

INSPECTION REPORT

BECKLEY C of E (VC) PRIMARY SCHOOL

Beckley. Oxford

LEA area: Oxford

Unique reference number: 123175

Headteacher: Mrs Grace Zawadzki

Reporting inspector: Mrs Julie Moore
OIN: 8710

Dates of inspection: 14th February -15th February 2000

Inspection number: 196490

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 - 11
Gender of pupils: Mixed

School address: Church Street
Beckley
Oxford

Postcode: OX3 9UT
Telephone number: 01865 351416
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Appropriate authority: The Governing Body

Name of chair of governors: Mr N. Braithwaite

Date of previous inspection: 18th November 1996

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INFORMATION ABOUT THE SCHOOL

Beckley Church of England Primary School is a Voluntary Controlled school in the diocese of Oxford. It is located in the village of Beckley, between three and four miles from the northern boundary of the city of Oxford. 72 boys and 49 girls attend the school, and at the time of the inspection only one child was under five years old. All the pupils are white and they all speak English at home. For a school of this size the proportion of pupils with special educational needs is broadly in line with the national average. The proportion of pupils entitled to free school meals is below average. When the children start school their attainment is above average overall. In most terms the intake covers a wide spread of ability and about one third of the children start school with below average standards.

HOW GOOD THE SCHOOL IS

Beckley is a very good school. The headteacher, staff, parents and governors work closely together to create an environment in which the pupils thrive and make good progress, and this is one of the main reasons that the pupils do so well. Their behaviour is very good and they enjoy coming to school. Teaching is good or better, and lessons are exciting so that the pupils want to learn. By the time the eleven year olds leave Beckley their standards are well above average in English, mathematics and science. Standards are at least good for most of the other pupils in the school as well. Funds are very well managed, and governors are fully aware of what needs to be done so that high standards can be maintained in everything that the school does. The school gives good value for money. The next area that the school has to focus on is to make sure that the very highest attaining pupils always reach the highest standard they are capable of reaching.

What the school does well

- Most of the pupils achieve very good standards by the time they are eleven, especially in English, mathematics and science. In the rest of the school many of the other pupils reach high standards too.
- Pupils enjoy learning. They are keen, well motivated, and very well behaved.
- The teaching is consistently good in all parts of the school, and enables the pupils to build up their skills and their body of knowledge very effectively indeed. They make good progress in their learning as a result of the good teaching.
- The leadership of the school is very good. Governors, the headteacher, and all the staff work closely together with parents and pupils to create a positive and very effective learning environment. They make sure that all the pupils do well.

What could be improved

- The very highest attaining pupils are not always challenged enough in lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. At that time it was judged that the school had many strengths but there were some areas for improvement. The four key issues required the school to:

- continue to monitor and support new and temporary staff;
- develop the monitoring role of the curriculum coordinators;
- provide more challenging activities for some able pupils at Key Stage 2;
- provide a broader curriculum in information technology.

Three and a quarter years later the school has made very good progress overall. New and temporary staff have been well supported. Their skills have improved rapidly and they are now mentors for student teachers. The curriculum coordinators have an increased management role in monitoring standards, progress and teaching in their subjects and this has been a positive feature in helping standards to lift. The higher attaining pupils at Key Stage 2 have work which is planned at the right level for them, and they make good progress in their learning. There is still some work to be done here because, on occasions, the very highest attainers do not always have challenging tasks. The

best progress has been made in tackling the issue about information technology. The coordinator has worked successfully with all the staff, there is a suitable curriculum in place and the pupils are competent users of information technology and they achieve good standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	A
mathematics	A	A	A	A*
science	A*	A	A*	A*

