

INSPECTION REPORT

BULPHAN C OF E VC PRIMARY SCHOOL

Bulphan, Upminster

LEA area: Thurrock

Unique reference number: 115092

Headteacher: Mrs H Cowie

Reporting inspector: Mrs T Chakraborti
12603

Dates of inspection: 7 February 2000

Inspection number: 186228

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:	5 to 11
Gender of pupils:	Mixed
School address:	Fen Lane Bulphan Essex
Postcode:	RM14 3RL
Telephone number:	01375891220
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend V Cato
Date of previous inspection:	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	83	(well below the national average)
Pupils with English as an additional Language:	1 1.2%	(well below the national average)
Pupils entitled to free school meals:	1 1.2%	(well below the national average)
Pupils on the register of special educational needs:	19 23%	(above the national average)
Pupils with statements of special educational needs:	1 1.2%	(well below the national average)
Average class size:	27	

The school serves the village and the surrounding area. It has received 'voluntary controlled' status recently. Children enter the school in the term they are five years of age. At the time of the inspection, there were no children who were under five years of age. Attainment of children, when they start school, is average.

HOW GOOD THE SCHOOL IS

The quality of education that the school provides is very good. Pupils achieve high standards in all areas of the curriculum. The school provides very good value for money.

What the school does well

- Attainment is very high in English, mathematics and science in Key Stage 1. In Key Stage 2, it is very high in English and well above the national average in science.
- Pupils have very good attitudes to learning. The relationships between pupils and staff and between pupils themselves are very good.
- The school has implemented very effective systems of planning and assessment.
- The school works very well in close partnership with the parents.
- The school is managed very well. The headteacher, supported by the governors and staff, creates an ethos that supports learning and raises standards.
- The quality of teaching is good overall.

What could be improved

- Formal procedures for monitoring the quality of teaching.
- Rate of attendance.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards of attainment have improved significantly since the last inspection. Pupils in both key stages achieve high standards in all three core subjects. The curriculum is broad and balanced. A good range of policies and schemes of work for all subjects are in place. Good and consistent curriculum planning, appropriately linked to the policies and schemes of work, ensures effective provision in all areas of the curriculum and progression across the year groups and key stages. The provision for religious education meets the requirements of the locally agreed syllabus fully. Since her appointment in 1998, the present headteacher has implemented a range of effective procedures for monitoring the standards and educational provision through very effective detailed planning, consistent and thorough assessment procedures and rigorous analysis of the results of national and school's internal tests.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	A*	A*	very high A* well above average A above average B average C below average D well below average E
mathematics	B	C	A	C	
science	A	B	A	A	

At seven years of age standards are very high in reading, writing and mathematics. In comparison to similar schools the standards at this age are well above the average. By the age of 11, standards in English are very high when compared to the national average and to similar schools. The trends in the school's results over time in all core subjects are above the national trend. The school meets its set targets successfully. The 1999 results show significant improvement in standards over the previous year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display very positive attitudes to learning. They are keen to learn and respond to class discussions and tasks responsibly and in a mature manner.
Behaviour, in and out of classrooms	Behaviour in and out of lessons is good. Pupils demonstrate respect for each other and for adults. Relationships are very good throughout the school. There were no exclusions during the last two years.

Personal development and relationships	Personal development is good. There are opportunities for pupils to take a range of responsibilities which they carry out willingly and successfully. Older pupils support the learning of the younger ones and establish good and trusting relationships.
Attendance	Attendance is unsatisfactory. This is due to the extended holidays taken by a very few pupils during the term time.

Attitudes to learning and relationships throughout the school are strengths of the school. They have a very positive impact on standards achieved by pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good

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

The quality of teaching was good overall despite high staff turnover during last year. Detailed examination of teachers' planning and assessment also confirms this. Of the few lessons seen during the day of inspection, teaching was very good in one in six lessons, good in half the lessons and satisfactory in one third of the lessons. Teachers follow the literacy and numeracy strategies effectively. Planning and assessments are particularly good features of teaching. Two out of the school's three teachers, one of whom is a temporary appointment, are in their second term of teaching in the school. The third class teacher is also a temporary appointment. All teachers follow the school's established planning and assessment procedures well and ensure that the learning needs of all pupils are met effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum relevant to the range of abilities of its pupils. Booster classes for Year 6 pupils in all three core areas provide higher attainers with more challenging activities. Additional Literacy Project has been introduced effectively to improve reading and writing skills of the lower attaining pupils. A good range of extra-curricular activities support pupils' learning and personal development well.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs and they make good progress across the key stages.
Provision for pupils with English as an additional language	The very few pupils who speak English as an additional language are competent in English and are achieving well.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Strong Christian ethos and good codes of behaviour ensure that pupils develop good understanding of moral and social responsibilities. The school's provision for spiritual and cultural development is also good.
How well the school cares for its pupils	The school is committed to promoting the welfare of its pupils through a good support system and effective links with external agencies. It has good assessment procedures for monitoring pupils' academic progress.

