on task. Teachers make very good use of support staff and other adults to work with pupils who have special educational needs and as a result they make good progress and gain in confidence. In the Foundation Stage³ and Key Stage 1, teachers' have not used the results from tests to identify gaps in teaching and learning. Consequently, work for the brightest pupils is not always pitched at a challenging enough level in mathematics. In English, pupils do not get enough opportunities to write.

³ The Foundation Stage is the time that children spend in a nursery and reception class. It ends when they start in Year 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall; all subjects of the National Curriculum are taught and there is an appropriate range of after-school clubs and activities. Educational visits and visitors to the school enrich the curriculum. Pupils have equal opportunities to make progress although higher attainers in the infants are not always challenged to achieve their full potential.
Provision for pupils with special educational needs	Pupils with special educational needs are supported well and make good progress towards the targets in their individual education plans. A particular success of the school is that most pupils with special educational needs achieve the levels in English and mathematics that are expected for their age
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' personal development, including moral and social development, is very good. Particular strengths are the way pupils are encouraged to take responsibility and show initiative. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Teachers know their pupils well and take care that they are happy in school. Arrangements for monitoring pupils' behaviour and attendance are good. Though the procedures for assessing pupils' academic performance are good, teachers in the Foundation Stage and infants do not always use them well enough.

There are sports activities each term. At lunchtime, pupils take part in a number of activities; for example, they can use computers. Pupils practise recorders and take part in the choir at lunchtime.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school well and gives clear direction to its work. Teachers share responsibilities for subjects and areas of the school's work. Everyone works hard on behalf of the school.
How well the governors fulfil their responsibilities	Governors fulfil all legal responsibilities. They are closely involved in planning the school's development and in managing its finances. Governors are conscientious and are very interested in the school.
The school's evaluation of its performance	Governors and the headteacher are aware of the strengths of the school.
The strategic use of resources	Accommodation and resources are satisfactory and are used to good effect to improve teaching and learning. The headteacher deploys teachers thoughtfully to make best use of their talents.

A strength of the leadership and management is that the school runs smoothly because the headteacher is well organised and makes good use of an efficient secretary. However, the fact that she teaches for most of the week also brings problems. The most notable being that there is very little time to monitor the quality of teaching and pupils' achievements.

Governors compare pupils' performance in tests with local, similar and all other schools. They try hard to ensure that they get the best possible value for money from spending, particularly when it is large amounts, for example, on replacing computers. Governors set realistic targets for raising standards. Parents' views about the school are not sought in a formal way but they are encouraged to give their views informally.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased that their children like school. • They believe that their children are making good progress in school. • Parents think that most of the teaching is good. • They are pleased that teachers help their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents would like a more interesting range of activities outside lessons. • Several parents feel that their children do not get the right amount of homework. • Parents would like the school to work more closely with them. • A number would like more information about events and how their child is getting on in school.

Inspection findings confirm all of the positive views of parents. Children's enjoyment of school is evident in the way they talk about what they like doing best. Parents are right that most of the teaching is good and this helps many children achieve standards that are above the levels expected for their age. Children are encouraged to behave sensibly and are given many opportunities to take on responsibility and feel proud of their efforts at work or in helping younger children. There is an appropriate range of after-school clubs for a school of this size. Children are given homework regularly and this helps them make good progress in reading and mathematics. Parents are right about the lack of information about what is going on in school and the headteacher has plans to remedy this situation by providing a termly news sheet. The information in annual reports is useful and helps parents keep a check on their children's progress. Parents who would like to work more closely with the school will be pleased to learn that the school provides good opportunities for them to become involved. The headteacher is always happy to talk with them when she is not teaching, though it is best to make an appointment to do this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

As a result of good teaching, pupils achieve high standards in English, mathematics and science by the time they leave the school.

