

INSPECTION REPORT

FARTHINGHOE PRIMARY SCHOOL

Brackley

LEA area: Northamptonshire

Unique reference number: 121819

Headteacher: Mr M R French

Reporting inspector: Mrs P C Cox
19178

Dates of inspection: 5 March 2001

Inspection number: 189330

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: Main Road
Farthinghoe
Northamptonshire

Postcode: NN13 5PA

Telephone number: 01295 710406

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Stubbs

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Farthinghoe is a very small primary school situated in a village to the west of Brackley. There are 41 pupils in the school, all of whom are of white ethnic heritage and have English as their home language. The school does not provide cooked dinners and has not identified any pupils who are entitled to free school meals. Many pupils come from relatively affluent homes. Eight are identified as having special educational needs, a proportion that is similar to the national average. No pupils have Statements of Special Educational Needs. The children's attainment on entry to the school is generally above average. There are two classes, one for the reception children and pupils at Key Stage 1, the other for Key Stage 2. The headteacher is the only full-time teacher in the school.

HOW GOOD THE SCHOOL IS

This is a good school. The teaching is good and the standards are high. Pupils' behaviour is exemplary and the teachers and support staff work hard to ensure that they receive a rich and varied curriculum. The school is led and managed very well and is the centre of the community. Taking into consideration these factors and the high level of funding the school receives, it provides satisfactory value for money.

What the school does well

- Standards are high in English, mathematics and science at both key stages.
- Teaching is of a good quality, particularly at Key Stage 2, and pupils learn well at both key stages.
- The leadership and management are very good, ensuring that the school is focused on the continual improvement of standards.
- The school has sustained a good curriculum at a time when other schools have narrowed theirs.
- Relationships in the school and the attitudes of pupils are very good, and behaviour is excellent.
- The school has very close links with the families of its pupils, who provide significant support.

What could be improved

- Provision for the children in the reception year does not match the quality elsewhere in the school.
- The school does not provide sufficient time for the teaching of religious education at Key Stage 2 and therefore standards are not high enough.
- Although science lessons involve considerable practical work, pupils do not take sufficient part in planning this.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 and since then has made good progress. Standards have risen at a faster rate than the national picture and the quality of teaching has improved. Attitudes and behaviour have improved and the positive features observed previously have been maintained. The key issues identified in 1996 have been addressed. Attainment in writing is now at a high level and attainment in information and communication technology is at a comparable level to that in other schools. Schemes of work are in place for all subjects, and governors have worked hard to improve their role in monitoring and evaluation. Provision for spiritual and cultural development is now satisfactory and investigation is an established part of the curriculum in mathematics and science.

STANDARDS

The table showing the standards achieved by 11-year-olds based on average point scores in National Curriculum tests has been omitted because there were fewer than 11 pupils in the year group, making comparison of statistics unreliable. The results of these tests in English, mathematics and science over the past four years have broadly been above the national average and the average of similar schools, and results in mathematics have been particularly high. Standards have risen since 1996 at a faster rate than the national average, although there has been variation from year to year as is common with very small schools. While standards are generally well above average throughout the key stage, the pupils presently in Year 6 are working at a very high level compared to national standards and those in similar schools. All pupils are on course to reach at least the expected level and more than half of this small year group is well above this in English, mathematics and science. Pupils are not, however, doing well enough in religious education.

Test results at Key Stage 1 have shown less variation; over the past four years they have been higher than the national average and in all but one year were higher than those of similar schools. The pupils now in Year 2 are reaching standards in reading, writing, mathematics and science that are well above average. Almost all of the pupils in this small year group are on course to reach the nationally expected standard and almost half are working above this level. Pupils achieve well at both key stages, making appreciable gains in their knowledge and understanding. The more able and those with special educational needs also do well. The school sets appropriately high targets for attainment.

Children enter the school with levels of attainment that are generally higher than is average for their age, although this, again, varies from year to year. Overall, their achievement is satisfactory and standards are still above average when they enter Year 1. However, they do better in the areas of language, mathematics and knowledge and understanding of the world than in other aspects, because there are some weaknesses in the provision for the Foundation Stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very good attitude to school. They are eager to attend, interested in all their lessons and very keen to do their best. They pay close attention to their teachers and other staff and concentrate very well on their work.
Behaviour, in and out of classrooms	Excellent. The school is a calm, quiet and orderly place, where pupils behave in an exemplary fashion. They display very mature self-control and care for resources and the environment well.
Personal development and relationships	Relationships between pupils and with the adults in the school are very good. Pupils are thoughtful, polite and considerate, treating others with respect. There have been no exclusions in recent years, and there is no evidence of any oppressive behaviour. Personal development is satisfactory. Pupils are mature and take the initiative well whenever the opportunity arises, but these opportunities do not happen often enough.
Attendance	Excellent. Pupils are eager to come to school, even when they are unwell. Attendance rates are very high and there is very little lateness.