The curriculum fully meets statutory requirements. The school works very well in close partnership with parents and enjoys high quality support from parents in all aspects of school life. This is a strength of the school. The caring ethos of the school promotes academic success and good social and moral development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very positive and supportive leadership and clear educational direction. She is well supported by her staff. The school is committed to raising standards of attainment of all its pupils.
How well the governors fulfil their responsibilities	The governors play an important part in the life of the school. They visit the school on a regular basis, take responsibility for subjects, such as literacy, numeracy and special educational needs and fulfil their responsibilities successfully. The chairperson works very closely with the headteacher and supports her very effectively in fulfilling the school's aims.
The school's evaluation of its performance	The school evaluates its performance effectively, in its development plan, and also through regular analysis of the internal and national test results. Appropriate priorities for further improvement of educational provision and standards of attainment are identified in its development plan.
The strategic use of resources	The school makes very good use of all staff, time, material resources and its accommodation. Substantial improvement has been made in accommodation providing more space for the storage of resources and the library.

The leadership and management of the school are very efficient. Adequate and well-trained staff and appropriate material resources support pupils' learning effectively. Governors fulfil their responsibilities appropriately. The school obtains a number of quotes from all tenders and applies the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• They make good progress in school.• The school helps children to become mature and responsible.• The school is well led and managed.• Parents feel comfortable about approaching the school and the school works very closely with the parents.• The teaching is good.• The school expects children to work hard and achieve their best.• Parents are kept well informed about their children's progress.	<ul style="list-style-type: none">• Some parents are concerned that their children do not receive sufficient homework.• Some parents are concerned about the unsatisfactory behaviour of some children.

The inspectors endorse parents positive comments. The Home School Agreement ensures that homework given is consistent and in line with other primary schools and government guidelines. Homework is judged to be appropriate. Behaviour of a very small minority of pupils was noticed to be unsatisfactory. The school is aware of this and follows the agreed procedures to promote good behaviour. Behaviour is judged to be good overall.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is very high in English, mathematics and science in Key Stage 1. In Key Stage 2, it is very high in English and well above the national average in science.

1. Pupils in Key Stage 1 attain very high standards in reading, writing and mathematics. At Key Stage 2 attainment is very high in English and well above the national average in science. A particular strength is the high proportion of pupils attaining Level 3 and Level 5 in Key Stages 1 and 2 respectively, well above the national averages for these levels. This is due to the good teaching which ensures that higher attaining pupils are challenged sufficiently.
2. The 1999 test results show that in Key Stage 1 pupils attain very high standards in reading, writing and mathematics in comparison to the national average. Taking the four years 1996 to 1999 together, the results show that standards are well above the national average in all these three areas. Their performance in science is also very high in comparison to the national average for teacher assessments. Standards achieved are very high in English in Key Stage 2 because of particular emphasis in teaching skills in extended writing in booster classes. The trend over time in both key stages is high and above the national trend. Taking 1996 to 1999 together, the results show a significant and consistent rise in the three core areas in both key stages. The inspection team confirms this rise in standards and overall high achievement of pupils across the school. In comparison with similar schools, standards are very high in Key Stage 1 and well above average in English and science in Key Stage 2.
3. Pupils make good progress in all aspects in English in both key stages. In Key Stage 1, they express their views articulately and confidently. In Key Stage 2, the majority of pupils draw upon an increasingly complex vocabulary. They use standard English confidently with appropriate attention to correct grammatical structures. They are able to sustain conversations, listening carefully to each other's views and responding appropriately.
4. In Key Stage 1, pupils read accurately and fluently from a range of fiction books. They discuss what they have read and predict what will happen next. Pupils in Key Stage 2 read widely for both information and pleasure and many read from complex texts with fluency and good expression.
5. In Key Stage 1, pupils write with increasing accuracy and clarity in a variety of contexts including stories, poems and factual accounts. Their writing is well structured and punctuation is used with increasing accuracy. In Key Stage 2, pupils write for a wide range of audiences. They plan, draft and redraft their writing successfully to produce good quality final copies. Spelling and handwriting skills are developing well. By the end of Key Stage 1, pupils write with legible joined scripts and by the end of Key Stage 2, many develop clear, cursive handwriting style.
6. In science, pupils have a good idea of scientific methods and can explain fair testing. They list the requirements for experiments. Pupils' work shows that they are able to predict the results of their experiments, for example, predicting what will happen to seeds sown under differing conditions. They learn appropriate use of scientific

