

INSPECTION REPORT

Barnby Dun Primary School

Barnby Dun, Doncaster

LEA area: Doncaster

Unique reference number: 106755

Headteacher: Mrs J Clift

Reporting inspector: Brian Sprakes
23800

Dates of inspection: 16 – 18 October 2000

Inspection number: 225404

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:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Church Road Barnby Dun Doncaster
Postcode:	DN3 1 BG
Telephone number:	01302 883917
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Shaw
Date of previous inspection:	18 – 20 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The size of the school is about average for schools of this type. It serves the village of Barnby Dun; however, being popular with parents, 23 per cent of pupils travel from surrounding villages and areas within Doncaster. There are 287 pupils on roll, all of whom are white; there are no children from ethnic minority backgrounds. As they enter the school, children's attainment is broadly typical of the age group. There are 41 children in the reception classes. Overall, seven per cent of pupils are entitled to free school meals, this being well below the national average. The proportion of pupils on the register for special educational needs (15 per cent) is below average. Seven pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and very few weaknesses. Pupils achieve well above average standards of work by the time they leave the school. The quality of teaching is very good overall and this enables pupils, including those who have learning difficulties and those who are gifted, to make very good progress in their learning. The headteacher, staff and governors are united in their determination to continue to drive up standards within the context of a very pleasant and supportive learning environment. Parents hold the school in high regard. It gives very good value for money.

What the school does well

- By the time children leave the reception classes, attainment is above that expected for children of this age. Subsequently, the attainment of both infant and junior pupils is very high in English, mathematics and science. In information and communication technology attainment throughout the school is high.
- The school teaches a full range of subjects. There are very good links between subjects and the excellent displays of work show considerable care and pride on the part of both staff and pupils.
- The quality of teaching is very high and this has a positive impact on learning, relationships, attitudes and behaviour.
- The resources within the school are of a very high standard; the overall accommodation provides a most effective learning environment.
- The school monitors progress and cares for all pupils exceptionally well.
- Leadership and management are very good and a strength of the school. There is a continuous desire to strive towards even greater improvement.

What could be improved

- The provision and range of outside play equipment for the very youngest children are limiting opportunities for them to develop specific physical skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection report, in 1996, detailed the school to be in a positive position. Despite this, there has been a very good rate of improvement. The implementation of the school's action plan has addressed the issues from the previous inspection. Subjects are inter-linked well, updated schemes of work are available in all subject areas and the school has maintained and developed the previously high standards and quality.

In addition, there has been a dramatic improvement in information and communication technology. This subject now has a very high profile within the school. All requirements of the National Curriculum are fully met, resources are of a very high standard and staff training has led to very good provision for all pupils. As a result, standards of achievement are very high. Considerable extension to the school building has been made, additional members of staff have been employed and as a consequence, class sizes have reduced. Very good financial planning has also enabled access to a wider range of general resources within the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	C
mathematics	B	A	A	B
science	A	A	A	A

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

As they start school, children's attainment is broadly average. They make good progress in the reception classes and at the age of five, most have very good social skills and have acquired a sound basis for subsequent work. Pupils make very good progress by the age of seven and the standard of work achieved in English, mathematics and science is well above average. In information and communication technology, attainment is above that expected for pupils of this age.

Junior pupils continue to make very good progress and both in 1999 and 2000, the school exceeded its challenging targets. The high standards achieved in the 1999 national tests are shown in the above table. This year they have been improved upon in English and science and equalled in mathematics. In the 2000 national tests in science, all pupils achieved the expected level or better for their age. As yet, comparisons with other schools are not available.

Inspection judgement shows that by the age of eleven, pupils' attainment in English, mathematics and science is well above average and in information and communication technology, it is above that expected for pupils of this age.

Throughout the school, pupils produce a high level of work across the curriculum and they achieve very well. The previously good standards of attainment have been built upon and pupils' achievement is now very high. Literacy, numeracy and information and communication technology are linked well to many other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They are keen to succeed, are responsive and give of their best at all times.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good. Pupils show respect for each other and for adults. They are a credit to the school and to their families.

Personal development and relationships	Personal development and relationships are very good. The school is a harmonious community. Older pupils conscientiously take on extra responsibilities.
Attendance	Attendance is broadly in line with the national average and there is no unauthorised absence. Lessons start promptly.

TEACHING AND LEARNING

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

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

Overall, the teaching in the school is very good and none was less than satisfactory. In 77 per cent of lessons seen, the teaching was good or better, 50 per cent of these being very good. The teaching was excellent in four per cent of lessons.

