

INSPECTION REPORT

PARKVIEW PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 131799

Headteacher: Ms Clare Griffiths

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 5 – 6 February 2001

Inspection number: 230832

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 with a nursery

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Springwood Drive
Oakwood
Derby

Postcode: DE21 2RQ

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Appropriate authority: The Governing Body

Name of chair of governors: Dr Nicola Mount

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parkview Primary School is in Oakwood, a favourable residential area in the northern part of the City of Derby. The school opened in September 1999. It is popular with parents and already it is over-subscribed. Currently, there are 215 pupils on roll (116 boys and 99 girls) plus 52 part-time children in the nursery. Less than 3 per cent of the pupils is eligible for free school meals, which is below the national average. Five pupils have English as an additional language, though none are at an early stage of English language acquisition. The school has identified 15 per cent of the pupils as having special educational needs, which is well below the national average. Two pupils have statements for special education needs. On entry to the Foundation Stage, children's attainments are above average for their age. The attainments of the pupils in Years 1 to 6 who entered the school when it first opened vary more widely, but generally are average or above for their age. The school is part of an Educational Action Zone.

HOW GOOD THE SCHOOL IS

Parkview has quickly become an effective school with many good features. The pupils achieve high standards in national tests as a result of their enthusiasm for school and the good quality teaching they receive. Overall, the school is well led and managed and it provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- Pupils respond very well to the school. They have very positive attitudes and their behaviour is very good. Relationships between pupils and staff are very good.
- The quality of teaching is good. Consequently, pupils make good progress in their learning.

What could be improved

- The way in which the school plans for its long-term future, including the role of the governors in strategic planning.
- The planning of what is to be taught, which requires further development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of the school. It has made very good progress since it opened. The headteacher and staff have very quickly created a purposeful environment in which pupils make good progress. They introduced appropriate policies and systems to ensure the new school got off to a good start. The newly appointed governors played their part in monitoring the introduction of the new policies and procedures. Through training and a growing knowledge of the school, they are beginning to develop their role more fully. While the school has achieved much in its first year, it recognises that there is still much work to do.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	n/a	n/a	A	B
Mathematics	n/a	n/a	A	B
Science	n/a	n/a	A	B

Key

well above average A

above average B

average C

below average D

well below average E

The school achieved very good results in national tests for 11-year-olds at the end of its first year. The pupils' performance was well above that found in other schools. A higher proportion of pupils achieved the expected standard, Level 4, in English and mathematics. In science, the proportion was close to the national average. The proportion of pupils who went on to achieve the higher standard, Level 5, was well above the national average in all three subjects. These results compare favourably with those in similar schools¹. Evidence from the inspection confirms that standards by the age of 11 are well above average in English, mathematics and science. In the current Year 6, a high proportion of pupils is achieving higher than expected standards for their age in each of the three core subjects.

End of Key Stage 1 test results in 2000 were also well above the national average in reading, writing and mathematics. The results for writing were in the top 5 per cent of schools across the country. Inspection evidence indicates that standards in the current Year 2 are broadly similar and are at least above average in each of the three areas. The standards at both Key Stage 1 and Key Stage 2 represent a good level of achievement for the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They are keen to learn and respond very well in lessons.
Behaviour, in and out of classrooms	Behaviour in and around school is very good. Pupils are courteous and polite. They co-operate well in group work.
Personal development and relationships	Pupils make good progress in their personal development. The relationships between pupils and between staff and pupils are very good.
Attendance	The pupils' rate of attendance is well above the national average. Pupils are punctual and lessons begin on time.

The pupils' very good response and behaviour, their good personal development and the very positive relationships within the school make a significant contribution to pupils' learning.

¹ National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
12 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 overall quality of teaching is good. It ranged from satisfactory to excellent. Half of lessons observed were good and a further third of lessons were very good or better. Teachers are enthusiastic and committed to the school. There is good teaching of the basic skills and consequently good progress in pupils' learning in literacy and numeracy. Teachers use a good range of methods to meet the needs of all their pupils. As a result, pupils show high levels of interest and concentration in their work. Teaching is particularly strong for the pupils in Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a satisfactory curriculum in place. It meets statutory requirements and ensures pupils receive a sound range of learning opportunities. There is a significant focus on literacy and numeracy, which has a positive impact on the standards achieved in these areas.
Provision for pupils with special educational needs	The pupils receive good levels of support from the educational care officers. Individual education plans provide satisfactory guidance on the needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has ensured that there are many opportunities for pupils' spiritual, moral, social and cultural development. Consequently, the provision for pupils' personal development is good.
How well the school cares for its pupils	The school has satisfactory procedures in place for child protection and for ensuring pupils' welfare. Members of staff value pupils as individuals and have a caring approach.

