

INSPECTION REPORT

STOKESLEY COMMUNITY PRIMARY SCHOOL

Stokesley

LEA area: North Yorkshire

Unique reference number: 121325

Head teacher: Mr N Snow

Reporting inspector: Miss K Manning
20267

Dates of inspection: 16th – 17th October 2000

Inspection number: 225302

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with nursery
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	5 Springfield Stokesley North Yorkshire
Postcode:	TS9 5EW
Telephone number:	01642 711071
Fax number:	01642 711071
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Elphee
Date of previous inspection:	16 th to 20 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Kari Manning (20267)	Registered inspector
L Buller (12511)	Lay inspector
K Oglesby (11510)	Team inspector
S Whitnall (30827)	Team inspector

The inspection contractor was:

Wallace Way Educational Consultants
3 Bramley Court
Victoria Glade
Newcastle upon Tyne

NE7 7FP

Tel: 0191 2150693.

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 - 13
WHAT COULD BE IMPROVED	13- 14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a very large primary school, with 221 boys and 220 girls in classes from reception to Year 6. A further 29 boys and 23 girls attend the nursery part-time. Children have a wide range of language, literacy and numeracy skills when they join the nursery and their attainment on entry to the reception class is generally typical of four-year-olds. Pupils come from a wide range of backgrounds, including travelling families and the percentage of pupils who are eligible for free school meals is broadly average. Only one child does not speak English as their first language. The number of pupils who start or leave the school part way through a key stage is high because of the number of children from travelling families and families who move out of the area. The proportion of pupils who have special educational needs is similar to most other schools. Fifty-seven children are on the school's register because they have learning, physical or emotional difficulties. Of these, six children in Key Stages 1 and 2 have statements of special needs.

HOW GOOD THE SCHOOL IS

This is a very effective school. Very good leadership and management ensure that it is improving all the time. As a result of good teaching, pupils achieve high standards in English, mathematics and science. Most pupils are mature and behave well. The school achieves all of this at an average cost and gives good value for money.

What the school does well

- Very good leadership and management set a clear direction for the school to continue to improve the quality of teaching and raise standards.
- There is some very good teaching of numeracy and as a result standards are high in mathematics.
- Very good provision for pupils' personal development ensures that they are mature and responsible.
- A rich and varied curriculum ensures that pupils are keen to learn and enjoy school.

What could be improved

- Teachers are keen to raise standards in English and information technology even further.

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 come a long way since the last inspection in September 1996. All of the key issues identified in the previous report have been tackled systematically and to good effect. Schemes of work support teaching and co-ordinators manage their subjects well. Changes to the way teachers plan work and assess what pupils can do and the systematic evaluation of what works has resulted in more good teaching than previously. Teachers ensure that pupils get more opportunities to investigate and experiment in science and mathematics and make good use of national tests to identify gaps in pupils' learning. Because they monitor teaching closely the school is in a good position to continue to improve. There have been tremendous improvements in the school's provision for information technology although teachers will not be happy until standards are higher than they are at present. The

school's results in national tests are increasing at a similar pace to the national trend and it is on course to achieve the targets it has set for raising standards in tests in 2001.

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	C	B	A
mathematics	C	A	A	A
science	B	A	B	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Standards are above the national average for 11 year olds in English and science and well above this in mathematics. Compared with similar schools, pupils' performance is well above average in English, mathematics and science. Pupils achieve the standards of which they are capable and many pupils with special educational needs do well to achieve the levels expected for their age. Standards in information communication technology are typical of 11 year-olds, making this a subject where teachers are keen to raise standards.

The school's results in National Curriculum tests are rising at a similar rate to the national trend. The school had set challenging targets for raising standards in English and mathematics and exceeded them in both subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils' attitudes to work are good. They are enthusiastic about lessons and other activities. A small number of pupils are less motivated to do well.
Behaviour, in and out of classrooms	Behaviour is mostly good. Pupils listen to what teachers say and concentrate on their work. Lunchtimes and breaks are happy, social occasions.
Personal development and relationships	Pupils are mature and sensible. They form very good relationships with other children and adults.
Attendance	Pupils enjoy going to school and attendance is average. It is not higher

	because of the number of travelling children who attend the school.
--	---

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 since the last inspection. Most is now good or better; 38 per cent is good and 19 per cent is very good. The remaining, 43 per cent is satisfactory. Teaching in English is good but not as effective as it is in mathematics. Teaching of mathematics is especially good and helps pupils achieve standards that are well above the levels expected for their age. As a result of good teaching, children in the nursery get a good start to their education.

