

INSPECTION REPORT

**Breadsall Church of England (Voluntary
Controlled) Primary School**

Derby, Derbyshire

LEA area: Derbyshire

Unique reference number: 112805

Headteacher: Mrs N. Ross

Reporting inspector: Mr Robert McGeachie
OIN : 16406

Dates of inspection: 16-17 October 2000

Inspection number: 225164

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Moor Road Breadsall Derby
Postcode:	DE21 5LA
Telephone number:	01332 831328
Fax number:	
Appropriate authority:	Derbyshire
Name of chair of governors:	Mr D Williams
Date of previous inspection:	26 th – 29 th September 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Breadsall Church of England (Voluntary Controlled) Primary School is located in the village of Breadsall, near Derby. The school serves the village and a large new housing estate. On the school roll there are one hundred and seventeen pupils who come from a range of backgrounds, though the majority come from advantaged homes. Unemployment in the area is low and no pupils are currently eligible for free school meals. There are no pupils from ethnic minority backgrounds. Seven pupils are on the school's register of Special Educational Needs but there are no pupils with Statements of Special Educational Needs. Virtually all pupils come to school having had some pre-school experience. When the pupils start school they have very good social skills and good speaking and listening skills, but literacy and numeracy skills are less well developed and for some children these are below average.

HOW GOOD THE SCHOOL IS

Breadsall is a very effective and popular school that is well supported and thought of by its parent community. There is an emphasis placed upon good relationships and teamwork. The school achieves high standards and provides extremely well for its pupils. During their time at the school children make good progress. One of the main reasons why pupils do so well is because they are taught effectively by teaching and support staff. Lessons are well planned and challenging which makes children interested and keen to learn. The school is very well led and provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average by the end of Key Stage 2. Literacy and numeracy skills are well developed across the school. Information and Communication Technology (ICT) is used well to support the curriculum.
- Across the school teaching is very good with teachers and support staff having high expectations of pupils.
- The leadership of the school is very good. The headteacher, staff and governors work well together as a team to maintain the high standards.
- Attendance is very good. Pupils are well behaved, are eager to learn and always do their best.

What could be improved

- There are no significant weaknesses. The school development plan and the ICT Plan clearly outline the next steps to be taken.
- Pupils should have increased access to the use of ICT for control purposes.
- There could be more consistent use of evaluative marking.
- The accommodation is limited and the school has to make time-consuming alternative arrangements to ensure the children have access to all parts of the National Curriculum.

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 September 1994. At that time it was judged that the school was making very good progress and had many strengths. The key issues from the inspection required the school to:

- continue with the process of curriculum development and review;
- develop the role of headteacher, governors and subject and Key Stage co-ordinators in monitoring, reviewing and evaluating the curriculum and the standards achieved;
- continue the work on developing play as a part of the curriculum at Key Stage 1 and Pre Key Stage 1.

Six years later there have been significant changes within the school. There is a new headteacher and all the teaching staff within Key Stage 1 are recent appointments. The issues in the last inspection report have been tackled systematically, standards remain high and overall good progress has been made. There is a curriculum map that identifies half-termly themes for each year group with individual

subject knowledge and skills being built up in layers over this outline. Schemes of work are being skilfully developed and reviewed on a rolling programme. The staff meet very regularly to discuss curriculum issues. Procedures for monitoring and evaluating the curriculum and ensuring consistently high standards of teaching are in place. These procedures appropriately involve the headteacher, governors and relevant members of staff. Much work has been undertaken to ensure that there is an appropriate range of play experiences for children in the Foundation Stage and in Key Stage 1. The school has the people and the expertise needed to continue the improvements.

STANDARDS

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

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

Key Stage 2	
very high. The top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This area is one of the strengths of the school. From a very sound basis in 1997 the school has continued to improve the performance of children in English, mathematics and science. In 1999 the results at Key Stage 2 in English and mathematics are very high and are among the top five per cent nationally. When compared to similar schools, the results in English and mathematics are well above average, and in science they are above average. The results reflect the good standards seen in pupils' work during the inspection.

The results in Key Stage 1 at the end of 1999 indicated attainment below the national average in reading, writing and mathematics. However the attainment of this small year group was not typical of past attainment at Key Stage 1 and was affected by the number of children in the group who had special educational needs. Taking the results from 1996 to 1999 into account attainment at Key Stage 1 is generally above the national average and this is more in line with the standards seen during the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and try hard. They are responsive and responsible and have a very good attitude to their schoolwork.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Children are very clear about the school's expectations and strive to meet these at all times.
Personal development and relationships	There is a very caring atmosphere in the school. Pupils care very well for one another and relate well to adults. The personal development of children is good
Attendance	Attendance is very good. Pupils enjoy coming to school

This area is another of the schools strengths. Pupils enjoy coming to school and are motivated to do their best in their lessons. They show sensitivity towards one another and are polite and considerate.

