

# INSPECTION REPORT

**St. Andrew's CE [Voluntary Controlled] Infants  
School**

Farnham, Surrey

Surrey

Unique reference number: 125144

Headteacher: Mary McGrath

Reporting inspector: Stephen Beaumont  
8440

Dates of inspection: May 8<sup>th</sup> and 9<sup>th</sup> 2000

Inspection number: 186599

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:	Infant
School category:	Church of England, Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Upper Church Lane, Farnham Surrey
Postcode:	GU9 7PW
Telephone number:	01252 716305
Appropriate authority:	The Governing Body
Name of chair of governors:	Berwick Mitchell
Date of previous inspection:	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Stephen Beaumont	Registered inspector
Joan Lindsay	Lay inspector
Marilyn Hagon	Team inspector

The inspection contractor was:

Capital Inspections  
Chaucer Building  
Canterbury Road  
Morden, Surrey  
SM4 6PX

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
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4-7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8-11</b>
<b>Gains high standards, particularly in reading, mathematics and art Gives good teaching with very good planning, covering a broad Curriculum.</b>	
<b>Creates a community in which pupils gain confidence, everyone is seen as unique and being of great value, and in which parents play a vital part.</b>	
<b>The headteacher gives excellent leadership. The very strong team work, commitment and professionalism of all who work in the school provides very good management and this has a very positive effect on standards.</b>	
<b>WHAT COULD BE IMPROVED</b>	<b>11</b>
<b>The organisation of lessons to ensure quicker pace, fuller use of time, and the further use of classroom assistants in all lessons.</b>	
<b>The listening and attention skills of some pupils and the presentation of work.</b>	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>12</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>13-16</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Andrew's is a smaller than average sized Church of England Infant school, with 108 pupils on roll. The school serves families from the centre of Farnham and further afield, and is over subscribed. Almost all pupils have had some form of pre-school education. The great majority, but not all the pupils, transfer to a local junior school. Most children enter the reception class in the September following their fourth birthday with well-developed skills for their age. Farnham is a favoured area in terms of housing, and a high proportion of parents has had further education. Four percent of pupils claim free school meals, which is below the national average. There are 16 pupils on the school's register of special educational needs; one pupil has a statement of special educational need, which again is below the national average. The school aims to provide a welcoming, secure and stimulating environment in which to grow and learn. Governors see raising standards even higher, and improving the building as priorities.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. The pupils achieve high standards, notably in reading, mathematics, and art. The quality of teaching is good and the school is very well led and managed. Pupils enjoy their learning and make good progress. The strengths of the school greatly outweigh the areas for further development, and the school provides good value for money.

#### **What the school does well**

- Achieves high standards, particularly in reading, mathematics, and art.
- Gives good teaching, with very good planning, covering a broad curriculum.
- Creates a community in which pupils gain confidence, everyone is seen as unique and being of great value, and in which parents play a vital part.
- The headteacher gives excellent leadership. The very strong team work, commitment and professionalism of all who work in the school provides very good management and this has a very positive effect on standards.

#### **What could be improved**

- The organisation of lessons to ensure quicker pace, fuller use of time, and the further use of classroom assistants in all sessions.
- The listening and attention skills of some pupils and the presentation of work.

*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 developed very well since the January 1996 inspection. There was a significant improvement in standards achieved in English, mathematics, and science in 1997, and very high standards have been maintained. The needs of higher attaining pupils have been recognised, and there has been an increase in the percentage of pupils attaining higher levels. All statutory requirements are in place, and the playground made safe. There is fuller use of information technology in learning. Governors and staff have carried through a well-constructed action plan to bring about these improvements. The school is self-evaluative, aware of its own strengths, and recognises that there are areas for further development.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A*	A	A
Writing	A	A	A	B
Mathematics	A*	A*	A*	A*

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

Children enter the reception classes with well-developed skills. Their attainment is broadly in line with the Surrey average. Pupils in the current Year 1 entered the school with attainment above the Surrey average, and well above that expected nationally. Pupils make good progress, are being challenged to reach their potential, and many achieve beyond what is expected for their age. Pupils with special educational needs make good progress and reach their targets.

Standards in reading, writing, and mathematics are well above those achieved by pupils nationally, and well above or above average when compared with similar schools. Standards in mathematics are very high and in the top 5% of schools nationally. Results have remained consistently high over the three-year period. There is no significant difference in the attainment of boys and girls. The school has challenging targets and these are being achieved.

