

INSPECTION REPORT

**BRIGHTWALTON C of E VA PRIMARY
SCHOOL**

Brightwalton

Newbury

LEA area: West Berkshire

Unique reference number: 110008

Headteacher: Mrs S Fraser

Reporting inspector: Mrs J Hooper
15334

Dates of inspection: 9th and 10th February 2000

Inspection number: 182383

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Voluntary Aided |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Common Lane Brightwalton Newbury Berkshire |
| Postcode: | RG20 7BN |
| Telephone number: | 01488 638337 |
| Fax number: | 01488 638337 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr T Clarke |
| Date of previous inspection: | February 1995 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|---------------|----------------------|
| Mrs J Hooper | Registered inspector |
| Mr J Vincent | Lay inspector |
| Mr D Houghton | Team inspector |

The inspection contractor was:

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REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| 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 | 11 |
| Attainment in reading and in speaking and listening skills is well above average throughout the school | |
| Overall, teaching is good, and occasionally very good | |
| Pupils are very well behaved, have positive attitudes and are eager to learn | |
| The school makes very good provision for the pupils' spiritual, moral, social and cultural awareness through a supportive personal development programme | |
| Parents and carers have very positive views about the quality of education provided by the school and feel they are fully involved in their children's education | |
| WHAT COULD BE IMPROVED | 14 |
| For some subjects there are no planning aids to help teachers build on pupils' learning as they move through the school | |
| The management of the school does not provide for any one member of the teaching staff to be responsible for the running of the school in the absence of the headteacher, and the governors' annual report to parents does not meet statutory requirements | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 15 |
| PART C: SCHOOL DATA AND INDICATORS | 16 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small voluntary aided Church of England primary school situated in the village of Brightwalton, north-west of Newbury. The pupils come from the village and the surrounding hamlets and there are a significant number who attend from outside the immediate area whose parents have chosen to send them to the school. The school caters for boys and girls aged between four and 11 years old. At the time of the inspection there were 91 pupils on roll in four classes. Three of the youngest children were attending part-time. Since the last inspection, which was held in February 1995, the number of pupils on roll has nearly trebled. Overall, the attainment of pupils when they enter the school is slightly above average. The school has identified 19 pupils as having special educational needs, which as a percentage of the total number of pupils in the school is broadly in line with that nationally. Seven per cent of pupils are eligible for free school meals, which is well below the national average. Currently, there are four pupils on roll from minority ethnic backgrounds, but all have English as their first language.

HOW GOOD THE SCHOOL IS

Brightwalton is a very popular school and despite its growth in numbers still maintains a warm family atmosphere for its pupils. Strong Christian values permeate the school and the provision for the pupils' personal development is very good. Teaching, overall, is good. By the time pupils leave the school the majority of pupils are achieving standards in English, mathematics and science at least in line with national expectations. In all year groups there is a significant minority of pupils who attain standards that are well above those expected nationally in these subjects. Throughout the school standards in reading, and speaking and listening skills are well above average. Pupils behave extremely well and have very positive attitudes to their work. The headteacher, who has a heavy teaching commitment, together with the staff and governors provide sound leadership. Parents are very supportive of the school. The school provides sound value for money.

What the school does well

- Attainment in reading and in speaking and listening skills is well above average throughout the school.
- Overall, teaching is good, and occasionally very good.
- Pupils are very well behaved, have positive attitudes and are eager to learn.
- The school makes very good provision for the pupils' spiritual, moral, social and cultural awareness through a supportive personal development programme.
- Parents and carers have very positive views about the quality of education provided by the school and most feel they are fully involved in their children's education.

What could be improved

- For some subjects there are no planning aids to help teachers build on pupils' learning as they move through the school.
- The management of the school does not provide for any one member of the teaching staff to be responsible for the running of the school in the absence of the headteacher, and the governors' annual report to parents does not meet statutory requirements due to an omission.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 1995, the school has responded positively to the key issues raised in the last inspection report. It has maintained its positive ethos and relationships are very good throughout the school. Pupils are very keen to learn and have positive attitudes to their work. Although there have been considerable changes in the teaching staff, over the last three years the good quality teaching has been maintained. Standards in reading, and speaking and listening are now very good and handwriting has improved. The provision for children under five is now good. The provision the school makes for the pupils' spiritual, moral, social and cultural development is now very effective and is a strength of the school. The school has implemented the principles of the National Literacy and National Numeracy Strategies effectively. Improvements in the accommodation have enabled the school to meet its rising roll and produce a conducive learning environment. However, the lack of a school hall causes difficulties for whole school and some physical education activities. The school has made many improvements since the last inspection and is well placed to continue with its improvements.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | Similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | E | B | A* | A |
| Mathematics | C | A* | A | A |
| Science | D | A | A | B |

| Key | |
|--------------------|----|
| very high | A* |
| well above average | A |
| above average | B |
| Average | C |
| below average | D |
| well below average | E |