Key	
very high. The top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

High standards are one of the strengths of the school. When the children start school many, but not all, of the under-fives are above average for their age, around one third of the group are below average. Good progress is made so that by the time they leave Beckley most pupils are achieving results that are well above average. The chart above shows that the school's results are in the top five per cent in the country in science, and when compared with similar schools the results are also very high in mathematics and science. The seven year olds reach broadly average standards in writing, mathematics and science, with above average standards in reading. Standards have improved since the last inspection, especially at the end of the juniors when standards were above average in English, mathematics and science. They are now well above average. Standards in science have also improved in the infants and they are no longer unsatisfactory. Standards in religious education and information technology are average for the seven year olds and above average for the eleven year olds. The school's overall rate of progress has kept up with national trends. In 1999 the school's targets for attainment were met, but these were not especially challenging. Most of the pupils make good strides in their learning, they are adept at using their knowledge in a range of situations and they try hard. Throughout the school, learning and standards follow similar patterns and pupils progress well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Work is enjoyed and pupils try hard to do their best.
Behaviour, in and out of classrooms	Behaviour is very good in the classrooms, on the playground and when the pupils go on school visits.
Personal development and relationships	Very good. Pupils help and support each other. They get on well together. Staff are very good role models for pupils to aspire to.
Attendance	Good. Pupils are punctual and they get to work straight away.

This area is another of the school's strengths. The all round development of pupils is a priority, and this enables the pupils to work and play together successfully in all parts of the school. Pupils are polite and considerate, they treat each other very well and they enjoy coming to school. Pupils are aware of the importance of self-discipline and they are growing into mature, responsible people.

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.

Teaching has improved substantially since the last inspection and there is a much higher percentage of teaching which is good or better; 76 per cent now against 32 per cent last time, with no unsatisfactory teaching during this inspection. The quality of learning is closely linked to the quality of teaching, with teachers making good use of questions to explore the depths of pupils' understanding as well as their knowledge. This helps the pupils to make good progress. The teaching of English is always good or better with some very good teaching in Year 5 / 6 and in Year 3. The main strengths are in the brisk introductions which interest the pupils, keeping their attention and getting the lesson off to a good start. Teachers keep up this pace by having high expectations of what the pupils can achieve during a lesson, and the pupils respond to these challenges making good progress in their learning. The teaching of mathematics is good. Literacy and numeracy are well taught in every class. Work is well targeted so that the higher, average and lower attaining pupils are given tasks which are at the right level for them. What is missing is a series of tasks for the very highest attainers so that they too can be sufficiently challenged and extended in their work. Pupils with special educational needs are taught well and enabled to make good progress. The youngest children, who are still under-five, follow a suitable curriculum and they are well taught. During the inspection 13 per cent of teaching was of very good quality, 63 per cent was good and 24 per cent was satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The pupils follow a curriculum which is well planned so that they learn systematically. Everything is included and there is a good range of extra-curricular activities which extend learning.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and classroom assistants so that they learn at a good rate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are sensitive to each other's needs and they support each other well. Right and wrong are clearly understood, and the pupils readily talk about God's wonderful world. Their understanding of their own and other cultures is good.
How well the school cares for its pupils	Good. Pupils are well looked after. They are safe, happy and secure, and all the staff know the pupils very well indeed in this small school.

The curriculum is well planned and delivered. It has variety and challenge. Reading, writing, mathematical and information technology skills are developed successfully for all the pupils across a range of subjects. Pupils with special educational needs get really good support from their teachers and classroom assistants, and this helps them to make good progress. Special arrangements are made so that these pupils do not miss out on anything connected with school life generally. Pupils are always well cared for. Their work and personal development are tackled thoroughly and effectively, but there is little formal recording of their personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, her staff and governors work very closely together. Parents and pupils are fully involved and everyone connected with the school has a common purpose, which is to enable all pupils to do their best.
How well the governors fulfil their responsibilities	Very good. Governors work closely with the school and they are fully committed to its success. They know what has to be done if standards and quality are to remain high.
The school's evaluation of its performance	Very good. The best use is made of all the information about standards and teaching. Teaching is targeted towards improving standards all round.
The strategic use of resources	Very good. Funds are well targeted towards maintaining high standards.

The quality of the leadership is the school's main strength and this has a positive impact on improving standards. The issues in the last report have been dealt with quickly and efficiently with the full involvement of the governing body working in partnership with the school. Very good progress has been made since the last inspection with impressive improvements in standards and teaching. Everyone linked to the school has a shared view of the way forward, and at the heart of this is the pupils themselves. Systems for monitoring the school's effectiveness are rigorous and thorough, and difficult issues are always tackled promptly making sure that the school gets good value for the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • Behaviour is good. • The teaching is good. • They can approach the school about any matter. • The school expects their child to work hard. • The school works closely with parents. • The management is good. • The school helps children to become mature. 	<ul style="list-style-type: none"> • They would like their child to get the right work. • Activities made more interesting.

