

INSPECTION REPORT

SPROTBROUGH ORCHARD INFANT SCHOOL

Sprotbrough, Doncaster

LEA area: Doncaster

Unique reference number: 106707

Headteacher: Mrs. Janet Ryf

Reporting inspector: Mr. Geoff Cooper
23647

Dates of inspection: 25 and 26 January 2000

Inspection number: 187992

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infants
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Field House Road Sprotbrough Doncaster South Yorkshire
Postcode:	DN5 7RN
Telephone number:	01302 853655
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Whittaker
Date of previous inspection:	05/03/96 - 08/03/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Aspect responsibilities
Mr. Geoff Cooper	Registered inspector	What sort of school is it?
		How high are standards?
		How well are pupils taught?
		How well does the school work in partnership with parents?
		How well is the school led and managed?
Mrs. Linda Buller	Lay inspector	Pupils' attitudes, values and personal development
Mrs. Kath Wallace	Team inspector	How good are the curricular and other opportunities offered to pupils?
		How well does the school care for its pupils?

The inspection contractor was:

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The Registrar
 Inspection Quality Division
 The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

1. Sprotbrough Orchard Infant School is a smaller than average infant school for boys and girls in a village on the western outskirts of Doncaster. There are 128 pupils on the school roll with a further 46 children in the nursery on a part-time basis. The local population is primarily white and this is reflected in the school. Although there are significantly more girls than boys in the nursery class, the gender mix throughout the school is fairly even. The school has identified 26 pupils with special educational needs and two of these pupils have a statement of special educational needs. Attainment on entry to the nursery class is above average when compared with that found nationally. Three per cent of pupils are entitled to free school meals and this is below the national average.

HOW GOOD THE SCHOOL IS

2. This is an excellent school. When children enter the infant school from the nursery at the age of four they are already attaining above the levels expected for their age and have a positive view of education. By the time they reach the end of Key Stage 1 (Year 2) standards of attainment are extremely high with pupils attaining levels that are in the top five per cent of the population. The leadership and management of the school are excellent. Governors, staff and parents promote the aims and values of the school and value the education provided. Children with special educational needs make good progress and most achieve the standards expected by the end of the key stage. Children with severe special needs are integrated fully into the life of the school and the local community. The school provides very good value for money.

What the school does well

- Standards of attainment in English, mathematics and science are very high when measured through national tests and assessments. Pupils achieve very high standards and make good progress in all subjects of the curriculum.
- The quality of teaching is very good. In all of the lessons observed teaching was regularly very good or excellent but never less than good.
- Pupils and their parents share a positive view of education and pleasure in learning. As a result pupils are eager to learn and always try to do their best.
- The curriculum of the school is excellent with an emphasis on developing skills of numeracy and literacy. Pupils' learning is greatly enriched by the use of carefully focused educational visits and visitors.
- Excellent provision is made for the spiritual, moral, social and cultural development of pupils. This is reflected in pupils' pride in their achievements and their respect for people and property.
- The leadership and management of the school is excellent. The head teacher, supported by governors, staff and the wider community, creates an ethos where learning is both challenging and interesting. As a result standards of attainment and behaviour are consistently high.
- The school is always striving for excellence. The head teacher, staff and governors constantly monitor and evaluate the impact of new initiatives carefully and critically.

What could be improved

- The focus of monitoring and evaluation should be on raising standards of teaching and learning even further by ensuring that all staff share a view of excellence and become skilled at evaluating the impact of teaching on learning and the standards achieved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

3. The school was last inspected in March 1996. Since then it has further improved from what was already a good school. The two key issues raised at that time have been dealt with successfully. Reports to parents on the progress made by their children now fully meet legal requirements and set clear targets for future learning so that parents know what help to give their children at home. The quality of education provided is of a consistently high standard from nursery to the end of Key Stage 1. The leadership and management of the school are excellent. The head teacher leads by example and very successfully crystallises and communicates the direction for the work of the school to all staff,

governors and parents. The school effectively evaluates its own performance in striving for excellence. It is well placed to maintain and improve on the high standards it sets for itself.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1996	1997	1998	1999	
Reading	A*	A*	A*	A*	very high A*
Writing	A*	A*	A*	A*	well above A
Mathematics	A*	A*	A*	A*	average above B
					average C
					below average D
					well below E
					average

4. The standards attained by pupils in successive years are very high. The performance of the school is among the highest five per cent nationally and when compared with similar schools. It is rare for any pupil, including those that the school has identified through their special educational needs register not to attain the standard expected nationally of seven year olds. Work seen in the school during the inspection was of a similar high quality in all the subjects of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to learning. They value the education provided.
Behaviour, in and out of classrooms	Behaviour is very good. This enables pupils to get the most out of their lessons and to enjoy each other's company.
Personal development and relationships	Pupils make excellent progress in their personal development. They work hard both individually and in groups and have a well-developed sense of responsibility.
Attendance	Attendance and punctuality levels are very good.