TEACHING AND LEARNING

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

Seventeen lessons were observed during the inspection. Teaching was at least satisfactory in all lessons, and good in three-quarters of lessons. Teaching was very good in almost a fifth of the lessons. At the Foundation Stage teaching was satisfactory in all lessons, and at Key Stage 1 it was good in all lessons seen. At Key Stage 2 teaching was good in just over half of lessons and very good in a third.

Teaching is good in English and mathematics and very good in science. The skills of literacy and numeracy are taught well and pupils make good progress. Teachers meet the needs of all pupils effectively through the implementation of careful arrangements for the teaching of different age and ability groups. Those with special educational needs are supported well and the more able are challenged to reach the high standards of which they are capable.

Teaching at Farthinghoe is characterised by a very calm and supportive atmosphere and attention to pupils' individual needs. Learning takes place at a brisk pace because teachers have high expectations of what their pupils can achieve and no time is wasted during the day. The most successful teaching is lively and interesting, sweeping pupils along with the teacher's enthusiasm and the stimulating activities. Teachers use questioning very well to develop pupils' learning and to encourage them to think. Support staff make a good contribution through their work with groups and individuals. However, teachers and support staff do not always give pupils time to make as much contribution to lessons as they could, or to develop their speaking skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has worked in very imaginative ways to maintain a rich and varied curriculum at both key stages at a time when many other schools were limiting the scope of theirs. There are good arrangements for catering for pupils of different age groups and abilities. However, the provision for the reception-age children does not yet meet fully the requirements of the Foundation Stage curriculum.
Provision for pupils with special educational needs	Good. Teachers know all their pupils well and there are effective procedures for identifying those in need of additional support. Their individual education plans are appropriate and the work pupils are given is matched to their targets.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Overall, provision is good. The school provides very well for pupils' moral development, with suitable systems that are applied consistently. Provision for social development is good and provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	It does this well. There are appropriate procedures for child protection and the school has effective systems for ensuring the health and safety of its pupils.
The effectiveness of the school's links with parents	The close links established between school, home and the community have a very positive impact on pupils' attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear and energetic leadership, ensuring that the school has a continuous focus on improvement. All staff undertake their responsibilities with enthusiasm and work well together as a team.
How well the governors fulfil their responsibilities	Good. Governors understand their role and carry out their responsibilities diligently. They have developed a clearer view of the strengths and weaknesses of the school and the ability to hold the school to account for its achievements.
The school's evaluation of its performance	Very good. The systems for identifying the strengths and weaknesses of the school are most effective and planning for improvement is undertaken well.
The strategic use of resources	Very good. The school has a clear idea of its priorities and uses its resources very well to achieve them.

The school has a good view of how its performance compares with that of other schools and has efficient systems for checking the effectiveness of its initiatives. The teachers work very hard to overcome the limitations of the accommodation, but this difficulty does cause some restriction in what can be offered to the youngest children.

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 are taught well and make good progress • The school has high expectations and pupils receive a suitable amount of homework • The school helps their children to be mature and responsible and behaviour is good • The school works closely with parents and they are well informed about their children's progress • Leadership and management are good and parents feel welcome in school • Their children like school 	<ul style="list-style-type: none"> • Parents feel that the range of extra-curricular activities is not as wide as in other schools

Thirty-three parents replied to the questionnaire sent to them and 12 attended the meeting held with inspectors before the inspection. Their responses reflect a very positive view of the school and, while they feel that the extra-curricular activities are limited, they are aware that it would be difficult to provide more in such a small school. The findings of the inspection support their views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English, mathematics and science at both key stages