This very good teaching has enabled pupils to attain high standards throughout the school. The teaching of numeracy and literacy is very effective. Together with information and communication technology, these subject areas are fully integrated into the teaching and learning throughout the school. Pupils rise to the high expectations set by teachers and very good learning habits have been developed. Independent study skills are evident and pupils work well together, even when not directly supervised.

Teachers have a very good understanding of the subjects which they are teaching. They make their lessons interesting and imaginative and they challenge pupils of all levels of attainment. Most lessons move at a good pace so that pupils are totally engaged in their work and they are planned to meet the needs of pupils of all attainment levels.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad and relevant curriculum is a strength of the school and it caters for the full range of pupils' attainment. Residential visits and extra-curricular activities extend pupils' experiences.
Provision for pupils with special educational needs	Very good. Pupils who need extra support are identified early and progress is carefully tracked. Teachers provide work at different levels in the classroom and they are ably assisted by learning support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Very good. Assemblies and displays of work around the school make substantial contributions to pupils' spiritual development and there are many opportunities for reflection. Moral and social development is promoted through the day-to-day life of the school and through a programme of personal and social education. Art, drama, history, geography, music, religious education and literature are used well to promote cultural and multi-cultural awareness.
How well the school cares for its pupils	Excellent. The school cares for its pupils extremely well. Much support and guidance is given to personal development and the assessment of pupils' attainment is systematically used to track progress towards agreed targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher. The deputy headteacher, finance officer and other members of staff enthusiastically provide good support to ensure a clear direction for the school's development.
How well the governors fulfil their responsibilities	Under the able leadership of a very experienced Chair and Vice-Chair, the governors fulfil their statutory duties very well, at the same time playing an active role in shaping the direction of the school.
The school's evaluation of its performance	Thorough analysis of pupils' progress takes place and teaching is closely monitored. Performance is rigorously evaluated against national standards and from this, priorities for future development are identified.
The strategic use of resources	The school makes very good use of human, physical and financial resources. It makes every effort to ensure the best value from its expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and the school works closely with home. • The quality of teaching is good. High expectations allow good progress to be made. • The school is well-managed and led. • The good behaviour and responsible attitudes of pupils. 	<ul style="list-style-type: none"> • Some parents would like more extra-curricular activities for their children.

The vast majority of parents supports the school and is very appreciative of what it achieves for the children. The inspectors endorse parents' positive comments. There is a wide range of out-of-school activities available to pupils, especially those in the junior phase.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time children leave the reception classes, attainment is above that expected for children of this age. Subsequently, the attainment of both infant and junior pupils is very high in English, mathematics and science. In information and communication technology attainment throughout the school is high.

1 When children enter the reception classes they have different levels of attainment but overall it is about that expected for four-year-olds. During their first year at school, children make good progress and many begin work on the National Curriculum. By the time they move to Year 1, the majority of pupils is attaining levels above those normally expected. As they progress through the school pupils receive very good teaching, an extremely well-planned curriculum and a high level of support and care; all of which contribute to the attainment of very high standards by the time they are eleven years old.

2 Children in the reception classes show good levels of concentration. They write with some degree of control, copying captions for stories and writing their own names. Most children recognise letter shapes and the sounds they make. In mathematics, the very young can count to 10 while older pupils of higher attainment can select and name shapes, explaining that a triangle is made up of 'three straight lines joined by three pointy bits.' Basic skills in information and communication technology are used, for example when children use the mouse to dress a teddy.

3 Infant pupils continue to make good progress in their learning. In the National Curriculum tests of 1999, the percentage of pupils reaching the expected level for their age and the percentage of higher attaining pupils reaching a higher level, were well above the national average in writing and mathematics and above average in reading. As yet, there is no information with which to make comparisons for the national tests of 2000, however, the school's results were again very high. In science, teacher assessment indicates that attainment is also very high. In comparison to schools which draw pupils from similar backgrounds, attainment in reading in 1999 was average, in writing it was above average and in mathematics, well above average.

4 In reading, six and seven-year-olds are able to express opinions and ideas about stories. Their writing shows developing sentences with some full stops and capital letters. Pupils of higher attainment show a real feel for story writing, producing stories of considerable length. In mathematics, pupils explain number patterns using multiplication tables and some pupils are able to subtract two-digit numbers from other two-digit numbers. Science work includes a comparison of light sources using natural light, disco lights and the blue flashing light of a police car. Pupils have developed their skills in information and communication technology as can be seen when they recorded their recent visit to a high street store by using a digital camera.

