

INSPECTION REPORT

**CATHERINGTON
CE INFANT SCHOOL**

Waterlooville

LEA area: Hampshire

Unique reference number: 116280

Headteacher: Mrs Maureen Williams

Reporting inspector: Geoff Burgess
23708

Date of inspection: 1st February 2000

Inspection number: 189415

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Catherington Lane Catherington Waterlooville
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Penny Lockwood
Date of previous inspection:	30 September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Catherington Infant School serves a wide spectrum of families of mainly British heritage in the community of Catherington with a significant number coming from further afield by choice. No pupils are entitled to free school meals and there is relatively little social deprivation in the area. The number of pupils on roll is currently 89 with a considerable demand on places. Ten pupils, a low number, are on the special needs register of whom none has a statement of special need. The attainment of most boys and girls on entry is above that found in most schools.

HOW GOOD THE SCHOOL IS

This is a very effective school achieving high standards through good teaching and is very well led and managed. With its favoured intake and generous funding it provides good value for money.

What the school does well

- Results in national tests for pupils in their final year are consistently very high and provision for literacy and numeracy is very well developed
- Good teaching is well supported by the very effective efforts of non-teaching staff and the constructive involvement of parents in their children's education
- Pupils have very good attitudes towards learning, behave very well and get on very well together. This makes a powerful contribution to their good progress & enjoyment of school
- It takes excellent care of its pupils' welfare and personal, social & academic development.
- The individual needs of all pupils are very well identified and catered for
- The headteacher is a very effective leader who is well supported by governors and staff in developing the school by constantly evaluating its work, setting challenging targets for improvement and prioritising action.

What could be improved

- Pupils do not have enough opportunity to use their initiative and take some responsibility for their learning through investigations, problem solving and self-initiated activities
- Their cultural development is being inhibited by the way the humanities and arts have lost much of their connection with, and are not enriching or providing a focus for, work in the core subjects
- Display is not being used as a way of celebrating quality in pupils' work; to provide an audience and a reason for presenting their work well; or to give value to their written work

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last successful inspection in September 1996, the school has continued to achieve high standards in national tests while improving provision in several areas. Each of the key issues identified has been tackled effectively and successfully and the school continues to seek to improve in the identified aspects. With its very well developed new accommodation and well-established drive for continuous improvement, the school has the leadership and the people to continue to thrive and improve where it can.

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	B	A	A
mathematics	A	A	A*	A

Key

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

The school has sustained high standards in reading, writing and mathematics since the last inspection with results in 1999 above the four year average in each aspect. Every child achieved level two in writing and mathematics and the percentage gaining above average and well above average grades was also well above average last year. Teachers' assessments of science matched these results being well above average. Mathematics and science results were in the top 5% nationally. The school has met its targets each year and there is no reason to believe it will not do so this year. Standards of current and recent work seen during the inspection indicate that pupils in year two will again achieve well above average results in standardised testing in each aspect. Numeracy and science are still strengths while the quality and presentation of written work is relatively less well developed. Pupils achieve well in information technology, music and physical education but, from work seen, the other subjects have a lower priority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls are very positive about school and join in wholeheartedly with all it has to offer. They are very keen to talk about their work and work hard to complete tasks set.
Behaviour, in and out of classrooms	Very good behaviour all round the school makes a very significant contribution to the standards achieved and the happy, ordered feel of the school.
Personal development and relationships	Everybody gets on very well with everybody else and visitors are made very welcome. All adults act as excellent role models in this respect and help to foster the family feel of the school. Pupils are growing into sensible and mature citizens but could be given more opportunities to use their initiative and take personal responsibility for their learning.
Attendance	Boys and girls enjoy school so much that absence is always associated with real illness or family circumstances. Punctuality is excellent.

Pupils make a very strong contribution to their own achievement and to the ordered, optimistic and positive feel of the school by the way they do all that is expected of them in and out of lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 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.