- 1 Teachers regard literacy and numeracy as fundamental to pupils' academic success. Consequently, a good deal of time is spent on both English and mathematics. Both subjects are taught every day and pupils are set homework regularly.
- 2 A strength of the teaching in Years 3 and 4 is the good use made of the National Literacy Strategy to plan lessons that are a good balance of reading, writing and grammar. In addition, lessons follow the format of the literacy hour and move at a brisk pace. This keeps pupils motivated and they enjoy the familiarity of knowing what comes next. In a very good lesson, the headteacher used the same text for the reading and grammar parts of the lesson. This worked very well because pupils read the text and when they had considered the purpose of exclamation and question marks, they re-read the same text with far more expression.
- 3 In Years 5 and 6, pupils study books in depth. With help from the teacher, they consider the author's intentions and the techniques used to interest the reader. This close study of a range of books helps pupils identify crucial features in the story and recognise key points in texts easily. The teacher's enthusiasm for reading is evident and passed on to pupils; several said that they had already read to the end of their book at home because they could not wait to find out how it ended. Older pupils are given many opportunities to write at length. This is one of the reasons why many achieve the higher level. They write in most subjects and in addition are encouraged to write up detailed projects at home. Their enthusiasm for this was evident in the beautifully presented and technical pieces of work written by pupils about topics that interested them. These ranged from tigers to farm equipment.
- 4 Pupils achieve high standards in mathematics because of the emphasis teachers give to mental mathematics and to understanding pattern and relationship in number. Lessons always begin with some time for mental mathematics. These sessions are fast and lively with pupils trying hard to get the answers as quickly as they can. In Years 1 to 4, much of the work is based on recalling multiplication tables and number facts. In Years 5 and 6, pupils are challenged to work out complex problems involving money, measurement, decimals and large numbers. All of this means that they have a very good knowledge of number and number operations by the time they leave the school.
- 5 A further strength in the teaching of mathematics is the way that teachers consistently point out and encourage pupils to look for pattern and relationship in number. This starts in the Foundation Stage⁴ and infant classes. For example, in a good lesson the teacher encouraged children in the reception class to look for patterns in the towers they made with blocks. As a result they began to talk about how some towers were one more than or one less than others. Similarly, a group of pupils in Year 1 were asked to find the missing number. Because they were encouraged to look at the last digits of numbers, they realised quickly that this would help them place their number in the right spot on a 100 grid. Further up the school, careful questioning by the teacher helped pupils in Year 4 to explain number patterns as *going up* or *going down* in threes.

⁴ The Foundation Stage is the time that children spend in a nursery and reception class. It ends when they start in Year 1.

- 6 The main reason why pupils do so well in science is that teachers encourage pupils to investigate and experiment, to test out their theories and predictions and think about the results they have gained in subjects such as design and technology as well as science. They also encourage pupils to record their findings carefully. This was evident in pupils' work in the Year 2 class. As part of their studies on the five senses, they made very detailed and accurate illustrations of the fruits and vegetables they had been using in their experiment. The work of older pupils shows their understanding of how to conduct experiments, in Year 3 to find out how electricity travels and, in Year 6, to filter substances.

The school makes good provision for pupils with special educational needs and consequently many reach the levels in English and mathematics that are expected for their age.

- 7 Pupils who have special educational needs get very good support from teachers and classroom assistants. This starts in the reception class, when the teacher assesses what pupils know and can do in the autumn term. Gaps in learning are identified and children who do not make the expected progress are given extra help from the teacher and other adults. From this stage onwards, teachers begin to keep the detailed and meticulous records that help them move pupils through the *stepping stones* that help them achieve the levels expected for their age by the time they are seven.
- 8 A particular strength of the school's provision lies in the carefully considered plans that are written for each pupil. These have very specific targets for improvement; for example, to learn the first ten words on a list from the school's reading scheme or to learn number facts to ten by heart. These are realistic and measurable, so that parents can see how well their children are doing and teachers know when to move them on to the next target. In addition, when parents are involved in setting targets they are given advice about how they can help their children at home.
- 9 Teachers are good at planning work for pupils with special educational needs. When planning lessons, they ensure that the tasks given to these pupils match their specific needs and help them make progress towards the targets in their individual education plans. For example, in a very good literacy lesson in the Year 3 and 4 class, pupils' spelling lists differed according to their ability. Careful questioning by the headteacher ensured that pupils with special educational needs acquired a better understanding of families of words.
- 10 Last year, governors decided to appoint a part-time teacher to work with lower attaining pupils and those with special educational needs. This initiative is working extremely well. A small group of pupils from junior classes is taught English, mathematics, science and information and communication technology away from their class. This enables teachers to give the average and higher attainers more challenging work. Meanwhile, lower attaining pupils and those with special educational needs benefit considerably from the extra help and attention they get from working in a small group. The work they do is based on what is happening in class and planned to help them keep up with other pupils for the part of the week that they are in the larger class group.
- 11 A further strength of the school's provision for pupils with special educational needs is the close partnership the co-ordinator has built up with agencies for support, such as the child psychologist and speech and language therapist. In addition, the co-ordinator

