

## INSPECTION REPORT

### **BOMERE HEATH C.E. PRIMARY SCHOOL**

Bomere Heath, Shrewsbury

LEA area: Shropshire

Unique reference number: 123495

Headteacher: Mr M Vincent

Reporting inspector: Mr C Parker  
11897

Dates of inspection: 30<sup>th</sup> April – 1<sup>st</sup> May 2001

Inspection number: 192062

Short 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 controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Crescent Bomere Heath Shrewsbury Shropshire
Postcode:	SY4 3PQ
Telephone number:	01939 290359
Fax number:	01939 290359
Appropriate authority:	Governing body
Name of chair of governors:	Brian Rees
Date of previous inspection:	10 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11897	Mr C Parker	Registered inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bomere Heath C.E. School is a smaller than average primary school with 108 pupils on roll. The vast majority of pupils are of white heritage and no pupils are receiving support for English as an additional language. The pupils are taught in 4 mixed age classes. Approximately one tenth of the pupils are on the special educational needs register, which is well below average. The proportion of pupils entitled to free school meals is very small and well below the national average. The children's attainment on entry is above average.

### **HOW GOOD THE SCHOOL IS**

The school is very effective and as a result the pupils attain high standards. They are well taught through a broad and interesting curriculum. The management team, guided and supported by the governing body, is moving the school forward and seeking further improvements. The school provides good value for money.

#### **What the school does well**

- The pupils achieve high standards in their work and their personal development.
- The teaching is good throughout the school and particularly strong at the end of key stage 2.
- The school provides the pupils with an interesting curriculum that is enriched by a wide range of activities outside of lessons and very good opportunities for personal development.
- The headteacher, deputy head and co-ordinators combine to form an effective management team that is moving the school forward through a clear development plan.

#### **What could be improved**

- All aspects of the foundation stage are not clearly defined within the curriculum planning.
- Parents are not provided with an outline of what the pupils will be taught each term.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since it was last inspected. Standards are now much higher than those reported in February 1997. The quality of the teaching has been maintained and strengthened through better planning and assessment. The role of the co-ordinators has grown significantly and they now play a key role in the management of the school. The national curriculum is now thoroughly planned and supported by clear policies and schemes of work. The progress of the higher attaining children has been improved through training for the teachers and as a result over half of the pupils achieved higher levels in the national tests for eleven-year-olds in English and mathematics in 2000.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A*	A
mathematics	A	A	A	A
science	A	A	A*	A*

  

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

The combined results of the national curriculum tests in all subjects taken by the eleven-year-olds in 2000 were in the top five per cent when compared to all schools nationally and to those schools where pupils come from similar backgrounds. The results achieved by pupils in English and science were very high and in mathematics they were well above average. The school sets challenging targets and is successful not only in ensuring that a very high proportion of pupils achieve the expected level but also that many attain the higher levels. The results of 2000 national tests taken by seven year olds, in reading, writing and mathematics, were also well above the national average. The results also compare very favourably with similar schools, with writing and mathematics being well above average and reading being above average.

Over the last few years, the national test results have not only been consistently well above average, but have also improved faster than the national trends. As a result, the school has recently received an achievement award for excellence.

The inspection findings, resulting from the observation of lessons and scrutiny of a sample of the pupils' work, also show standards to be high in English and mathematics and demonstrate that pupils are achieving well and making good progress as they move through the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have positive attitudes to their work and respond well in lessons.
Behaviour, in and out of classrooms	Behaviour is generally very good. The few pupils who present challenging behaviour are well managed.
Personal development and relationships	Relationships are very good. Mutual respect is the cornerstone of the ethos of the school and is well reflected in relationships between pupils and their teachers.
Attendance	Well above average.

Very good relationships are evident throughout the school. Where a small number of children display elements of either poor or anti-social behaviour, they are dealt with in a very positive and supportive manner by the teachers and classroom assistants. The relationships between the vast majority of pupils and their teachers are very good and contribute significantly to the good progress made in many lessons. The pupils respond thoughtfully to questions and in key stage 2 are sufficiently mature to ask for either additional practice or explanation if they do not understand the work they have been set.

## 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.*

The teaching is good throughout the school and particularly strong at the end of key stage 2. In all of the lessons seen, the teaching was at least satisfactory. In over half of the lessons observed, the teaching was judged to be good and in a further third it was either very good or excellent. The good teaching reported at the last inspection has been maintained and strengthened through improvements to the planning and assessment procedures. The teaching of English and mathematics is consistently good. The teachers make the most of opportunities to extend the pupils literacy and numeracy skills right across the curriculum.

