

INSPECTION REPORT

MICKLEOVER PRIMARY SCHOOL

Mickleover, Derby

LEA area: Derby City

Unique reference number: 112790

Headteacher: Mr. P. Fitzpatrick

Reporting inspector: Martin Lester
20596

Dates of inspection: 1st – 2nd November 2000

Inspection number: 225190

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Vicarage Road
Mickleover
Derby
Derbyshire

Postcode: DE3 5EY

Telephone number: 01332 514052

Fax number: 01332 523860

Appropriate authority: The governing body

Name of chair of governors: Mr. Richard Tapping

Date of previous inspection: 18th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Martin Lester, 20596	Registered inspector
Andy Anderson, 14083	Lay inspector
Lynne Wright, 22398	Team inspector
Tony Taylor, 4262	Team inspector

The inspection contractor was:

St. Mary's College
Waldegrave Road
Strawberry Hill
Twickenham
TW1 4SX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

PART A: SUMMARY OF THE REPORT

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1 - 19

- Standards in Literacy and numeracy are high because good quality teaching results in effective learning.
- The very good provision for personal development enables the pupils to form very positive relationships and contributes significantly to the well-being of the school community.
- There is a broad and balanced curriculum enhanced by educational visits and an excellent range of clubs and out of school activities.
- Strong and effective leadership is bringing about continued school improvement by drawing upon effective strategies for self-evaluation.

WHAT COULD BE IMPROVED

20 - 22

- The provision of resources for information and communication technology (ICT) needs to be enhanced so that pupils' standards are raised.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than usual primary school with 378 pupils on roll comprising 191 girls and 187 boys. The school roll is rising with approximately one third of pupils attending from outside the catchment area. The pupils are of predominantly white ethnic origin. The number eligible for free school meals (9) is below average and the percentage of children with special educational needs (7.3%) is well below average. There is no nursery class, but most pupils have some form of pre-school experience before joining the reception class in either September or January, according to when they become five years old. The pupils' attainment on entry covers the full range, but is generally above average.

HOW GOOD THE SCHOOL IS

This is a very good school which parents rightly hold in very high regard. It has an obvious sense of purpose, a strong work ethic and a very positive ethos. The pupils are very well supported in their personal development, and benefit from teaching that is rarely less than good and often is very good. By the age of eleven, the pupils attain standards that are above average in mathematics and well above average in English. The headteacher, staff and governors work most effectively as a team to maintain, and in several cases enhance, the many strengths identified at the time of the last inspection. Funding per pupil is low, and the school offers very good value for money.

What the school does well

- Standards in literacy and numeracy are high because good quality teaching results in effective learning.
- The very good provision for personal development enables the pupils to form very positive relationships and contributes significantly to the well being of the school community.
- There is a broad curriculum enhanced by educational visits and an excellent range of clubs and out of school activities.
- Strong and effective leadership is bringing about continued school improvement by drawing upon effective strategies for self-evaluation.

What could be improved

- The provision of resources for information and communication technology (ICT) needs to be enhanced so that pupils standards are raised.

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

The school has identified this area for improvement within its existing development planning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1996. The conscientious response of the headteacher, staff and governors to the last report has further strengthened the quality of education and care provided and resulted in sustained high performance by the pupils. The high quality of the teaching has been maintained; it is good overall and is often very good. The systems for planning and assessment are very good. The provision for the pupils' personal development has improved from good to very good and contributes most effectively to the creation of a harmonious and very hard working community. The quality of the accommodation has improved due to the replacement of a dilapidated terrapin with a new brick building. The school has made good progress since the last inspection and is well placed to sustain further improvement.

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	A	A	B
Mathematics	B	B	B	C
Science	B	A	A	B

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

The table shows that in 1999 the pupils achieved results in the national tests that were well above average in English and science and above average in mathematics. When compared with similar schools, the results in English and science were above average and in mathematics were average. Further analysis shows that in recent years, the pupils' results have improved broadly in line with the national trend and that there is no significant difference between the performance of boys and girls.