The table shows that in 1999, Year 6 pupils attained very high standards in English when compared with those nationally and well above average when compared to schools with similar intakes. In mathematics and science standards were well above the national average and well above in mathematics and above average in science to pupils in similar schools. It is important to note that comparisons of trends in national assessment tests are unreliable where year groups of pupils are small. This is especially so when the number of pupils with special educational needs has a disproportionate effect on the results

Judgements on attainment of the current year groups of pupils are that, by the time children reach the age of five, most are likely to surpass the Desirable Learning Outcomes in language and literacy and mathematics.

Throughout the school, standards in reading, and speaking and listening skills are well above average. By the end of both key stages the majority of pupils are achieving standards in English, mathematics and science at least in line with national expectations. In all year groups there is a significant minority of pupils who attain standards that are well above those expected nationally in these subjects.

The school has set challenging targets for pupils by the end of Key Stage 2 for the next three years in English, mathematics and science. However, these targets are realistic in relation to the current attainment levels of pupils in the year groups.

The school caters satisfactorily for pupils who have special educational needs and for higher attaining pupils. Both groups make at least satisfactory progress in their learning.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have positive attitudes to their work and are eager to learn. |
| Behaviour, in and out of classrooms | Pupils are very well behaved at all times. |
| Personal development and relationships | Pupils' personal development and their relationships with each other and adults are very good. |
| Attendance | Satisfactory. |

TEACHING AND LEARNING

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

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

Throughout the school teaching is good and on occasions very good. However, not all lessons have clear enough targets to indicate precisely what the teachers expect pupils to learn.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is broad and balanced and relevant to the needs of the pupils. For some subjects there are no planning aids to help teachers build on pupils' learning as they move through the school. The wide range of extra-curricular activities enhances and supports the pupils' education. |
| Provision for pupils with special educational needs | Sound provision which enables pupils to make satisfactory progress in their learning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for the pupils' spiritual, moral, social and cultural awareness through a supportive personal development programme. |
| How well the school cares for its pupils | The school provides a warm and caring environment in which pupils feel secure and this has a positive impact on their learning. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher, who has a heavy teaching commitment, together with the staff and governors provide sound leadership. However, currently no member of the teaching staff has the designated responsibility for the school in the absence of the headteacher. |
| How well the governors fulfil their responsibilities | Governors are very supportive of the school but their annual report to parents does not meet statutory requirements, due to an omission. |
| The school's evaluation of its performance | The school has a general overview of its work, and improvements needed are clearly locked into school development planning. |
| The strategic use of resources | Effective use is made of all staff, of time and of material resources and the school makes full use of its limited accommodation. The school provides sound value for money. |

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 teaching is good• Parents feel comfortable approaching school with suggestions or complaints• Their children like school• The school expects their children to work hard• The school works closely with parents | There were no significant adverse comments from the questionnaires received or at the meeting for parents with the registered inspector |

In general, the members of the inspection team support the parents' positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in reading and in speaking and listening skills is well above average throughout the school.