5. Pupils already have a very positive view of education in the nursery and expect to be active participants in the life of the school before they enter it. Their attendance and punctuality is very good and therefore lessons start on time and teachers can build upon previous learning with confidence. The school and parents share the same high expectations of the children. As a result, standards of behaviour and attainment are very high.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very 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.

6. Teaching is predominantly very good throughout the school with a significant amount of excellent teaching. The teaching of literacy and numeracy is of a very high standard. Teachers are also very skilled at encouraging pupils to think of themselves as scientists, mathematicians, gymnasts, artists or historians. This promotes a very good quality of learning across the curriculum, making lessons interesting and challenging. Lessons are planned effectively to take account of the needs of individuals or groups of pupils of different ages. Where teaching is less than excellent, the pace of lessons is not consistently maintained through the whole lesson or one group of pupils is not as well challenged as the remainder of the class. Learning support assistants are well integrated into the work of the school and make a significant impact on learning, particularly for pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum of the school is excellent.
Provision for pupils with special educational needs	Excellent. The school makes outstanding provision for pupils with quite significant special educational needs. This enables them to be a full and significant part of the school community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All adults working in the school are excellent role models for pupils. Pupils are encouraged to appreciate effort and excellence, care for one another and respect property. They value their own culture and are taught to respect and value different cultures through art, music and dance.
How well the school cares for its pupils	The school cares for its pupils very well. Procedures for ensuring the welfare, health and safety of pupils are thorough and regularly reviewed. Good use is made of outside agencies supporting pupils with special educational needs.

7. The curriculum of the school meets statutory requirements and is broad, balanced and relevant with due emphasis on basic skills. All pupils, including those with special educational needs, have access to the full range of the curriculum. The way that visits and visitors enrich the curriculum is evident in very high quality displays of pupils' work. The style of planning foundation subjects around a centre of interest makes it possible for a very rich curriculum to be extended through visits and visitors. This planned progression provides an excellent framework for pupils to make continuously good progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is excellent. The head teacher and staff share a clear view of the direction in which the work of the school is heading to establish educational excellence. This is evident in all aspects of the school and the standards attained.
How well the governors fulfil their responsibilities	The governing body is a key element in the success of the school. Governors actively shape the direction of the school and have a good understanding of strengths and areas for future development.
The school's evaluation of its performance	This is a school that knows its strengths and is always looking for ways to improve through focused monitoring and evaluation. It targets resources to meet agreed priorities and therefore continues to improve.
The strategic use of resources	Very good use is made of staff, time, material resources and the building. The school makes excellent use of the local area as a resource for learning and benefits from its strong links with a teacher training institution.

8. Outstanding qualities of leadership and management stem from the sense of purpose and direction provided by the head teacher and effective team work. To this is added the high level of communication and openness of relationships among all adults involved in the work of the school. Governors are well informed, perceptive and as committed to the pursuit of excellence as the head teacher is. The school applies the principles of best value for the money it spends. This includes the considerable funds raised by parents that are used to enrich the work of the school.

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 are happy. Children make good progress. Standards of behaviour are good. Teaching is good. Parents are kept well informed about children's progress. The school is very approachable. The school has high expectations of pupils. Parents feel that they are important to the success of the school. The school is well led and managed. 	<ul style="list-style-type: none"> The amount of homework; a small minority of parents thought there was too much homework and an equally small minority were not sure what amount they could expect. Fund-raising. A few parents expressed concern about the level of fund-raising in the school. The high quality of art work. A few parents feel that adults interfere too much in the work produced by their children. Finished pieces of work on display are much better than those children can produce at home.

9. The inspection team agrees with the very positive views expressed by parents. The school has a carefully thought out policy on homework that ensures that homework is sufficient but not excessive. Inspectors are happy with this. Skills in art and other subjects of the curriculum are taught in a very structured way. Adults do intervene to guide pupils towards improving their work. Inspectors judge this to be appropriate to build up the levels of skill. The school always make it quite clear to parents that any contributions made towards visits etc. are of a voluntary nature. The school is well supported by parents paying for visits or raising funds. Inspectors consider that the school is responding to the high expectations of parents and is also sensitive towards parents who cannot afford to contribute. The

curriculum of the school would not be so rich without the financial support of parents. The inspection findings are that this is strength of the school rather than a weakness.