The lessons are well planned with a clear indication of what the pupils are expected to learn. In most, but not all, of the lessons seen, the tasks set for pupils were appropriately modified to meet the needs of the different groups of pupils within the class. Individual pupils with special education needs are generally well supported both by their teachers and the classroom assistants. The classroom assistants are also particularly effective in supporting small groups of pupils in additional literacy activities.

The relationships between the teachers and their pupils are very good and based on mutual respect. The pupils respond very well to the interesting tasks that are set for them and concentrate on their work. As a result, they are learning effectively and making good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for pupils in key stages 1 and 2 meets the statutory requirements and is well organised. The school gives appropriate priority to the teaching of English and mathematics.
Provision for pupils with special educational needs	The pupils on the special needs register have clear targets and are generally well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The opportunities for personal development are good. The moral and social aspects of the pupils' development are strong features of school life.
How well the school	The school provides a caring environment where the pupils' progress

cares for its pupils	and achievements are encouraged.
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The school is successful in providing the pupils with a broad curriculum that is extended by a good range of activities outside of lessons, such as a gymnastics club, a choir and a conservation club. The school also makes good use of visitors and visits to places of interest such as the Tate in Liverpool. The national curriculum is thoroughly planned. However, the planning for the youngest pupils does not take sufficient account of all aspects of the foundation stage curriculum.

Occasionally, delays in the referral procedures slow down the deployment of appropriate, special needs support. However, new funding arrangements are now in place and provide the school with the opportunity to rectify this.

The school is keen to provide parents with a good range of information and to work closely with them. However, a significant minority of parents do not feel that this is the case. Currently, the annual written reports and the arrangements for parents to meet with teachers to find out about their child's progress meet the requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and co-ordinators combine to form an effective school management team that is moving the school forward through a well-planned school development strategy.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively. Through committees they monitor the curriculum, the school's spending and its impact on provision. They provide the school with clear guidance and a good level of support.
The school's evaluation of its performance	The school effectively monitors its performance. It checks the teachers' planning and teaching and the impact they have on the pupils' progress.
The strategic use of resources	The school makes good use of its available resources. The available funds are carefully targeted on planned areas of school development.

There is a clear desire both within the management of the school and within the governing body to bring about continuing improvement. The school development plan contains a sensible number of priorities for a small school. It is clearly linked to national priorities and grant funding. The governors are keen to examine the value added by the school and seek to gain value for money. They have applied the principles of best value to the decisions they have made about the development of the information technology suite in order to achieve the best facilities for 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"> <li>• The progress made by the pupils.</li> <li>• The good behaviour and relationships based on mutual respect.</li> <li>• The good teaching.</li> <li>• The high expectations of pupils to work hard.</li> <li>• The good range of out of school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework arrangements.</li> <li>• Information for parents.</li> <li>• Working relationships with parents.</li> </ul>

The inspectors agree with the positive comments made by parents. The questionnaire results show that the vast majority of parents are pleased with the progress the pupils make, their behaviour, the good teaching and the broad range of out of school activities. Whilst three quarters of those responding to the questionnaire were happy with the homework arrangements, the views of other parents differed. Some felt that too much was given, particularly to younger children, others felt that too little written homework was set. The school's policy reflects the national guidelines and the examples of completed homework tasks seen by the inspectors were entirely appropriate. Discussions with older pupils indicate that they feel homework tasks are regular, of a manageable duration and helpful in reinforcing their learning. Overall, the inspectors found the homework arrangements to be satisfactory.

The school provides the parents with useful information about events through frequent letters and the annual written reports are clear and provide targets for improvement. In many respects, the current situation is satisfactory, but the inspectors agree that further outline information about what is to be taught each term would be helpful to parents. Approximately one third of the parents feel the school does not work closely with them and a quarter do not find it easy to approach the school. Discussions with the chair of governors, the headteacher and the teachers revealed a strong desire for good relationships with parents and a willingness to reverse the perception amongst a significant minority of parents regarding their place in a partnership.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The pupils achieve high standards in their work and their personal development.**