Pupils achieve high standards in science, and achievement is very high in comparison with the national average. Standards of work in art are high and this reflects a particular focus of the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes, they are mainly eager to learn, keen to succeed, and are proud of their school. They enjoy learning, co-operate with each other well, and want to take an active part. Pupils are confident, feel secure, and respect each other but a small minority interrupt and find it difficult to be quiet and listen. In a few lessons pupils are slow to settle and cannot sustain concentration. Presentation of work is sometimes below pupils' capabilities and what is expected.
Behaviour, in and out of classrooms	Behaviour in classrooms and the playground is good. Pupils respond well to the positive reward systems and know what is expected of them.
Personal development and relationships	Relationships are good, boys and girls work and play well together and gain appropriate personal and social skills. There are very good relationships across year groups, within classrooms and in the playground. Pupils are given very good opportunities to gain their own resources and learn for themselves in reception, but this is not fully developed in Years 1 and 2.
Attendance	Attendance is broadly in line with the national average and the rate of unauthorised absence is well below the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years
Lessons seen overall	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 is of good quality and this has a very positive effect on the quality of learning, which is good throughout the school. Of the 19 lessons inspected one was excellent, two very good, eleven good, four satisfactory, and one unsatisfactory. The teaching of literacy and numeracy is good throughout the school. The national literacy and numeracy strategies have been introduced very well, building on what the school was already doing. Teachers are careful to use pupils' skills in English and mathematics in a wide range of subjects. Teachers plan their lessons very well together as a team, and provide tasks and experiences which are closely matched to pupils' differing levels of attainment so as to meet their needs. All teachers use assessment to very good effect, and this has a positive effect on standards. There is very good use of classroom assistants and parents in working directly with groups and individuals. Where teaching is less than good it is because pace is not as quick as it should be, and time is wasted in ensuring that pupils are attending. Classroom assistants are not as well deployed in working directly with pupils during whole class sessions and in some afternoon lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced, and very well planned. Although emphasis is rightly given to teaching literacy and numeracy, the National Curriculum is fully taught. Governors and staff ensure that creative skills are developed and there is very good use of parents and additional teachers to ensure that art and music are central in learning. Although there are few extra curricular activities, very good use is made of lunchtimes to provide a wide range of activities for all pupils.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. These pupils are well integrated into the life of the school, and they make good progress. The school has gained very good training and advice in respect of pupils with specific problems.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is good provision for personal development. Opportunities for social development are very good, notably in pupils being required to take on responsibilities and work in a variety of social groups. There are excellent examples of pupils caring for those less fortunate than themselves including contributing their own toys for children in a Romanian hospital. Pupils are taught the difference between right and wrong and are expected to act accordingly. Pupils are involved in drawing up their own classroom rules, and are shown why their actions are important to the feelings of others. Pupils are introduced to the best in their own culture to very good effect, especially in music and art. Opportunities for learning about the multi-cultural society are limited. The school reflects its Christian foundation and provides appropriate opportunities for spiritual development and reflection in many subjects.
How well the school cares for its pupils	This is a very caring school. Everyone who works in the school knows the pupils very well and makes sure that they feel secure. Procedures for Child Protection are very good. There is a very warm, welcoming, and supportive atmosphere. Assessment is used very well, and each pupil's progress is carefully monitored. There is an excellent partnership with parents, who are kept very well informed and are fully involved in their children's learning. These factors have a very positive effect on the quality of learning and the high standards gained.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives excellent leadership. She has a clear vision for the school and creates very effective team working in all staff. Everyone who works in the school is valued and their contributions acknowledged. Curriculum co-ordinators develop their own subjects and monitor standards and evaluate the quality of teaching very well.
How well the governors fulfil their responsibilities	Governors bring their own professional and business skills and support the school very effectively. They give strategic direction to the school and are constantly looking to maintain or raise standards and improve the building and resources. They act as critical friends, ensure that funds are spent appropriately and that there is best value for money. The very high quality leadership and management have a very positive effect on promoting high standards.
The school's evaluation of its performance	This is a very reflective school, which is aware of its own strengths and clear as to what needs improvement. Results are carefully analysed, and individual targets set on a regular basis. The headteacher monitors overall standards very effectively. Curriculum co-ordinators work directly with specific governors in evaluating the quality of teaching and monitoring standards, and this helps to ensure that standards are maintained.
The strategic use of resources	Good use is made of available finances, linked to educational priorities. Governors made a decision to increase the number of classroom assistants, and this is having a very positive effect. Administrative support is very good and ensures that the school runs smoothly. There are good resources for learning, with an excellent collection of books, which are readily accessible to pupils. Very good use is made of the immediate locality and of visitors in to make learning real. The school gives 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"> <li>• Children like school.</li> <li>• Pupils make good progress.</li> <li>• Comfortable to approach with questions/problems.</li> <li>• Good teaching.</li> <li>• School works closely with parents.</li> <li>• School is well managed and led.</li> <li>• Helps pupils become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Range of activities outside lessons.</li> </ul>