1. By the end of Key Stage 1 standards are well above average in English, mathematics and science. The year group presently in Year 6 is exceptional, working at a very high level in these three subjects. Throughout the school, pupils listen very attentively to the views and opinions of others, responding appropriately and with respect. When they are given the opportunity, the pupils speak very articulately and confidently, demonstrating a rich vocabulary and good general knowledge. When invited to choose the subject for a prayer, many older pupils showed a good awareness of local and national current events. They perform confidently in their annual production. However, pupils throughout the school do not always have enough opportunity to discuss at length or to make the contribution to lessons of which they are capable.
2. Throughout the school pupils read fluently and with expression and understanding. By the time they are 11 standards are very high. The pupils are aware of the effects of persuasive language and use specific words to create an effect. They show a high level of understanding of plot and character and use a range of sophisticated strategies to read unknown words. Pupils have highly developed skills in searching for the deeper meanings in text and making deductions from what they have read. They make imaginative but logical predictions about what might happen next. Pupils are able to skim and scan the text for specific information and quote from it to confirm their views.
3. Almost all pupils in Year 2 write at the expected level and nearly half are doing better. Many write at length using quite complex sentences and a wide vocabulary. Spelling and punctuation are secure and the more able pupils use speech marks accurately. Pupils' use of interesting language develops well at Key Stage 2. By the time they are 11 they employ similes and metaphors naturally, particularly when writing poetry. They write at a very high standard, using language in interesting and imaginative ways, setting out their work accurately and with secure spelling and punctuation. The plays that pupils have written display a good understanding of the form. The evocative imagery and language used in '*Old, Black and Rusty*' and '*The Porthole*' were of particularly high quality. The writing is produced rapidly and accurately in first draft.
4. In mathematics, almost all pupils in Year 2 work competently with numbers to at least 100 and have a firm understanding of place value. They multiply and divide by 2, 5 and 10 and are developing a range of methods for addition. The pupils measure accurately in centimetres and have a good understanding of line symmetry. The pupils in Year 6 work confidently and accurately with very large numbers and apply the appropriate methods to mathematical problems, such as calculating currency using the exchange rate. They work very competently with ratios and negative numbers. Pupils use prime and square numbers with good understanding. Their knowledge of regular and irregular shapes and their properties is secure. Pupils work very well with proportion, changing fractions to decimals and percentages with ease. They have a good understanding of the properties of shape and identify lines that are parallel and perpendicular. Pupils' ability to estimate accurately the size of angles enabled them to work out very rapidly the sum of the angles of a triangle.
5. Pupils in Year 2 are working at a well above average standard in science. They identify a range of different materials and demonstrate a good understanding of the necessities of life. They group objects by whether they are alive, never alive, or once alive. The more able pupils display a very good knowledge; for example, '*Trees have sap like we have blood*' and '*Sponges used to be alive because they came out of the sea*'. They grasp

ideas quickly and show a good ability to develop new ideas about the activities that they undertake. The pupils make intelligent predictions about what might happen in their tests. The majority of pupils in Year 6 are working at a high standard in science. They demonstrate a good knowledge of change in materials and the parts and functions of the human body. Their knowledge of forces and energy is at a high level. Pupils' explanations of their observations show a very good ability to reason from the results of their investigations. However, while pupils have considerable experience of carrying out scientific tests, they do not have sufficient opportunity to ask scientific questions and devise investigations to answer them. When given the chance; for example, when the pupils in Year 2 were asked *'That's an interesting idea; how could you test it?'* they are able to suggest some very mature methods.

Teaching is of a good quality, particularly at Key Stage 2, and pupils learn well at both key stages

6. The teaching at both key stages is good, and is very good in a third of lessons at Key Stage 2: this enables pupils to learn effectively. A major strength of the teaching is the enthusiasm shown by the teachers and transmitted to the pupils so that they are swept along rapidly by the energy of the lessons. Lessons are planned well so that the needs of all pupils, of all age groups and attainment, are met effectively. The time of the classroom assistants in the infant classroom is used appropriately; they are prepared well for the work and give good support to individuals and groups.
7. The teachers display good subject knowledge, so that they are able to promote the learning of all the most able pupils at the higher levels. The arrangements for grouping pupils by both age and ability ensure that individual needs are met and those with special educational needs receive the support necessary. Resources are chosen well to challenge and interest pupils. In a very successful science lesson with the younger Key Stage 2 pupils the teacher used a range of artefacts with mirrors to stimulate pupils' interest in exploring the nature of reflection. She asked challenging questions that promoted further investigation and raised pupils' expectations of themselves and encouraged them to think. The lesson generated a real buzz of mental activity as pupils gained confidence and were spurred to greater efforts.
8. There is a supportive, calm atmosphere in the classrooms; pupils feel secure and confident. Relationships and discipline are very good. Because classrooms are quiet pupils are able to concentrate without distraction. Lessons move at a brisk pace because teachers have high expectations of what their pupils can achieve and no time is wasted during the day. Teachers plan their lessons well; they have a very clear idea of what they want their pupils to learn and set tasks which are well designed to achieve their objectives. The Year 6 pupils wrote outstanding pieces, inspired by the teacher's use of stimulating texts and encouragement of pupils' own ideas.

