

INSPECTION REPORT

SPOFFORTH C of E PRIMARY SCHOOL

SPOFFORTH

LEA area: North Yorkshire

Unique reference number: 121592

Headteacher: Mrs J Cooper

Reporting inspector: Mr J Lea
21193

Dates of inspection: 18 -19 September 2000

Inspection number: 225167

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 to 11
Gender of pupils:	Mixed
School address:	School Lane Spofforth Harrogate North Yorkshire
Postcode:	HG3 1BA
Telephone number:	01937 590655
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Bruce
Date of previous inspection:	10 - 13 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Spofforth C of E Primary School was built in 1847. Two temporary classrooms were added in 1967 and a new hall was built in 1998. The school is situated to the south east of Harrogate in North Yorkshire and serves the village of Spofforth and the surrounding villages of Kirk Deighton, North Deighton and Little Ribston. The number on roll in September 2000, 103, shows that the school is smaller than other primary schools when compared with the average size nationally of 226 pupils.

Children enter the Foundation Stage at the beginning of the year in which they are five. There are currently 12 pupils under five. Most have experienced some form of pre-school education. Assessments made on entry indicate that pupils are drawn from the full ability range. When compared with the national picture the proportion of pupils relatively advantaged in socio-economic terms is broadly average. Unemployment levels are below average.

The percentage of pupils receiving a free school meal (2.9 per cent) is well below the national average. The percentage of pupils identified as having special educational needs (13.5 per cent) is below the national average. The percentage of pupils with Statements of Special Educational need (1.9 per cent) is just above the national average. There are currently no pupils speaking English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. In both key stages most pupils attain standards expected of their age in all aspects of their education. For some pupils attainment is better and they achieve a higher level. Teaching throughout the school is consistently good. The school is well managed and has clear priorities for future development. The school gives good value for money.

What the school does well

- Standards achieved in mathematics are particularly good.
- Teaching throughout the school is consistently good.
- Pupils have good social skills and a strong sense of moral responsibility.
- The headteacher, staff and governing body encourage pupils to show initiative, take responsibility and to become independent learners.

What could be improved

- Standards of written work throughout the school.
- Some aspects of information and communication technology.
- Opportunities for teachers to monitor the teaching and learning in those subjects for which they have a particular responsibility.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Developments since the last inspection in December 1996 have been sufficient to maintain good standards and to move the school forward. The new hall has significantly improved provision for physical education. New resources, as part of the National Grid for Learning Initiative, have been purchased for the provision of information and communication technology. Planning and provision for design and technology has given a higher priority to pupils' planning and design activities. Lessons in all subjects are better planned, with work

more suitably matched to the needs of all pupils. The governing body has established a number of committees and takes a more active role in the planning and the decision making processes. The school development plan includes more detailed action plans, based on priorities identified by the headteacher, staff and governing body, and focuses on setting targets to improve the quality of education and further raise standards in all subjects. The school is in a favourable position to make further improvements.

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
	1997	1998	1999	1999
English	A	C	B	D
Mathematics	C	E	A	A
Science	A	E	A	A

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

The children under five in the Foundation Stage make sound progress so that by the time they are five, most are achieving the Early Learning Goals. By this age some are already working within the National Curriculum Programmes of Study for English and mathematics. Standards in English, mathematics and science throughout the school are high; the percentage of pupils attaining the level expected for their age in the end of year tests is above the national average. It must be remembered, however, that in small schools test results do have limited significance due to the small numbers of pupils involved. Differences in ability between year groups can have a distorting effect when comparing the percentages of pupils reaching the expected levels with national figures and with similar schools. Consequently, the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are responsive and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour is good.
Personal development and relationships	Pupils are encouraged to take on responsibilities. Relationships throughout the school are good. Pupils are to be commended in the way they help and support their friends.
Attendance	Attendance is better than the national average. Pupils enjoy coming to school.