In the 1999 tests for seven-year-olds, the pupils' performance was of a similar high quality. Standards in writing and mathematics were well above average in comparison with both the national picture and similar schools. Standards in reading were well above the national average and above average in comparison with those achieved by pupils in similar schools. The 2000 national test results for both seven and eleven year olds were similar to 1999 results with the proportion of pupils attaining the expected levels remaining well above average.

Although it is early in the school year, the inspection findings confirm that the standards in English and mathematics at the end of the Foundation Stage and Key Stage 1 and 2 are high. The children in the Foundation Stage make a very good start to school and by the time they transfer to Year 1 most are securely working in the early stages of the National Curriculum. As the pupils move through the school they maintain good, and often very good, progress and by the age of eleven most of them attain the expected level with a significant minority attaining higher standards.

The standard of pupils' work in ICT is satisfactory at the end of Key Stage 1, but below expectations at the end of Key Stage 2. Although an appropriate curriculum is planned, the pupils' progress, particularly in Key Stage 2, is restricted by a lack of appropriate resources.

There is a well-established system for the setting of improvement targets for all pupils. In addition, the pupils identified as having special educational needs benefit from clearly defined targets in their individual education plans. The small class sizes when the pupils first start school and the organisation of Key Stage 2 pupils into relatively small ability groups in English and mathematics enable all pupils to make good progress. For example, almost all pupils in the Year 5 and 6 mathematics groups are on course to attain the expected Level 4 by the age of eleven with at least 40% expected to reach the higher Level 5.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children enjoy their time in school and work very hard.
Behaviour, in and out of	Very good. The school operates as an extremely orderly and polite community.

classrooms	
Personal development and relationships	Excellent. Relationships within the school are extremely harmonious. The children readily accept responsibility from an early age.
Attendance	Well above average

These aspects are major strengths. The school is a welcoming, happy and productive community. The pupils are keen to learn and proud of their school and its achievements.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 high quality of the teaching has been maintained since the last inspection; it is good overall and is often very good. During the inspection 50% of lessons were very good, 36% good and 14% satisfactory.

The classrooms are well organised, and there are clear rules and expectations about attitudes to work and behaviour. The teachers show an impressive consistency in the management of their pupils. As a result, relationships between the teachers and the pupils are very good. In addition, there are very good procedures for assessment of both the pupils' academic performance and their personal development. The overall effect is that the teachers have a very good knowledge of the pupils they teach and effectively set them appropriate but challenging targets for improvement.

Similarly, the teachers have a good knowledge of the subjects they teach. This is particularly the case in English and mathematics where they make effective use of the guidance provided by the national strategies for literacy and numeracy. The teachers also make good use of the national guidance for other subjects to present a broad and interesting range of learning opportunities. However, despite the teachers' best efforts, their teaching in ICT suffers from a lack of appropriate resources, preventing them from providing regular hands-on opportunities for the pupils.

The quality of the teaching is also well supported through prudent spending and the "value for money" decisions taken by the leadership. This has provided small classes when the pupils first begin school and the deployment of additional teachers to support group work in Key Stage 2. The youngest pupils receive very well focussed attention and make a very good start to school. The older pupils are often very well taught in ability groups in English and mathematics and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of educational visits and excellent provision for extra-curricular activities enhance a good quality, broad and balanced curriculum.
Provision for pupils with special educational needs	These pupils are well supported. As a result, they make good progress towards the targets within their individual education plans.
Provision for pupils' personal, including	The very good provision effectively contributes to the pupils' very positive attitudes, behaviour, values and relationships. The daily routines are based on

spiritual, moral, social and cultural development	clear values and principles that promote the personal and academic growth of all pupils.
How well the school cares for its pupils	The pupils receive very good educational and personal support and guidance. The procedures for child protection and ensuring pupils' welfare are also strong.