PART B: Commentary

Standards of attainment in English, mathematics and science are very high when measured through national tests and assessments. Pupils achieve very high standards and make good progress in all subjects of the curriculum.

10. Standards of attainment – as identified in national standard tests - in reading, writing and mathematics are excellent and among the top five percent of results achieved nationally. When compared with schools in similar contexts, standards of attainment continue to be among the top five per cent nationally. Boys and girls achieve equally well. Results have been consistently high over the last four years, staying well above national trends. During this time, almost all pupils, including those that have been supported because of identified special educational needs have made good progress and achieve high standards. The number of those exceeding the national expectation has grown year by year and now the majority of pupils exceed expectations.

11. The standards of attainment are the result of the establishment of a good basis for progress, begun in the nursery where children achieve or exceed the desirable learning objectives for children under five. This progress is enhanced by rapid acquisition of literacy and numeracy skills. These skills enable pupils to access the full range of curricular opportunities provided by the school.

12. English skills are developed well enabling all pupils to make good progress in reading, writing, speaking and listening. Pupils are taught to enjoy books and enjoy opportunities to discuss what they have read and enjoyed. Some pupils in Year 1 already have skills in reading that are above the expectation for the end of Year 2. Pupils write for a wide range of purposes. The school's style of planning much work around a centre of interest gives pupils opportunities to write letters, conduct interviews, write plans to support their longer pieces of writing, to complete book reviews and to plan recipes. In the work seen during inspection week, pupils had completed interviews with the village sub postmaster, policeman and their school cook. These interviews were long and detailed. Those interviewed by pupils had been asked pertinent and searching questions. Pupils recorded answers carefully, handwriting was neat and legible, spellings correct, punctuation used appropriately and the vocabulary used was varied and interesting. Many answers showed a mature insight into the personality and character of the interviewee. In class, pupils were writing 'Thank you' letters to the National Railway Museum in York to follow up their visit. Letters were correctly laid out, included appropriate messages for the recipient and reflected the enjoyment of the visit.

13. In mathematics pupils use the mental calculation skills they have learned well. They relish sessions that demand speed and accuracy. Children in reception count forward and back with great confidence. Pupils in Key Stage 1 know that money calculations must have a money sign to support the answer. They are very quick to identify and correct teacher's 'deliberate mistakes' and understand the need for accuracy in mathematics. The work seen in pupils' work books shows that they have a good understanding of the full mathematics curriculum – in shape, in time and in solving shopping problems. Whatever their previous levels of attainment pupils make good progress in mathematics. Therefore almost all pupils attain the national expectation and increasing numbers attain higher levels. Additionally, good literacy skills enable pupils to understand and record their tasks.

14. High level skills in numeracy and literacy are used well by pupils in the other subjects of the curriculum. Pupils are encouraged to think as scientists, making predictions, recording results, writing up investigations in a logical and reasoned manner. For example, in one Year 2 lesson whilst all of the class understood that an electrical circuit had to be completed for a bulb to light, they were keen to listen to higher attaining pupils explain what was happening. Pupils in the reception/Year 1 class enjoyed finding out about the property of magnets and were delighted to find that a magnet not only pulls but also pushes.

15. In their work in other subjects pupils use the computers to extend their understanding, to collect data, word process their writing or follow directions as seen in the use of the floor turtle. Some excellent visits and use of treasured family possessions bring history and geography alive for them.

The quality of teaching is very good. In all of the lessons observed teaching was regularly very good or excellent but never less than good.

16. Some of the teaching seen during the inspection was excellent. Overall the quality of teaching is very good in all year groups and classes. Teachers have a very clear idea of what they need to teach in each subject. Their understanding of how skills develop in each enables them to impart knowledge and develop skills. For example, in one physical education lesson in Year 1, pupils were actively engaged in the tasks set for them and the teacher individually coached higher attainment. She discussed body position, quality in movement and how the focus of eyes set the tone of the movement. Art is particularly well taught throughout the school and this is evident in the high quality work on display in classrooms and the more public areas of the school. Teachers and support staff are good at intervening to enable pupils to improve on their initial attempts.