All teaching observed during the inspection was at least good with much very good. Literacy, numeracy and science are particularly well taught. In each class, the teacher is very clear about what she wants pupils to learn and the activities and resources are well organised to ensure that the minimum amount of time is taken up in getting down to work. Pupils are enthusiastic and eager to get on and do whatever is asked of them. Procedures and expectations for work and behaviour are well established and the work is pitched at a series of levels to match the needs of the children in groups and as individuals. The contribution of the special needs teacher and the classroom assistants is very significant both in this and in generally ensuring that pupils are focussed on, and thinking and talking about, their work. Teachers and their helpers constantly monitor pupils' understanding and skills levels and use this information in planning to set targets for both the class and individuals. Very well organised and appropriate work for pupils to do with their families, such as the individual reading, 'Impact' mathematics and the weekend review of the previous week's guided reading, makes a very good contribution to pupils learning. However, classroom display is underused to celebrate pupils' work, especially their written work, and to provide opportunities for pupils to interact informally with resources and materials to extend their knowledge and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with an appropriate emphasis on the basic literacy, numeracy and information technology skills. Science, music and physical education still have a strong timetabled presence but the other subjects have been somewhat squeezed by recent initiatives. A well-established programme of special weeks helps to balance this but some richness has been lost in the weekly work in these areas. Personal, social and health education has a very high priority in the school.
Provision for pupils with special educational needs	The number of pupils who find learning difficult and the degree of their need is less than in most schools but the excellent provision made for these pupils makes the very good statutory test results possible in two ways. Those pupils who need boosting to improve their chances of obtaining better results get very well targeted and skilled support. Class teachers are able to concentrate their efforts on the rest of the class in the knowledge that each child is being catered for. The attention to very perceptively identified individual needs is outstanding.
Provision for pupils' personal, including spiritual, moral, social & cultural development	The school consciously focuses on pupils' personal development which it sees as an important element in the drive for higher academic standards. General provision is very good with that for boys and girls moral and social growth being very impressive. However, with less time spent on the humanities and the arts, pupils have fewer opportunities to experience and enjoy a wider cultural experience than their own area or interests
How well the school cares for its pupils	The school takes excellent care of its pupils who's interests are at the core of each decision made by the school. Every aspect of their health, welfare and safety is taken very seriously and policies and procedures both reflect best practice and are seen to be understood and followed by the whole school community. Every aspect of their school life is carefully monitored and the way that the academic and personal needs of the individual are recognised and, as far as possible met, is an outstanding feature of the school. Parents are kept very well informed about their children's progress and personal development and are appropriately involved in any measures that the school may take to help their children.

The core subjects along with information technology, music and physical education and provision for pupils' personal developments are the strongest elements of the curriculum. Planning at all levels is of high quality as is the quality of care about all aspects of pupils' development

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has continued to provide very good educational and pastoral leadership over the years to bring the school from the point of closure to its present very healthy situation. Very clearly expressed aims and values drive its work and are reflected in the detail of its efficient and unobtrusive management. A key element of this has been the way all staff at the school have been encouraged and helped to develop their leadership roles and they form a significant force for good in the development of the school.
How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. Procedures and committee structures are well established and a tradition of monitoring and questioning has been built up. Recent changes in the constitution of the governing body combined with natural wastage means that many of the present governors are new to the job. Their commitment is shown by the way they are actively seeking to develop their knowledge and understanding of the role through training and information sessions. All statutory requirements are met in detail.
The school's evaluation of its performance	A significant reason for the school's success is the way the head leads a constant and detailed analysis of what the school is doing and the impact it has. Staff and governors are involved in the process and this results in a very commendable degree of informed discussion about the direction of the school. Relevant data at every level, starting at the baseline, is used to set priorities and challenging targets, to track the progress of individuals and measure the impact of initiatives. The school strategic plan is an impressive document based on this process which appropriately identifies specific areas for improvement. Each of these is directly related to standards but the plan also includes a challenging agenda for maintaining what is already working.
The strategic use of resources	The school is in the fortunate position of being very well funded and resourced. Even so, it uses the above process to target its spending on those areas identified as priorities and uses its resources well

In all the above, the contribution of the headteacher in making the most of the leadership skills and talents of the whole school community and ensuring that the school has focussed on what really matters has been paramount. Where appropriate, the school has applied the principles of best value and it is constantly benchmarking itself against good practice.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy going to school • teaching is good and their children are making good progress • the school is helping pupils to grow up sensibly and behaviour is good • pupils are expected to work hard and do their best • the staff are very approachable and the school works closely with parents 	<ul style="list-style-type: none"> •

Inspectors heartily agree with the positive comments made above. Parents only real concern is what would happen should the headteacher leave.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests for pupils in their final year are consistently very high and provision for literacy and numeracy is very well developed

1. The school was concentrating on the basics of literacy and numeracy well before recent national initiatives and has used the materials and structures of the two strategies to enable it to stay well ahead of most schools especially in reading and mathematics. High standards are spread across the ability range and the school's close attention to the needs of its few lower attaining pupils has enabled almost all, over the years, to achieve the national average.