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 throughout the school is never less than good and in 14 per cent of lessons it is very good. Literacy and numeracy are taught well. Throughout the school, teachers plan their lessons effectively with learning objectives designed to stimulate and motivate pupils' learning. Non-teaching staff are made fully aware of the aims of each lesson and give very good support. Lessons are interesting and challenging to pupils of all ages and abilities. The management of behaviour is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant and caters well for the range of pupils' abilities.
Provision for pupils with special educational needs	The school provides good support for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral and social development is good. Cultural development is satisfactory. Good role models of staff and very clear codes of behaviour show that pupils have a clear understanding of right and wrong.
How well the school cares for its pupils	The school provides good care for all its pupils

The school curriculum is broad and balanced and provides interesting opportunities for all pupils to learn. A strength is the positive way in which it is used to involve pupils in their learning and encourage independence. All pupils are valued and cared for well. The school enjoys the support of parents, which makes a positive contribution to the standards pupils achieve. The school's aims are reflected through the curriculum and this gives an effective learning environment, which encourages pupils to do well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives clear educational direction for the school. She is supported well by a good team of teachers and other adults.
How well the governors fulfil their responsibilities	The governors provide good support and fulfil their statutory responsibilities well.
The school's evaluation of its performance	The school has a good view of its work in relation to its own needs and when compared to other schools.
The strategic use of resources	The school uses its resources well to meet the needs of all its pupils.

The headteacher provides clear educational direction for the school and is well supported by an active and informed governing body. The principles of best value are applied and the school uses its available resources well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The good standard of teaching.• All staff are friendly and approachable.• The standards pupils achieve.• The promotion of good values and attitudes.• Their children enjoy school.	<ul style="list-style-type: none">• The extra-curricular activities.• Sporting links with other schools.• The behaviour of some of the older pupils.• A more consistent approach to homework.• Links between parents and school.

The above comments relate to the academic year 1999/00. Inspection evidence identifies a more positive picture in respect of behaviour and in the amount of homework pupils are expected to do. A feature of most classrooms is the involvement of parents in pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in mathematics are particularly good.

1. Pupils achieve particularly good standards in mathematics in their National Curriculum tests and tasks. This positive picture is mirrored through inspection evidence. Indeed, there are a number of pupils who reach a very high level in comparison with similar schools.
2. The strong practical bias in mathematics for children in the Foundation Stage means that by the time they enter Key Stage 1 most are confident in using numbers. They can count to 20 with understanding and in tens to 100. As they move through the key stage, they build on earlier work and develop an appropriate vocabulary and understanding of mathematical concepts. In their work on shapes they recognise and name two-dimensional and three-dimensional shapes such as squares, circles and triangles, and cube and cuboid. By the time they move into Year 2, most pupils are beginning to use money confidently and can use and apply mathematics practically in real life situations, for example, buying goods and checking for the correct change on shopping expeditions. They handle data well, for example, when they complete a traffic count in Spofforth and present their findings in graph form. Most pupils can solve a problem by using simple lists, tables and charts to sort, classify and organise information. They confidently discuss what they have done and explain their results. By the end of the key stage, the majority of pupils have quick recall of addition and subtraction facts, handle money confidently and understand concepts of simple fractions.
3. At Key Stage 2, pupils' mental strategies develop well. They have a good knowledge of multiplication tables, and carry out mental calculations quickly and accurately. As they move through the key stage, pupils develop good skills in calculating all aspects of number. They change fractions to improper fractions and express decimals as both fractions and percentages. In their work on shape and space they measure and draw angles to the nearest degree and are confident in calculating area and volume. They design rangoli patterns using reflective and rotational symmetry. In handling data, they gather measurements of parts of the body from investigations in science, create a database on the computer and graph the results. Their investigative skills continue to develop well and by the time they leave school their knowledge, understanding and skills in mathematics are well developed.

The quality of teaching is consistently good.