The staff have worked hard to ensure that an appropriate curriculum was quickly put into place. Their planned review and development of the curriculum for pupils in Key Stages 1 and 2 is now required to ensure that progression in pupils' learning, as they move through the school, is cohesive. Similarly, the curriculum for children in the Foundation Stage requires further development in the light of newly introduced national guidelines: at present, teachers' planning does not ensure an appropriate balance between activities planned by adults and those planned or initiated by the children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, through her effective leadership, has successfully overseen the opening of the new school. She has developed, and is well supported by, an enthusiastic and purposeful staff team.
How well the governors fulfil their responsibilities	The newly appointed governing body satisfactorily fulfils its statutory duties. It is gaining an understanding of the work of the school, but its role is not yet fully developed.
The school's evaluation of its performance	The school is taking many valuable steps to evaluate its performance. There is a sound approach to monitoring teaching and learning.
The strategic use of resources	The school makes good use of the funds it is given and ensures that appropriate resources are available. It satisfactorily applies the principles of best value.

The governing body is not yet positively supporting the school in moving forward nor is it effective in shaping the direction of the school through its involvement in long-term planning. The school's development plan does not provide clear, agreed priorities to guide its future development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred and twelve parents (42 per cent) completed questionnaires and 31 attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • The teaching is good and there are high expectations. • The school works closely with parents and members of staff are approachable. • The school is well led and managed. • Behaviour is good and the school helps pupils to mature and become responsible. 	<ul style="list-style-type: none"> • A few parents are concerned about the amount of homework given. • Some parents would like to receive more information about their children's progress.

The inspection findings support the very positive views of the parents. Inspectors found the level of homework is appropriate for the different ages of pupils. It makes a positive contribution to pupils' learning. There are adequate formal and informal opportunities for parents to consult with teachers on the progress of their children. Annual reports give a good level of information on pupils' attainment.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science

1. Pupils entered the new school with levels of attainment that were generally average or above for their age. At the end of the school's first year (2000), the pupils at the ages of 7 and 11 achieved high standards in their National Curriculum tests. These very good results are particularly pleasing given that the pupils involved had come from a wide range of previous schools with differing learning experiences. Pupils throughout the school achieve well because of their positive attitudes and good teaching. Achievements are highest in Year 6, where progress accelerates as a result of particularly good teaching.
2. At the end of Key Stage 1, pupils' test results in writing were very high and in the top 5 per cent of schools nationally. Almost all pupils achieved Level 2, the expected standard for a typical seven-year-old. A quarter of pupils went on to achieve the higher standard, Level 3. In reading tests, the pupils achieved results well above the national average. Almost all pupils achieved Level 2 in reading and almost a half achieved the higher standard. Overall, standards in mathematics were above the national average. Almost all pupils achieved the expected level and nearly a third achieved Level 3. In comparison with similar schools, these results were well above average in reading and writing, and above average in mathematics. Teacher assessments in science show that almost all pupils achieved Level 2, which is above the national average. A third of pupils went on to achieve the higher standard, which is well above the national average.
3. An analysis of end of Key Stage 2 National Curriculum test results for 2000 shows similarly high standards of achievement. Most pupils achieved Level 4, the expected standard for a typical 11-year-old, in English, mathematics and science. This was well above the national average in English and mathematics, and close to the average in science. Half of the pupils went on to achieve the higher standard, Level 5, in English, just under half achieved it in mathematics and two-thirds in science. The proportions achieving Level 5 in each of the three subjects was well above the national average. The overall performance of the pupils in each of the three subjects was well above that found nationally. In comparison with similar schools, these results were above average in each subject.
4. Inspection evidence indicates that pupils at the ages of 7 and 11 continue to achieve high standards. Pupils, including those with special educational needs, make good progress in their learning. The school supports the development of reading well through group reading in literacy lessons and individual assistance from teachers and support staff. It is also well supported at home, as parents listen to their children read frequently. Reading diaries for pupils form a good link between school and home. Consequently, pupils develop good reading skills and use a good range of strategies to read unfamiliar words. For example, younger pupils sound out words while older pupils use the context of the sentence, as when reading an extract from *Romeo and Juliet*. By the time they are in Year 6, most pupils read fluently with expression and have good levels of understanding. They know how books are classified and confidently use index and contents pages to locate information. Teachers give pupils many opportunities to develop their speaking and listening skills, for example in literacy lessons. Pupils in Year 1, for instance, asked their classmates a range of questions based on *What?*, *Why?*, *Who?* and *Where?* when learning about 'wh' words. As a result, almost all pupils speak confidently and are good at listening. By the end of Key Stage 2, pupils clearly express their views, for example when discussing their play scripts in literacy and exchanging ideas on their work in the