5 Attainment in the national tests in English for eleven-year-olds in 1999 was high compared with the national average. The percentage of pupils reaching the expected level for their age was above the national average as was the percentage of pupils of higher attainment reaching a higher level. The results were average in comparison with schools which draw pupils from similar backgrounds. In the national mathematics and science tests for eleven-year-olds, the percentage of pupils reaching the expected level for their age was well above the national average as was the percentage of pupils of higher attainment reaching a higher level. In comparison with similar schools, results were above average in mathematics and well above average in science. At present, comparisons for the national tests of 2000 cannot be made; however, the school results were very high. In English, the percentage of pupils reaching the expected level or above rose to 90 per cent; in mathematics, it remained at 88 per cent and in science 100 per cent of pupils reached the expected level or above for their age.

6 By the time they are eleven years old, most pupils are able to write in a range of forms showing good ideas, organising their work well and displaying very good handwriting. In

mathematics, the majority can organise data as frequency distributions and represent the information in graphical form. All pupils are able to explain how to make fair tests in science; an example of this can be seen when pupils determine how friction slows down a range of moving objects.

7 The school has a large number of talented pupils. These pupils are well catered for and the work set appropriately matches their level of attainment. Often, they spend periods working with teachers and support staff who skilfully develop work to complement previous tasks. This can be seen in mathematics when Year 6 pupils created 'The Clockwork Machine' involving mathematical catapults and big dippers, demanding eight stages of different mathematical calculations. In English, pupils can explain the differences between biographies and autobiographies and in science excellent work involving mathematics, information technology and art, explains the role of the heart in the process of blood circulation.

8 The school has worked hard to develop the national strategies for literacy and numeracy. These areas together with information and communication technology are evident and fully integrated throughout the curriculum at all attainment levels.

The school teaches a full range of subjects. There are very good links between subjects and the excellent displays of work show considerable care and pride on the part of both staff and pupils.

9 On entering the school, it is immediately evident that the school's vision of 'providing an environment where success is recognised, celebrated and built upon and where everyone is given the opportunity to achieve,' is met. Displays of high quality adorn the corridors, classrooms and hall and visitors cannot help but feel welcomed by the stimulating, purposeful and caring environment.

10 Pupils of every attainment level throughout the school are keen to explain and show their work. A feature of the displays is the many subject areas which are inter-linked within one theme. For example, at Key Stage 1, an exhibition of pupils' work on Barnby Dun shows an increasing understanding of the pupils' locality and culture. Together with paintings of scenes from the village, geography, history, information technology, English, mathematics and design and technology are all included within maps, three-dimensional models, needlecraft and written accounts of visits. Displays in other areas of the school also confirm the school's intent to continue teaching a complete range of subjects despite the increasing demands made by initiatives within literacy and numeracy.

11 Art and culture are very strong features throughout the school. From an early age, the skills of brush and pencil control are taught alongside precise observation and the use of colour. Older pupils produce very effective paintings when combining small squares, enlarging details from masterpieces by Van Gogh and Monet. The Bridge at Givernay, for example, is copied to give an excellent overall impression, conveying clearly the spirit and style of the original painting. Very effective watercolour and pencil pattern combinations are used in the techniques of shading and texture when pupils illustrate their science investigations and experiments on forces and materials.

12 The overall curriculum is enhanced by educational visits, both local and further afield. Pupils in Year 6, for example, visit a residential outdoor pursuits centre at the end of their primary school phase. Here, together with participating in outdoor activity challenges, they employ a range of problem-solving skills and work co-operatively to produce written, artistic and photographic projects. The school has an extremely effective and positive approach to achieving and maintaining a full balance and range of work while at the same time attaining very high standards in the national statutory tests.

The quality of teaching is very high and this has a positive impact on relationships, attitudes and behaviour.

13 The quality of teaching is very good overall and clearly this enables pupils to learn very well. It was good or better in 77 per cent of lessons, 50 per cent of these having very good

standards of teaching. In 23 per cent of lessons the teaching was satisfactory and excellent teaching was seen in four per cent of lessons.

14 The quality of teaching for children in the reception classes is good overall with some very good teaching. Strengths in teaching these younger pupils include good organisation which allows children to move on to learn to read and write at a good rate. Elements of the literacy and numeracy strategies are introduced and this helps the higher attaining pupils to progress well. Children are always well managed and the pace of lessons allows them to maintain a good level of concentration. Very good relationships are fostered between all adults and children and this creates an atmosphere of enjoyment and good behaviour. When teaching is weaker, there is a tendency towards less imaginative activities for children to choose from and for adult helpers to do too much for the children rather than allowing them to learn through play, touch and experience.