knows each pupil very well, which means that visitors to the school are kept fully informed about the progress or problems of the pupils they are helping.

Very good provision for pupils' personal development is evident in their enthusiasm for school, very good behaviour and positive attitudes to learning.

- 12 Teachers encourage pupils to think about their actions and the impact they have on others in assemblies, in discussions about what is right and wrong and in the everyday life of the school. They do it in an unobtrusive way; for example, in an assembly, pupils were told a story about helping others and asked how they could help one another. As a result, pupils offered their own suggestions about how they could help one another at play and lunchtime that day. This willingness to help others is apparent in the day-to-day life of the school. Older pupils take care of younger ones during lunchtime and at playtime pupils of all ages play together. The youngest children are very confident about asking for help with coats, or when they have trouble opening lunch boxes.
- 13 Throughout the school, pupils take appropriate responsibility for getting out materials they need in lessons and handle books and equipment carefully. In addition, older pupils are happy to accept responsibilities for giving out hymnbooks or turning the music on and off in assemblies. Children in the reception class know that they have to finish the task and then put things away tidily. Older pupils make good progress in developing their independent learning skills as they are expected to find things out for themselves. Many help with administrative and other tasks around the school. When asked, they talk proudly about the jobs they do in school and younger ones look forward to when they will get their turn.
- 14 Pupils are expected to behave well while they are in school. The youngest children are reminded of the need to be reasonably quiet and not get too excited when choosing activities. They know that there are restrictions on how many children can take part in each activity and generally follow the rules, reminding one another if there are too many. Older pupils settle quickly to their work and get on without adult supervision. This was evident when pupils in the Year 5 and 6 class read in almost total silence for 30 minutes, while the teacher worked with another group. During all of this time the only sounds were the rustling of pages and an occasional muttering of words. Pupils who do not behave sensibly are reminded of the rules quietly and firmly so that everyone knows what is expected of them.
- 15 The quality of relationships in the school is very good. Pupils trust and respect their teachers and try to be like them. They enjoy sharing a joke with teachers, particularly when it is a shared misunderstanding, such as the teacher getting something wrong. Pupils are friendly with one another and even in a week of floods and blizzards that prevented them playing outside, tempers were never frayed and they shared playtime activities of colouring, games and reading in a friendly way.

WHAT COULD BE IMPROVED

The number of pupils who reach a higher level in writing and mathematics by the end of Year 2.

- 16 Good teaching ensures that all pupils in Year 2 reach the expected level in National Curriculum tests in reading, writing and mathematics. However, fewer pupils than in most other schools reached the higher level in writing and mathematics and this is something the school wants to remedy.
- 17 Not enough pupils reach the higher level in writing for two main reasons. Firstly, when they start in reception class, early tests of their writing ability shows that many are above average and are already trying to write letters and words. However, because teachers do not plan enough opportunities for pupils to write in English and other subjects, some of this early lead is lost by the end of Year 2. Consequently, pupils do not have the opportunity to practise what they have learned about grammar, spelling and punctuation in well taught literacy lessons. This was evident in the way that average and higher attaining pupils in Year 2 knew about capital letters and full stops but did not always include them in their writing. A second reason why there are few pupils achieving the higher level is the way that writing is taught. Teachers place great emphasis on handwriting. The scheme they use ensures that pupils learn to form their letters correctly. However, much of the work involves worksheets, which further limits the amount of time they have for their own writing.
- 18 In mathematics, there is only one reason why more pupils are not reaching the higher level. The work they are given in Year 1 and 2 is not always challenging enough. Work in their books shows that while, lower attaining pupils and those with special educational needs are given work that is pitched at the right level, higher attaining pupils are often set work that is the same level of difficulty as average attaining pupils.
- 19 In both subjects, teachers are not making sufficient use of the results of tests to identify gaps in teaching and learning and to pitch work at the right level. An analysis of test results would have shown that fewer pupils were reaching the higher level. For example, the English co-ordinator was not aware of the school's unfavourable comparisons with similar schools.
- 20 This has not been spotted because the quality of teaching and teachers' planning is not being monitored closely enough and this is the school's second area for improvement.