computer suite. A scrutiny of pupils' writing indicates that they have a good understanding of relevant grammar and punctuation. They write using a variety of styles and organise their work into paragraphs. Pupils in Key Stage 1, for example, use rhyming words successfully. Older pupils write interesting letters to their penpals in other schools. By the age of 11, a high proportion of pupils is achieving standards in writing above those expected for their age.

5. In mathematics, pupils have a clear understanding of number and make good progress in developing their numeracy skills. Pupils in Key Stage 1 have an appropriate understanding of place value, simple fractions and money. A higher proportion than is normally found is achieving the expected level for their age. By Year 6, pupils successfully complete calculations using a range of mental and written methods, including long-multiplication. They have a good understanding of decimal numbers, fractions and percentages. They use their numeracy skills effectively to solve problems. Pupils have a good understanding of probability, shape and angles. Most are working at the expected standard for their age and at least half are working towards the higher standard.
6. Skills and knowledge in science are well developed. Pupils are working at the expected level for their age and many are working towards the higher standard. By the age of 11, pupils have a good understanding of life processes, forces and light. They understand photosynthesis in plants, how to measure forces and how a simple periscope works. Pupils develop useful experimental skills that allow them to carry out fair tests, make predictions and record their results in variety of ways.

Pupils respond very well to the school

7. The pupils' very good behaviour and their very positive response are significant factors in the good progress they make. Pupils have very positive attitudes towards their new school. They enjoy their new surroundings and handle resources with care. From an early age they show interest in their work. For example, children in the nursery were fascinated during a discussion on butterflies while reception children showed great interest in the making of milkshakes. Older pupils are very attentive during literacy and numeracy lessons and are keen to answer questions and offer ideas. They sustain good levels of concentration. When teachers' expectations are high, pupils take pride in the presentation of their work. As a result of clear reminders both in lessons and in the marking of work, handwriting and presentation is of a good standard in Year 6. The enthusiasm shown by staff ensures that pupils are well motivated in lessons.
8. Pupils' behaviour in the classroom and around the school is very good. They are friendly, polite and well mannered. Pupils work well together, sharing equipment and taking turns. They encourage and support each other. Young children, for instance, take turns with equipment in practical activities and encourage their classmates to join in the movements during action songs. Older pupils work well in pairs and small groups, as when testing each other on the multiplication tables at the start of a numeracy lesson. Groups collaborate very well, for example when working together on a computer during information and communication technology lessons. They discuss their activities sensibly and are willing to listen to the advice of others. Relationships between pupils are very good. Pupils also relate well to staff and they value the support given to them by the adults in school.
9. Pupils move around the school sensibly and behaviour in the hall at lunchtime and on the playground is very good. In assembly, they listen attentively to visiting speakers and show interest in the activities of others who have gained awards. Pupils are keen to help

and when given responsibility they carry out their duties conscientiously. For example, pupils sensibly answer the telephone during lunchtime.

