

INSPECTION REPORT

HERMITAGE PRIMARY SCHOOL

Holmes Chapel

LEA area: Cheshire

Unique reference number: 111043

Headteacher: Mrs H V Jarrold

Reporting inspector: Mr P Laverick
22259

Dates of inspection: 3rd – 4th April 2000

Inspection number: 182493

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hermitage Drive
Holmes Chapel
Cheshire

Postcode: CW4 7NP

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R G W Hamlett

Date of previous inspection: 8th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hermitage Primary School is located in the Cheshire village of Holmes Chapel. There are 187 pupils on roll and it is slightly smaller than other schools of this type. There are no pupils for whom English is an additional language. Four percent of the pupils are entitled to free school meals and this is below the national average. There are 37 pupils on the school's special educational needs register. Fourteen of these pupils have statements for their needs and twelve attend the speech and language unit, which is an integral part of the school.

The population of the surrounding area is increasing and new private houses have been built in the school's catchment area. To take account of this increase the number of pupils admitted each year is being increased from 25 to 30 in September 2000. The average class size is 31. When children first start school in the reception class their standard of attainment is above that expected for children of their age. However, there are some weaknesses in their language skills.

HOW GOOD THE SCHOOL IS

This is a highly successful school with many strengths. At the end of Key Stage 2 the pupils reach high standards in all aspects of their education. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

What the school does well

- Pupils reach high standards in English, mathematics and science especially at the end of Key Stage 2.
- Overall the standard of teaching is good with very good and excellent teaching at the end of both key stages.
- The pupils enjoy school and are well behaved and enthusiastic about learning.
- Very good provision is made for the pupils in the Speech and Language Unit.
- The curriculum is broad and balanced with many extra opportunities provided.
- The school provides a good level of care for its pupils.
- The learning environment is attractive with some very good outdoor features.
- The headteacher provides strong leadership and is very well supported by the governors and members of staff.

What could be improved

- The consistency in the quality of teaching across the whole school.
- The organisation of structured activities for the pupils in the early years.
- The procedures for keeping parents informed of the curriculum and their children's progress.

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 previously inspected in July 1996. Since that time a new headteacher and deputy have been appointed and the speech and language unit has become fully functional. The school has made a good response to the issues raised in the last report. Planning and schemes of work have been improved and there is now more continuity in pupils' learning. Good procedures for monitoring the work in the classrooms have been introduced. The school evaluates its own performance and action has been taken to further improve the quality of education and facilities. A range of methods for assessing pupils' progress has been introduced and in some lessons this information is used well in planning the next step in pupils' learning. Subject managers are involved in the development of the curriculum and are making an effective impact upon raising standards. In Key Stage 1, the progress in pupils' writing has taken some time to be improved. However, in other subjects, standards since the last inspection have been maintained and improved, including those in music.

The high standard of leadership and management has been maintained and the governors have developed their role and involvement in the improvement of the school. Examples of the school's development include the provision of an information technology suite in the entrance hall, an improvement in the library facilities, a room for photography, and the school grounds have been enhanced to provide a more attractive environment. All these improvements have helped to promote pupils' learning.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	A	B	well above average A above average B Average C below average D well below average E
Mathematics	B	B	A	B	
Science	B	A	A	A	

The table shows that over the last three years the school's results at the end of Key Stage 2 have been maintained and in mathematics an improvement has taken place. The school is now well above the national average in English, mathematics and science. The findings of the inspection support these results. Compared with similar schools, the results are above average and well above average in science. A significantly high percentage of pupils reach above average standards in science.

In the Key Stage 1 national tests, the results in reading are well above average, and standards in writing are average. In mathematics, the school's performance is in the highest 5 per cent nationally.

Standards in information technology are broadly in line with national expectations and standards in religious education meet the requirements of the locally agreed syllabus. The overall trend in standards is one of improvement and the school sets appropriate targets which also reflects the standards of the pupils in the special unit.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are enthusiastic about learning. They show initiative and are willing to play a full part in the life of the school.
Behaviour, in and out of classrooms	Very good. Pupils are polite and very well behaved. They usually listen attentively to instructions and also to each other. They work hard and concentrate during lessons. At playtimes they are sensible and enjoy playground activities.
Personal development and relationships	The pupils have a mature attitude towards their work and responsibilities. They relate well to each other and adults, and are trusted by the staff.
Attendance	The overall level of attendance is good but the trend is one of decline. This is partly due to an increasing number of families taking holidays in school time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