122 questionnaires were sent out and 63 were returned. 20 parents attended the parents' meeting. Positive points are supported by the inspection team. Inspectors agree with parents that a very small minority of pupils do not always get work which is challenging, but the inspectors found that the activities provided for the pupils are interesting and their lessons are exciting.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Most of the pupils achieve very good standards by the time they are eleven, especially in English, mathematics and science. In the rest of the school many of the other pupils reach high standards.

1. Standards have improved since the last inspection. The pupils at Beckley learn effectively and this is because they have good teaching, they try hard to do their best and they get on with each other. When pupils start school in the reception class many of them are above average for their age. Around one third of the group is below average. All of them get a good start to their education, making good progress so that by the time they are five the higher attaining pupils are mostly working towards Level 1 of the National Curriculum in language and literacy and numeracy. The others are not at this level but they make good progress in their learning.
2. In the reception class, talking, listening, reading and writing, are encouraged and promoted very well, as they are in the rest of the school. Children put forward their ideas and explanations, as in a reception lesson where they had to identify sandwich fillings. Suggestions such as cheese, tomato, salad, ham and coleslaw were discussed and identified, and acceptable combinations agreed. Learning was extended successfully by the teacher as she said "If you have two words beginning with the same letter then you have to look at the second letter and sound it out. What is this *b.....followed by u?*".
3. The seven year olds reach broadly average standards in writing, mathematics and science, with above average standards in reading and speaking and listening. Reading has a high profile throughout the school's curriculum. Teaching is effective, with pupils learning the letter sounds and names as well as how to put the sounds together to identify words they don't know. Written work covers a range of topics and the pupils are enthusiastic writers, developing their ideas such as imagining what it would be like to fly. They use exciting words such as "zooming speedily" to create feelings in their poetry. Pupils are adept at using their writing skills in their other work, and they know how to plan and put together a party invitation or how to record an investigation in science. In religious education and information technology standards are average for the seven year olds and above average for the eleven year olds.
4. In religious education and information technology standards are average for the seven year olds and above average for the eleven year olds. This is an improvement since the last inspection when standards were average all round. In information technology the eleven year olds can amend and organise their work successfully. They are able to create, save and retrieve their files on the computer very competently indeed. In religious education these older pupils understand the importance of faith and religious beliefs and they have a mature sensitivity to religious practices in wider world religions.
5. Pupils are well taught, and this is why they reach such high standards by the time they are eleven. Standards in English, mathematics and science are well above average for the age group, but there are times during lessons when the very highest attaining pupils are not challenged enough by the work they are given. When this happens the pace of their learning slows down. At the end of Year 6 pupils are confident when talking and expressing their ideas. In one lesson they discussed how Charles Dickens created feelings of tension by using dialect and slang. The pupils quickly inferred what the speaker was attempting to communicate, sharing their ideas and making good references to particular words and phrases. Reading is very good. Pupils' writing is interesting and varied and they use a range of vocabulary precisely, using a more formal writing style where this is appropriate. Pupils are clear about what they have to do in order to improve their work, and the high standards and the good teaching contribute significantly to their learning in other subjects.
6. In mathematics the oldest pupils have a firm grasp of calculating fractions and percentages, fully understanding the relationship between them. The higher attaining pupils check complex calculations using decimals and fractions with a good degree of accuracy. Science is enjoyed, and the average attaining pupils clearly understand the importance of "Fair Testing" when working at their investigation to find the saturation point of a liquid.
7. The school's overall rate of progress has kept up with national trends. The school's targets were

met relatively easily last year, but these were not especially challenging.