The very good care, support and guidance given to the pupils have a very positive impact on their personal development and overall achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership provides a very clear educational direction and ensures that the school's aims and values are reflected in its everyday work.
How well the governors fulfil their responsibilities	The governing body effectively fulfils its responsibilities and plays a key role in shaping the future direction of the school.
The school's evaluation of its performance	The leadership, including the governing body, has a very good understanding of the strengths and weaknesses of the school
The strategic use of resources	Good. Money is spent according to the development priorities of the school and takes account of "value for money" principles.

Strong and effective leadership is bringing about continued school improvement.

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 children come willingly to school and enjoy working hard in their lessons. The children make good progress as a result of good teaching. The children are very well behaved. The school is well led and managed and promotes appropriate values. 	<ul style="list-style-type: none"> The amount of information about their children's progress The range of after school activities

The inspection team agrees with the overwhelmingly positive views expressed by parents at the pre-inspection meeting, in the questionnaires and during informal discussions over the inspection period. The quality of the end of year reports is very good, and parents have both formal and informal opportunities to discuss their children's progress. However, the school should ensure that all parents are fully aware of the opportunity to discuss the end of year report in the summer term. The provision for extra-curricular activities is excellent and far stronger than that found in most similar schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in literacy and numeracy are high because good quality teaching results in effective learning.

1. The national tests of 1999 reflected the consistently high standards achieved by the pupils in recent years. Pupils aged eleven achieved results that were well above average in English and above average in mathematics. When compared with similar schools, the results in English were above average and in mathematics were average. The pupils aged seven achieved standards in writing and mathematics that were well above average in comparison with both the national picture and similar schools. Standards in reading were well above the national average and above average in comparison with those achieved by pupils in similar schools. The 2000 national test results for both seven and eleven year olds provide a similar picture, with the proportion of pupils attaining the expected levels remaining well above average.
2. The school also carries out regular testing of pupils throughout Key Stage 2 for example, using the voluntary national tests. In addition, the teachers regularly include assessment activities within their lesson plans in order to accurately identify the pupils' progress. The resulting information enables the teachers to set appropriate but challenging improvement targets for all pupils. Consequently, in both key stages the higher attaining pupils are reaching levels that exceed the national expectation, and most of the lower attaining pupils are reaching the expected level. For example, half of the current Year 6 cohort were assessed as reaching Level 4 in mathematics at the end of Year 5; this is the expected level for the end of Year 6. Moreover, a significant majority of Year 5 pupils in the lower attaining mathematics group are on target to reach the expected Level 4 at the end of Year 6. The targets for these two year-groups are intended to produce test results that are well above average at age eleven.
3. All pupils start school in the year of their fifth birthday. The results of teacher's early assessments reveal that each intake contains the full range of abilities, but that overall the children's attainment is above average. The children make very good progress during the Foundation Stage, and by the time they transfer to Year 1 most are securely working on the early stages of the National Curriculum. Very good attention is paid to the early development of the skills of literacy and numeracy. For example, many pupils write using simple words and phrases with the letters clearly shaped and positioned. They can also recognise, write, count, sequence and add numbers up to ten.
4. The inspection findings confirm that the standards in English and mathematics at the end of Key Stages 1 and 2 are high. For example most pupils aged seven have a secure knowledge of full stops, speech and exclamation marks and how to use them in their own writing. Most of the lower attaining Year 6 pupils achieve the expected level for pupils of this age for example, they use appropriate words to join phrases and express a clear point of view about books that they have read. A significant number of the higher attaining Year 6 pupils talk and listen with assurance in a wide range of activities and settings. In mathematics nearly all Year 2 pupils work securely with numbers to 100 and a significant minority are working confidently with numbers to 1000 and show good mental recall of the 10 times table. Most high attaining Year 6 pupils can calculate fractions or percentages of numbers and measures and reduce a fraction to its simplest form in order to aid calculations.
5. The main reason why the standards are high is the good quality of the teaching. The teachers make effective use of the guidance provided by the national strategies for literacy and numeracy. They draw upon their good subject knowledge to present interesting and challenging lessons that enable the pupils to achieve very good levels of literacy and numeracy. This was evident, for example, in lessons for the youngest pupils in which the teacher's expectations were high and the children responded very positively to the very carefully organised and targeted activities. For example, when pupils used model foodstuffs and magic boxes containing counters to support counting within 10, and listened to a glove puppet leading a literacy session. The teachers throughout the school have similarly high expectations, and most of the lessons are well matched to the needs and targets of the pupils. For example, simple but effective resources such as large number squares, timers, overhead projector and digit cards were used most imaginatively to promote pupils' enjoyment and motivation in mental arithmetic sessions. A strong feature of literacy lessons is the pupils' awareness of their personal targets for improvement.