The leadership and management are very good, ensuring that the school is focused on continual improvement of standards

9. The school is led and managed very well. The head teacher, staff and governors have worked hard to ensure that there are appropriate aims, values and policies in place and that these are shared by parents. These are reflected very well in the life and work of the school. There is a caring atmosphere in which pupils feel valued and develop their confidence and self-respect. The school has a most effective learning environment and relationships are very good. There is a particularly strong ethos, reflected especially in the close teamwork of the staff.

10. The headteacher provides very strong management that has been most effective in providing a clear educational direction for the school. He has a small group of hard-working and capable part-time teachers committed to taking the school forward. Development planning is undertaken very well, governors have a close involvement and the appropriate priorities for school improvement are identified accurately. Plans for the current year are set out thoroughly and logically, and, although those for future years lack detail, the management is very clear about the direction the school is to take.

The school has sustained a good curriculum at a time when other schools have narrowed theirs

11. The school provides a broad and balanced curriculum of good quality for Key Stages 1 and 2. There is a wide range of learning opportunities to support pupils' academic and personal development. The school has implemented appropriate schemes of work for all subjects, the foundation subjects as well as English, mathematics and science. Appropriate time is allocated to almost all of these subjects to ensure that the required elements of the National Curriculum are covered, and this continued even at a time when other schools reduced their emphasis on these subjects. Teachers have achieved this by developing clear and effective links across the various subjects. For example, opportunities to develop literacy skills are carefully planned for and included in history lessons, as in the 'Victorian newspapers' produced by the pupils in Years 5 and 6.
12. The time and expertise of part-time teachers and parents are used very imaginatively. Pupils are grouped by age as often as is possible, and the curriculum follows a four-year cycle at Key Stage 2 to ensure that there is no repetition. The 'art circus' each week involves many adults and provides all pupils with the opportunity to develop their skills in each aspect of the subject at their own level.
13. The school's curriculum promotes equal opportunities well because there is a strong emphasis on meeting the needs of each individual. This is clearly reflected in the very good relationships and strong sense of community which exist throughout the school. All adults observe the school's policy conscientiously and each aspect of school life is accessible to everyone. However, one occasion was noted when gender stereotypes were reinforced.

Relationships in the school and the attitudes of pupils are very good, and behaviour is excellent

14. The reception children enjoy their lessons and are eager to learn. They settle quickly into routines and are encouraged to become independent from their first day in school. Throughout Key Stages 1 and 2, pupils have very good attitudes to learning and are well motivated. They listen politely and attentively to the teacher and to each other and are keen to answer questions, taking turns and respecting the views of others. Relationships are very good. The pupils show consideration for others and for property. They are courteous and helpful to each other, to staff and to visitors. The pupils work well together and individually and show an interest in their work. They are keen to participate in question and answer sessions and do so in a sensible and mature way. Pupils take turns readily and show a willingness to apply themselves to whatever task is presented to them.
15. The ability of the oldest pupils to concentrate is outstanding. In an English lesson the Year 5 pupils were set a writing task using the computers while the teacher prepared the Year 6 pupils for their separate activity. Even though this introduction was exciting, sweeping along the older pupils with its energy and infectious enthusiasm, the younger ones maintained their total concentration throughout.

16. The pupils' behaviour in lessons, and around school, is exemplary. At lunchtimes, and when outside in the playground or elsewhere, pupils behave extremely well. They are very quiet but sociable while eating their meals, and move around school in a mature and sensible fashion. The playground is a harmonious place, where the older pupils are well aware of the needs of younger pupils and respect their right to space.

The school has very close links with the families of its pupils, who provide significant support

17. Parents are very supportive of the school, which they feel is an excellent one. They consider it to be a caring school that provides very well for their children. They think that the school works well with them and they are comfortable approaching the school when they have worries or concerns. The effectiveness of the school's links with parents is very good. These have been strengthened by the introduction of a home-school contract that provides for commitment by the school, parents and the pupil to the improvement of standards. Parents appreciate the arrangements made for the reception children when starting school.
18. Parental support both in school and at home is good. Parents involve themselves willingly in the homework their children are given and are eager to support the work they do in class. The school actively seeks the support of family members in its work. Those parents and grandparents who have the time to help are used well to support groups or contribute their expertise to develop specific skills. The contribution of these parents is valued and valuable to pupils' learning. There is a highly committed and well organised Parents' and Teachers' Association that fosters relationships between home and school successfully. Its activities provide opportunities for parents, staff and pupils to socialise and its arrangements for raising funds provide substantial additional financial support to the school.
19. There are frequent opportunities, both formal and informal, for parents to meet with teachers to discuss their children's progress. The headteacher makes himself available to meet parents whenever possible outside his heavy teaching commitments and parents are able to meet teachers informally at the beginning and end of school. In addition, the school invites parents in every half term to look at their children's work and discuss it with the teacher.