TEACHING AND LEARNING

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

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

Teaching has improved since the last inspection and there is a higher percentage of good or better teaching. Teaching in 100 per cent of the lessons seen was satisfactory or better with 92% being good or very good ; 46% of the teaching seen was very good or better. The quality is consistent throughout the school with very good teaching being seen at both Key Stages. New members of staff have settled well into the school. The very good quality teaching, which has a very positive impact on the standards achieved, is characterised by well-planned lessons with clear objectives and high expectations of what the pupils can do. Another strength is that the information is presented using an interesting variety of methods with activities for pupils well matched to the various abilities within each class; this helps the children to become motivated to learn. In lessons there is very effective use made of support staff who make a valuable contribution to pupils' learning. The basic skills of numeracy and literacy are taught well throughout the school. Children who are on the schools register of special educational needs are given appropriate help and are well taught..

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with a strong emphasis on English and mathematics. A range of visits and visitors enrich the curriculum. In spite of the limitations in its accommodation the school ensures that children are offered the full subject range of the National Curriculum.
Provision for pupils with special educational needs	Pupils make at least sound progress with their work. This is due to the good level of support that they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has a very clear Christian ethos. The good role models of staff, together with the well-known code of behaviour ensure that pupils develop a good understanding of their moral and social responsibilities. Cultural development is effectively developed through the curriculum and through visits to places of interest and visitors to the school.
How well the school cares for its pupils	Every effort is made by all staff to take care of pupils. Effective support is given for pupils' learning and achievements.

Reading, writing, speaking and listening and the skills of numeracy are developed successfully across a range of subjects. This enables pupils to practise and refine the skills they have learned in core lessons. The regular opportunity for children in Key Stage 2 to co-operate in across age group teams to solve a particular design challenge also enhances pupils' skills of leadership and co-operation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership is very good and a major strength of the school. The excellent ethos created by the headteacher and supported by the whole school community strongly supports learning.
How well the governors fulfil their responsibilities	The headteacher staff and governors work closely together to create an effective team. The governors are well organised, have a good view of the schools needs and fulfil their statutory requirements very well.
The school's evaluation of its performance	Procedures are in place, which allow the school to evaluate its own performance. The school has been awarded the status of an Investor in People.
The strategic use of resources	The school makes very good use of the resources that are available to it. Very good use is made of all staff, of time and of other resources. Effective steps have been taken to compensate for the limited space in the very small hall and outside play facilities.

The principles of best value are successfully applied. Standards are high, the quality of education is good and resources are used effectively. The school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable about approaching the school with questions or a problem. Their children like school and make good progress. About the right amount of work is given for homework. Behaviour in the school is good and the school helps children to become mature and responsible. Teaching is good and children are expected to work hard and achieve of their best. The school works closely with parents and keeps them well informed about the progress of their children. The school is well led and managed. 	<ul style="list-style-type: none"> The provision of a greater range of activities outside lessons.

The inspection team agrees with the very positive comments made by the parents within the survey and at the parents' meeting. A small number of comments were made about the limited range of activities outside of lessons. Given the size of the school and the number of staff available, the inspection team is of the view that the school makes every effort to organise a suitable range of activities for pupils' outside of lesson time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average by the end of Key Stage 2. Literacy and numeracy skills are well developed across the school. ICT is used well to support the curriculum

1 At the end of 1999 the pupils achieved very high standards in their English and mathematics tests and well above average in their science tests. The results in English and mathematics are among the top five per cent nationally. When compared to similar schools results are well above average in English and mathematics and above in science.

2 The results in Key Stage 1 at the end of 1999 indicated attainment below the national average in reading, writing and mathematics. However, the percentage of pupils achieving the higher levels in all three areas was close to the national average. The attainment of this small year group was not typical of past attainment at Key Stage 1 and was affected by the number of children in the group who had special educational needs. Taking the results from 1996 to 1999 into account attainment at Key Stage 1 is generally above the national average. This is more in accordance with the standards seen in lessons and pupils' work during the inspection.

3 The high standards achieved are a result of teaching and learning being very effective for all pupils. Throughout the school there is a strong emphasis on ensuring high quality work. Pupils' progress is carefully monitored and there is very effective communication between home and school. Lessons are well planned, resources well organised and effective use is made of time. The headteacher provides very good leadership and gives a very clear direction to raising standards.