4. The quality of teaching throughout the school is never less than good and in 14 per cent of lessons it is very good. This consistency reflects the teachers' commitment to high standards of achievement and is a strength of the school. It is also reflected in pupils' attainment, particularly in mathematics. Teachers and governors share a common aim to provide the best education possible for the pupils of Spofforth Primary School.
5. Throughout the school, teachers plan their lessons well by identifying precise learning objectives. Pupils are grouped carefully, activities are varied and classes of mixed ages and abilities organised very effectively. Non-teaching staff are made fully aware of the aims of each lesson and give very good support. All lessons proceed at a good pace. Teachers place great emphasis on developing pupils' speaking and listening

skills and provide many opportunities for pupils to express their opinions. A good example was seen in Year R/1 when pupils talked about their favourite parts of a poem “the mouse must be a ‘she’, I can see a bit of lipstick on her”. Teachers use a good range of personal artefacts to encourage learning, for example, a teddy bear in a Year 1/2 lesson on extended writing to create a logical and sequential story. They make good use of introductory and plenary sessions, an effective strategy which extends pupils’ vocabulary and raises confidence. An example of this strategy was observed in Year 3/4 when pupils began to appreciate the visual impact of a poem, talked about adjectival phrases and gave good examples of similes.

6. Teachers’ subject knowledge is good, particularly in the core subjects. They know their pupils well and challenge them, to promote independent learning, without losing the sense of fun and enjoyment. Again a useful example of this was seen in Years 5/6 when pupils used a human function machine and rotating grids to find the relationship between multiplication and division. This emphasis on independent learning develops good work habits and is reinforced throughout the school with the result that when pupils leave they have confidence in their own ability.
7. All teachers set high standards of behaviour and manage their pupils with a quiet but effective authority. Procedures for promoting good behaviour and discipline make a significant contribution to pupils’ attainment and progress. Relationships are good and this level of trust and respect underpins the values of the school and ensures that its aims are met.

Good social skills and a strong sense of moral responsibility.

8. The provision for pupils’ moral and social development is given a high priority and all pupils are given good opportunities to develop these skills. This is shown, for example, in the full and interesting curriculum it gives to its pupils. As you enter the school, its caring ethos is easily detected. Pupils are given a sense of belonging to a whole-school community, celebrating and appreciating each other’s contributions and achievements. A good example was seen in assembly when pupils were rewarded for their good attitudes and helpfulness during the past week. Pupils relate well to each other, for example, older pupils care particularly well for their younger schoolmates, helping during wet playtimes, reading stories, teaching games and setting out playtime equipment.
9. The headteacher places great worth on developing positive life skills in her pupils. That pupils develop an understanding of living in a community is important. This includes opportunities for pupils to appreciate their own cultural traditions and those of others. These are successfully reflected through the curriculum, for example, in literacy, art, history and music. Visitors to the school, for example, an Indian story teller and dancer increase awareness of other social groups.
10. Pupils are also involved in the community through church festivals and visits in the locality. All these experiences make a positive impact on pupils’ development. Values of honesty, fairness and truth are fostered well. All adults involved in the school exemplify strong moral values and are good role models. They are always ready to discuss issues that arise in the every day life of the school and all have high expectations of their pupils. In turn, most pupils share these expectations. They are courteous, well behaved and a credit to the school and their families. All pupils are given sufficient opportunities to discuss moral issues with the result that they are respectful of others and clearly recognise the difference between right and wrong.

The headteacher, staff and governing body encourage pupils to show initiative, take responsibility and become independent learners.

11. A conscious effort is made to teach pupils skills that will last them through their lives. Independence and a responsibility for their own learning are part of this approach. The importance placed on developing pupils' independence is synonymous with them using their own initiative. For example, the youngest pupils are encouraged to come into school on their own, hang up their own coats and find a place in the classroom. They keep their own areas tidy and look after the cloakroom. As they move through the school pupils are encouraged to organise their own equipment and materials and settle down to work. Older pupils set up and close down computer programs, hand out books, clean the whiteboard and set out apparatus for physical education. Celebrations, such as the annual nativity, harvest festival and the recent Millennium concert, provide excellent opportunities for pupils to share responsibilities. Visits out of school, for example, to Bewerley, increase pupils' initiative and sense of responsibility through outdoor activities such as orienteering, canoeing and assault courses. These team building activities encourage pupils to work co-operatively and find out about themselves and others. Pupils become very aware of the popular maxim, "no one can do everything, but everybody can do something".
12. Year 6 pupils attend the annual 'Crucial Crew' event organised by the local police. They follow a circus of activities demonstrating scenarios they may encounter. This encourages pupils to consider the best way of dealing with a particular situation. For example, "What do I do if I witness an accident? Should I take sweets from a stranger?"
13. When asked, pupils say that they enjoy school. This is reflected in the replies of the parents' questionnaires and the good attendance level. Throughout the school, most pupils are eager to learn, are attentive and enthusiastic about their work. They show good attitudes in the classroom and are keen to contribute to lessons and listen to the views of others. The end result is that pupils develop good working habits, work independently and without immediate supervision and become very involved in their learning. This makes an important contribution to the standards they achieve.