vocabulary. For example in a lesson on electricity, pupils used vocabulary like 'insulator,' 'conductor,' 'circuit,' and 'crocodile clips' to explain the results of their experiments. In a lesson on materials they used words like 'flexible,' 'friction,' and 'indestructible' appropriately. Pupils know that some changes to materials on heating are irreversible.

7. The high standards in reading and writing contribute significantly to pupils' learning across the curriculum.

Pupils have very good attitudes to learning. The relationships between pupils and staff and between pupils themselves are very good.

8. Pupils' attitudes to the school are very good. Pupils enjoy coming to school. They are motivated, keen to learn, listen well in lessons and enthusiastic for school. Most pupils can sustain concentration for very long periods and work well independently. Pupils overall show interest in a large range of activities both in school and externally. They successfully participate in competitive sport nationally. Their interest and involvement in various activities have a very good impact on attainment and progress.
9. Pupils' behaviour in the classroom and when moving around the school is good. The pupils are courteous, friendly, helpful and respond well to the high expectations of the staff team. Their behaviour has a positive impact on their attainment and progress. The school behaviour policy is observed and well applied. Staff control and management of pupils are good, resulting in the school being an orderly community. There are no exclusions.
10. Personal development and relationships are very good. Pupils' personal development is encouraged through circle time, personal health and social education, assemblies, day and residential trips, and pupils being encouraged to pursue interests and hobbies. Pupils' personal development has a very good impact on standards achieved in the school. Very good relationships exist in the school between pupils, and also between pupils and adults. Staff know the pupils well. Pupils show respect to staff, each other and visitors. Pupils work well together and help and support each other in their learning. They are keen to take responsibility and show initiative in a number of tasks around the school, such as house captains and monitors for the register, milk, assembly and the library. Pupils are taught to respect each other's feelings, values and beliefs. This was evident at assembly during the week of the inspection when a story by a refugee girl was read and discussed. There is a high degree of racial harmony.

The school has implemented very effective systems of planning and assessment.

11. Planning and assessment procedures and practice have improved considerably since the last inspection. The headteacher manages and monitors planning efficiently. Effective long and short term planning are implemented through consistent monitoring and evaluation of planning for each year group. Two years rolling programme is planned to ensure adequate coverage of all subjects in order to teach different year groups in one class effectively. Some of the schemes of work have been adopted appropriately from the Qualifications and Curriculum Authority (QCA) programmes, to meet the learning needs of different ability groups. This, along with the successful implementation of literacy and numeracy strategies, has provided the newly appointed teachers with clearer understanding of how to plan effectively for different age groups in the same

class and thereby raise standards of attainment. The marking policy has been revised recently, providing clear strategies for supporting pupils' learning by suggesting how to improve their work.

12. Procedures for assessment are good. Pupils are first assessed in the first half term of their entry to the school. The results of assessment are used effectively to inform planning. This ensures progress and continuity across the key stages. Pupils are assessed more than once a term in core subjects and once a term in foundation subjects. Samples of pupils' work are kept to standardise work to guide teachers in their assessment. Teachers use day to day assessment well to group pupils and provide appropriately challenging work. Individual education plans for pupils with special educational needs are used well to enable pupils to make good progress. The school analyses the national test results and uses various external tests, including the QCA tests to assess pupils in years other than Years 2 and 6; these are also used for informing future planning. Good planning and effective assessment of pupils' progress have raised the standards of attainment significantly in recent years.

The school works very well in close partnership with the parents.