2. Provision for reading is excellent with pupils being given the opportunity to share in and take home a wide range of well chosen reading materials from school and the mobile library. All children are still heard to read individually by staff at least weekly and the home/school reading diaries are comprehensive and very useful records of the contribution parents make in this direction. Guided reading is an important strategy for enabling pupils to look in detail at a wider range of reading materials than they might otherwise choose. The school is innovative in ensuring that the previous week's guided reading books go home over the weekend so that parents are aware of what the focus has been for their children in the previous week.

3. Well above average writing standards are not quite as high at the top end of the attainment spectrum but the head has identified this and it is a current specific improvement target for the school. This kind of awareness and willingness to address even small differences is a key reason for the school's continued improvement. The numeracy strategy has focussed the attention of teachers on strategies rather than just rote learning and as a consequence, it is easy to have interesting and challenging conversations with very young pupils about the nature of number. Current science standards put the school in the top five per cent of schools nationally and from the high quality teaching and very good use of extra support seen during the inspection, there is every reason to believe that standards will be maintained this year.

Good teaching is well supported by the very effective efforts of non-teaching staff and the constructive involvement of parents in their children's education

4. Continued high standards in the core subjects especially, come largely from consistently good and often very good teaching by class teachers, support teachers and classroom assistants. The contribution of volunteers in the school and of parents in supporting their children at home is also a significant factor. Even in the class recently taken over by two teachers in a job-share, boys and girls know exactly what to do and what is expected of them. These expectations are very high and no time is lost in sorting out problems or chivvying the stragglers. Work is meticulously planned and prepared and, through good on-going assessment, is invariably well matched to the needs of the various groups and individuals. All adults involved are constantly monitoring levels of understanding and the dynamics of the class and this information is regularly used to set and modify targets and the organisation involved.

5. It is in this area that the very effective and high-quality support teacher and classroom assistants make their most significant contribution by ensuring that various groups are able to take on their own challenges and meet their targets. All relationships within the classrooms are very good and pupils thoroughly enjoy the extra attention provided. Most support takes place in or just outside the class areas but when appropriate, the privacy and the absence of distractions provided by the special needs room are well used for very focussed work. Children of all abilities benefit – from the able group of year twos in the shared area making torches in science, to individuals with very specific special needs who are withdrawn for short intensive and specific help.

6. Most families have signed up to the comprehensive and very clear and specific arrangements for pupils to extend and consolidate their learning at home. Well chosen and useful activities such as the individual reading, 'Impact' mathematics and the weekend preview of the previous week's guided reading, makes a very good contribution to pupils' achievements.

Pupils have very good attitudes towards learning, behave very well and get on very well together. This makes a powerful contribution to their good progress & enjoyment of school

7. Pupils make a very good contribution to their own learning and the success of the school by being keen and enthusiastic about their work, behaving well without the need for constant reminders or supervision and by getting along very well with everyone else in the school. The forest of hands which went up when the reception class teacher asked about children's news and the ordered and sensible way in which they patiently listened and then gave their own news is a good example. This standard of behaviour has, for many years, been a key priority of the school and is now what the whole school community expects. It has been achieved by ensuring that everyone is very clear about how things are done at Catherington School so that all children are secure and confident as they move about their class and the school. As a consequence little time or effort is wasted in non-productive activities and the school community is able to concentrate its efforts on doing even better.

8. Even the youngest children understand the conventions of whole class discussions and will listen and wait their turn knowing that their contribution will be valued. Groups get on busily and work together happily without the need for an adult to supervise them and, when required, almost all pupils can get their heads down and complete tasks against the clock.

9. Real attention to detail in planning activities and preparing and organising resources, plus a conscious effort to keep the pace of learning brisk helps to minimise conflicts and loss of attention. The use of adults working alongside groups also helps them to stick to their tasks and concentrate on meeting their targets. Well-matched work and sensitive support ensures that all pupils are able to succeed at their own levels which gives them the confidence to keep going and take on harder challenges. Good behaviour and work and spontaneous acts of kindness or thoughtfulness are rewarded in a variety of ways and pupils are aware that their best efforts will be appreciated at whatever level. Moral and social issues are discussed in class and in assemblies at the level of these young children and their well-developed sense of rightness and fairness is appealed to as a means of ensuring that they do the right thing for the right reasons – which they do.