15 Throughout the school, the majority of pupils is articulate and attentive and because of this, teachers can pitch lessons to a high level, using a greater range of specialist language than is found in many schools. Lessons can proceed at a brisk pace with less need for repetition because pupils are quick to grasp what they are being taught.

16 Lessons are very well planned. Teachers always know what they should be teaching and when it should be taught. They plan and consider carefully the most effective ways of introducing new topics so as to interest pupils. Similarly, careful attention is paid to the ways in which lessons are concluded. Sometimes, this involves pupils in demonstrating or explaining what they have learnt. Teachers are very aware of the need to explain what the lesson is to be about and what they hope the pupils will learn from it. In the best lessons, this forms a natural and cohesive part of the introductory and concluding material. In one lesson, for example, pupils were asked what they thought they had learnt and to assess which aspects they had fully understood and which they were less sure of. Pupils who were less certain were then given some additional help. This is a very positive way of involving pupils in their own learning and it works well because of the very good relationships between teacher and pupils. Such relationships set good examples for the pupils, who in turn form good relationships with one another and develop very good attitudes towards learning.

17 In a small number of lessons, however, the term 'learning objective' was over stressed and there was a danger of assuming that all pupils had fully understood what was being taught simply because the 'learning objective' had been demonstrably covered.

The resources within the school are of a very high standard; the overall accommodation provides a most effective learning environment.

18 The school is situated in very pleasant surroundings and the classrooms and other teaching accommodation are of a very high standard. In the six years since its conception, the school has developed from having 203 pupils and 7 classes to the present 287 pupils and 11 classes. In order to ease the burden of increasing numbers, two outside classrooms are being utilised. If the trend continues, the school sees this as a temporary solution prior to permanent accommodation being provided. For the start of the present academic year, a new extension comprising two classrooms and additional teaching spaces, was built using government funding. An excellent information and communication technology suite and new administrative area were also constructed, funded from grants and donations.

19 The above physical resources have eased the burden of previously high class sizes; however, as a consequence, there has been a need for additional teaching and support staff. Pupil teacher ratios and the number of support staff, both within classrooms and for administration are very favourable. A pre-planned contingency fund, created through careful and prudent spending, has enabled the above staffing structure to be developed. Parents both welcome and support this management decision.

20 The school makes good use of teaching and support staff and of the whole accommodation, which is kept in excellent condition by the site manager and his cleaning staff. Funding for staff development is well used and staff training in literacy and numeracy has impacted positively on pupils' attainment. The good use of finance to provide support and resources for pupils with special educational needs has allowed much development to be made since the last inspection, good progress being seen in pupils' work. Students within the school-centred initial teacher training scheme for outstanding schools are effectively trained by teacher mentors and as such, they provide further support for pupils.

21 Resources for the teaching of information and communication technology are now excellent. A dedicated information and communication technology suite houses 15 computers, these being networked to other computers in classrooms. To supplement the developing skills of teachers, the school employs a part-time consultant who regularly works alongside pupils and teachers. Specific resources within other curriculum areas are of a high standard and the Friends of Barnby Dun School Association provides considerable additional funds which are used very effectively.

The school monitors progress and cares for all pupils exceptionally well.

22 The manner in which the school cares for the welfare and safety of its pupils enhances their academic and personal development and is excellent in the way in which it uses a wide range of support.

23 There are very good procedures in place to monitor every pupil's progress. The school analyses information from a wide range of sources such as statutory and optional National Curriculum tests and other teacher assessments, including the regular marking of pupils' work. Each teacher has good records of what their pupils can do and which weaknesses they have. This information, together with the professional judgements of teachers, gives the school a solid base on which to assess the strengths and weaknesses of individual pupils, year groups and the school as a whole. From this, teachers' detailed target setting becomes a feature of the school. Systematic tracking of pupils throughout the year enables realistic attainment challenges to be formed; these helping the school to set targets for the National Curriculum tests for eleven-year-olds. In 2000, the school exceeded expectations in English, mathematics and science.

24 The very well-structured school development plan details the overall aims of the school. These include the fostering of a caring community where each child is helped to develop confidence, independence and pride in themselves. Teachers positively encourage co-operation, persistence and challenge. In turn, pupils gain in self-esteem and develop socially, emotionally and physically as well as intellectually. Teachers know their pupils well and pupils see the teachers and support staff as a source of security.

25 The thorough assessment procedures which are in place throughout the school enable staff to identify pupils with special educational needs very quickly. Pupils with learning difficulties, specific problems and indeed gifted pupils receive additional support. All teachers are involved in devising individual learning programmes and the school is proud that many pupils are removed from the special educational needs register after a short period of time. Good quality assistance for pupils with special educational needs is given by skilled support staff, volunteer helpers and parents.