1. In the reception class the children look at books, talk about the pictures in the story and clearly understand that words and pictures convey meaning. Many read words and phrases and higher attaining children read simple sentences easily. All recognise their names in print. During a literacy lesson children showed they were developing a good knowledge of letter sounds and rhyming words and an enjoyment in sharing stories.
2. Throughout Key Stages 1 and 2 pupils read a variety of appropriate texts and discussions with pupils at both key stages indicate that they use non-fiction books effectively for research for topic work and homework. The youngest pupils at Key Stage 1 associate sounds with different letters and many read simple text, making good use, when necessary, of phonic, pictures and the meaning of the sentence to help them decipher unfamiliar words. By the end of Key Stage 1, most pupils read accurately, talk knowledgeably about characters in the stories they have read and discuss other stories they have heard. They frequently predict what might happen next in the story. For instance, talking about a character in a series of books she was reading, a Year 2 pupil said, 'Of course he'll get some cake, he always gets his own way'. During a literacy hour, it was clear that the pupils understood the difference between fiction and non-fiction books and that there can be different versions of the same story.
3. By the end of Key Stage 2, most pupils are fluent readers and show a good understanding of the text. For instance, one pupil had challenged herself to read *Great Expectations* by Charles Dickens. She had a very clear understanding of the story so far and was drawing her own ideas from the text as to why Miss Havisham wore her wedding dress all the time. Many pupils confidently discuss books they enjoy reading and their preferred authors. Some of the Year 6 pupils enjoy the 'Harry Potter' books, although one pupil who enjoys reading books with a mixture of reality and fantasy suggested discerningly, that the plots in the stories written by Alan Garner were more believable than those in the 'Harry Potter' stories.
4. The majority of pupils enjoy reading, and read for pleasure at home. Throughout the school teachers build on pupils reading skills in a systematic way, monitoring pupils' reading carefully, both through the guided reading sessions in the literacy hour and through pupils' independent reading. Pupils are encouraged to take their reading books home regularly to share with their parents and the reading record book is used as an effective vehicle for a two-way dialogue between staff and parents.
5. Speaking and listening skills are very well developed. The reception children listen attentively to adults and each other and are beginning to understand the convention of putting up their hands in order to make a spoken contribution. Most children speak clearly, and enjoy reciting familiar passages from books and rhymes. Throughout the rest of the school most pupils speak confidently and articulately using an increasingly wide vocabulary. During a literacy lesson, older pupils were describing aliens very imaginatively. Pupils listen attentively to their teachers and each other and improve their speaking skills through group and class discussions. They also have opportunities to practise speaking to wider audiences, through class and whole school presentations, such as assemblies and school concerts.

Overall, teaching is good, and occasionally very good.

6. Teachers are conscientious and work extremely hard for the benefit of all of the pupils. Throughout the school the teaching was never less than satisfactory, mostly good and occasionally very good. In the lessons observed in the class of children under five, the teaching was good or better. The teacher has a clear understanding of the needs of these young children and this is a considerable improvement since the last inspection.

7. All teachers have a very pleasant manner with the pupils and they value the contributions the pupils make to the lessons. In the best lessons, teachers plan their work well, ensuring that what they want the pupils to learn is clearly defined. For instance, in a numeracy lesson, the teacher, in a 'quick fire' mental exercise drew out and built on pupils' learning using various inspiring strategies. She had planned group work carefully for the different attainment levels of the pupils in the class. It was evident at the end of the lesson through the teacher's careful questioning that the pupils had progressed well in their learning. Conversely, any weaknesses in the teaching observed were often due to lack of in-depth planning resulting in a lack of pace so that lessons went on too long.

8. Most teachers use every opportunity to promote learning. An example of this was observed during a science lesson at Key Stage 2, when the teacher, having set the pupils a task to devise an experiment to test the effects of different forces, drew the pupils together after a while to review their work. Consequently, some began to consider how they could improve and develop their experiments and as a result, two pupils realised that a bucket of water would have been better than having laboriously to fill a large tank with water.

9. Most teachers have a good knowledge of the subjects they are teaching. They use skilful questioning techniques to extend pupils' thinking and learning. For example, in a numeracy lesson at Key Stage 2, the teacher used a wide range of questioning strategies, to help the pupils see the patterns that were emerging in their number work. Another significant feature of the good teaching was that teachers frequently timed activities, which resulted in a brisk pace to the lessons.

10. Teachers take full account of pupils identified as having special educational needs and promote their learning satisfactorily. They provide appropriately matched work for the lower attaining pupils and support these pupils effectively with additional input or one-to-one assistance during the activity. In addition, in most lessons, teachers successfully provide sufficiently challenging work for the higher attaining pupils.

11 All support staff and parent helpers are well primed as to what the pupils have to learn and make a very valuable contribution to the pupils' education.

Pupils are very well behaved, have positive attitudes and are eager to learn.

12. Throughout the school, behaviour is very good in the classrooms and playground. Pupils are courteous and well mannered. For example, when an inspector went into the classroom and looked round for somewhere to sit, a pupil immediately pulled out an empty chair beside him. Pupils also show care and respect for their school environment.