6. The teaching is further supported through prudent spending and the “value for money” decisions taken by the headteacher and governors. This has provided small classes when the pupils first begin school and the deployment of additional teachers to support the group work in Key Stage 2. The youngest pupils receive very well focussed attention and make a very good all round start to school. The older pupils are usually very well taught and make good progress in ability groups in English and mathematics. Throughout the school the pupils with special educational needs receive effective support within class and group work and make good progress towards the targets in their individual education plans.

The very good provision for personal development enables the pupils to form very positive relationships and contributes significantly to the well being of the school community.

7. All pupils are encouraged to accept responsibility for their work and actions and to develop positive relationships with each other and the adults in school. From an early age, the children are expected to assume responsibility for simple tasks within the classroom and around the school. The children in the reception classes are expected, for instance, to care for the classroom and each other and to join in with tasks such as tidying the room. By the age of eleven, many are capable of a significant contribution to school life through the well established prefect system. For example, several of the older pupils assist younger pupils and the supervisors in the dining hall every lunchtime. Pupils of all ages answer questions thoughtfully and talk openly of their positive experiences at school. Several older pupils spoke with clarity about the importance and responsibility of membership of the school council.
8. The school places great importance on the development of a sense of belonging to and contributing to a community and provides a broad range of opportunities to further this aim. The curriculum is planned to include visits into and visitors from the community. Special events such as a celebration of the new millennium encouraged children and adults to collaborate to very good effect in creating the Mickleover Dome in the school hall. This became an exhibition of the children's work that described in words, artwork, models etc. aspects of the past centuries. Opportunities for the pupils to reflect on their own and others' feelings, values and beliefs are provided for example, within religious education lessons, group discussions and assemblies. Where possible, effective links are made between these activities. For instance, a very good assembly focusing upon the theme of light and dark was very well developed in a religious education lesson later that day. Both the assembly and the lesson were characterised by a feeling that the observer, like the children, had the time to stop and reflect as they experienced something special. The school makes very good use of the recently published national guidance on personal, social and health education and the teachers plan weekly sessions for this area of learning. Two very good lessons were observed in which the teachers very sensitively ensured that all pupils had the fullest opportunities to express their thoughts and feelings. This resulted in the development of a great sense of trust between all the participants.
9. There are very thorough and effective systems for recording and monitoring the pupils' academic performance and personal development. For example, the procedures for ensuring the welfare, health and safety of the pupils are very good. This helps to provide a most secure environment in which the children confidently go about their daily routines. The arrangements for regularly assessing the pupils' progress and revising appropriate but challenging targets for improvement are well established. All of these measures make important contributions to the very good care, support and guidance that the school offers to the pupils.
10. The outcome of this very strong provision is the very responsible attitude of the children towards everybody involved in the life of the school. In lessons, it is evident in the ways in which the children are pleased to share the responsibility for their learning. They are usually very well behaved and work most willingly and diligently. The children and adults appear to very much enjoy each others company and share a common aim of supporting each other to do their best. It is not surprising that so many parents value this aspect of school life.

There is a broad curriculum enhanced by educational visits and an excellent range of clubs and out of school activities.