1. The combined results of the national curriculum tests in all subjects taken by the eleven-year-olds in 2000 were in the top five per cent when compared to all schools nationally and to those schools where the pupils come from similar backgrounds. The results achieved by pupils in English and science were very high and in mathematics they were well above average. The school sets challenging targets and is successful not only in ensuring that a very high proportion of pupils achieve the expected level, but also that many attain higher levels. In 2000, over half of the pupils achieved higher levels in English and mathematics, and almost all of the pupils achieved higher levels in science. These results illustrate the school's positive response to the need to challenge higher attaining pupils identified as an issue in the last inspection report.
2. The results of the 2000 national tests taken by seven year olds, in reading, writing and mathematics, were also well above the national average. The results also compare very favourably with similar schools, with writing and mathematics being well above average and reading being above average. These results show a high level of consistency that is the result of improvements, particularly in mathematics and to a lesser extent in writing.
3. Over the last few years, the national test results have not only been consistently well above average, but have also improved faster than the national trends. This illustrates the school's commitment to continuing improvement in which it is strongly supported by the governing body.
4. The inspection findings resulting from the observation of lessons and scrutiny of a sample of the pupils' work also show standards to be high in English and mathematics. These high standards result from well-structured and organised lessons that present the pupils with an appropriate level of challenge and demand.
5. The youngest pupils are developing very good listening skills because, for example, their teacher sets tasks that require them listen to and to make a range of sounds. Through skilful questioning the teacher extends the pupils' vocabulary by encouraging them to describe what they hear. By the age of five, many of the pupils are exceeding expectations. By the end of Key Stage 1, they speak confidently, read accurately and write well. As they move through the year, they become increasingly adventurous in the language they use in their writing. Through Key Stage 2 the quality of their written English develops well and by the age of eleven the pupils make very telling use of language in their writing. This could be seen, for example, in their writing about 'Strange Happenings at Night'. The oldest pupils write for a range of purposes in a lively and thoughtful manner showing a good awareness of the readership. Taken overall, the quality of the pupils' work in English is well above average.
6. In mathematics, the youngest children develop their mathematical vocabulary through activities that help them to begin to tell the time. Almost all of these children recognise numbers to ten, and those in Year 1 are able to count in twos both forwards and backwards. They are also able to set a clock face to a given time. Overall, the standards achieved by the pupils exceed those expected of five-year-olds. Many of the mathematical activities set for the pupils, throughout the school, are both demanding and set within realistic contexts. By the end of Key Stage 2, the pupils' mathematical skills are well developed and they apply them to solve problems both

mentally and in writing. The pupils also display a good deal of flexibility in the strategies they use to solve problems. As a result, standards in mathematics are well above average.

7. Throughout the school, the pupils concentrate on their work. They show a good deal of enjoyment in many lessons and are willing to contribute to discussions and answer the teachers' questions thoughtfully. The opportunities offered to the pupils to take responsibility within their own classes, and for older pupils to take on school responsibilities, result in their having a respect for and a pride in their school. Consequently, behaviour and relationships are good through the school.
8. The pupils' work is of good quality right across the curriculum. The structure and organisation of the broad curriculum, the effective teaching and the pupils' positive attitudes all make a significant contribution to the high standards achieved by the pupils.

**The teaching is good throughout the school and particularly strong at the end of key stage 2.**

9. In all of the lessons seen, the teaching was at least satisfactory. In over half of the lessons observed, the teaching was judged to be good and in a further third it was either very good or excellent. The good teaching reported at the last inspection has been maintained and strengthened through improvements to planning and assessment. The teaching of English and mathematics is consistently good. The teachers clearly focus on the development of both literacy and numeracy skills, and as a result the pupils achieve particularly well in these areas and are making good progress. The teachers make the most of opportunities to extend the pupils' literacy and numeracy skills right across the curriculum. For example, in a science lesson in which the youngest pupils were exploring sound the teacher continually encouraged them to describe what they were hearing. In mathematics, the teachers encourage the pupils to develop a wide range of strategies to solve problems. This was evident when the oldest pupils were examining how other children had unsuccessfully attempted to solve mathematical problems. It challenged them not only to solve the problem correctly, but also to identify the wrong strategies that had been used. The teachers' secure subject knowledge, the demanding nature of the tasks they set and their evident high levels of expectation are strong features of the very good teaching at the end of key stage 2.
10. Throughout the school, the lessons are well planned with a clear indication of what the pupils are expected to learn. The lessons in English and mathematics are drawn from the national literacy and numeracy strategies. The teachers make good use of the published plans for teaching mixed age classes to ensure the pupils continue to build on their previous learning. In most, but not all, of the lessons seen in other subjects, the tasks set were appropriately modified to meet the needs of the different groups of pupils within the class. The teachers make very effective use of their own knowledge and skills to consistently challenge the pupils. This was a particularly strong feature of a physical education lesson where the teacher excellently demonstrated links for sequences of movements. The classrooms are well organised and resources are carefully prepared and readily available so that no time is lost during lessons. For instance, when the youngest pupils were finding out about the past they had access to both old photographs and a range of artefacts. These resources coupled with the teachers enthusiasm brought the lesson to life, extended the pupils' understanding of the past and increased their ability to compare it with the present. Similarly, when pupils in Years 3, 4 and 5 were investigating the different weights of objects in air and water all of the resources they needed were readily available. These activities also reflect the importance placed on providing opportunities for the pupils to carry out investigations and experiments, which contributes to the high standards in science at the end of key stage 2.