13. Throughout the school pupils' attitudes to their learning are very good. It was obvious that the reception children were familiar with routines in the class and had learned to work as part of a group. The children behaved well and responded positively to adults and the other children. They listened enthusiastically to the teacher's requests and instructions. They are learning the importance of taking turns, and are developing a consideration for one another.

14. As pupils progress through the school these attitudes continue to mature and have a positive impact on their learning. Pupils and staff enjoy a settled, friendly and industrious atmosphere throughout the school and almost all pupils are attentive, interested and apply

themselves to their tasks with commitment and concentration. Even the youngest pupils have the capacity to work unsupervised. When required the pupils co-operate in groups, and work very well together with different age clusters in each class. Most understand the importance of working collaboratively, as was observed in a design and technology lesson when one of the pupils told another, 'We are working as a group so stop being bossy'.

The school makes very good provision for the pupils' spiritual, moral, social and cultural awareness through a supportive personal development programme.

15. During the last year the school has developed a comprehensive policy statement on the personal, social and health education of the pupils and through this is promoting the pupils' spiritual, moral, social and cultural awareness very effectively.

16. Spiritual awareness is developed through the daily act of collective worship and the curriculum in general. There is a strong Christian ethos in the school which clearly reflects its aims. Most pupils are acquiring sensitive attitudes to each other and respect for the world around them. For example, a thought provoking essay written by older pupils, based on environmental concerns and conservation issues, won a prize in the regional final of a national competition. Through lessons, such as art, pupils are given chances to marvel at their own creations. This was observed on the delighted faces of the reception children when they saw the marbled patterns they made by transferring the floating colours they had dropped on a tray of water, onto paper. Moral issues are regularly addressed, and it is clear that pupils distinguish right from wrong. Staff regularly reinforce the difference between acceptable and unacceptable behaviour and provide good role models.

17. Social development is fostered very successfully. Despite the growth in numbers of pupils, a family atmosphere exists throughout the school, where older pupils naturally care for younger ones. For example, at dinner times pupils of different ages sit together in complete harmony. In the playground, when a younger boy fell over during a game of football, he was immediately picked up by the older ones, who 'patted' him on the head and, quite recovered, he continued to play in the game. Pupils are encouraged to carry out responsibilities around the school, and most do so willingly and conscientiously. Older pupils undertake duties on a regular basis; for instance, designated groups set up and clear away tables and chairs after dinner quietly and sensibly. Pupils talk about their own successes and are encouraged to share in the successes of others. They regularly raise money for charities showing an awareness of people less fortunate than themselves.

18. The pupils' cultural awareness is developed well through subjects such as English, history, art and geography. This is further enhanced through visitors to the school such as the theatre group visiting the school the day after the inspection finished. Pupils also make cultural visits in connection with their topics. On a wider basis, through their French lessons, pupils get a taste of life in France. Opportunities are taken to think about and experience life in a wider multi-cultural society during collective worship and religious education and geography lessons, as for example, the visit to a synagogue which is planned for older pupils in the near future.

Parents and carers have very positive views about the quality of education provided by the school and feel they are fully involved in their children's education.

19. From the questionnaires, accompanying letters and comments from the parents' meeting the vast majority of parents and carers are very happy with the education provided for their children by the school.

20. They see the school as a caring community promoting a family atmosphere and positive values and their children are keen to go to school and learn. Because of its good

reputation many parents have moved their children from other schools to Brightwalton.

21. Parents feel that the teachers work very hard, often giving their own time, and that the headteacher, despite her heavy teaching commitment, manages the school effectively. Most say they are well informed through newsletters, and formal and informal consultations with staff, about school events and their own children's progress. They appreciate that they are encouraged to help their children with homework, especially reading. Visits and other out of school activities enrich the curriculum, and most feel they are fully involved in their children's education.

WHAT COULD BE IMPROVED

For some subjects there are no planning aids to help teachers build on pupils' learning as they move through the school.

22. The curriculum is broad and balanced and relevant to the needs of the pupils. For most subjects, the school has adopted government recommended planning aids, such as the National Literacy and Numeracy Strategies, along with commercial schemes of work to help teachers with their planning. These, in general, ensure that the requirements of the National Curriculum Programmes of Study in these subjects are met, and that as pupils move through the school their learning is built on progressively.