11. Although the school has placed considerable emphasis, to good effect, on the development of the curriculum in English and mathematics, it has not overlooked other subjects. It has successfully adopted not only the national strategies for literacy and numeracy, but also much of the material contained within recent national guidance for other subjects. This material has been successfully adapted to meet the needs of the school. As a result of a well-managed programme of curriculum review, the school is successfully introducing the new Curriculum 2000 and the Foundation Curriculum.
12. The curriculum is well planned to include a broad range of interesting activities and is enriched through the use of resources from within and outside the school. Regular opportunities are planned for the pupils to visit places of educational interest and for members of the community to come into school. For example, the "Open the Book" team contribute to assemblies, and older pupils participate in an annual outdoor adventure residential week. In addition, the teachers thoughtfully combine aspects from different subjects in order to enrich and enliven the pupils' learning. For example, carefully chosen music is used to good effect during assemblies, art and physical education lessons. In these instances, the music adds a dimension that makes the learning opportunities that little bit more special.
13. The children are regularly encouraged to extend the level of involvement with their work through the use of the school library, the local library, the Internet and homework. The school has devoted considerable time to the development of appropriate and widely understood arrangements for homework. Although there remain some differences of opinion about this issue, many parents rightly believe that the current arrangements effectively contribute to the pupils' learning. They not only help to extend the pupils' learning, but also provide a valuable opportunity for parents to become involved.
14. Although an appropriate ICT curriculum is planned, the pupils' progress, particularly in Key Stage 2, is restricted by the lack of resources.
15. An extensive range of extra-curricular activities provides the children with opportunities to enjoy and develop particular interests and skills. Some of the activities are seasonal, but include the following clubs: athletics, cricket, football, netball, rugby, tennis, sketching, sewing, nature, Makaton signing, choir and instrument tuition for brass, guitars, recorders, violin and woodwind. This provision is far stronger than that usually found in similar schools.

Strong and effective leadership is bringing about continued school improvement by drawing upon effective strategies for self-evaluation.

16. The management team provides a very clear educational direction and ensures that the school's aims and values are reflected in its everyday work. They are also committed to developing a well-motivated and enthusiastic team in which willingness and generous nature are apparent. They are successfully achieving this aim. However, they are well aware of the need to regularly monitor the quality of education provided and the pupils' performance in order to sustain and further improve the present high standards.
17. The leadership, including the governing body, has a very good understanding of the strengths and weaknesses of the school. For instance, the headteacher maintains a very good overview of the pupils' academic performance and personal development. He regularly visits classrooms to observe the quality of education provided and to talk to the children about their work. The senior members of staff share this responsibility. The school also makes good use of the support of the Local Education Authority Adviser who has monitored literacy and numeracy lessons in order to identify "best practice" for sharing with colleagues. The governing body is provided with much helpful information through the headteacher's reports and regular contact with the subject co-ordinators. The information is carefully considered before strategic plans are made and decisions taken. For example, a working party of staff and governors take a leading role in drafting the school development plan for consultation. The governors are then able to allocate the budget according to the clearly identified development priorities taking account of "value for money" principles. This enables the governing body to play a key role in shaping the future direction of the school.
18. Although the pupils' achievements are high, the leadership is not complacent and continually strives to further raise standards. They are well aware of the importance of comparing Mickleover both with

schools nationally and with those in similar circumstances. This has resulted in the clear identification of some challenging improvement targets. A good example is the aim to further raise standards in mathematics at the end of Key Stage 2 in order to bring them more securely into line with the pupils' very high performance in English. The school has tackled this issue on several fronts including curriculum development, enhancement of resources and staff training. The inspection evidence indicates that standards are rising and that test results in the next two years are likely to reach these well above average levels. It is impressive that this has been achieved during a period of considerable staff changes.

19. Appraisal has been an important and effective element in encouraging staff to assess their own performance and identify appropriate training needs. A particular strength of the staff's approach is the shared commitment to improvement and the desire to succeed. The leadership has accurately identified aspects of existing practice that will be included within a performance management policy.