Strengths in teaching and learning: teachers' good knowledge of most subjects and in particular of how to teach the basic skills of literacy and numeracy increases pupils' understanding. Very good relationships improve pupils' concentration, interest and effort. The brisk pace of most lessons keeps pupils on task. Work meets the needs of pupils of all abilities. Older pupils are often taught literacy and numeracy in groups of similar ability and this works well. Teachers make good use of support staff and other adults to work with pupils who have special educational needs and they generally make good progress towards the targets in their individual programmes of work.

Aspects of teaching that could be improved: in some lessons, children in the reception classes are not encouraged to listen attentively enough. A significant number call out answers and do not listen to what other children have to say.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad and relevant. It is enriched by the many and varied opportunities for pupils to take part in interesting activities during and after school. Educational visits also give pupils valuable first-hand experiences of history and the performing arts.
Provision for pupils with special educational needs	Pupils with special educational needs are supported well and make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	The school makes satisfactory provision for children who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the school's provision for pupils' personal development is very good. Particular strengths are the way pupils are encouraged to respect others and to take a pride in their cultural heritage and town. Provision for pupils' spiritual, moral and social development is good.
How well the school cares for its pupils	Pupils are looked after well and good care is taken with regard to their health and safety. Procedures for assessing pupils' achievement are good and help teachers to provide parents with useful information about what their children can do. The school works in close partnership with parents, many of whom make a significant contribution to their

	children's learning.
--	----------------------

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a strong and highly motivated leader who provides firm educational direction for the work of the school. Senior members of staff are equally enthusiastic about their work, as are co-ordinators who have responsibility for subjects or aspects of the school's work.
How well the governors fulfil their responsibilities	Governors are conscientious, very knowledgeable about the school and fulfil all legal responsibilities. They are closely involved in planning the school's development and in managing its finances.
The school's evaluation of its performance	Through meticulous evaluation of its work, the school has a very clear idea of its strengths and weaknesses and everyone connected with it is pulling in the same direction.
The strategic use of resources	There are sufficient teacher, support staff and other resources to teach the full curriculum. They are used to good effect to continue to raise standards and promote pupils' personal development. The accommodation is improving continually, although the school hall is not big enough to hold all the pupils in assemblies.

Governors and teachers make thorough comparisons of pupils' performance in tests with local, similar and all other schools. They try hard to ensure that they get the best possible value for money from spending, particularly when it is large amounts, for example, on replacing computers. Parents' views about the school are sought on matters such as possible layout and features for the proposed playground development for children in the foundation stage.

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 are happy with the progress their children make. • The school helps their children become mature and responsible. • They are glad that their children are expected to work hard and do their best. • They think that most of the teaching is good. • Parents are pleased that their children like school. 	<ul style="list-style-type: none"> • Some parents are not happy with the amount of homework their children get. • A few parents would like the school to work more closely with them. • A small number of parents feel that there are not enough after-school clubs or activities for younger children.

The inspection confirms all of the very positive views held by parents. Most of the teaching is good and pupils are expected to try hard at everything they do. Consequently, they make good progress in English, mathematics and science. Pupils are good natured and tolerant of the lifestyles and beliefs of others. Their enjoyment of school is evident in the popularity of the wide range of after-school clubs, which are well attended by pupils in Key Stage 2. Parents are right that there are not so many activities for younger children but they will get their turn as they grow older. Parents who would like to work more closely with the school will be pleased to learn that the school provides many

opportunities for them to become involved. Throughout the school, the homework that pupils get helps them to make good progress. It is set regularly and is a significant factor in why they achieve as well as they do.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good leadership and management set a clear direction for the school to continue to improve the quality of teaching and to raise standards.