Inspectors endorse the parents' positive views. The questionnaires and comments at the parents' meeting indicate that parents positively select the school for their children, and fully support it in an active partnership. There are few extra curricular activities after school, but very good use is made of lunchtimes.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Gains high standards, particularly in reading, mathematics, and art.**

1. The pupils achieve very high standards in reading and in mathematics in their National Curriculum tests. All pupils achieve at least the level expected for their age. A much higher percentage of seven-year-old pupils gain levels expected of nine-year-olds than in schools nationally. Standards in writing are also well above the national average. Pupils are very confident in speaking, and use a wide vocabulary. The results from science tasks indicate that attainment is well above the national average, with again a higher proportion of pupils attaining higher levels than the national average. The school puts a particular emphasis on creativity and the arts, and pupils have very well developed skills and wide experience in art.
2. Children enter the school with well-developed literacy and numeracy skills. The school recognises these good levels of attainment and builds on them effectively, and children receive direct teaching in the reception classes and as they move through the school. Teachers use the structure of the numeracy and literacy strategies well, and these have been built on to the whole class and group methods that were already being used. Children are helped to develop good book handling skills, and they have access to a wide range of well-chosen and attractive books, which keep their interest. They learn to read, using a variety of methods including phonics, and enjoy reading. Pupils in Year 1 read with confidence, enthusiasm and interest, and in Year 2 they read with full expression. Pupils learn the difference between fact and fiction, understand the structure of books, and can explain what authors and illustrators do, and recall what they have read. Pupils can also read for information effectively, working with an index or contents page in a book, or from a computer using a CD-ROM. The excellent home/school reading programme, the support of parents, and the regular listening to pupils reading have very positive effects on the very high reading standards. Reading is well used in all subjects and pupils are required to use the skills they have.
3. Pupils have well-developed skills in speaking. They have a very wide vocabulary, as indicated by a boy in Year 2 informing an inspector that “the stick insects are camouflaged, and they are probably terrified, as they see humans as predators”. Teachers are careful to use correct vocabulary and give pupils opportunities to use speech. Listening skills are not so well developed in several pupils, who find it difficult to curb their enthusiasm to contribute. This is the undesirable aspect of confidence.
4. Pupils have a good and accurate recall of number facts including multiplication tables. By the time they are in Year 2 most can measure accurately, tell the time, recognise shapes, and solve mathematical problems within their experience. A particular strength is their understanding of place value. Pupils are able to explain that zero can be used as a ‘place holder’, and that digits can have different values according to their position. Pupils can explain what they are doing in their own words. Teachers use visual materials, explain processes carefully, and use a variety of methods; and this helps pupils to understand. Teachers are careful to ask pupils such questions as “can you think of any other way of doing that?” or “is she right?” so as to involve all pupils in the activities. In a session with reception children the teacher very skilfully got children to explain which numbers came before and after others by using a number line. Pupils use their mathematical skills fully in other subjects, notably in science where they collect data and record their findings using graphs to good effect.
5. Work in art is of a high standard. All teachers give clear teaching of skills, whilst allowing individualism and creativity to grow. Pupils are given a wide range of experiences including painting, mask making, screen printing, and pottery. There are excellent examples of clay work, notably a huge ceramic wheel, constructed by Year 2 pupils with a potter, depicting animals and plants. The quality of work in art is greatly enhanced by visiting teachers and parents with great artistic talent working directly with small groups of pupils.
6. The high standards in reading, mathematics, and art have a very positive effect on the quality of learning across the curriculum.