Pupils enjoy learning. They are keen, well motivated, and very well behaved

8. Pupils are enthusiastic about school life, they like coming to school and taking part in activities and they are keen to do well. This is because their lessons are exciting and interesting, and the pupils are not bored. During lessons the pupils are competent at organising their work. They gather together their resources quickly, making a prompt start as in a science lesson when Year 4 pupils were investigating evaporation. They gathered their equipment, organised how they were going to tackle their investigation, and recorded their findings very efficiently indeed.
9. The oldest pupils say that they like to talk and discuss things in their lessons, and they enjoy hearing what their classmates have to say. One example involved writing poetry and play scripts where they listened excitedly to their friends' describing the plays and poems they had written. Many of them recalled the plays, making suggestions about the plot and how the characters behaved, with obvious pleasure. In another example Year 2 pupils evaluated their models that they had designed and made, confidently saying "I've found a better way to do that", and then setting about demonstrating what their new method would be.
10. Overall attendance levels are good and pupils are punctual. Behaviour is very good, both in and out of school, and there is no evidence of bullying or other unkindness. Pupils are very good at supporting each other, both at work and at play, and this helps their own personal development to be so good. It is a measure of the school's success that pupils are so enthusiastic about school life that they want to learn and to succeed. All of this contributes very well indeed towards their learning and achievement in the other subjects.

The teaching is consistently good in all parts of the school, and the pupils build up their skills and their body of knowledge very effectively indeed. They make good progress in their learning.

11. Teaching has improved substantially since the last inspection with a very much greater percentage of teaching which is good or better. This time 76 per cent of teaching was good or better, whereas at the last inspection only 32 per cent fell into this category. There was no unsatisfactory teaching this time.
12. The children get a good start in the reception class, where teaching is good, and many of them make rapid progress in their learning. This good teaching continues throughout the school with some very good teaching in English in Year 5 / 6 and in Year 3. English and mathematics are well taught, as are the other subjects, and learning is effective. The pupils' skills are developing successfully through a well-rounded and comprehensive approach to teaching and learning. The quality of learning is closely matched to the quality of teaching. Teachers know their children well and they frequently teach them for two consecutive years in this small school. The challenge is to make learning exciting and interesting, and the staff achieve this very successfully indeed. Pupils with special educational needs are taught well. This makes their learning effective, leading them to make good progress.
13. Planning is well matched to the levels at which the pupils are working, and the teachers make good use of assessment information to guide their future plans. There are some gaps in the system because in a very small number of lessons the very highest attaining pupils are given work which is too easy for them especially when they are working in mixed-ability groups. Despite this, the vast majority of tasks are challenging for the pupils, keeping them involved and interested throughout the lessons.
14. There are many strengths to the teaching. Lessons always start briskly, especially literacy and numeracy, frequently with a quick question and answer session to find out how much the pupils have remembered since last time. The teachers have high expectations of what their pupils are capable of achieving. Questions are used effectively to explore the depths of pupils' understanding as well as their knowledge. A good example occurred during an English lesson with the older junior pupils where the teacher read an extract from Charles Dickens' novel *Great Expectations*. The teacher asked a lower attaining pupil "How is the man speaking, how is he

saying the words?" to which the pupil replied " He is using slang and he doesn't say very much". This was then extended for the rest of the class with the teacher demonstrating how the character's short, sharp sentences created feelings of fear and tension. This type of questioning and explanation constantly challenges the pupils by keeping them alert and keen to listen and respond. No time is wasted and learning is extended as in a lesson on decimals and percentages where skilful questioning was used to assess the pupils' understanding and to provoke further analysis.

15. Starting in the reception class there is a strong focus on speaking, listening, reading and writing, and this is continued throughout the rest of the school. The teachers are very good at this, and they make sure that these essential skills are developed at every possible opportunity during lessons. In one example in a religious education lesson with the lower juniors the pupils acted out an improvised story about the Hindu festival of Holi. The acting was enthusiastic, with the pupils using the correct language with good expression and tone in their voices. Moral issues were identified and discussed by the class, and similarities between the Christian story of *Daniel in the Lions' den* were explored in detail. The class listened carefully when their friends were explaining about moral issues of good and bad, asking questions and giving their own opinions. Learning was good because the main points were highlighted by the teacher, and skilfully brought into the class discussion so that all the pupils were contributing and extending their knowledge.

The leadership of the school is very good. Governors, the headteacher and all the staff work closely together with parents and pupils to create a positive and effective learning environment. They make sure that all the pupils do well.