The teaching of the youngest pupils is satisfactory with some good features. The teaching of phonics and number is effective and gives pupils a good start in the reception class. There is scope for development, for example, in the organisation of structured play. Teaching at the end of Key Stage 1 is particularly strong with English and mathematics lessons being very good and excellent. In Key Stage 2 there is some variation but most of the lessons seen were good and frequently very good or excellent. There is a high standard in the teaching of English and mathematics at the end of the Key Stage 2. At the end of both key stages literacy and numeracy are particularly well taught. Overall 50 per cent of teaching is very good or excellent, 19 per cent good and 31 per cent satisfactory. Throughout the school, teachers are hard working, enthusiastic and provide interesting activities in their lessons. Science is taught in a lively and stimulating manner. In the unit for pupils with special educational needs, the teaching is of a consistently very good standard with a clear focus on the requirements of individual pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with many interesting activities and visits, including outstanding residential opportunities for all pupils in Key Stage 2. Reading and appreciation of literature is promoted effectively. Sport and 'art' subjects are well represented in the life of the school. There is a wide range of extra-curricular activities provided by all staff.
Provision for pupils with special educational needs	An outstanding feature of the school. The staff have a clear understanding of the individual needs of the pupils. Lessons are well planned and the staff are well deployed and skilful in supporting the pupils. Teaching is of a high standard. The pupils are well integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The staff provide good role models. There are clear procedures for promoting good behaviour and there are strong links with the community. At an early age pupils are taught about living things and how to care for them. They learn to appreciate the need for a healthy lifestyle and how to accept responsibility. There are very good strategies for helping pupils to develop social skills and to learn the difference between right and wrong. The school provides good opportunities for the pupils to appreciate the traditions of other cultures.
How well the school cares for its pupils	Pupils are well cared for and the school is constantly seeking ways of improving facilities and opportunities for the pupils. There are good records to show how pupils are making progress and their success is celebrated in a number of appropriate ways.

The school provides a safe and secure environment where pupils are well cared for. The curriculum is lively and stimulates pupils' interest in a wide range of activities including photography and involvement in inter-school sporting activities. A feature of the school is the well-organised playtime activities including the successful promotion of skipping.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key members of staff provide very good leadership and management of the school. An effective school improvement plan has been introduced. There is an ethos of wanting to improve and raise standards even higher.
How well the governors fulfil their responsibilities	The governors are actively involved in the life and work of the school. They make a very good contribution towards improving the school. They have a clear vision for the development of the school and are closely involved in monitoring its progress.
The school's evaluation of its performance	The school is well aware of its strengths and weaknesses. It is taking appropriate steps to improve its performance.
The strategic use of resources	Staff are efficiently deployed and the building is well used for a good range of activities. Successful applications have been made for sponsorship and parents help to raise significant sums of money. The school seeks to gain best value in the spending of its budget and provides 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"> • Their children enjoy coming to school. • The good behaviour of pupils. • The good quality of teaching. • The flexible arrangements for children when they first start school. • It is easy to approach the school whenever need arises. • Pupils are expected to work hard. • The range of activities provided by the school. 	<ul style="list-style-type: none"> • The information which is sent home about the curriculum. • The procedures for keeping parents informed about their child's progress.

The inspectors agree with the parents' positive comments. The quality of information that the school provides is detailed and helpful. However, information about the curriculum is only sent to parents at the beginning of each academic year. This is not fully satisfactory and the school is to review its procedures. Parents need to be informed more frequently so that they can help their children at home. There are lengthy periods between the opportunities provided for parents to discuss their children's progress.

At the meeting with parents held before the inspection, a number of parents expressed concern at the size of classes and the arrangements for mixed aged classes in Key Stage 2. The point that there are no male members of staff was also raised. However, during the inspection male coaches provided extra-curricular activities and there is also a male classroom assistant in the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in English, mathematics and science especially at the end of Key Stage 2.

- 1 At the end of Key Stage 2 pupils achieve high standards in English, mathematics and science. The national tests results are also well above average.
- 2 In Year 6 pupils listen attentively to the reading of poetry and can quickly give imaginative contributions during the writing of a whole class poem. In their own writing they are able to give step by step instructions for example on how to make a photogram. In their writings on Macbeth the pupils show a mature understanding of the play and its characters. They write about incidents from other people's points of view and give thoughtful opinions of their own. The written work of the pupils is neat and well presented. Pupils read with good expression, can discuss books and authors, and are able to efficiently use reference books and the library system.
- 3 Pupils in Years 3 and 4 make very good progress in learning to record their scientific investigations and use the appropriate vocabulary when discussing their work. Other strengths seen in English include pupils' reading skills in Key Stage 1 and their knowledge of phonics in the reception class.
- 4 In mathematics the majority of pupils in Year 6 have a good understanding of metric measurements, fractions and percentages. Good progress is made in developing pupils' knowledge of numbers and decimals. Pupils in Year 2 are confident in counting in 2s, 5s, 10s and at least a third of the pupils can count in 3s. Pupils can clearly explain how they work out answers and have knowledge of square numbers and how to find out halves of numbers.