- 1 One of the reasons for the school's continued success is the strong and dynamic leadership provided by the headteacher. His very thorough knowledge of national and local initiatives help prepare staff well for changes that affect the curriculum. This is evident in the way that co-ordinators have planned carefully for the introduction of the foundation stage and the new National Curriculum. Consequently, the school continues to run smoothly even though it is undergoing a period of substantial change.
- 2 It is the high quality of planning that makes this possible. The school's development planning is now in its third phase. Governors, senior managers and staff are all involved in reviews and target setting and as a result everyone is pulling in the same direction and working hard to try and maintain high standards and good teaching. Planning is simple but extremely effective. There is a long-term overview that sets out a shared vision of where the school should be in several years time. This includes a brief outline of potential targets and states which developments will need more than one year to achieve; for example, the school is evaluating the effectiveness of *booster classes* over a two-year period. Once targets have been decided by staff, governors allocate funds to ensure that there is adequate training and resources to make things happen as they intend. This careful financial planning means that the school is able to husband money carefully for expensive projects, such as the computer suite and also for major building work such as the proposed improvements to the outside play area for children in the foundation stage. Such thorough and effective planning has helped teachers to introduce the National Literacy and Numeracy Strategies and subsequently keep standards in English and mathematics above the national average.
- 3 Since the previous inspection, the headteacher and acting deputy headteacher have led the way in monitoring the quality of teaching. Together with subject co-ordinators, they have devised clear and rigorous procedures for observing teachers at work. This is done systematically, teachers agree a focus for the observation and they are given a verbal and written report of their performance after the lesson. This is working well and has helped increase the amount of good and very good teaching since the previous inspection. It has also helped teachers have a more relaxed view of being watched by colleagues and other professionals and has helped a newly qualified teacher settle quickly into the ways of the school.
- 4 Members of the governing body show high levels of commitment to supporting the work of the school. They meet in a variety of committees to examine aspects of their designated roles in greater detail and are not afraid to challenge decisions about spending and curriculum. They ensure that the school competes for best value for money and seek views of parents on important issues, such as changes to the playground. The school is in a position where everyone involved has a very clear view of what is working well and what needs improving. This was obvious in the way that the headteacher chose to have the school's provision for literacy as a focus for the inspection. While standards are high in English, they are not as high as in

mathematics and staff and governors are keen to change this situation.

There is some very good teaching of numeracy and as a result standards are high in mathematics.

- 5 Teachers regard numeracy as fundamental to pupils' academic success. Consequently a good deal of time is spent teaching mathematics. In the nursery, staff plan activities that are based on mathematics and number but also ensure that children count and use mathematical language in many other activities.
- 6 For example, when making a fruit salad children counted the pieces of fruit as they put them in their bowl; other children sorted shapes according to colour and then counted the number in each set. In reception classes, children learn to identify number digits from zero to nine and learn to add and subtract. Teachers continue to find reasons for adding, subtracting and counting in many everyday activities, such as taking the register and working out how many children are not in school or simply counting until everyone sits in a circle. All of this helps children to make good progress in understanding and using numbers. Throughout the infant and junior classes pupils are taught mathematics every day and lessons follow the guidelines in the National Numeracy Strategy. The extra time given to mathematics is paying off in that standards have risen consistently over the last few years. Pupils have also responded very well to changes in teaching mathematics. Their enjoyment of a mental arithmetic session was evident in the enthusiasm with which they joined in the actions of a puppet, punching the air as they said each number that is a multiple of ten or two.
- 7 Teaching is made more effective because of the good balance of whole-class teaching and time for pupils to practise and consolidate what they have learned. Mental mathematics sessions are punchy and fast and as a result, pupils have to stay alert if they are to keep up. This was evident in a good lesson in a Year 2 class, when pupils had to concentrate very hard as they counted forwards and backwards in tens and twenties. These sessions help pupils to recall number facts such as multiplication tables and are particularly effective when linked with homework. Following the mental mathematics sessions, there is generally a short time when teachers work with the whole class to introduce new concepts or move pupils on in their thinking. These times work well for two main reasons. Teachers have a thorough knowledge of the National Numeracy Strategy and how to teach mathematics. This means that their explanations are clear and help pupils to understand about number, shape and space. Teachers are also very good at questioning pupils to find out what they know. Higher attaining pupils are asked more challenging questions and gentle probing often helps lower attaining pupils and those with special educational needs to move forward in their thinking. This was evident in a very good lesson in a class in Year 3 when the teacher first encouraged lower attaining pupils to count the number of corners on a solid shape then introduced the mathematical term vertices. Teachers ensure that pupils have time to practise or apply what they have learned. Good use of time is made more effective because careful planning ensures that tasks are sufficiently challenging for all pupils, whatever their ability. In addition, teachers' high expectations of what pupils can do means that pupils often succeed at particularly difficult tasks, such as when a group of pupils in a class in Year 3 constructed skeletons of cubes and square based pyramids.

- 8 Throughout the school but particularly in the junior classes, teachers plan work that is challenging for higher attaining pupils, sometimes working towards two levels above what is expected for their age. The books of higher attaining pupils from Year 6 showed a tremendous enthusiasm for mathematics and a considerable amount of high quality, well reasoned work on negative numbers, algebraic formulae and a good understanding of angle, data and graphing. Pupils are further encouraged towards high standards through the *booster classes*, which offer challenge and work at higher levels.
- 9 Finally, high standards in mathematics are constantly reinforced as pupils use their numeracy skills in other subjects. Teachers plan this carefully; for example, pupils use their number skills to produce charts and graphs to record data and information in science and geography. Similarly, having a sound mathematical grasp of large and negative numbers helps them to locate historical periods on a time line.