26 Effective measures to promote good attendance are in place and the school monitors any absence well. Thorough child protection procedures are in place and detailed steps are taken to ensure the welfare, health, safety and care of every pupil.

Leadership and management are very good and a strength of the school. There is a continuous desire to strive towards even greater improvement.

27 The school is positively influenced by the strong and effective leadership of the headteacher who provides a clear vision of how the school should develop. The aims and values of the school are reflected in its everyday life and the action taken to meet the school's targets has been successful. Aspects of school management and financial management are successfully delegated to the enthusiastic and capable deputy headteacher, finance officer and other members of staff. Pupils, parents, staff, governors and friends are all clear about their roles in making the school very effective within the community.

28 The governors, ably led by a very experienced Chair and Vice Chair, make a significant contribution to the life of the school. Several make regular visits to the school and their levels of expertise are used when developing committees. The governors responsible for numeracy and literacy are involved in lessons, observing both teaching and learning. Governor training courses are regularly attended and feedback is given to other members of the governing body. The governors' role of maintaining a strategic view of the school's development has evolved effectively.

29 The quality of financial planning, control and monitoring is very good. The finance officer, together with the headteacher, oversees the general budget, planning in considerable detail to gain maximum benefit for the school. Grants are used very well and every effort is made to ensure the best value from its expenditure.

30 Thorough analysis of pupils' progress takes place and teaching is closely monitored. Pupil performance is rigorously evaluated against national standards and from this, priorities for future development are identified. Strategies and planning for the new performance management for teachers are in place.

31 Costs of running the school are high but pupils come into the school with average levels of attainment and they are provided with very good teaching and very good resources. This leads to high academic results by the time they are eleven years old. In relation to the income received, the educational standards attained by pupils, the quality of education provided and the effectiveness of management, the school gives very good value for money.

WHAT COULD BE IMPROVED

The provision and range of outside play equipment for the very youngest children are limiting opportunities for them to develop specific physical skills.

32 The school has recently expanded and as yet, there is no designated outside play area solely for younger children. Although there are opportunities for them to play with sand and water and to work in the newly created school garden, children in the reception classes have very limited opportunities to develop imaginative play in a well-resourced outdoor environment as recommended in the nationally agreed curriculum for young children.

33 At present, there is insufficient scope for them to develop the specific skills of control and co-ordination through mobility. They are unable to gain the confidence and control learnt for example, from riding wheeled toys at varying speeds and in different directions, at the same time planning their own routes on a road layout or open environment. They are not challenged with a range of safe surfaces on which to run nor with the opportunities to climb or slide on large outdoor equipment. The school is aware of the need to develop these facilities to meet the needs of the curriculum for the youngest children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, headteacher and staff should:

- provide sufficient space outdoors to set up and plan relevant activities and a full range of equipment so offering appropriate challenges which support the development of specific skills within younger children.
(Paragraphs 32-33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	46	27	23	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	287
Number of full-time pupils eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	43

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	28
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.7

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
	1999	12	23	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	21	20	21
	Total	32	31	32
Percentage of pupils At NC level 2 or above	School	91(91)	89(88)	91(91)
	National	82(81)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	21	21	21
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	91(84)	91(91)	91(97)
	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	14	20	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	18	19	20
	Total	28	30	31
Percentage of pupils at NC level 4 or above	School	82(77)	88(83)	91(97)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	18	19	20
	Total	28	30	31
Percentage of pupils at NC level 4 or above	School	82(85)	88(91)	91(100)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	246
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)	12.7
Number of pupils per qualified teacher	22.6
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	196

Financial information

Financial year	1999-2000
	£
Total income	503,362
Total expenditure	488,497
Expenditure per pupil	1,783
Balance brought forward from previous year	100,425
Balance carried forward to next year	115,290

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

287
188

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	3	1	0
My child is making good progress in school.	45	46	3	1	5
Behaviour in the school is good.	43	51	4	0	2
My child gets the right amount of work to do at home.	39	44	9	1	7
The teaching is good.	56	40	1	0	3
I am kept well informed about how my child is getting on.	43	44	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	63	29	4	2	2
The school expects my child to work hard and achieve his or her best.	66	32	1	0	1
The school works closely with parents.	38	51	7	1	3
The school is well led and managed.	53	38	4	2	3
The school is helping my child become mature and responsible.	50	40	4	1	5
The school provides an interesting range of activities outside lessons.	33	33	13	8	13

The vast majority of parents supports the school and is very appreciative of what it achieves for the children. The inspectors endorse parents' positive comments. There is a wide range of out-of-school activities available to pupils, especially those in the junior phase.