Procedures for checking the quality of teaching and learning in the classroom are not systematic.

- 21 There are no systematic procedures for teachers to keep an eye on the quality of teaching, to see that planning and assessment are effective or to check pupils' work in order to see that they are achieving standards expected for their ability.
- 22 The headteacher and governors analyse the results of National Curriculum tests but do not share the school's results with all teachers. Consequently they do not know how well the school is doing in comparisons with all schools and similar schools. This means that they were unaware that fewer pupils than in most schools achieved the higher level in writing and mathematics. Teachers and governors recognise that until information is shared with everyone this situation is unlikely to change. The headteacher intends to remedy the situation by reviewing the results of National Curriculum and other tests with all staff.
- 23 An important factor that prevents the headteacher from monitoring the work of the school more rigorously is that three days a week are spent teaching and there is very little time left to complete managerial duties. This means that teachers' planning

cannot be checked regularly and gaps in teaching, such as work not always being challenging enough for the brightest pupils in Years 1 and 2, are not spotted.

- 24 Finally, because each teacher has a heavy workload of responsibility for several subjects, not enough time is given to checking the work in pupils' books. Had this been done, teachers in the Foundation Stage and Years 1 and 2 feel that they would have identified the need for pupils to spend more time writing and less time on completing handwriting sheets.
- 25 The headteacher and deputy headteacher recognise that this is a key area for development. They have begun to consider ways of managing time so that this can be done as part of their role as senior managers. Governors are keen to remedy any gaps in teaching and learning because they are rightly proud of their status as a Beacon School and because they see this as a school that is always striving for improvement. Their positive attitudes and the determination and commitment of teachers to be the best they can puts the school in a good position to tackle these key issues successfully.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors, headteacher and staff should

(1) Increase the number of pupils in Year 2 who reach the higher level in writing and mathematics by

- a. analysing National Curriculum test results to identify gaps in teaching and learning
- b. planning more opportunities for pupils to write independently throughout the Foundation Stage and Key Stage 1
- c. ensuring that higher attaining pupils are given more challenging work in mathematics.

(2) Establish formal procedures for the systematic monitoring and evaluation of the quality of teaching and its impact on learning by

- a. agreeing the aspects of teaching to be monitored
- b. identifying when and how planning and books are to be checked
- c. agreeing who has responsibility for each aspect of monitoring.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	55	36	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)		106
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

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	7	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5		
	Girls			
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (77)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (100)	100 (100)
	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	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100 (83)	92 (100)	100 (100)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100 (83)	92 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

⁵ Actual numbers are not given where the number of pupils is ten or less.

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
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)	4.4
Number of pupils per qualified teacher	24.1
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	27

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	195534
Total expenditure	186158
Expenditure per pupil	2103
Balance brought forward from previous year	9687
Balance carried forward to next year	19063 ⁶

⁶ The high carry over is a result of money for training, which has not taken place yet.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	45 (42%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	47	2	0	0
My child is making good progress in school.	40	53	2	4	0
Behaviour in the school is good.	38	42	16	2	2
My child gets the right amount of work to do at home.	24	47	22	7	0
The teaching is good.	51	42	2	2	2
I am kept well informed about how my child is getting on.	22	42	27	9	0
I would feel comfortable about approaching the school with questions or a problem.	44	38	9	9	0
The school expects my child to work hard and achieve his or her best.	49	40	7	0	4
The school works closely with parents.	16	42	22	18	2
The school is well led and managed.	20	49	9	16	7
The school is helping my child become mature and responsible.	31	62	4	2	0
The school provides an interesting range of activities outside lessons.	2	24	20	49	4