11. The relationships between the teachers and their pupils are very good and based on mutual respect. The pupils respond very well to the interesting tasks that are set for them and concentrate on their work. As a result, they are learning effectively and making good progress. Year 2 and 3 pupils, for example, respond very well to their teacher's calm, quiet yet firm manner. Working with the teacher in smaller groups, the pupils gained considerably from purposeful questioning and enjoyable activities based on poems that use alliteration and onomatopoeia.
12. Individual pupils with special education needs are generally well supported by both their teacher and the classroom assistants. The classroom assistants are also particularly effective in supporting small groups of pupils in additional literacy activities.

**The school provides the pupils with an interesting curriculum that is enriched by a wide range of activities outside of lessons and very good opportunities for personal development.**

13. The curriculum provided for pupils in key stages 1 and 2 meets the statutory requirements and is well organised. The school gives appropriate priority to the teaching of English and mathematics and has incorporated all aspects of the national literacy and numeracy strategies within its teaching programmes. It is making good use of published mixed-age plans for literacy and numeracy to ensure the pupils cover the full requirements in a manner that builds progressively on their previous learning. The school is successful in providing the pupils with a broad curriculum that allows sufficient time for them to develop a balanced knowledge and a good range of skills through very well planned activities. For example, in art they are encouraged to explore different techniques such as using mosaic in years 2 and 3 and batik in years 5 and 6. They also investigate the styles of famous artists such as Paul Klee and extend their appreciation of art through visits, for instance, to the Tate in Liverpool. The teachers are making satisfactory use of information technology. Currently, they experience some difficulties with the small number of computers in each classroom, but make sensible arrangements to work with smaller groups and share equipment. However, a new computer suite, which is nearing completion, will overcome these difficulties and allow the teachers to make extensive use of information technology in their teaching. The oldest pupils already have a termly list of information technology tasks to complete which is preparing them well by giving them a broad range of opportunities to use information technology across the curriculum.
14. The planning of the curriculum has improved considerably since the last inspection. The school utilises national guidance very effectively and sets out clearly the knowledge and skills the pupils are expected to acquire in both the medium and short term.
15. The school offers the pupils a wide range of opportunities to participate in sporting, musical and cultural activities outside of lessons that are appreciated by many parents. Although many of these activities are for pupils in Key Stage 2, the curriculum for the pupils in Key Stage 1 is also extended in various other ways. For example, a visitor brought a wardrobe of Victorian clothes and helped them to dress up as part of their lessons about the past. The older pupils are heavily involved in sporting and musical activities, but there are other diverse opportunities such as the conservation club. The pupils are also frequently involved in musical performances, which from observation of a choir practice are of a very high standard and reportedly very well supported by parents.
16. The opportunities for the pupils to develop their spiritual, moral, social and cultural development are good. The pupils' spiritual and cultural development is effectively fostered through collective

worship and lessons that develop their awareness of art and music. The moral and social aspects of the pupils' development are also strong features of school life. The importance of mutual respect for all is the cornerstone of the school's ethos and the pupils' personal development, and results in a very calm and welcoming atmosphere in the school.

**The headteacher, deputy head and co-ordinators combine to form an effective management team that is moving the school forward through a very clear development plan.**

17. The headteacher has successfully developed a strong team approach to managing the school, involving all members of the teaching staff who each have responsibilities for co-ordinating subjects of the curriculum and aspects of provision. Together they successfully manage the curriculum and monitor and evaluate the school's performance. The co-ordinators monitor each other's work through observation of teaching, analysis of lesson planning and scrutiny of the pupils' work. This process allows them to evaluate the school's provision and identify areas for further development. The management team collectively engenders and encourages the school's ethos of mutual respect, care and consideration alongside high expectations of the pupils' behaviour and achievements.
18. The school makes a thorough analysis of the available performance data, the results of which are used to set targets and in the further planning of school development. The governors are also involved in monitoring the school's performance both through the available data and also through their individual involvement in particular subjects and aspects of the curriculum. Some governors are, for example, responsible for numeracy and special educational needs.
19. The governors carry out much of their business through committees that report to the full governing body. However, the full governing body reviews all policy statements. The curriculum policies are presented to the governing body by the subject co-ordinator for discussion. This ensures that the governors are fully aware of developments in all areas of the curriculum. Through the school development plan, subjects are reviewed within a rolling programme. The school development plan is central to the governing body's expressed desire to see continuing improvement.