The overall quality of teaching is good

10. The overall quality of teaching is at least good. During the inspection, half of the lessons observed were good and a third were very good or better. There was no unsatisfactory teaching. Consequently, pupils throughout the school make good progress in their learning.
11. Teachers have a pleasant and enthusiastic approach, which captures the pupils' interest and ensures a good pace to lessons. For example, a well-paced numeracy lesson on problem solving kept pupils alert and ensured they worked quickly. Teachers successfully use a variety of methods, including individual, group and whole-class activities. As a result, pupils develop good levels of concentration and independence. The well-planned activities in literacy and numeracy lessons are particularly effective. These activities challenge pupils of all ability ranges, including more-able pupils and those with special educational needs. Through the careful use of questions, teachers ensure pupils have a clear understanding of new ideas.
12. Teachers manage the pupils well and this results in very good behaviour in the classrooms. Generally, teachers make effective use of the educational care officers and other helpers. They provide good levels of support to individuals with special educational needs and groups of pupils during activity sessions. In the nursery, for example, the educational care officer provides very good opportunities to promote language and vocabulary through her conversations with children. Teachers throughout the school set regular homework for pupils. This includes reading, literacy, numeracy and research projects. The homework provides pupils with additional opportunities to develop their skills and knowledge. It makes a positive contribution to pupils' learning.
13. Overall, teaching in the Foundation Stage is good. Members of staff are friendly and enthusiastic. Children therefore feel secure within a happy atmosphere. Teachers use a good range of methods, for example, in the teaching of letter sounds. They make very good use of praise even when the children get something wrong. However, teaching is not always as effective as it could be. While lesson planning is very detailed, teachers do not always ensure a good balance between adult directed activities and children learning through activities they have planned or initiated. Consequently, some activities do not provide children with sufficient opportunities to be actively involved in their learning (see paragraph 18).
14. In the best lessons, teachers make very effective use of a quick pace and their individual subject knowledge to ensure pupils make very good progress. For example, in a Year 2 literacy lesson on *Little Red Riding Hood*, the sharing of the lesson objectives with the pupils at the start and a brisk pace throughout resulted in very good learning. An excellent Year 6 lesson in the computer suite resulted in pupils making very good progress because of the teacher's enthusiasm and extensive knowledge of the programs that pupils use. Pupils successfully developed their web pages so as to include text, pictures and sound. The teacher further enhanced the pupils' progress by the very good use of the resources available.

WHAT COULD BE IMPROVED

The way in which the school plans for its long-term future, including the role of the governors in strategic planning

15. The governors, headteacher and staff have successfully ensured that their new school quickly had in place all the necessary policies to function satisfactorily. The headteacher has successfully developed an enthusiastic and purposeful staff team. Their achievement in gaining *Investors in People* status illustrates this.
16. The newly appointed, and therefore inexperienced, governing body has attended a range of training courses to develop an understanding of its role. It satisfactorily fulfils its statutory duties by ensuring all relevant documents and policies, such as the school's prospectus and special educational needs policy, are in place. It has set up an appropriate committee structure and links between governors and subject co-ordinators. Governors carefully monitor the budget and they are beginning to gain an understanding of the work of the school through their newly introduced policy for classroom visits. However, the role of the governing body is not yet fully developed. The governors monitored closely the setting up of the school, but to date they have not always been supportive of the efforts of the staff. Their emphasis has been on rigorously monitoring the work of the school. However, they have not developed a culture of working together with the headteacher and staff to form a positive and effective partnership that will move the school forward. Currently, the governors do not play their full part in shaping the direction of the school. To date, their involvement in the setting of the overall aims of the school and its budget, and the production of its development plan, has been limited. Governors are not fulfilling their role, in partnership with the staff, in deciding the long-term future of the school. The focus of the work of the school so far has been to ensure its successfully opening and running. Having completed this important process it is now time for the school to consider its longer-term future. The school's development plan does not yet identify future whole-school priorities that reflect the agreed views of all sections of the school community.

