

INSPECTION REPORT

**DUFFIELD THE MEADOWS PRIMARY
SCHOOL**

Duffield, Belper

LEA area: Derbyshire

Unique reference number: 112690

Headteacher: Mr. Rex Bleakman

Reporting inspector: Cheryl Thompson
22822

Dates of inspection: 10th – 12th January 2000

Inspection number: 188969

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Park Road
Duffield
Derbyshire

Postcode: DE56 4GT

Telephone number: 01332 840305

Fax number: 01332 840305

Appropriate authority: The Governing Body

Name of chair of governors: Mr. Peter Hardy

Date of previous inspection: 21st – 23rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|-----------------|----------------------|
| Cheryl Thompson | Registered inspector |
| Ian Clark | Lay inspector |
| E. Ann Clark | Team inspector |

The inspection contractor was:

Power House Inspections

Grasshoppers
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 8XA

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

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

REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 6 - 9 |
| 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 | 10 - 12 |
| Attaining high standards in National Curriculum tests | |
| Pupils' positive attitudes | |
| Good teaching | |
| Good attendance | |
| Parental satisfaction | |
| Good leadership and management | |
| | |
| WHAT COULD BE IMPROVED | 12 - 13 |
| Monitoring of quality of teaching and curriculum provision | |
| Opportunities for teachers to use their initiative | |
| Quantity and quality of resources | |
| Procedures for early identification and assessment of pupils with special educational needs | |
| Aims and success criteria in the School Development Plan | |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 14 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 15 - 18 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Duffield Meadows Primary school is larger than the average primary school. It serves the village of Duffield, an area of low unemployment where the majority of families own their own homes. There are a few ethnic minority families in the village. The school is very popular and over-subscribed. A few parents live outside the catchment area and choose to send their children to the school. There are 297 boys and girls on roll, aged four to eleven. At the time of the inspection there are 18 pupils under five accommodated in the Reception class of 30 pupils. Attainment on entry at rising five is well above the level expected. There are sixteen pupils, including two with statements, on the school's register of special educational needs; this is much lower than the national average. Four pupils are eligible for free school meals; this is also much lower than average.

HOW GOOD THE SCHOOL IS

Duffield Meadows, is a very effective school which provides very good value for money. Pupils achieve high standards in National Curriculum tests and have very good attitudes towards their work; they are kind and courteous and behave well. In the main, teaching is good with nearly a quarter being very good. The headteacher and senior management team provide good leadership. The school benefits from the excellent involvement of an astute and very well informed governing body.

What the school does well

- At age seven and eleven, pupils achieve high standards in National Curriculum tests; the headteacher, governors and teachers are strongly committed to sustaining these high standards. Pupils are well prepared for National Curriculum tests.
- Pupils behave well and have very positive attitudes to their work.
- Overall, the quality of teaching is good; many teachers, supported by parents and friends of the school, give generously of their time to provide a very good range of extra-curricular activities.
- Attendance and punctuality are very good; pupils like coming to school.
- Parents are very pleased with the standards the school achieves; their financial and practical support is invaluable in helping the school achieve and sustain high standards.
- The headteacher is a good leader and very well supported by the governors and senior staff in developing and managing the school.

What could be improved

- Procedures for checking on the quality of teaching and curriculum provision are not rigorous enough to ensure sustained improvement in teaching and equal opportunities for pupils in mixed age classes.
- There is an over-reliance on worksheets in most subjects and a commercially produced mathematics scheme; there are not enough opportunities for pupils to use their initiative and take responsibility for organising their own learning.
- The quantity and quality of resources for science, the school library and class book areas are unsatisfactory.
- Procedures are not good enough for early identification and prompt assessment of pupils' special educational needs.
- The aims and success criteria identified in the school development plan are, generally, not clear enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvement has been since the last inspection in May 1996. The improvement and high standards at the end of Key Stage 2 have been maintained, as a result, the school was deemed a good school and allocated a shorter inspection than most schools. Good improvement has been made in relation to the key issues raised by the last inspection; curriculum planning is now good and ensures clear progression in pupils' learning. Teachers' expectations of the older more competent pupils have improved in relation to the subjects that are tested by annual National Curriculum tests. Leadership and management have improved. The role of the subject co-ordinators has developed well.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | A | A | A* | A | well above average A above average B average C below average D well below average E |
| mathematics | A | A | A* | A | |
| science | B | C | A | A | |