WHAT COULD BE IMPROVED

The provision of resources for information and communication technology (ICT) needs to be enhanced so that pupils standards are raised.

20. The standards of pupils' work in ICT are satisfactory at the end of Key Stage 1 but below expectations at the end of Key Stage 2. By the age of seven, the pupils have a sound appreciation of word-processing and use the mouse and cursor to change size, style and colour of text. The pupils in Year 4 have further developed these skills and can better organise and amend their work using an appropriate vocabulary. By the end of Year 6, the pupils have some experience of spreadsheets, but their levels of competency are restricted by inadequate "hands on" experience.
21. The quality of teaching in ICT is satisfactory and there are some good elements. The co-ordinator has worked very hard to improve the confidence and competence of the teachers. As a direct consequence, the teachers often show good subject knowledge and effectively use an appropriate vocabulary when discussing ICT procedures with the pupils. However, although an appropriate curriculum is planned, the pupils' progress particularly in Key Stage 2 is restricted by the lack of resources. For example, Internet access is restricted to one computer resulting in very limited opportunities to use e-mail, import information from digital cameras and scanners and access data from Internet sources. The current number and deployment of computers means that availability in lessons is restricted to one or two machines. The pupils develop some ICT knowledge and skills, but greater understanding and increasing competencies are not effectively developed as the pupils move through the school. The pupils are hard working, conscientious and keen to further develop their ICT skills. Homework tasks involving the use of ICT are well used wherever possible. However, this does not adequately compensate for the lack of learning resources in school.
22. The governors have drawn up ambitious plans for the provision of a new, suitably equipped room for ICT. They have carefully considered the financial implications and intend to have this provision in place for the beginning of the new school year. Moreover, the provision of additional staff training through the New Opportunities Funding is eagerly anticipated by a staff team that is well aware of the need to extend further their work in this subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to raise standards at the school still further the headteacher, staff and governing body should:
 - Enhance the resources for Information and Communication Technology to match the demands of the curriculum and the needs of the pupils.

The school has identified this area for improvement within its existing development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
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
0	36	50	14	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	378
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.4
National comparative data	5.4

School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	34	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	32	32	32
	Total	57	57	59
Percentage of pupils at NC level 2 or above	School	93	93	97
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	25	25
	Girls	33	32	29
	Total	59	57	54
Percentage of pupils at NC level 2 or above	School	97	93	89
	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
	1999	25	24	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	24
	Girls	21	15	23
	Total	45	39	47
Percentage of pupils at NC level 4 or above	School	92	80	96
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
	Boys	20	21	23

Numbers of pupils at NC level 4 and above	Girls	20	14	21
	Total	42	35	44
Percentage of pupils at NC level 4 or above	School	86	72	90
	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	7
Black – African heritage	2
Black – other	2
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	363
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	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: Y[R] – Y[6]

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	27:1
Average class size	31.5

Education support staff: Y[R] – Y[6]

Total number of education support staff	7
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
--	---

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	513693
Total expenditure	512970
Expenditure per pupil	1383
Balance brought forward from previous year	28474
Balance carried forward to next year	29197

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
--------------------------------	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	378
Number of questionnaires returned	190

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	1	1
My child is making good progress in school.	55	38	4	1	2
Behaviour in the school is good.	66	31	2	0	2
My child gets the right amount of work to do at home.	34	53	9	1	4
The teaching is good.	64	35	1	0	1
I am kept well informed about how my child is getting on.	33	50	14	2	2
I would feel comfortable about approaching the school with questions or a problem.	63	28	4	3	2
The school expects my child to work hard and achieve his or her best.	75	25	0	0	1
The school works closely with parents.	39	50	9	1	1
The school is well led and managed.	67	31	1	1	1
The school is helping my child become mature and responsible.	56	41	1	0	2
The school provides an interesting range of activities outside lessons.	30	42	12	2	14