23. For other subjects, such as art, and design and technology, the school has produced programmes of work that generally cover the requirements of the National Curriculum. However, there are no systems in place to indicate how pupils are to progress continuously through these programmes. Consequently, it is difficult for teachers to produce short-term plans for their lessons that indicate precisely what they want the pupils to learn, building on previous work, without repeating the skills that have already been learned.

The management of the school does not provide for any one member of the teaching staff to be responsible for the running of the school in the absence of the headteacher, and the governors' annual report to parents does not meet statutory requirements.

24. The headteacher has built up a good team spirit in the staff and they all work hard to provide the best education they can for the pupils. All teachers are involved in the management of the school through their roles as co-ordinators. However, currently, there is no member of the teaching staff who has been given the responsibility for running the school in the absence of the headteacher. Although the present system of the teaching staff taking on this role jointly is a good example of their team spirit, it is not correct delegation of managerial responsibility.

25. Governors are very supportive of the school and many make regular visits. They carry out their duties effectively and, in the main, meet their statutory obligations, for instance, the school prospectus is a full and comprehensive document. However, the last annual report to parents, although meeting all other requirements, did not contain a report on the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the past year. Nevertheless, the requirements of the Code of Practice for pupils with special educational needs, which a governor has been appointed to oversee, are fully implemented in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. To build on the current success of the school, the headteacher, staff and governors should now:

- (1) Ensure that for all subjects there are planning aids to help teachers build on pupils' learning as they move through the school (Paragraph 23).
- (2) Improve the management of the school by :
 - (i) Ensuring that a member of the teaching staff has the designated responsibility for the school in the absence of the headteacher (Paragraph 24).
 - (ii) Making sure that the governors' annual report to parents meets statutory requirements (Paragraph 25).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 17 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 18 | 59 | 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 | Nursery | YR – Y6 |
|--|----------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | Not applicable | 89.5 |
| Number of full-time pupils eligible for free school meals | Not applicable | 6 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|----------------|---------|
| Number of pupils with statements of special educational needs | Not applicable | 0 |
| Number of pupils on the school's special educational needs register | Not applicable | 19 |

| 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 | 12 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.4 |
| 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 | 7 | 5 | 12 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|-----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 6 | 6 |
| | Girls | 5 | 4 | 5 |
| | Total | 12 | 10 | 11 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 83 (92) | 92 (83) |
| | National | 82 (80) | 83 (81) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 6 | 7 |
| | Girls | 5 | 5 | 5 |
| | Total | 12 | 11 | 12 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 92 (100) | 100 (100) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 5 | 4 | 9 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 5 | 5 |
| | Girls | 4 | 4 | 4 |
| | Total | 9 | 9 | 9 |
| Percentage of pupils at NC level 4 or above | School | 100 (56) | 100 (89) | 100 (100) |
| | National | 70 (65) | 69 (58) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 5 | 5 |
| | Girls | 4 | 4 | 4 |
| | Total | 9 | 9 | 9 |
| Percentage of pupils at NC level 4 or above | School | 100 (89) | 100 (100) | 100 (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 | 2 |
| Black – African heritage | |
| Black – other | |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | 1 |
| White | 72 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 1 | |
| Other minority ethnic groups | | |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 4.4 |
| Number of pupils per qualified teacher | 20.7 |
| Average class size | 22.75 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 51 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1998/1999 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 158,140 |
| Total expenditure | 157,497 |
| Expenditure per pupil | 1,921 |
| Balance brought forward from previous year | 5,076 |
| Balance carried forward to next year | 5,719 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 91 |
| Number of questionnaires returned | 59 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 25 | 0 | 0 | 0 |
| My child is making good progress in school. | 75 | 23 | 0 | 0 | 2 |
| Behaviour in the school is good. | 75 | 25 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 61 | 37 | 0 | 0 | 2 |
| The teaching is good. | 85 | 15 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 66 | 32 | 2 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 83 | 15 | 2 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 85 | 13 | 0 | 0 | 2 |
| The school works closely with parents. | 73 | 25 | 2 | 0 | 0 |
| The school is well led and managed. | 71 | 26 | 0 | 0 | 3 |
| The school is helping my child become mature and responsible. | 71 | 27 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 71 | 26 | 3 | 0 | 0 |