This is an impressive set of results which shows improvement over the past two years. In 1999, the percentage of pupils achieving the expected or higher levels in English and mathematics is very high and similar to the results of the highest five per cent of schools in the country (indicated by A*). In 1999, standards for seven year olds were also well above the national average and above the average for similar schools in reading and mathematics; in writing and science standards were average. The majority of children under five achieve standards well above those expected. Inspection evidence confirms the high standards achieved in the school. A particularly good feature is the standard of handwriting and presentation. The school is well placed to meet the challenging targets it has set for English and mathematics.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good, pupils are keen to learn. They apply themselves to work set them and work happily and constructively together. |
| Behaviour, in and out of classrooms | Good, both in and out of classrooms. |
| Personal development and relationships | Very good, pupils have mature attitudes. Relationships are very good. |
| Attendance | Very good, pupils enjoy coming to school. Punctuality is very good. |

The wide range of extra-curricular activities, including a residential visit, provides very good opportunities for pupils to further their personal development.

TEACHING AND LEARNING

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

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

Overall, teaching in the school is good; 96 per cent of teaching is satisfactory or better with 21 per cent very good or excellent. One lesson at Key Stage 1 accounted for the four per cent unsatisfactory teaching; the teacher merely helped pupils to complete their workbooks rather than teach. In 61 per cent of teaching seen, the quality of teaching ranged between good and excellent. For children under and over five in the Reception class, teaching is very good. At Key Stage 1, for the class of Year 1 pupils, teaching is very good. At Key Stage 2, teaching for Year 6 pupils is always good and sometimes very good.

In Reception and Key Stage 1, teachers have a good understanding of how to teach basic literacy and numeracy skills. However, an over-reliance on worksheets and a commercially produced scheme for mathematics constrains the progress some pupils make, especially in using and applying their knowledge to problem solving. At Key Stage 2, teachers build effectively on the skills and knowledge pupils acquire in Key Stage 1, develop pupils' understanding in English and mathematics and prepare their pupils well for National Curriculum tests. However, there is, again, an over-reliance on worksheets and textbooks and a commercially produced scheme for mathematics. In some cases, this over-reliance constrains the opportunities teachers provide to challenge their pupils to apply their knowledge to investigative and problem solving tasks. The school generally meets the needs of most pupils effectively; however, pupils with special educational needs do not always have appropriate targets in their individual education plans. Higher attaining pupils achieve very well especially within the 'set' groups. A particular feature of the school is the very good achievement of pupils of average ability. Teachers' high expectations and the school's structured curriculum, coupled with parents' support with homework, ensure these pupils make the very best progress and achieve high standards.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Very good. All statutory requirements are met. There is a very good range of extra-curricular activities including music and sport. |
| Provision for pupils with special educational needs | Satisfactory overall. However, some pupils' needs are not identified nor are their difficulties assessed early enough to ensure that they make the best possible progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | All aspects of spiritual, moral, social and cultural development make a sound contribution to pupils' personal development. |
| How well the school cares for its pupils | The school's procedures for child protection and ensuring the health and safety of its pupils are very good. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Leadership is good. The headteacher and senior management team are committed to achieving high standards in National Curriculum tests. Management is good. The school development plan is clearly focused on improvement. Financial resources are used very effectively. |
| How well the governors fulfil their responsibilities | Governors fulfil their responsibilities extremely well. They have a very well informed overview of the work of the school and a tenacious commitment to achieving the highest standards in National Curriculum tests. |
| The school's evaluation of its performance | Excellent evaluation of National Curriculum tests and other standardised tests provides the school with precise information to set targets and group pupils. The school monitors the quality of teaching but this is not rigorous enough to ensure sustained improvement. |
| The strategic use of resources | Compared to national figures, the school receives a very low income. However, the school makes very good use of its limited funds to maintain high standards. |