13. Parents are very pleased with the school and the many well-developed links, both national and international, have assisted their children's learning and personal development. Overall parental links and involvement in the school are very good.
14. Many parents and community members help out in the school, such as supporting activities like reading, pottery, computing, sport and art. The school has a very active association of parents and teachers (PTA) which is successful in fundraising and organising social events. Funds raised from the PTA are used to purchase essential resources for the school, such as computing, sport, office and playground equipment.
15. The impact of parental and community involvement on the work of the school is very good and has a positive impact on standards in education of pupils. Parents attend curriculum evenings, open days and other consultation meetings. They are involved in their children's learning by contributing to the school's fortnightly newsletters, their children's homework diaries and reading passports. The quality of information provided for parents, particularly about the pupils' progress, is very good. The school has a comprehensive brochure which is attractive in presentation and meets statutory requirements. Parents receive regular information about the significant events in the school. Partnership with parents is a strength of the school.

The school is managed very well. The headteacher, supported by governors and staff, creates an ethos that supports learning and raises standards.

16. The leadership and management of the school are good. The headteacher provides clear educational direction and strong and supportive leadership. Many new strategies have been put in place since the last inspection to improve educational standards, such as implementing effective planning and appropriate assessment and monitoring procedures. Policies have been revised and schemes of work are in place. The chairperson, governors and the headteacher work together very effectively and they are supported well by a committed team of staff.

17. The governors are involved fully in the life of the school and fulfil their responsibilities effectively. They are appropriately trained and are kept well informed by the headteacher. The committee meetings are conducted professionally and the resolutions reached at the meetings are reported to the governing body regularly. Governors who are responsible for literacy, numeracy and special educational needs visit the school regularly and support the teachers in the classrooms. They monitor the curriculum by receiving regular reports on curriculum development from the headteacher. All governors have the strategic overview of the school's budget, development plan and overall management. The chairperson monitors the effectiveness of the school through visits and regular contact with the headteacher, staff and pupils. Teaching is monitored by the headteacher informally. The headteacher is aware of this and plans to develop a consistent formal system for monitoring teaching in the near future. The school's development plan contains a strategic overview of the needs of the school and is an effective tool for bringing about improvement. Provision for pupils with special educational needs is managed very well by the co-ordinator and the new governor for special educational needs is developing her role. A range of policies in the areas of behaviour, equal opportunity and health and safety guides the work of the school and ensures equality of opportunity for all pupils. The school has a very good ethos and the aims and values of the school are clearly reflected in its practice. The school is committed to high achievement.
18. The teaching and non-teaching staff are suitably qualified and experienced. They are deployed effectively. The teachers and support staff are conscientious and work effectively as a team, contributing to the good standards of teaching and the good quality of education provided.
19. Accommodation in the school has been improved recently. It is now adequate. The outside environment is organised and includes a well-marked out playground that the pupils enjoy at all times. The internal decoration is in good condition and it provides a welcoming environment. The caretaker keeps the school clean and well maintained. The quality, range and accessibility of the learning resources are satisfactory with an appropriate balance between classroom and library based resources.
20. The school budgets well for expenditure, and is clear about the financial implications of its spending decisions. Spending is focused on raising standards and addressing issues identified for priority. A large carry over fund was kept for additional staffing and building work. Since a separate was available for building work, the headteacher plans to use the carryover fund for appointing a senior teacher and more support staff to improve the standards of attainment further. It is a good use of this fund.
21. The school ensures that the principles of best value are adhered to, by getting the prescribed number of quotes on all tenders. Funds earmarked for specific purposes are spent appropriately and well monitored. The school's finance administrator provides the headteacher with a high level of support. She deals with the day-to-day administration of the school efficiently and provides the headteacher and the governors with detailed reports to assist them with monitoring the budget. There has recently been a full financial audit of the school which reported that controls are operating well. Some minor recommendations were made which have been addressed successfully.

The quality of teaching is good overall .