Very good provision for pupils' personal development ensures that they are mature and responsible.

- 10 Teachers place great emphasis on pupils' personal development. The warm and friendly relationships they have with pupils start in the nursery when children are helped to settle into school routines quickly. Further up the school, teachers share the aims of lessons with pupils so that they have some control over their learning. This was evident in a good lesson in a class in Year 1 where pupils were reminded of previous work designing a fruit salad so that they understood the next stage in the process. A feature of the warm relationship between pupils and adults is the way that teachers are prepared to joke with pupils. Pupils respond to these times in a mature way and are often spurred on to greater effort because of them. For example, pupils in a class in Year 6 laughed when the teacher asked them if they wanted to *phone a friend* when they were unsure of an answer in an English lesson. As a result, pupils did not feel under pressure to get the answer right and began to make sensible, reasoned suggestions that helped them see the difference between passive and active sentences.
- 11 Teachers also make sure that pupils behave well and do as they are told. They are firm and fair when dealing with pupils who have done wrong and because everyone has the same approach, pupils know exactly what to expect. However, pupils try hard because they like their teachers and enjoy the work that they do in school. They enjoy the praise they get for making an effort, whether it is a house point or a word of congratulation.
- 12 Throughout the school, teachers respect pupils' point of view and listen to what they have to say. Their comments are valued and sought out in lessons with teachers often asking pupils to explain their thinking. For example, in a very good history lesson, pupils in a class in Year 1 were asked to give their opinion of old and modern toys. In general, pupils are also reminded to listen to what others have to say. All of this has a significant impact on their relationships with other pupils and adults. It is one of the reasons why pupils behave in a mature way towards one another. This is evident in all of the school's day-to-day activities. Infants and juniors play together amicably at breaks and lunchtimes are happy social occasions. There is no bullying or harassment and pupils from a wide spread of backgrounds enjoy one another's company.
- 13 Teachers know their pupils well and take great care to see that they are happy and comfortable in school. During the inspection they were regularly seen talking in a friendly and informal way with pupils. They are quick to spot when pupils are unwell or unhappy and do everything they can to make them feel comfortable at these times.

A rich and varied curriculum ensures that pupils are keen to learn and enjoy school.

- 14 The school's curriculum goes beyond meeting statutory requirements. It is considerably enriched in a number of ways. Teachers plan many opportunities for pupils to have first-hand experiences of the subjects they study. They do this by ensuring that pupils have objects to look at in lessons, so for example, there are good quality displays of religious books and objects in many classes. These help to bring the subject to life and are interesting to pupils. Teachers also plan visits to museums where pupils will benefit from these first-hand experiences. These are very popular with pupils and are one of the things they chose to talk about during the inspection. Similarly, field trips and outings help pupils to find out about their local area in geography. A residential visit helps pupils learn to get along with one another at the same time as they improve their skills in physical education.
- 15 Links with the local community play an important part in pupils' social and cultural development. The school has close links with members of the *Pride in Our Town* group. These have resulted in pupils playing an active part in competitions such as Britain in Bloom, exhibiting their art and craft work in the annual show and in a wide involvement in local events such as planting bulbs and keeping the river clear of rubbish. Friendly relationships with travelling families widen pupils' horizons about other cultures and help to give the school the sense of community that it is justifiably proud of.
- 16 The wide range of extra-curricular activities also enriches the curriculum and helps to promote pupils' social development. They gain a sense of fair play and team spirit though sports and play in local tournaments. Pupils also put on musical concerts that are well attended and appreciated by a wide audience. Finally, strong links with the local secondary school widen pupils' experiences of subjects such as design and technology. Those in Year 6 go to the secondary school for lessons in their last term. This helps them to make the move to the next stage of their education confidently.

WHAT COULD BE IMPROVED

Teachers are keen to raise standards in English and information technology even further.

- 17 Standards in English are above the national average but teachers want them to be even higher. They have analysed the results of National Curriculum tests very carefully, in order to identify any gaps in pupils' learning. The headteacher and governors have also used the inspection as an independent audit that might spot where they can make changes or improvements.
- 18 There are several reasons why standards are not as high in English as they are in mathematics. The most important is that while teachers have a thorough knowledge of the National Literacy Strategy they do not use the same appealing range of strategies to teach literacy as they do to teach mathematics. For example, in mathematics, particularly good use is made of puppets to stimulate pupils' interest and grasp their attention. Similarly, in mathematics, pupils' independent work almost always follows on from the whole class teaching session. This is not always the case in literacy where word level work is not necessarily related to shared reading and writing activities. Teachers have recognised this and are looking for a wider range of texts that can be used in both parts of the lesson.