Overall the standard of teaching is good with very good and excellent teaching at the end of both key stages.

- 5 The overall quality of teaching is good and consistently high standards are seen in Years 2 and 6. Eighty percent of these lessons are very good and excellent. An outstanding feature of a literacy lesson was the making of a link between a practical on-going classroom activity of incubating eggs and the development of pupils' scientific vocabulary and writing skills. In an excellent Year 2 numeracy lesson, the teacher's energy and enthusiasm stimulated pupils to work at above average standards especially in their understanding of multiplication. The teachers' lessons have a clear focus and resources are efficiently organised. This helps to make lessons move quickly and, by the skilful use of questions, the teachers enable pupils to develop their understanding of subjects and to stimulate ideas. The teachers expect pupils to concentrate and work quickly to produce work of a high standard. Pupils in Year 6 completed their own poem relating to the hatching of an egg in the time of one lesson. The display of pupils' work in Years 2 and 6 is of a very high standard and shows that pupils benefit from a broad and rich curriculum. For example, older pupils study photography and the younger pupils make puppets relating to their study of literacy.

The pupils enjoy school and are well behaved and enthusiastic about learning.

- 6 An impressive feature of the school is the pupils' positive approach to learning and their enjoyment of being in a community. One pupil said, "Everyone is kind at school." Older pupils speak enthusiastically of the residential visits made to Kingswood and Fairbourne. Pupils in Years 3 and 4 eagerly investigate the speed at which objects sink in water. In a religious education lesson pupils show a good understanding of the Easter story and one pupil, on hearing of the treachery of Judas Iscariot said " I wouldn't do that for money!" Pupils show a lot of initiative for example on how to weigh a model dinosaur in Year 1. They usually respond well to teachers' questions for example in mental mathematics sessions. The pupils are trusted by the staff who provide them with many opportunities to help in the organisation and life of the school. There is a very good level of response to extra curricular activities such as lacrosse and skipping. Pupils relate well to each other and adults, and there is a harmonious atmosphere in the school. Occasionally there is too much social chit-chat in lessons and this reduces the amount of work which pupils achieve, for example in Years 1 and 5.

Very good provision is made for the pupils in the Speech and Language Unit.

- 7 The pupils in the unit have a wide range of special needs and the school makes outstanding provision for them. Teachers' planning clearly identifies the individual needs of the pupils and the strategies that are to be used to help pupils reach their learning targets. For example, one pupil was skilfully helped to recognise facial expressions and to discuss the emotions of other people when they are sad, cross or happy. The staff work hard to maintain and develop pupils' interest and concentration spans. Teachers make good use of information technology, including computer programs, to help pupils spell, and recorded stories enable pupils to listen and enjoy literature by the use of personal headphones. The staff are skilful in matching activities to pupils' level of ability. This was seen in a numeracy lesson where all pupils were working at a different level of challenge. The teaching is consistently very good and the atmosphere of the classroom is calm and purposeful. The documents for the unit, including pupils' records, are meticulously kept and parents speak highly of the provision.

The curriculum is broad and balanced with many extra opportunities provided.

- 8 In the reception class there are good opportunities for pupils to find out about animals in zoos, the growing of seeds and the life cycle of the butterfly. In Year 1 there are a good range of activities for pupils to investigate dinosaurs and this is well integrated with the development of pupils' language skills. Being introduced to "McCavity the Mystery Cat" develops pupils' listening skills and appreciation of literature in Year 2. By Year 6 pupils are studying the works of Shakespeare and historical novels. There is a good emphasis on 'the arts' including the work of William Morris in Year 5 and appropriate music at the start of each assembly. Pupils sing melodiously and joyfully during acts of worship. Throughout the school there is a high standard of work on display. This includes examples of visits which the school has made, and interesting musical instruments from around the world. By links with a local industry and help from a volunteer, the school is able to provide photography lessons. A governor, who also works in the school, enables pupils to reach a high standard in skipping. There is a wide range of extra-curricular activities offered by all staff, and pupils in Years 3, 4, 5, and 6 are provided with opportunities to take part in residential visits. There are very good opportunities for pupils to develop social skills and to develop an understanding of what is right and wrong.