16. The school really does want its pupils to do as well as they possibly can in every aspect of school life, and everyone works towards achieving this goal. Staff, parents, governors and pupils have a common understanding, and by working together so successfully all the pupils are supported and encouraged to do their best. Governors visit the school regularly to check out what is happening and to see how things are going. This gives them a much better understanding of the successes and weaknesses in the school's work. Parents help in school, they listen to reading and they help with homework, and this helps to strengthen their child's learning.
17. The headteacher's vision of the way ahead is shared by everyone, and they all pull together towards achieving their aim of high standards and the best achievements for every child. The headteacher has a quiet demeanour, but she motivates and inspires her staff and pupils so successfully that they want to succeed and do their best. All of this has a very positive impact on the standards achieved and the quality of education provided by the school.
18. The headteacher and her team work very well together. Since the last inspection much progress has been made in extending the work of the subject coordinators, and this has had a tremendous impact on improving standards. Teaching styles have been analysed and the best methods adopted. Good progress has been made in putting together a coherent system for checking standards, teaching and the curriculum. New initiatives, such as the literacy and numeracy strategies, are taken on board and evaluated thoroughly to make sure that standards remain high. The other issues raised at the last inspection have been tackled systematically and thoroughly. The best progress has been made in providing a broader curriculum in information technology. The coordinator has worked successfully with all the staff, there is a suitable curriculum in place, the pupils are competent users of information technology and they achieve good standards.
19. Governors are fully involved in planning the way forward, and they know where any future difficulties are likely to occur. Their systems for monitoring what is happening are effective and they make sure that the school gets the best return for the money it spends. Everything is channelled so that high standards, very good behaviour and pupils' personal achievements and developments, can always be maintained. Governors are well organised and they work closely with the headteacher, her staff, the parent group and the pupils. The work of the school is fully supported but they are always ready to ask questions and make suggestions. They are very analytical in their approach and this works well for the benefit of the school.
20. Parents are very supportive and they play a valuable role in the day to day life of the school.

Parents have many strengths, all of which are harnessed for the benefit of the pupils at Beckley. The successful working partnership has a very positive impact on the school's work and achievements.

WHAT COULD BE IMPROVED

The very highest attaining pupils are not always challenged enough in lessons.

21. In each class there are a very small number of pupils who are very high achievers. Mostly they are challenged by the extension tasks they are given, but from time to time this doesn't happen and their learning slows. This is especially apparent when they are working in mixed ability groups at tasks that are not especially planned to meet their needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school should now:

Make sure that the very highest attaining pupils are always challenged in all their tasks by planning a suitable range of extension activities in every lesson.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	63	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	121
Number of full-time pupils eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	27

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	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	4.9
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	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	8
	Girls	9	9	9
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	80 (82)	80 (93)	85 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	7	9
	Girls	9	9	9
	Total	17	16	18
Percentage of pupils at NC level 2 or above	School	85 (89)	80 (100)	90 (96)
	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	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	7	7	7
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	88 (73)	94 (73)	100 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	6
	Girls	7	7	7
	Total	12	14	13
Percentage of pupils at NC level 4 or above	School	75 (67)	88 (80)	81 (80)
	National	68 (65)	69 (65)	75 (71)

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	0
White	108
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	22
Average class size	24.2

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	111

FTE means full-time equivalent.

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.

Financial information

Financial year	1998/9
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	£
Total income	184492
Total expenditure	188269
Expenditure per pupil	1652
Balance brought forward from previous year	22594
Balance carried forward to next year	18817

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	2	0
My child is making good progress in school.	46	48	5	2	0
Behaviour in the school is good.	41	48	2	0	10
My child gets the right amount of work to do at home.	30	51	14	5	0
The teaching is good.	51	43	5	0	2
I am kept well informed about how my child is getting on.	49	35	13	2	3
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	0	0
The school expects my child to work hard and achieve his or her best.	54	35	6	2	3
The school works closely with parents.	37	52	11	0	0
The school is well led and managed.	41	48	3	2	6
The school is helping my child become mature and responsible.	43	46	2	0	10
The school provides an interesting range of activities outside lessons.	22	38	24	5	11