- 19 A reason why pupils in Years 1 and 2 do not make the fast progress expected of them is that they are not taught to listen well enough in reception classes. Teachers rightly want to encourage them to talk and answer questions but in doing so many children get over excited and shout out answers. Although they listen to teachers and other adults they rarely listen to what other children have to say or are willing to wait their turn in discussions. This means that when they begin in Year 1, many pupils shout even in normal conversation. This was evident when first one and then other small groups of five or six children were asked by a visitor to explain what they were doing. Each time they all shouted at once. Teachers in classes in Year 1 are aware that this affects pupils' achievements in speaking and listening.
- 20 Teachers have already identified the third reason why standards are not as high as they want them to be. While pupils read fluently they do not always have a firm enough grasp of what they are reading. Plans to increase the amount of emphasis given to comprehension put the school in a good position to remedy this situation in the coming year.
- 21 Since the last inspection, the school has done as much as it could to tackle the issue of raising standards in information and communication technology. It has been successful in improving the quality of teaching and the curriculum and of raising standards to a level that is in line with expectations at the end of both key stages. However, because this is a school where pupils achieve high standards, the headteacher and co-ordinator want to turn their attention to raising standards in this subject to the same high level as in English and mathematics. There are several steps the school needs to take if it is to do this successfully.
- 22 There are decisions to be made about the organisation of resources and time and about planning and assessment. Since the introduction of the computer suite the co-ordinator has seen standards rise considerably as pupils get more opportunities to use computers. However, monitoring of teaching has shown that the computers in classrooms are not used often enough. This was confirmed by inspection findings, which showed that they were not used often enough in literacy or numeracy lessons. Work has already begun on planning and in particular introducing a scheme of work that ensures pupils build on skills they have already learned, as they get older. The school has adopted a good quality scheme of work as a framework for teaching and this provides useful guidelines that put them in a good position to ensure that systems for assessing and recording what pupils can do are effective and manageable.
- 23 The school has recognised that teachers will need further training if they are to keep up-to-date with fast changing technology. At present, they are confident in using the computers and software that are in school. Funds given to the school as part of a national project to raise standards are being used to provide training this term and teachers and non-teaching staff will benefit from this initiative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors, headteacher and staff should

raise standards in English by

- ensuring that children in reception classes are taught how to listen and take their turn in discussions,
- giving greater emphasis to comprehension in reading,

using a wider range of strategies to motivate pupils to read and write.

raise standards in information technology by

planning more frequent opportunities for pupils to use computers that are in classes, particularly in English and mathematics,
providing training in order to keep teachers up-to-date with advances in technology,
ensuring that skills are taught in a logical order and build on what pupils already know.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	38	43	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)	26	441
Number of full-time pupils eligible for free school meals	0	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	36	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	27	31
	Girls	34	32	35
	Total	63	59	66
Percentage of pupils at NC level 2 or above	School	98 (84)	87 (79)	97 (89)
	National	83(82)	84(83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	29
	Girls	33	34	34
	Total	61	63	63
Percentage of pupils at NC level 2 or above	School	89 (79)	92 (92)	93 (92)
	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	30	24	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	26
	Girls	22	22	24
	Total	45	47	50
Percentage of pupils at NC level 4 or above	School	83 (71)	87 (83)	93 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	25
	Girls	22	21	21
	Total	42	45	46
Percentage of pupils at NC level 4 or above	School	78 (69)	83 (77)	85 (76)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	356
Any other minority ethnic group	6

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	1	1
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)	19.8
Number of pupils per qualified teacher	22.3
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
--------------------------------	----

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	769624
Total expenditure	735898
Expenditure per pupil	1570
Balance brought forward from previous year	89587
Balance carried forward to next year	123313 ¹

¹ Much of this has been spent on computers and a large proportion is earmarked for building projects that are to be carried out later in the year.

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	467
Number of questionnaires returned	149

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	1
My child is making good progress in school.	61	34	1	0	3
Behaviour in the school is good.	32	59	5	0	5
My child gets the right amount of work to do at home.	38	46	12	0	3
The teaching is good.	49	48	1	1	3
I am kept well informed about how my child is getting on.	40	48	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	61	35	3	0	1
The school expects my child to work hard and achieve his or her best.	62	36	1	0	2
The school works closely with parents.	36	49	9	0	6
The school is well led and managed.	49	43	3	1	5
The school is helping my child become mature and responsible.	54	42	1	0	4
The school provides an interesting range of activities outside lessons.	37	47	8	1	7