WHAT COULD BE IMPROVED

Pupils' extended writing.

14. Pupils' attainment in English throughout the school is good, and trends over time show that the majority of pupils achieve the level expected of their age. However, there are some variations within the subject itself. Pupils' oracy skills are good. The way pupils of all ages express their views is indicative of their good use of language. They are confident when talking to adults and contribute well during discussions in lessons. The majority of pupils read at a level appropriate to their age and when they leave the school, they are fluent and confident readers capable of reading and understanding some demanding texts.
15. The school has recognised through its own self-evaluation that the weakness in the subject is pupils' writing. Inspection evidence agrees. Trends show that the percentage of pupils attaining the higher levels in writing is close to the national average. This contrasts with reading and mathematics, which are well above and above, respectively. However, caution should be exercised when using statistical information with a small number of pupils.

16. At both key stages, good use is made of the literacy hour for word sentence work. Younger pupils write simple phrases and sentences using capital letters and full stops. Careful attention is given to punctuation and spelling and by the time pupils are ready to move to Key Stage 2, their writing is becoming organised and ideas are developed in the correct sequence. In Key Stage 2, this progress continues. The majority are developing a sound understanding of how English works; grammar and punctuation and spelling are usually accurate. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. Most pupils can use dictionaries confidently to support their spelling. In their poetry they understand the importance of syllables, nouns and adjectives to provide an effective structure for their writing. For example, 'a flamingo is a long, cool drink of something pink'. Older pupils plan their stories but use a limited structure; they understand the importance of planning with a setting, characters and plot. However, this lacks the refinement needed for them to fully understand the writing process and to further their vocabulary and its use. Their teachers give them opportunities to write for different purposes and audiences. For example, a book review to its author, a school newspaper and persuasive writing on fox hunting. However, marking of these is often limited to ticking the work, or writing a celebratory comment, which only acknowledges that the work is complete. It is important that writing is always marked with informative comments, which tell pupils what to do next in order to improve their work.
17. The skills are there to be built on. In order to improve their writing pupils need more practice in using the skills learned in the literacy hour, ideally through extended writing using drafting techniques. More opportunities to plan and review their writing and to develop their ideas would greatly enhance its quality and enable pupils to write confidently from an early age with fluency and accuracy. Older pupils should build on this approach by further developing their ideas, for example, through brainstorming sessions and putting their ideas onto paper. This will need to be reviewed; pupils may need to make some changes to improve this initial draft. This revision stage should also include, for example, checking their work for spelling and punctuation mistakes. The last stage is to produce a neat, correct and clear final copy.

Some aspects of information and communication technology.

18. Information and communication technology is a developing area. There has been a considerable improvement in the school's provision since the last inspection due to the school's planned expenditure and grants from the National Grid for Learning initiative. These have allowed the school to update its equipment, particularly computers and software. The school is now faced with a familiar problem in coming to grips with the new level of technology, for example, using a scanner, the Internet, digital cameras, and new software and desktop environment. The school is responding very positively to this challenge. It is well on the way to meeting the aims of the initiative and its own action planning, namely raising standards of attainment for all pupils and giving them wider experiences of using information and communication technology as a vehicle for studying other subjects and developing new skills.
19. Although only one lesson was seen during the inspection and opportunities to see pupils working in the classroom were limited, it is clear that standards are in line with national expectations at both key stages. Most pupils enjoy working with computers and many have access to them at home. This has a positive impact on their work.