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 school achieves high standards. • Children make good progress. • Behaviour in school is good. • The school has high expectations for achievement. • They feel well informed about the work their children will be covering in school. • The headteacher is always approachable. • The school provides an extensive range of extra-curricular activities. • The teaching for Year 6 has improved considerably. • The provision for music tuition is very good. • Children are well prepared for National Curriculum tests. | <ul style="list-style-type: none"> • Provision for pupils with special educational needs. • Parents of pupils with special educational needs do not always get enough information about their child's progress. • The number of pupils in classes is too high. • The accommodation is cramped in some classes. • Parents would like all pupils to finish school at the same time in the afternoons. |

Inspectors agree with parents' positive comments. There is a need for earlier identification of pupils with special educational needs so that support can be given as soon as possible. Some classrooms are cramped and it is difficult for pupils to move around. There are high numbers in some classes but there is no evidence that this has an impact on the standards achieved. The school is considering a joint finishing time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At age seven and eleven, pupils achieve very high standards in National Curriculum tests; the headteacher, governors and teachers are strongly committed to sustaining these high standards. Pupils are well prepared for National Curriculum tests.

1. When they start school, nearly all children achieve levels that are well above those expected nationally. Children love stories and easily remember several common words by sight; for example, 'and', 'me'. Nearly all five year olds can write their name unaided and count confidently to ten and beyond. In the Reception class, very good teaching extends the children's skills and capitalises on their enthusiasm for learning. The Reception classroom is a hive of activity with just the right balance between teaching basic skills and allowing children to extend and apply their learning through carefully structured activities. Early literacy and numeracy skills are taught systematically and cumulatively so that by the time they start in Year 1, very good foundations for learning are established; children are confident and keen to learn and try out their new skills. For example, pupils have a go at spelling words they are not sure of by using strategies they know such as initial sounds.

2. At Key Stage 1, pupils continue to develop their skills in reading, writing and mathematics. Very good teaching in the Year 1 class provides pupils with purposeful opportunities for applying their reading and writing skills in other subjects. For example, in their study of famous people, pupils wrote well ordered and perceptive pieces about the famous astronaut Neil Armstrong. Very good literacy skills are evident in the use of correct punctuation, correct letter formation and knowledge of the correct spelling for commonly used words. In Year 2, pupils practise the skills needed for the National Curriculum tests in reading, writing, mathematics and science. By the end of the key stage, pupils are well prepared and achieve standards well above the national average.

3. At Key Stage 2, strong emphasis is put on teaching the subjects of English, mathematics and science. Throughout the key stage, in mathematics, pupils are grouped according to prior attainment. They benefit from teaching that is geared to their particular needs. In Year 6, pupils are also grouped according to prior attainment for English, and again benefit from good or very good teaching to move them on at the best possible pace. The school works closely with parents and has a very good homework policy which contributes significantly to the standards achieved in the school.

4. Parents have very high expectations of the school. The governing body, headteacher and teachers are keenly aware of their responsibilities and are committed to providing opportunities for pupils to reach the highest standards. The governing body and headteacher have effective systems for tracking the progress pupils make. A range of standardised tests is used and the outcomes analysed to group pupils according to attainment and note those who may need extra support so that pupils of all levels of attainment make the best possible progress.

Pupils behave well and have very positive attitudes to their work.

5. In classrooms, around the school and in the playground, the behaviour of pupils is generally good. Pupils' behaviour depends on the expectations of their teachers. In lessons where teachers set very high expectations and move their lessons along at a good pace, behaviour is very good. In an excellent mathematics lesson, conducted in the hall, a group of Year 5 pupils ignored the noise and movement in and around the hall and concentrated

totally on their teacher. They answered their teacher's well focused questions quickly and enthusiastically and thrived on the interesting problem solving activities provided. In a Year 1/2 mathematics lesson where Year 2 pupils were supposedly working through their mathematics books, behaviour was unsatisfactory because they were not sufficiently interested in the tasks; they were not disruptive, just chatting.