22. The quality of teaching is good overall. Of the limited number of lessons observed, teaching was very good in one out of six lessons, good in half the lessons and satisfactory in one third of the lessons. This represents improvement in teaching in Key Stage 2 since the last inspection where teaching was only satisfactory.
23. Teachers plan their lessons thoroughly with appropriate learning objectives. The activities are well matched to the learning needs of pupils of differing abilities. They assess pupils' progress through effective questioning and maintain a brisk pace. Support staff are involved in planning and are fully aware of the learning objectives of the lessons. Good planning and assessment ensure that pupils from all year groups in the mixed age classes gain full access to the curriculum. Behaviour management is generally good and pupils enjoy very good relationships with teachers and support staff. All these factors contribute significantly to the high standards achieved and good progress pupils make.
24. Teachers' knowledge and understanding of the requirements of the National Curriculum are good. They are competent in teaching basic skills and successfully build on pupils' previous knowledge.
25. Lessons are organised so that the teachers can give group or individual help where it is needed. This helps pupils to acquire new knowledge and skills, develop ideas and increase their understanding. For example, in a science lesson in Years 2/3/4, the experience of setting up an investigation on electricity created interest for pupils to go beyond the materials supplied by the teacher and reflect on the possible causes. They found out that certain objects, although they are made of metal, do not conduct electricity because of the plastic cover. In Years 5/6, pupils show clear understanding of writing for different purposes, for example, writing a report on their visit to the Millennium Dome, suggesting improvement. Here they take notes and plan for their final piece of writing, building on their own and each other's previous knowledge. In Years 1/2, pupils evaluate their learning of addition sums effectively.
26. Teachers have high expectations of pupils and praise is used effectively as a means of encouragement. A range of methods is used which enable all pupils to learn effectively. These include whole class discussions which give all pupils the opportunity to contribute and to learn from each other. During a mathematics lesson in Years 5/6, pupils were invited to explain their methods of calculation, evaluating their own learning.
27. All teachers assess pupils' work thoroughly and keep records of what pupils learn. These then inform planning for future learning. Work is generally marked well, with supportive comments and suggestions for improvement. As a result, most pupils understand what they are doing, how well they have done and how they can improve.

WHAT COULD BE IMPROVED

Formal procedures for monitoring the quality of teaching.

28. Monitoring of teaching is not fully and consistently developed and implemented.

29. The headteacher monitors planning and assessment very effectively. This also includes examination of pupils' work. High staff turnover and the consequent heavy load on the headteacher to meet the immediate needs for supporting the newly appointed teachers in all three classes meant that monitoring of teaching could not have been fully developed. Although the headteacher observes some lessons and gives teachers informal feedback, no written records are kept, unless there is a particular concern. There are no formal procedures in place which are followed systematically. The headteacher is fully aware of the need for developing formalised procedures and of implementing those consistently, linking the monitoring process to staff development.

The rate of attendance.

30. Attendance in the school is unsatisfactory and below the national average, due to a high percentage of unauthorised absences. This is because of a very small minority of parents taking extended holidays during term time. The school is working hard to improve the rate of attendance and works closely with the educational welfare officer to monitor attendance. It has a number of good strategies to improve attendance. However, attendance remains a weakness of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should now:
- (i) develop a formal system for monitoring teaching, based on the current informal good practice;
 - (ii) continue to implement the existing procedures for promoting attendance further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

6

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Nil	16	50	34	Nil	Nil	Nil

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	83
Number of full-time pupils eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	19

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	None
Pupils who left the school other than at the usual time of leaving	None

Attendance

Authorised absence

	%
School data	8.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.8
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	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (70)	100 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (80)	100 (80)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	5
	Girls	6	5	6
	Total	12	10	11
Percentage of pupils at NC level 4 or above	School	100 (84)	83 (58)	92 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	5	5	5
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	83 (84)	83 (84)	92 (92)
	National	70 (65)	69 (65)	78 (72)

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	1
Bangladeshi	0
Chinese	0
White	75
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	Nil	Nil
Black – African heritage	“	“
Black – other	“”	“
Indian	“	“
Pakistani	“	“
Bangladeshi	“	“
Chinese	“	“
White	“	“
Other minority ethnic groups	“	“

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	18 :1
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	“

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

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

Financial information

Financial year	1998-99
	£
Total income	193677
Total expenditure	195214
Expenditure per pupil	2324
Balance brought forward from previous year	30915
Balance carried forward to next year	29378

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	5	0	0
My child is making good progress in school.	39	61	0	0	0
Behaviour in the school is good.	28	56	0	11	5
My child gets the right amount of work to do at home.	22	45	28	0	5
The teaching is good.	56	39	5	0	0
I am kept well informed about how my child is getting on.	67	33	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	61	39	0	0	0
The school is well led and managed.	78	22	0	0	0
The school is helping my child become mature and responsible.	72	22	0	0	6
The school provides an interesting range of activities outside lessons.	17	61	17	0	5