4 Speaking and listening skills are very good and are well developed across the school. For example, in a mathematics lesson children in Year 1 and 2 were given the opportunity to describe a hidden shape to the rest of the class. The teacher encouraged the children to use the correct terms, such as corners, edges, faces, two-dimensional and three-dimensional in their descriptions. The other children listened intently and were eager to provide their solution to the mystery: *"It's a rectangle because two sides are longer than the others."* At such times pupils demonstrate a genuine enjoyment and zest for learning

5 The skills of reading are effectively taught and by the time pupils are in Year 6 they can draw on a reasonable range of strategies, including phonics, with which to decode and understand text. An excellent start is made to this process in the Reception / Year 1 class where children are effectively helped to learn the different letter sounds. By Year 6 a good number of pupils could give an account of a recent book they had read, describing the plot and main characters, and could say why they had enjoyed the book. Many could talk about a favourite author and give reasons for their choice. Reading is also used well to support other curriculum areas, as for example in a Year 3 and 4 lesson where children had to research rationing for their history topic. On such occasions pupils demonstrated their ability to locate information using the contents and index pages within a book.

6 As pupils move through the school they learn how to refine their writing and target it at a range of audiences. The consistent use of 'drafting' books aids this process. In a Year 1 and 2 lesson children learned how to use a writing frame to help construct a story and were introduced to literary terms such as 'blurb'. By the time pupils are in Year 5 and 6 they are considering the use of complex sentences and understand sentence structure by identifying the main clause, the conjunction and the subordinate clause. Pupils are encouraged to apply

their skills in other subject areas and throughout the school they produce a range of varied and interesting writing. For example, in Year 3 and 4 pupils produced a piece of writing about what it might have been like to be an evacuee during the Second World War which demonstrated good insight into the lives of others. In Year 5 and 6 pupils produced newspaper reports about events during the war. In this work pupils learned to use the conventions of columns and inserted pictures into the text. Handwriting and spelling are of a good standard and work is neatly presented.

7 Mathematical skills are developed well across the school and standards are good. In a Year 1 and 2 class children eagerly engaged in a mental and oral activity in which they displayed a secure knowledge of number bonds to ten. Later in the lesson the same children demonstrated their knowledge and understanding of basic shapes and could use correct terms to describe a square, rectangle, triangle, and circle. Some pupils could recognise more complex shapes such as a hexagon and pentagon and successfully identify the correct number of sides and corners. In the Year 5 and 6 class pupils demonstrated their knowledge of fractions through the use of a fraction chart showing patterns and equivalence. Problem solving is also represented in the work children undertake. For example, in the Year 3 and 4 class an interactive display challenged pupils to set a problem using a selection of numbers and the four operations for their friends to solve. Numeracy skills are also used in other curriculum areas, for example graphical representation.

8 ICT is used well to support pupils' learning. In a Reception and Year 1 class children worked enthusiastically with the teacher to name and identify the various parts of a computer and were then taught how to use the program "Textease." Such a good early start is successfully built on as children move through the school. For example, pupils in Key Stage 2 can select, drag, drop and re-size digital images within news reports, as in the topic on Vikings, and children in Year 3 and 4 have selected and dragged clipart images into their history work. Throughout the school children have experience of using different font styles and sizes. For example, pupils in the Year 3 and 4 class had drafted a questionnaire about the war years and were using their ICT skills to produce this in its final form. In the recent past pupils have used ICT to help design Christmas cards and have used the program "Dazzle" to produce a title for their topic folders. The school also has its own Web page and this is up-dated by the children themselves. All children in Key Stage 2 have their own e-mail address. A small number of the older, more able pupils have also benefited from an ICT course at a local Technology College.

9 The good standards in reading and writing and in speaking and listening and pupils' competent use of numeracy skills contribute significantly to pupils' learning in the other curriculum areas. Learning in the other subjects is well supported through the use of information technology throughout the school.

Across the school teaching is good with teachers and support staff having high expectations of pupils

10 Overall the teaching is mainly very good or good. Teaching in 92 per cent of the lessons seen was either very good or good and this represents a significant improvement from the first inspection.