6. In the main, all pupils have very positive attitudes towards their work. In particular, older pupils in Key Stage 2 are very businesslike in their approach; the completion of homework and presentation of work is of a high standard. Pupils respond enthusiastically to opportunities to show their initiative and work together. During inspection, a small group of Year 6 boys had worked hard together to produce their informative 'presentation' about the farm for the school assembly.

Overall, the quality of teaching is good; many teachers also give generously of their time to provide a very good range of extra-curricular activities.

7. Teachers work very hard; lessons are always well prepared and, in the main, they manage their pupils very well. Teachers are aware of their pupils' strengths and weaknesses and keep very good records of pupils' accomplishments. Given the high standards achieved, it could be assumed that teaching is predominantly very good. However, that is not the case and the main reason for this is that teachers' flair and skill are constrained by the over-use of worksheets or workbooks in lessons generally and an over-reliance on the commercially produced mathematics scheme. In the very good and excellent lessons observed, teachers did not rely on these strategies. They gave clear expositions, questioned pupils very effectively to help them recall previous learning and moved their lessons along at a brisk pace with plenty of opportunities for pupils to practise and apply their learning to new situations and problem solving. In other lessons, teachers spent too much of their time either explaining how to complete the worksheets or workbooks rather than using their teaching skills and knowledge of the subject.

8. Half the number of teachers, including the headteacher run after-school clubs. The school has a good reputation for music; the choir and orchestra are very successful in area competitions and provide the musical backing for the school's Christmas and end of term productions. Parents comment very favourably on these productions. Sports clubs, such as the five-a-side football and short tennis, expect and achieve high standards. Many pupils pursue their interests and achieve county standards.

Attendance and punctuality are very good; pupils like coming to school.

9. Pupils like coming to school; there is a high level of attendance. Pupils arrive punctually for school and lessons start promptly. No time is wasted when pupils change classes for group setting.

Parents are very pleased with the standards the school achieves; their financial and practical support is invaluable in helping the school sustain high standards.

10. In the questionnaires completed for the inspection and in their meetings with inspectors, parents expressed their satisfaction with the standards achieved in the school. Parents whose children had joined the school other than at age five, felt that their children had made great strides since joining the school. Parents are interested in the school and support their children very effectively. The school's thriving Parents, Friends and Teachers Association (PFTA) raises considerable amounts of money. Some of this money is used beneficially to supplement the school's budget in order to provide extra teaching for

mathematics groups and extra learning support for pupils with special educational needs. A high number of parents and a few grandparents help in school on a weekly basis. They hear pupils read and support in art, craft and science lessons.

The headteacher is a good leader and very well supported by the governors and senior staff in developing and managing the school.

11. The headteacher provides clear direction for the work of the school. Parents hold the headteacher in high esteem. Communication systems are well organised with regular staff and key stage meetings. The headteacher delegates effectively; the senior management team have well defined roles and help and support each other very well. The governors are extremely effective in their role and make a substantial contribution to the effectiveness of the school. They have high levels of expertise which they use to ensure the school's limited resources are used to the best possible effect. Each governor 'shadows' a teacher and has a good understanding of the teacher's work and particular area of responsibility. Governors analyse the school's National test results thoroughly and from their well informed base are able to set the headteacher targets for improvement. The headteacher and governors manage the school's budget very efficiently. For example, governors considered whether the local education authority provided services for ground maintenance were best value for money. In some cases substantial savings have been made by finding alternative contractors without sacrificing quality.

WHAT COULD BE IMPROVED

Procedures for checking on the quality of teaching and curriculum provision are not rigorous enough to ensure sustained improvement in teaching and equal opportunities for pupils in mixed age classes.

12. Good procedures are in place for checking on the quality of teaching. The headteacher and the senior management team, between them, observe each teacher teaching at least three times a year. However, the outcomes of this monitoring are not used rigorously to bring about sustained improvement in the quality of teaching. For example, it was noted a year ago that a teacher needed to vary the resources she was using for literacy and improve the pace of her lesson and not keep pupils sitting for too long. These problems are still clearly evident. Similarly, monitoring of pupils' work has not been rigorous enough to note the inequality of curriculum provision in some mixed age classes. For example, in the Year 2 class, pupils have a writing book which they use very regularly to write their news and stories. In the mixed Year 1 and 2 class, pupils have a sentence book in which they copy sentences to practise spellings which they also practise in work sheets; Year 2 pupils in this class do not have similar opportunities to practise writing for meaningful purposes.