**Gives good teaching, with very good planning, covering a broad curriculum.**

7. All teachers are experienced, specifically trained to teach this age group, and work very well together as a team. A feature of the school is the employment of six classroom assistants to work alongside teachers. This has been a carefully planned recent development and is fully supported by the governors. Classroom assistants have an excellent handbook, are involved in training activities, and work very closely with teachers in planning work and in monitoring and assessing pupils' progress. They are having a very positive effect on standards, particularly when they are directly involved with groups. An excellent example of this was the work of a classroom assistant with reception children in creating a roadway in the playground, getting children to follow the instructions of the 'lollipop lady' and manipulate hazards. In this there was very valuable extension of vocabulary and social learning. Parents, who come to the school on a very regular basis, also give excellent support and are also very well briefed by the teachers. The Special Needs Assistant works very effectively with a pupil under the direction of the teacher and this is bringing about significant improvement in concentration and progress in learning.
8. Teachers plan their work together. They have very good policies and schemes of work which are clear as to what is to be taught when, and these help to ensure that pupils learn things in a logical order. There is an excellent teaching and learning policy, and a shared philosophy of how pupils learn. Although there is an emphasis on literacy and numeracy, the full curriculum is taught to ensure the all round development of all pupils. Individual lesson plans are very well constructed and include precise details of what is to be learned by the whole class, and by groups of pupils. Teachers are skilled at matching work very closely to the needs of pupils at different levels. Assessment is very well used. Teachers know their pupils very well and set individual targets for them. Teachers also assess how effective their lessons have been and, if necessary, change their plans to ensure that all pupils are making good progress.
9. Teaching of English and mathematics is of a particularly high standard. In English pupils are regrouped for some sessions into closer ability groups, sometimes going to different classrooms. This has a positive effect on standards, and also helps their social development. Ability groups are also used to good effect in mathematics. All teachers use whole class, group, and individual teaching in a creative and effective manner. Teachers plan a variety of activities, make pupils think and challenge them to extend their learning. There is no over use of worksheets, which means that pupils must use the skills they have. However, presentation of work is often below what is expected from pupils of this age and ability.
10. In the best teaching seen, teachers used their knowledge well, as with a Year 2 class in mask making where the teacher had very high expectations of what pupils could achieve. She insisted on correct use of materials and ensured that pupils thought before they acted, and mixed their own colours carefully. Highly imaginative planning and the construction of a 'photographer's shop' brought animated role-play and learning of high quality in a reception activity. Very good planning in a mathematics lesson ensured that there was a brisk pace, one activity moved on to another, and time was used well, with pupils told what was expected of them, and how much time they had to do it. Homework is used effectively to extend learning activities.
11. The good teaching has a very positive effect on gaining high standards and in ensuring that learning is of good quality throughout the school.

**Creates a community in which pupils gain confidence, everyone is seen as unique and being of great value, and in which parents play a vital part.**

13. There is a very strong sense of community throughout the school. All who work in it are valued, seen as a vital part of the organisation, and respond very positively to shared expectations. Children are central in this community. They are seen as individuals, are respected, and are valued whatever their ability. Pupils with special educational needs are carefully integrated into the life of the school. The school succeeds in its aim to create a 'Christian community providing a welcoming, secure, and stimulating environment in which children can learn and grow'.

14. Parents positively choose the school because of its high standards, small size, and distinctive ethos. Many parents expressed their delight with the school's 'family atmosphere' and saw great value in mixed age classes to develop social skills. Inspectors recognise this school as a very caring community in which pupils feel very secure, grow, and gain confidence. The atmosphere reflects the school's Christian foundation and all staff work together as a team with shared values.
15. The school sees parents as vital partners in the education process. Parents are very well informed of what is to be taught and how they can assist. They are given very good guidance on preparing their children for school and how they can be involved in their children's learning through the infant years. There are very good and regular newsletters and meetings for parents to explain changes in teaching or the curriculum. There is a good home/school partnership agreement and parents are welcomed and feel welcome in the school. A large number of pupils work alongside parents on a regular basis. The recent homework policy was formulated with parents, and this leads to the further extension of learning. Teachers are available to talk with parents, and parents feel very comfortable in approaching the school on any matters. The Parent Teacher Association is very active, and provides excellent financial and other support. Analysis of the parental questionnaires and the remarks made at the parents' meeting indicates high satisfaction and full support for the school.