11 Throughout the school lessons are thoroughly prepared by teaching staff. Learning objectives are clearly identified taking into account that classes contain children from two year groups. Pupils are grouped thoughtfully and teachers assess carefully what each group needs to learn. Teachers have a firm grasp of the subject matter of the lesson and use this well to both impart information and to ask focused questions that help children deepen their understanding of the concepts being taught. Appropriate teaching methods are selected and

imaginative activities organised for the children to undertake. The activities are well matched to pupils' abilities and contain a good level of challenge. This helps to motivate the children and retain their interest in the lesson. Lessons proceed at a good pace and no time is wasted. Support staff are involved in the planning of lessons and in some cases helpful notes for parent helpers are provided to guide the work with groups of pupils. As a result support staff and parent helpers make a good contribution to the lessons. These features, together with the positive attitude of all staff to implementing the behaviour policy, contribute significantly to the high standards achieved and the good progress pupils make.

12 One teacher's meticulous planning and excellent subject knowledge helped older pupils understand the nature and use of complex sentences. Very good use was made of an extract from 'Blitz' by Robert Westall to illustrate the idea of main clause, conjunction and subordinate clause. Through good questioning and discussion the pupils came to realise how the placing of the conjunction can alter the effect and feeling within a sentence and that this could be used by themselves in order to enrich their own writing. Of particular note in this lesson, but a feature common in the very good lessons seen throughout the school, was the way in which pupils were continually challenged but without sacrificing the sense of fun and enjoyment of learning.

13 In an art lesson for the youngest children a vibrant and stimulating atmosphere was created. The teacher made good use of an African sculpture to enrich pupils' vocabulary by reference to materials and form and also to provide a stimulus for the children's own attempts to create a three-dimensional sculpture. Support staff and the parent helper had been well briefed and gave sensitive help to other children as they explored texture through the use of fabrics and paper.

14 The importance of play for young children is recognised and is built into the planning of work. A good balance has been achieved between teacher directed activity and organised but open-ended situations that allow young children the opportunity to explore their world. For example, in the art lesson children explored, quite independently of an adult, the malleability of material by pressing, pinching and rolling patterns into it, whilst another group used paper, pencil and glue to experiment in drawing and joining to make their own pictures and constructions. Similarly in a science lesson for Year 1 and 2 opportunities were made available for pupils to explore the magnetic properties of materials. The appropriate balance achieved between open-ended play opportunities and more directed activity makes significant contributions to the good progress children make.

The leadership of the school is very good. The headteacher, staff and governors work well together as a team to maintain high standards.

15 The school is very well led and managed. There is a strong emphasis on teamwork and pupils, parents and staff are very aware of what it means to be part of this distinctive school community. This philosophy which stems from and is practised by the headteacher underpins the school's aims and pervades all aspects of school life. It is reinforced through events such as celebration assemblies where the achievements of pupils are publicly recognised; through the comprehensive arrangements for the induction of new staff; and through the inclusive manner in which support staff are included in the decision making processes. Close links are maintained with parents and they feel encouraged by the school to be partners in their children's learning. Signs of the effectiveness of this team approach can be seen in the way learning is strongly supported, the unity of purpose, very good relationships and the good standards achieved.

16 The school development plan is well organised and all staff are given good opportunities to contribute to the process. The school budget is established concurrently with

the development plan thus ensuring that the financial implications of the priorities are clearly identified. The governors meet monthly and are provided with good information either by the headteacher or by a governor with a particular responsibility. As a result the governors have a good view of the current position of the school, its strengths and areas for further development.

17 Since the last inspection procedures for monitoring, reviewing and evaluating the curriculum and standards have been systematically developed. These procedures provide the school with good information about standards and the quality of education. The school system includes regular lesson observations, discussions about planning, reflective evaluations of provision and pupils' learning and weekly curriculum development meetings. These are now firmly embedded and the information used to guide any necessary changes. The school is now in a good position to further refine the procedures. For example, there is a recently introduced target indicator table through which the school will monitor progress of individuals against targets and work is currently being undertaken to develop a cohort tracking sheet.

Attendance is very good. Pupils are well behaved, are eager to learn and always do their best.

18 The attendance rate at the school is well above the national average and pupils display a very good attitude to learning. They work well individually and co-operate well in group work. They are helpful and supportive of each other. They acknowledge one another's strengths and talents and are keen to participate in the opportunities the school provides for them. The school successfully promotes such attitudes in a number of ways. For example, children in Year 5 are given the opportunity to take charge of small groups of pupils from the youngest class and to play letter or word games with them. Another example of where the school successfully promotes good attitudes is in the technology challenge that takes place once each term. In this challenge children from each year group in Key Stage 2 are organised into cross-age teams with the oldest pupil in each team being given leadership responsibility. The teams have one and a half days to solve a problem, for example to make a scale model of an Andersen Shelter, and to present their solution. The pupils spoke confidently of the way in which they first talked with each other about a way of working, of how they distributed the jobs between each other, of the building of the shelter and finally how they felt they had worked as a team and how successful they had been in meeting the design challenge. The resulting models were of an excellent standard.