20. The school recognises, through its school improvement planning that there is a need to ensure deeper coverage of some of the Programmes of Study to challenge all pupils. Priorities include providing them with more experiences to use databases in both key stages. At Key Stage 1, skills in word processing, logo and the use of art packages need developing. Specifically at Key Stage 2, there is a need to provide more opportunities for using spreadsheets, logo, e-mail and programmable robots. The internet, control technology and monitoring, for example, using sensors for data logging are other areas for development. Some teachers lack confidence to teach the subject, particularly in light of recently acquired resources. Further training needs to be provided where there are gaps in staff expertise.

Provide opportunities for subject co-ordinators to monitor the quality of teaching and learning in the subjects for which they are responsible.

21. At the last inspection staff roles and responsibilities were identified as in need of development. The headteacher, in addition to her teaching role was responsible for co-ordinating a large number of curriculum areas. The governors acknowledged the need for curriculum responsibilities to be redistributed more equitably amongst staff. This has seen more staff involvement in producing the school development plan and has provided greater flexibility for the headteacher to carry out her management responsibilities. All staff are now in control of their own budgets and can plan for the resourcing and development of their subject areas throughout the school. Co-ordinators plan and review policies with all staff and monitor the delivery of the curriculum through meetings. In addition, there are now more effective procedures for developing and evaluating performance such as monitoring pupils' attainment and progress as they move through the school. Baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests are providing useful information in this respect. However, currently the monitoring of subjects by co-ordinators is limited to an overview of teachers' planning. There is still a need to extend this further by giving them opportunities to monitor the effectiveness of teaching and learning in their subjects through classroom observations. This will allow teachers to make a more positive contribution to the quality of teaching and learning and also to gain valuable professional development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The governing body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school by:
- (1) Providing more opportunities for extending pupils' writing throughout the school so that pupils in Key Stage 1:
- a) write with confidence, fluency and accuracy;
 - b) plan and review their writing by assembling and developing their ideas;
- and in addition, at Key Stage 2 pupils should be encouraged to:
- a) plan through noting and developing their ideas;
 - b) draft work by developing these ideas into structured written text;
 - c) revise work through altering and improving their draft work;
 - d) check work for spelling and punctuation, errors, omissions or repetition;
 - e) present a neat, correct and clear final copy;

- f) discuss and assess their writing and that of others.
- (2) Building on the good work so far in information and communication technology by:
- i) at Key Stage 1 further developing pupils' skills in using:
 - a) word processing; b) art packages; c) Logo;
 - ii) and at Key Stage 2:
 - a) spreadsheets; b) e-mail; c) internet; d) programmable robots;
 - e) logo; f) control technology; g) monitoring, using sensors;
 - iii) throughout the school:
 - a) improving staff expertise where there are identified needs;
 - b) planning information and communication technology as a cross-curricular tool to bring other subjects alive.
- (3) Providing opportunities for subject co-ordinators to monitor the quality of teaching and learning in the subjects for which they are responsible.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
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	14	86	0	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)	0	103
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	14

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	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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
		99	5	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	8	8	7
	Total	13	13	12
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (91)	92 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	8	7	8
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (91)	92 (91)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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
		99	7	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	5
	Girls	6	6	6
	Total	10	13	11
Percentage of pupils at NC level 4 or above	School	71 (58)	93 (42)	79 (58)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	6	6	7
	Total	11	13	14
Percentage of pupils at NC level 4 or above	School	79 (42)	93 (58)	100 (67)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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	1	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	23.4
Average class size	25.75

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	77.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	185,600
Total expenditure	176,000
Expenditure per pupil	2,000
Balance brought forward from previous year	7,500
Balance carried forward to next year	17,100

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	29	13	0	0
My child is making good progress in school.	32	52	13	0	3
Behaviour in the school is good.	16	55	19	3	6
My child gets the right amount of work to do at home.	19	48	23	3	6
The teaching is good.	45	48	3	0	3
I am kept well informed about how my child is getting on.	16	42	35	6	0
I would feel comfortable about approaching the school with questions or a problem.	42	55	0	3	0
The school expects my child to work hard and achieve his or her best.	26	65	0	3	6
The school works closely with parents.	13	55	19	6	6
The school is well led and managed.	23	55	3	0	19
The school is helping my child become mature and responsible.	19	71	6	0	3
The school provides an interesting range of activities outside lessons.	6	6	35	42	10