**WHAT COULD BE IMPROVED**

**All aspects of the foundation stage are not clearly defined within curriculum planning.**

20. The teaching plans for the youngest children outline activities that clearly encompass aspects of the foundation stage curriculum. For example, when the children were exploring sounds the tasks were highly active investigations that encouraged increased confidence and required them to use their senses and describe their observations. This reflected the requirements of the foundation stage curriculum for knowledge and understanding of the world. The plans for this activity outlined the clear purpose and objective of the task, what the children would do, how the adults were to be deployed and the resources to be used. However, they did not explicitly make reference to the areas of learning outlined in the Foundation Curriculum. Similarly, the curriculum plans for Key Stage 1 do not identify how the six areas of learning will link to them. Consequently, it is difficult for the school to ensure all aspects of the foundation stage curriculum are being provided for the youngest pupils when they first enter the school.

**Termly information about what the pupils in each class are to be taught is not consistently provided for parents.**

21. Many of the parents attending the pre-inspection meeting and a significant minority of those returning the questionnaire expressed concerns about the quality of information provided for them and the school's willingness to enter into a partnership. Approximately one third of parents feel the school does not work closely with them and a quarter do not find it easy to approach the school. Discussions with the chair of governors, the headteacher and the teachers revealed a strong desire for good relationships with parents and a readiness to engage in a more productive partnership with the parents.
22. Some parents felt the annual written reports did not provide a clear picture either of what children had achieved or where they needed to improve. The inspectors found the reports to meet the requirements and that the targets for improvement were a good feature of last year's reports. The school has sought to make improvements to these reports and after using generalised statement banks has returned to detailed and personalised comments. The school has stated in letters to parents that it is always willing to meet with them to discuss their child's progress should they have concerns and the teachers give instances of when they have responded to such requests. A number of parents who spoke to an inspector at the school gate were happy with current arrangements to see teachers and understood that sometimes teachers were busy, for example, leading after school clubs. The views of these parents were quite different from those expressed at the parents' meeting.
23. The school provides an appropriate level of useful information about events and activities within the school. Although some information is channelled through vehicles such a joint newsletter with the Church and the parish magazine, many letters are sent to parents to keep them informed of school events. The parents also have opportunities to find out about the curriculum through meetings to tell them, for example, about the literacy and numeracy initiatives and the science curriculum. They are also sent nationally published leaflets about, for instance, the kinds of mathematical activities that pupils of particular ages should be undertaking. However, the school does not provide parents with a brief outline of what the pupils in each class will be covering each term. The inspectors agree that this would be a useful addition to the information provided for parents.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In order to bring about further improvements the governors, headteacher and teachers should ensure that:**

- all aspects of the foundation stage requirements are identified within the curriculum plans;
- every term parents are provided with a brief overview of what is to be taught in each class.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	6

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	22	57	14	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	108
Number of full-time pupils known to be eligible for free school meals	1

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	3.4
National comparative data	5.2

#### **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
	2000	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	9	9	9
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (73)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	9	9	9
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	7	6	7
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 (88)	93 (88)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	7	6	6
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 (88)	93 (94)	100 (100)
	National	70 (68)	72 (96)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	0
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	23.1
Average class size	26.3

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	76

### ***Financial information***

Financial year	1999/2000
	£
Total income	200 272
Total expenditure	196 053
Expenditure per pupil	1 735
Balance brought forward from previous year	11 065
Balance carried forward to next year	15 284

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	105
Number of questionnaires returned	44

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	53	2	0	0
My child is making good progress in school.	32	64	0	2	2
Behaviour in the school is good.	34	53	9	2	2
My child gets the right amount of work to do at home.	30	43	16	9	2
The teaching is good.	52	46	0	0	2
I am kept well informed about how my child is getting on.	20	48	30	2	0
I would feel comfortable about approaching the school with questions or a problem.	43	34	16	7	0
The school expects my child to work hard and achieve his or her best.	64	34	2	0	0
The school works closely with parents.	16	48	34	2	0
The school is well led and managed.	16	57	14	7	7
The school is helping my child become mature and responsible.	41	48	7	2	2
The school provides an interesting range of activities outside lessons.	33	56	0	0	12