The school provides a good level of care for its pupils.

- 9 The pupils are well cared for and parents speak highly of the provision that the school makes. The academic performance of pupils is well documented and each pupil has a portfolio of their achievements to show how they are making progress. The personal development of pupils is well provided for in the curriculum and visiting speakers give talks on healthy eating, drug abuse and lifestyles. The governors are active in meeting the needs of pupils, for example by seeking sponsorship and in providing better outdoor facilities. Pupils with special educational needs are well supported and the school actively promotes pupils' self-esteem, for example by awards such as "Heroes and Heroines". Staff have received appropriate training for child protection and the procedures for the welfare and safety of pupils are well thought out. The impact of this good level of care is that pupils feel secure and confident in their learning, knowing that their achievements will be recognised and valued. This enables them to make good and sometimes very good progress. When pupils have a concern or an idea for the development of the school, there is a board on which their suggestions can be posted outside the headteacher's room. This also helps to make them feel valued members of the community.

The learning environment is attractive with some very good outdoor features.

- 10 The size of the building is small for the number of pupils on roll but the internal and external accommodation is well used and attractively set out. Space has been created for the provision of two libraries and the entrance hall is being used as a small computer suite. There is a darkroom that enables pupils to learn how to develop films and experiment with pin-hole cameras. The playground is attractively set out with floral displays, games painted on the hard surface, a large pergola, woodland and sheltered seating bays on the edge of a spacious field. These features help to make playtime a joyful occasion and for pupils to have sufficient space to plan a wide variety of games. The school also provides a small area for parents to wait for their children at the end of the school day.

The headteacher provides strong leadership and is well supported by the governors and members of staff.

- 11 A strength of the school is the ethos of wanting to improve and raise standards. The headteacher and governors share a clear vision for the strategic development of the school and their plans are appropriate and well structured. The whole school improvement project, which focused upon teaching and learning, has made a significant impact on the school's development. By systematic monitoring, the strengths of the school have been identified and the areas for improvement have been prioritised. The governors analyse statistical data and compare the school's performance with national averages and schools that are similar. One governor aptly summarises their approach by saying that there are "Always ways and means of improving...got to be moving forward all the time". All governors are actively involved in the work of the school.

- 12 The headteacher provides strong and purposeful leadership and takes positive action to enable staff to improve their performance. These methods include setting staff individual targets and involving Local Education Authority advisors in the school's monitoring programme. Since her appointment in 1997 a substantial number of improvements have been made including the raising of standards in most National Curriculum tests. Although results in Key Stage 1 writing have declined, effective action has now been taken to enable pupils to reach national standards. The key members of staff ably support the headteacher. The deputy headteacher and literacy co-ordinator set a very high standard in teaching and make valuable contributions to the performance and management of the school. The management of pupils with special educational needs is efficiently organised and good opportunities are provided for the pupils in the unit to be integrated into the daily life of the school. For example, during the weekly 'school meeting' assembly their work is celebrated along with the contributions of other pupils. There is a clear sense of commitment to high standards and these are demonstrated across the broad and balanced curriculum. An example in art includes the pupils' textile prints in the style of William Morris which was seen in the school assembly.

WHAT COULD BE IMPROVED

The consistency in the quality of teaching across the whole school.

- 13 Across the whole school the quality of teaching varies between excellent and satisfactory. Where teaching is satisfactory there are a number of aspects where improvements can be made. The pace at which pupils are expected to work is slow in some lessons in Years 1 and 5. In these lessons groups of pupils sometimes talk too much and do not produce sufficient written work in the allotted time. Teachers do not set enough challenging targets for the completion of work. In Years 4 and 5 the standard of presentation and quality of writing is not as high as seen in other classes in the school. Pupils are not provided with clear guidance on how to improve their work. Where sessions are relatively long, for example over an hour, the pace of work tends to be slower than in other shorter lessons. This feature was observed throughout the school. In the best lessons, pupils are encouraged to develop skills in writing, provide detail and use correct punctuation. This was not seen in all lessons for example, in Key Stage 1 the use of worksheets restricted the opportunity for the development of writing skills. There is also variation in the effectiveness of oral parts of lessons. For example, in Year 2 pupils show 'thinking thumbs' when they have an idea and want to speak. In Year 1 pupils tend to call out in excitement and do not always take turns when answering questions. In other lessons pupils are well controlled and discussions are clearly focused, with pupils listening and appreciating the contributions of other members of the class.