17. Lessons are planned very effectively to promote learning for all groups of pupils within each class. This is particularly evident in mathematics lessons where the pace of learning is at times breathtaking. Teachers know their pupils well but also make good use of formal assessments to plan for future learning. They are constantly monitoring progress as pupils work. Very good use is made of question and answer plenary sessions to check on understanding. In the best lessons the teacher's questions are precise and persistent and demand high levels of concentration. Lower attaining pupils are drawn into the lessons by questions that are directed only to them. For example, in the reception/Y1 class during the mental mathematics activity, time was made to give one pupil the opportunity to succeed with the tasks set for the whole class. They are well provided for – in the support they get, in the tasks provided and in the resources used.

18. The school's strategies for literacy and numeracy are extremely effective and all staff teach these aspects of the curriculum very well. They have made good use of the National Literacy and Numeracy Strategies to improve what was already a strong feature of the school.

Pupils and their parents share a positive view of education and pleasure in learning. As a result pupils are eager to learn and always try to do their best.

19. The high quality of teaching has a direct influence on the quality of learning. The enthusiasm and skill of teachers motivates pupils and gives impetus to the acquisition of skills and knowledge. Because pupils are eager to learn and teachers have excellent pupil management skills there is an intense focus on what the teacher is saying, what needs to be accomplished and what is to be learned. The range of tasks and experiences is stimulating. Tasks challenge pupils so they are fully involved in what they learn. The strong partnership between home and school begun in the nursery ensures that pupils are ready and eager to learn even before they begin school. The school's high expectation challenges them to succeed. As a result, all pupils in the school make good progress, irrespective of their prior learning. Pupils with special educational needs are valued members of the school community. The quality of learning and high levels of attendance shows that pupils enjoy coming to school. In their response to the pre-inspection questionnaire, parents were unanimous that this is the case.

The curriculum of the school is excellent with an emphasis on developing skills of numeracy and literacy. Pupils' learning is greatly enriched by carefully focused educational visits and visitors.

20. The school provides a curriculum that is broad, balanced and relevant. The teaching of numeracy and literacy skills is rigorous. This gives all pupils a good foundation upon which to build for their other curriculum experiences. There is consistency of planning and provision which ensures that pupils make continuous progress from year to year. The school fully meets statutory requirements in its provision for pupils. Planning for foundation subjects is through a whole school 'centre of interest'. This enables a very clear focus on what the content is to include and what skills are to be developed. Additionally, the school takes great care to plan visitors into school and visits out of school for all pupils. For example, the centre of interest 'transport' included a visit to York Railway Museum, a display of

historic bicycles and motor bikes and in-school play environments such as the travel agent office and the train (complete with buffet car). Visitors to school include storytellers and travelling theatre groups as well as local people supporting specific topics. The benefit of these are seen in what the pupils know and their pride in their completed work.

Excellent provision is made for the spiritual, moral, social and cultural development of pupils. This is reflected in pupils' pride in their achievements and their respect for people and property.

21. The school lays great store on the teamwork of all adults. Everyone working in the school has an understanding of the school's purpose and direction. There is a good shared understanding of the school aims. This is very evident in the provision made for pupils' personal development.

22. The provision made for pupils' spiritual development is excellent. All adults working with pupils work hard to help pupils develop self esteem and believe in their own ability to succeed. Pupils are placed at the centre of creativity and encouraged to see themselves as artists, musicians and writers. Pupils grow more self-assured and confident as they move through the school. Occasions such as assembly and story time encourage reflection so that pupils see other points of view and ask searching questions. Pupils are taught the importance of doing what is right, acceptable and fair. Adults set a good example by the way they behave towards one another, pupils and visitors to the school. The impact of this excellent provision is seen in the standards of behaviour, good attitudes to learning and a respect for people and property.

23. The school creates many opportunities to develop pupils' social awareness. Pupils are expected to work in a variety of groupings and support others who may not be quite so able. School lunch is an occasion not to be missed. It is a vibrant social occasion with good conversation, well supported by supervisory staff who obviously enjoy being with the children and contributing to the ethos of the school. Pupils are expected to serve and clear at table and do so well. The grace said before meals reminds pupils of the pleasures of friendship and the social nature of eating together.

24. The opportunities provided by the school ensure that pupils have cultural experiences that are rich and varied. A wealth of visits out of school enhances pupils' understanding of their community and the wider world. As a result, pupils have a positive attitude towards other cultures and appreciate the multi-cultural nature of Britain. Visitors into school are valued for the skills, insights and contributions that they make to the life of the community. They enhance pupils' sense of their community and the culture that it represents.