There is an over-reliance on the use of work sheets and a commercially produced scheme for mathematics; there are not enough opportunities for pupils to use their initiative and take responsibility for organising their own learning

13. In many lessons observed, teachers spent a great deal of their time helping pupils to complete worksheets, language text book work or mathematics workbooks instead of actually teaching; such activities constrain teachers' skills and flair and lead to uninspiring lessons. In many cases, pupils may have been able to make even better progress if they had been able to record their own findings, or apply their mathematical knowledge to solving problems rather than practising the same type of sums for no particular purpose. Given the pupils' obvious ability and very positive attitudes to work, there are insufficient

opportunities for them to rise to challenges, find out things for themselves or use their knowledge in problem-solving situations especially in mathematics and science. Opportunities for pupils to extend their skills in English and mathematics through other subjects, such as science, history and geography, are restricted. However, there is evidence that this type of work is undertaken well and with enthusiasm, after National curriculum tests have taken place.

The quantity and quality of resources for science, the school library and class book areas are unsatisfactory

14. In some science lessons observed, there were not enough resources for pupils to use in order to learn effectively. For example, in a lesson needing the use of magnets there were not enough magnets with sufficient field to be of benefit to pupils. The school library is situated centrally in the school and, therefore, in an ideal place for pupils to use as a resource area to further their independent research skills. However, the school does not make the best of this facility; the room is uninviting with the majority of books outdated and in poor condition. The library is also used for instrumental lessons and, therefore, unavailable for use for substantial amounts of time. Very few classroom book areas provide pupils with profitable opportunities to browse through interesting, lively reading material to widen their interests, promote a love of literature and extend reading skills.

Procedures are not good enough for early identification and quicker assessment of pupils' special educational needs. Targets in pupils' individual education plans (IEPs) are not always clear enough to be measurable.

15. In accordance with the Code of Practice, the school has correct procedures in place for identifying and monitoring the progress of pupils with special educational needs. However, there is a lack of rigour in the way these procedures are put into practice. The school has comparatively few pupils on its register of special educational needs so teachers soon notice if a pupil is having difficulties. It is what happens at this point that causes the problems. A note may be made about the pupil and special work provided and time allowed for him or her to make better progress. In some cases, the time allowed is not monitored carefully enough with the result time drifts on and a pupil who requires substantial help may not have their specific difficulties identified. The school employs a well qualified and very effective learning support teacher, but there is insufficient time allowed for her to make in-depth assessments of pupils' difficulties. Therefore some pupils fall further behind. Individual education plans for many pupils lack clear and measurable targets for improvement; as a consequence, it is difficult for all working with the pupils to be clear about exactly what is expected and difficult to measure if a pupil has achieved the target. For pupils with specific learning difficulties, insufficient thought has been given to the targets set. For example, a pupil was set two lists of spellings to learn; for a pupil who has great difficulty in learning to spell at the best of times, this is a most inappropriate target.

The aims and success criteria identified in the school development plan are, generally, not clear.

16. The school development plan is comprehensive and focused, appropriately, on school improvement. The plan contains aims and success criteria. However, these aims and success criteria are, in many cases, too general and lack concise and clearly measurable targets to enable the school to judge its success in meeting its aims.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to improve further the school should:

- (1) Improve monitoring of teaching and curriculum provision by:
 - setting agreed and specific criteria for monitoring teaching and/or curriculum provision;
 - using the outcomes of this monitoring to set clear and measurable targets for improvement;
 - evaluating, rigorously, the progress made towards achieving these targets.
(Paragraph: 12)
- (2) Provide more opportunities for pupils to use their initiative and take responsibility for organising their own learning by:
 - improving the use and purpose of worksheets to ensure that they enhance and develop pupils' learning rather than constrain it;
 - providing more interesting and challenging opportunities for enhancing literacy and numeracy skills through all subjects of the curriculum;
 - developing study skills by retrieving information in the library and through the use of information technology.
(Paragraph: 13)
- (3) Improve the quantity and quality of resources for science, the school library and class book areas.
(Paragraph: 14)
- (4) Improve procedures for early identification and assessment of pupils' special educational needs by:
 - setting clear and measurable criteria and timescales for monitoring pupils who are not on the school's register of special educational needs but are identified as having difficulties by their teachers;
 - monitoring these criteria rigorously and using the outcomes to make informed decisions about whether to have a thorough assessment made of the pupil's difficulties.
(Paragraph: 15)
- (5) Improve the clarity of the aims and success criteria in the school development plan by introducing a clear set format of questions to answer when setting the aims for the school development plan, for example; where are we now?, why do we want change?, what do we want to accomplish?, what measurable steps do we need to take to accomplish our aim?, how can we measure these steps?
(Paragraph: 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 23 |
| Number of discussions with staff, governors, other adults and pupils | 14 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4 | 17 | 39 | 35 | 4 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 297 FTE |
| Number of full-time pupils eligible for free school meals | 4 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 2 |
| Number of pupils on the school's special educational needs register | 16 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 4 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 25 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 3.5 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.0 |
| 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 | 22 | 16 | 38 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 21 | 22 |
| | Girls | 14 | 15 | 14 |
| | Total | 35 | 36 | 36 |
| Percentage of pupils at NC level 2 or above | School | 92 (98) | 95 (98) | 95 (95) |
| | National | 82 (77) | 83 (81) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 22 | 22 |
| | Girls | 14 | 14 | 15 |
| | Total | 35 | 36 | 37 |
| Percentage of pupils at NC level 2 or above | School | 92 (100) | 95 (95) | 97 (95) |
| | 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 | 21 | 15 | 36 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 20 | 29 | 20 |
| | Girls | 14 | 14 | 15 |
| | Total | 34 | 34 | 35 |
| Percentage of pupils at NC level 4 or above | School | 94 (84) | 94 (86) | 97 (81) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 20 | 20 | 20 |
| | Girls | 14 | 14 | 15 |
| | Total | 34 | 34 | 35 |
| Percentage of pupils at NC level 4 or above | School | 94 (86) | 94 (86) | 97 (86) |
| | 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 | |
| Black – African heritage | |
| Black – other | 3 |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | 2 |
| White | 267 |
| Any other minority ethnic group | 4 |

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) | 11.3 |
| Number of pupils per qualified teacher | 24.7 |
| Average class size | 29.7 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 45 |

FTE means full-time equivalent.

Financial information

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

| | £ |
|--|---------|
| Total income | 360 700 |
| Total expenditure | 354 106 |
| Expenditure per pupil | 1 283 |
| Balance brought forward from previous year | (135) |
| Balance carried forward to next year | 6 459 |

Figures in parenthesis indicate negative values

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 192 |
| Number of questionnaires returned | 119 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 62 | 34 | 3 | 0 | 0 |
| My child is making good progress in school. | 58 | 39 | 1 | 1 | 2 |
| Behaviour in the school is good. | 35 | 62 | 3 | 0 | 0 |
| My child gets the right amount of work to do at home. | 50 | 40 | 6 | 1 | 3 |
| The teaching is good. | 62 | 32 | 3 | 1 | 3 |
| I am kept well informed about how my child is getting on. | 42 | 45 | 10 | 3 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 75 | 18 | 6 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 68 | 29 | 3 | 0 | 0 |
| The school works closely with parents. | 49 | 43 | 8 | 0 | 1 |
| The school is well led and managed. | 69 | 27 | 2 | 0 | 3 |
| The school is helping my child become mature and responsible. | 63 | 34 | 2 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 68 | 26 | 4 | 0 | 2 |

Other issues raised by parents

Through the notes and letters accompanying the questionnaires and meetings with inspectors, the parents expressed concerns about the following:

- insufficient support for pupils with specific learning difficulties;
- insufficient extension and challenge for higher attaining pupils;
- parents would like both key stages to finish at the same time in the afternoons.