**The headteacher gives excellent leadership. The very strong team work, commitment and professionalism of all who work in the school provides very good management and this has a very positive effect on standards.**

16. The headteacher has an excellent understanding of how children learn and of educational philosophy. She has recently completed a higher degree in managing school improvement and is using her knowledge and skills to very good effect. She provides excellent leadership based on a clear vision for the further development of the school. A feature of her leadership is the ability to get teachers, and all who work in the school, to work together as a team.
17. Governors provide very good strategic direction and are fully involved in the development of the school. They fully support the headteacher and staff, but also act very effectively as 'critical friends'. They use their professional and business skills to the benefit of the school, ensure that all statutory requirements are in place, and carry out their duties efficiently through an effective committee structure. They know the school well, and are fully involved in determining priorities for the school development plan. They have good procedures to check for 'best value'. Governors recognise the school's high academic standards but are not complacent and are looking to maintain and improve them. They are actively involved in monitoring standards and observe teaching with the curriculum co-ordinators during their planned visits to the school.
18. Curriculum co-ordinators are enthusiastic, well informed, and provide very good leadership, advice, and guidance in their subjects. They have updated schemes of work and are preparing for the new curriculum for September 2000. They are given time to check regularly on standards and the quality of teaching, and this has a positive effect on maintaining and improving standards.
19. Administrative staff, premises staff, and all who work in the school are rightly considered as vital members of the team and contribute to the very good management. The very high quality leadership and management have a very positive effect on promoting high standards.

#### **WHAT COULD BE IMPROVED**

**The organisation of lessons to ensure quicker pace, fuller use of time, and the further use of classroom assistants in all lessons.**

20. Although the quality of teaching is good, some lessons are not brisk enough. In these pupils are not given close time targets to complete their work or informed how much is expected of them. Teachers sometimes spend too long a time on one activity, often instructing, and this means that tasks are not completed and this slows progress. Time allocated to 'drinks' each day is not used well for academic or social learning.

21. Classroom assistants are providing very good teaching in association with class teachers during focused group sessions. Their role is still developing, but they are not always being used fully during whole class introductory or plenary sessions in the mornings, or in afternoon lessons.

**The listening and attention skills of some pupils and the presentation of work.**

22. Pupils show great confidence in speaking but a significant minority finds difficulty in listening and often interrupts the teacher or other pupils. Teachers correct this, but this distracts and slows the pace of the lesson and limits the quality of learning. Some pupils are slow to regroup and settle to activities. Generally, after this initial period, concentration is good. However, a significant minority becomes restless very quickly and does not sustain concentration and motivation. This has a negative effect on their own learning, and that of others.
23. The quantity of work is appropriate, but the quality of presentation is sometimes below that expected of pupils of this age and ability. Pupils do not always take pride in the way they record their findings or express themselves. Writing is often untidy, crossings out are common, and pupils draw boxes or borders around their work, which distracts from its impact. Skills of designing and laying out a page are weak.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to raise standards even further, the governors, headteacher, and staff should now:
- (1) Increase the pace of lessons, set time targets for activities to be completed and state clearly what is expected. Examine the value of 'drinks time', and ensure that time is used fully.
  - (2) Further develop the effectiveness of classroom assistants in whole class teaching sessions and afternoon lessons.
  - (3) Extend the concentration levels of some pupils and develop their listening skills.
  - (4) Improve pupils' presentation of work. Teachers to give teaching on layout and neatness, and insist that specific pieces of work are done with particular care with emphasis on the overall effect.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
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
1	2	11	4	1	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

<b>Pupils on the school's roll</b>	YR– Y2
Number of pupils on the school's roll [FTE for part-time pupils]	104
Number of full-time pupils eligible for free school meals	5
<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	16
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	94.7
National comparative data	94.1

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	15	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	21	21	21
	Total	36	35	36
Percentage of pupils at NC level 2 or above	School	100 [91]	97 [91]	100 [94]
	National	82 [80]	83 [81]	97 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	21	21	21
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	100 [91]	100 [91]	100 [94]
	National	82 [81]	86 [85]	87 [86]

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	66
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR-Y2**

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	22.6
Average class size	26

#### **Education support staff: YR-Y2**

Total number of education support staff	6
Total aggregate hours worked per week	89

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	99/2000
----------------	---------

	£
Total income	208504
Total expenditure	220528
Expenditure per pupil	2120
Balance brought forward from previous year	33369
Balance carried forward to next year	21345

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	58	38	4	0	0
Behaviour in the school is good.	50	48	2	0	0
My child gets the right amount of work to do at home.	43	51	6	0	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	54	40	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	58	36	6	0	0
The school works closely with parents.	60	38	2	0	0
The school is well led and managed.	65	33	2	0	0
The school is helping my child become mature and responsible.	70	28	0	0	2
The school provides an interesting range of activities outside lessons.	19	52	19	3	6