The leadership and management of the school are excellent. The head teacher, supported by governors, staff and the wider community, creates an ethos where learning is both challenging and interesting. As a result standards of attainment and behaviour are consistently high.

25. The headteacher has been instrumental in establishing a well-directed sense of purpose in the school. She is an excellent communicator. The educational direction of the school is shared with all those involved in its work: teaching and non-teaching staff, members of the governing body, parents and children. The school is in itself a whole community and yet at the same time is an active part of the wider local community. The work of pupils and adults is valued, resulting in a shared sense of achievement, confidence and high morale. Very efficient routines and systems create a sense of purpose and direction that leads to high standards in all that it does. Pupils are consistently challenged to aim high. Assessment and monitoring of progress identifies successes and areas for future work for individuals or the whole school. Through this monitoring, training needs are carefully matched both to the needs of individual teachers and to the best interests of the school. The school is never complacent and always seeking for ways to improve. Members of the governing body are proud to be part of what is a very successful school but are also open to the ways in which it can improve. They fulfil all of their statutory duties well, shape the future direction of the school and provide good support to the head teacher and staff. Much of the success of the school is due to effective teamwork that fulfils the agreed aims and values of the school.

The school is always striving for excellence and constantly monitors and evaluates the impact of new initiatives carefully and critically.

26. Governors and staff are committed to high standards in all aspects of school life and never stop striving for improvements. They make good use of the performance data generated by national tests to identify any areas that need attention. For example, information gathered for baseline assessments conducted as pupils enter full time schooling is used to chart progress of pupils until they leave the school at the end of Key Stage 1. From this comparison of data, the school can monitor the effect it has had on the attainment of pupils. By adapting national initiatives such as literacy and numeracy strategies, the school has been able to enhance existing high standards and improve teaching. Training needs are identified and best value for money is sought. The impact of changes is critically analysed to gain the most advantage for pupils. The close link with a teacher-training provider is used to benefit the school as well as the students. Those students fortunate enough to practice their teaching in the school are well supported and given good strategies for their future work as teachers.

WHAT COULD BE IMPROVED

The focus of monitoring and evaluation should be on raising the standards of teaching and learning even further

27. So much of what this school does is excellent and therefore it does not need to change much of what it already does. In those lessons where teaching was judged to be excellent, the teacher managed to provide a range of activities that stretched more able pupils but also gave time and support to those pupils who needed more help. The pace of learning was right for everyone. In those lessons that were judged to be good this pace and support was present, but at times, one group of pupils was not achieving all that they could. This was either because they needed a little more help or that the task set for them was not stretching them enough. The future development of an already excellent school can only be to improve further through the quality of its teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. To raise standards even further governors, the head teacher and staff should:

1. Focus their attention on raising the standard of teaching and learning in all lessons to the excellence seen in several by:
 - agreeing the criteria that makes for excellent teaching,
 - subject co-ordinators monitoring and evaluating the impact of teaching and learning and sharing this with colleagues,
 - continuing to strive for educational excellence.

(paragraph 6)

PART C: SCHOOL DATA AND INDICATORS

29

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	9

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Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	44	39	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 2
Number of pupils on the school's roll (FTE for part-time pupils)	43	128
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	26

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	11
Pupils who left the school other than at the usual time of leaving	3

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Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

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	19	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	24	25	25
	Total	43	44	44
Percentage of pupils at NC level 2 or above	School	98 (97)	100 (94)	100 (97)
	National	82 (87)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	24	24	25
	Total	42	42	43
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (95)	98 (95)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	80
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: Y R – Y2**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: Y R – Y 2

Total number of education support staff	3
Total aggregate hours worked per week	63

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	33

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

Financial information

Financial year	1999
	£
Total income	283082
Total expenditure	282905
Expenditure per pupil	1919
Balance brought forward from previous year	8847
Balance carried forward to next year	8944

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out	151
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	61	35	0	0	4
Behaviour in the school is good.	61	33	0	0	6
My child gets the right amount of work to do at home.	45	41	4	0	10
The teaching is good.	65	32	0	0	3
I am kept well informed about how my child is getting on.	47	45	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	72	25	0	3	0
The school expects my child to work hard and achieve his or her best.	72	25	0	0	3
The school works closely with parents.	53	37	4	1	4
The school is well led and managed.	56	39	3	1	1
The school is helping my child become mature and responsible.	60	36	0	0	4
The school provides an interesting range of activities outside lessons.	35	28	12	5	20

37**Other issues raised by parents**

Some concerns about the level of fund-raising.

A few parents were concerned that art work seemed to be over-directed by adults.