WHAT COULD BE IMPROVED

Provision for the children in the reception year does not match the quality elsewhere in the school

20. Although the children in the Foundation Stage make satisfactory progress in most of the areas of learning for their age, they do not do as well as pupils in the rest of the school. The strongest areas of their learning are in language, literacy and mathematical development because the planning for these aspects is clear and links closely with many of the elements of the required curriculum for children of this age. Children are given appropriate opportunities to develop their speaking and listening skills and their early reading and writing abilities. They learn to count objects to at least 10 and the more able are encouraged to count further.
21. In other areas of work teachers plan using the six areas of learning for the Foundation Stage but this tends to be linked more closely to the National Curriculum and not entirely suitable for their age. The planning for reception children is only just beginning to be based on a suitable format. Development of the curriculum has been delayed by the

illness of a key teacher. Consequently, many activities are not planned carefully enough to develop the specific skills and understanding necessary. In particular, staff do not focus planning for play activities sufficiently on those skills and understandings. The classroom is rather too small to cater for three year groups with different needs, but the school works imaginatively to make the best use of the space available.

The school does not provide sufficient time for the teaching of religious education at Key Stage 2 and therefore standards are not high enough

22. Although the school has worked hard to maintain a rich and varied curriculum, the provision for religious education at Key Stage 2 does not reflect the same priority. The time given to the subject is considerably short of that recommended and therefore pupils do not have enough time to study religious themes in enough depth. Their knowledge of Christianity and the Bible is reasonable; they know that the Old Testament is a mixture of historical texts and stories of interpretation. The oldest pupils understand the meaning of many of Jesus' parables and talk about miracles with an appreciation of their significance.
23. Knowledge of the major faiths is not, however, developed to the level required by the locally Agreed Syllabus. Pupils have learned about Islam, Hinduism, Sikhism, Judaism and Buddhism, but have not developed a deep enough understanding of the beliefs of these faiths and the impact that faith has on the lives of believers.

Although science lessons involve considerable practical work, pupils do not take sufficient part in planning this

24. Almost all of the teaching observed in science during the inspection was very good, and it is evident from pupils' books that lessons are well focused on developing their learning to a high level. As much work as possible is undertaken through practical activities and pupils carry out these activities with care and close attention to detail. They make sensible predictions about what might happen, record their findings in a variety of ways and offer well-thought-out explanations of their results. However, teachers plan almost all of the activities and pupils therefore do not have the opportunities they need to develop 'scientific' methods of working.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to raise standards further, the governors, in partnership with the headteacher and staff, should:
 - (1) review provision for the reception children so that the curriculum they receive is based firmly on the requirements for the Foundation Stage;
 - (2) raise standards in religious education at Key Stage 2 by providing sufficient time to teach the subject in depth, particularly the elements dealing with world faiths;
 - (3) ensure that pupils at both key stages take an appropriate role in asking scientific questions and devising methods of testing them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

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

12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	10	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	41
Number of full-time pupils eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8
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	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2.5
National comparative data	5.2

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

Attainment at the end of Key Stage 2

The tables of results usually included in this section have been omitted, as there were fewer than 11 pupils in each year group, which would make statistical comparisons unreliable.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.57
Number of pupils per qualified teacher	14.8
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	37.5

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	1999-2000
	£
Total income	102,202
Total expenditure	101,782
Expenditure per pupil	2,482.49
Balance brought forward from previous year	2,650
Balance carried forward to next year	3,070

Results of the survey of parents and carers

Questionnaire return rate 85%

Number of questionnaires sent out	40
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	3	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	82	18	0	0	0
My child gets the right amount of work to do at home.	73	27	0	0	0
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	82	15	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	6	3	3	0
The school expects my child to work hard and achieve his or her best.	91	9	0	0	0
The school works closely with parents.	82	12	3	3	0
The school is well led and managed.	94	0	6	0	0
The school is helping my child become mature and responsible.	82	15	0	0	3
The school provides an interesting range of activities outside lessons.	35	56	6	3	0

Other issues raised by parents

A number of parents at the meeting with inspectors felt that their children were privileged to attend the school.