The organisation of structured activities for the pupils in the early years.

- 14 The quality of teaching in the reception class is satisfactory with some good features. The children in the reception class respond well to the brisk teaching of phonics and numbers and they are making good progress in these areas. Children are also provided with a good range of activities including the study of multi-cultural stories and opportunities to learn about how things grow and develop from eggs and seeds. However, there is scope for improvement. The teacher provides opportunities for children to choose activities in other areas of learning. The planning for these sessions is sometimes not sufficiently structured and the learning objectives that pupils are to achieve are not clear. Consequently these activities do not have a sense of purpose and their learning is not systematically linked to achievable targets. For example, in the lively 'zoo' created in a corner of a room, the pupils had roles to play but it was not made clear what they had to do or which skills they had to develop in their work. In other lessons, pupils were not certain what to do and tended to follow the teacher to seek help. The organisation of some activities is not fully effective, with the number of children in groups too large for the resources available. This reduces the pace of children's learning.

The procedures for keeping parents informed of the curriculum and their children's progress.

- 15 The overall quality of information that the school provides for parents is good. It is thorough and comprehensive in detail. Information is displayed in the school and copies of letters between home and school are kept on display in a file in the entrance hall. However, a significant number of parents expressed the view that they did not feel well informed about the curriculum or how their child was progressing for example, in their early years at school.

- 16 The school provides curriculum information at the start of each year. Some parents expressed a preference for more regular details, for example, at the start of each term so that they could provide support for their children.
- 17 There are opportunities for parents to meet their child's teacher each term. However, the gap between these meetings is sometimes too long. A strength of the school is the willingness to listen and to try accommodating parents' views. It is already seeking ways to improve its procedures for keeping parents informed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18 The school should now :

- * use the excellent and very good teaching as a model for other lessons and provide opportunities for this to be shared in order to raise the overall quality of teaching throughout the school;
- * provide more direction for the structured play activities in the early years and improve the planning so that there are clear targets, relating to national guidelines, for the outcomes of children's learning;
- * improve the procedures for keeping parents informed of their child's progress and provide more frequent details on curriculum activities.

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	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12%	38%	19%	31%	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)		187
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register		37

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	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.14
National comparative data	5.4

Unauthorised absence

	%
School data	0.037
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(98)	14 (15)	12 (10)	26 (25)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14 (14)	12 (14)	14 (15)
	Girls	12 (10)	11 (10)	12 (9)
	Total	26 (24)	23 (24)	26 (24)
Percentage of pupils at NC level 2 or above	School	100 (96)	88 (96)	100 (96)
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12 (14)	14 (15)	14 (15)
	Girls	11 (10)	12 (10)	12 (10)
	Total	23 (24)	26 (25)	26 (25)
Percentage of pupils at NC level 2 or above	School	88 (96)	100 (100)	100 (100)
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999(98)	12 (15)	15 (16)	27 (31)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (9)	10 (9)	11 (13)
	Girls	13 (14)	13 (13)	14 (15)
	Total	23 (23)	23 (22)	25 (28)
Percentage of pupils at NC level 4 or above	School	85 (74)	85 (71)	93 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11 (10)	11 (10)	11 (11)
	Girls	14 (13)	14 (14)	14 (14)
	Total	25 (23)	25 (24)	25 (25)
Percentage of pupils at NC level 4 or above	School	93 (67)	93 (80)	93 (83)
	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	2
White	160
Any other minority ethnic group	

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)	8
Number of pupils per qualified teacher	23
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	86

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
	£
Total income	370586
Total expenditure	362219
Expenditure per pupil	1937
Balance brought forward from previous year	8733
Balance carried forward to next year	17100

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	186
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	0	1
My child is making good progress in school.	50	39	5	1	5
Behaviour in the school is good.	55	40	2	1	3
My child gets the right amount of work to do at home.	41	45	8	4	2
The teaching is good.	57	35	5	2	1
I am kept well informed about how my child is getting on.	33	44	18	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	5	3	1
The school expects my child to work hard and achieve his or her best.	54	41	4	1	0
The school works closely with parents.	39	39	13	6	3
The school is well led and managed.	51	37	3	3	6
The school is helping my child become mature and responsible.	50	45	2	1	2
The school provides an interesting range of activities outside lessons.	66	29	3	1	1