19 The pupils behave very well in lessons and around school. There are high expectations for pupils' behaviour, and pupils rise to those expectations. They know the difference between right and wrong, and are encouraged to be just in their activities. There is a very positive ethos in the school, which promotes social interaction and equality of opportunity. Adults in the school are very good role models of positive relationships. The children show concern for each other the environment and the wider world. The school takes every opportunity to encourage such concern. For example a 'buddy' system has been introduced whereby some pupils in Year 4 are paired with reception children to in order to provide a friendly face at playtimes in the first few weeks at school. Support for initiatives led by pupils is also given as, for example when one pupil, distressed at the situation in Mozambique, organised a quiz in school and raised money to send to one of the relief agencies.

WHAT COULD BE IMPROVED

There are no significant weaknesses. The School Development Plan and the ICT Plan clearly outline the next steps to be taken.

20 The areas identified below are of relatively minor weakness and are either already within the school's own improvement plan or capable of being swiftly adopted into this.

Pupils should have increased access to the use of ICT for control purposes

21 Pupils make good progress in information technology in both Key Stage 1 and 2. Much of the present work relates to the manipulation of information either in textual or pictorial form. Further opportunities need to be developed in order to give pupils greater access to the use of information technology for the purposes of control. This is recognised and planned for in the ICT Action Plan.

There could be more consistent use of evaluative marking

22 The system for monitoring teaching and standards is well established. Since teaching is at least good or better, further improvements will require teachers to refine aspects of their work rather than making radical changes. One such aspect that the school could usefully review is the degree to which the marking of work gives pupils a clear view of why a particular piece of work has been successful and / or the ways in which it could be improved. There are examples of this good practice within pupils' work but it is not yet fully embedded across the subjects of the curriculum.

The accommodation is limited. The governors and staff make the best use of it and ways of improving it are constantly sought.

23 Although the staff and governors have done much to enhance the appearance of the school the accommodation remains limited. This has an impact on the curriculum. For example, some aspects of physical education are not possible in school due to the absence of a reasonable school hall. In order to fulfil the requirements of the National Curriculum children travel by bus to a nearby leisure centre to ensure that they have an opportunity to learn gymnastics. Children in the Early Years use the facilities in the local play-park which is a short distance away as the best solution to the lack of suitable space for outdoor play activities. But these are time-consuming and far from ideal substitutes for on-the-spot facilities that can be organised and developed to exploit the school's own priorities and intentions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 24 The school should continue to implement the agreed actions in the school development plan, and;
- (1) Ensure that children have access to the use of information technology for the purposes of control.
 - (2) Build-up the frequency with which the marking of work gives pupils a clear view of why a particular piece of work has been successful and / or the ways in which it could be improved.
 - (3) Re-double the efforts to find ways in which the school accommodation can be improved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	46	46	8	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)	0	117
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	7

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	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	7	7	7
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	76 (100)	76 (93)	82 (100)
	National	82 (90)	83 (81)	87 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	9
	Girls	7	7	8
	Total	14	14	17
Percentage of pupils at NC level 2 or above	School	82 (100)	82 (100)	100 (100)
	National	82 (81)	86 (95)	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	8	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	9	8	9
	Total	17	16	17
Percentage of pupils at NC level 4 or above	School	94(77)	89 (82)	94 (82)
	National	70(64)	69(58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	94 (71)	94 (88)	94 (76)
	National	68 (64)	69 (64)	75 (70)

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	120
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)	5
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	55

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	193688
Total expenditure	186697
Expenditure per pupil	1610
Balance brought forward from previous year	4505
Balance carried forward to next year	11496

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	62	36	0	0	2
Behaviour in the school is good.	71	27	0	0	2
My child gets the right amount of work to do at home.	51	40	7	0	2
The teaching is good.	69	24	2	0	4
I am kept well informed about how my child is getting on.	56	38	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	82	13	2	0	2
The school works closely with parents.	62	31	2	0	4
The school is well led and managed.	60	35	0	0	5
The school is helping my child become mature and responsible.	64	33	0	0	2
The school provides an interesting range of activities outside lessons.	27	38	24	2	9

Other issues raised by parents

No other issues were raised by the parents at the Parents Meeting.