The planning of what is to be taught, which requires further development

17. The teachers worked hard to ensure that an appropriate curriculum was quickly put into place. They have successfully introduced the national strategies for literacy and numeracy. This has resulted in pupils achieving high standards in these basic skills. Teachers have adopted recently published national guidelines for all other subjects and for children in the Foundation Stage. These provide a basic framework of what pupils are to learn and satisfactorily meet statutory requirements. The teachers recognise that their initial curriculum for pupils in Key Stages 1 and 2 is not yet fully effective in ensuring a cohesive and progressive development in pupils' learning as they move through the school. They sensibly plan to review and further develop the schemes of work for each subject.
18. Teachers have begun to base their curriculum for children in the Foundation Stage (nursery and reception classes) on the recent national guidance for teaching children from the age of three to the start of Year 1. However, their planning does not yet fully reflect these guidelines. It identifies appropriate topics, which provide a common theme to activities during each half term. Teachers' planning is beginning to take more account of the six nationally recognised areas of learning for children in the Foundation Stage². Currently, there is an over-emphasis on adult directed activities at the expense of

² The six areas of learning are personal, social and emotional development; communication language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

opportunities for children to explore, experiment, plan and make decisions for themselves. Consequently, the teachers' planning does not guarantee to develop fully the knowledge, skills and understanding children need to acquire in order to achieve their early learning goals³ by the end of the Foundation Stage. This reduces the effectiveness of the good quality teaching seen in the nursery and reception classes.

19. At Key Stages 1 and 2, the use of national guidelines for each subject has ensured a sound basis for teachers' planning. There is a good level of guidance available for the teaching of literacy and numeracy. Teachers have identified a sequence of appropriate units of work for each term in almost all other subjects. The subject co-ordinators are evaluating these units to ensure that pupils have the appropriate skills to complete them. Co-ordinators are developing their subject's scheme of work. They are now gathering additional useful information and guidance to support the effective teaching of the individual subjects. Teachers, for example, recognise the need to identify the progression of skills and to develop the use of information and communication technology within each subject to support pupils' learning. Because of the short time the school has been open, their schemes of work are not yet fully complete. Consequently, the curriculum does not yet guarantee the progressive development of skills and knowledge as pupils move through the two key stages. The teachers are keen and well able to complete this task.

³ Early learning goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in the six areas of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. To build on its many strengths and continue the positive development of their new school, the governors, headteacher and staff should now:

(1) ensure there is a clear focus for future strategic planning by:

- developing the role of the governing body so that, in partnership with the headteacher and staff, it plays a more effective part in shaping the direction of the school and in school improvement;
- identifying clear, agreed priorities for school improvement that reflect the aims of the school, setting challenging targets and monitoring and evaluating progress towards them;

(2) continue the planned development of the curriculum by:

- ensuring a relevant and balanced curriculum for children in the Foundation Stage based on the nationally recognised areas of learning for young children;
- completing the schemes of work for Key Stages 1 and 2, thus ensuring clear guidance in the way in which skills, knowledge and understanding are to be developed as pupils move through the school from Year 1 to Year 6.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
17	17	50	17	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)	26 FTE	215
Number of full-time pupils eligible for free school meals	n/a	5

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	7	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

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	5

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.03
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	16	16
	Girls	13	13	13
	Total	28	29	29
Percentage of pupils at NC Level 2 or above	School	93 (n/a)	97 (n/a)	97 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC Level 2 or above	School	97 (n/a)	97 (n/a)	97 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	12	12
	Girls	10	11	10
	Total	22	23	22
Percentage of pupils at NC Level 4 or above	School	88 (n/a)	92 (n/a)	88 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	11	12
	Girls	11	10	11
	Total	20	21	23
Percentage of pupils at NC Level 4 or above	School	80 (n/a)	84 (n/a)	92 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	5
White	193
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)	8
Number of pupils per qualified teacher	26.9
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	81

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	246,311
Total expenditure	241,082
Expenditure per pupil	1,026
Balance brought forward from previous year	0
Balance carried forward to next year	5,229

Results of the survey of parents and carers

Questionnaire return rate 42%

Number of questionnaires sent out	267
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	2	0	1
My child is making good progress in school.	68	29	1	0	2
Behaviour in the school is good.	61	38	0	0	1
My child gets the right amount of work to do at home.	44	45	9	0	2
The teaching is good.	77	22	0	0	1
I am kept well informed about how my child is getting on.	47	43	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	1	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	57	39	2	0	2
The school is well led and managed.	72	25	1	0	2
The school is helping my child become mature and responsible.	67	32	1	0	0
The school provides an interesting range of activities outside lessons.	51	40	5	0	4