It takes excellent care of its pupils' welfare and personal, social and academic development. The individual needs of all pupils are very well identified and catered for

10. The level of care that Catherington School extends to its pupils is outstanding in that it is striving, in every sense, to create conditions in which they can achieve as near to their potential as is possible. Their safety, welfare and security are paramount and everything that can reasonably be done to achieve this without unnecessarily inhibiting them is done. All policies and procedures are clear and well known by everyone who needs to know and the school has ensured that more than adequate numbers of adults have the necessary skills to deal with emergencies or ensure children's safety.

11. As commendable is the effort and care the school puts into promoting and monitoring its pupils' personal, social and academic development. Staff collect and record detailed information on all these aspects systematically and uses this information to ensure that everything is being done to help the individual child to do as well as he or she can. Attendance is not a problem but a close watch is kept on the registers to ensure that it does not become one. A bright child who is actually doing well but finds it difficult to concentrate for long enough has his own mini-targets to help him extend his concentration span. Twice yearly targets are set and recorded for each child and progress towards them is monitored so that if a child is falling behind, extra or different efforts can be made. Parents are kept fully informed about every aspect of their children's development to ensure that nothing is missed and that everyone is working towards the same objectives.

12. Procedures for identifying, diagnosing and helping pupils with even low level learning difficulties are detailed and specific and provision for them is very good. Daily hand gymnastics form an unusual but very important and enjoyable activity for example, and the school makes the fullest use of fellow professionals, such as the occupational therapist for help and advice. At the other end of the scale, a register of able pupils is kept and the head is currently involved in in-service work to extend the work the school is already doing in this direction.

The headteacher is a very effective leader who is well supported by governors and staff in developing the school by constantly evaluating its work, setting challenging targets for improvement and prioritising action.

13. The headteacher is very clear about the educational direction of the school and is constantly seeking ways in which the school can improve. Staff and governors share in the vision and aims clearly expressed and despite good results produced year on year nobody is resting on their laurels. The head is very aware of the need for the staff in this small school to benchmark their provision against the best there is to offer and sets a good example by being ever willing to visit other schools or bring in outside expertise. She delegates real responsibility, not just tasks, and teachers are encouraged to develop their expertise and management roles which they have done to good effect by leading developments in their areas of responsibility.

14. Governors have, over the years, contributed greatly to the emergence of the school as a very effective provider. Although several of the present body are new to the job, well established lines of communication and procedures have enabled governors to continue to be active in their role as informed and thorough critical friends of the school. The relationship between the head, governors and parents is characterised by trust and confidence. This was well demonstrated by the careful and sensitive way the recent resignation of the then deputy head was handled. Parents much appreciated being kept fully informed and were reassured that in this, as in all things, the needs of the children were paramount.

15. In their drive to match best practice, the school makes good use of all available information, including baseline and national testing to determine in some detail, where the efforts of the school community could best be directed to effect overall improvement. Targets in the strategic plan focus on the actions needed to effect specific real gains in standards based on this analysis, while maintaining provision across the school. Spending, time and staff development is prioritised to meet these targets and success is measured against them. The determination of the headteacher that the school should not stand still, has ensured that its ethos is one where children and adults are all challenged to improve and grow through self-knowledge.

WHAT COULD BE IMPROVED

Pupils do not have enough opportunity to use their initiative and take some responsibility for their learning through investigations, problem solving and self-initiated activities

16. The quality and detail in teachers, planning has improved considerably with the introduction of the literacy and numeracy strategies. Learning objectives have become ever clearer and more specific and the structure of lessons has been developed to match this approach. However, an unfortunate and unintended consequence of this is that almost all work is tightly directed by the teacher and pupils have much less opportunity to express themselves, use their initiative or take some control for the way they work or, where possible, what they do. Even outside the core subjects, time constraints and the fact that pupils spend most of their time in the core subjects being told what to do means that pupils have fewer choices or opportunities to make their own contributions.

17. This is a loss as far as the personal development of all boys and girls is concerned, but for those pupils who learn best when they can follow their own lines of thinking and notably gifted children, achievement is limited by the expectations, albeit high, of the teacher. The lack of open-ended activities such as investigations, problem solving or child initiated research means that the school cannot know what the full potential of these children really is.

Pupils' cultural development is being inhibited by the way the humanities and arts have lost much of their connection with and are not enriching or providing a focus for work in the core subjects

18. Teachers have, over the past few years, understandably concentrated on developing their work in literacy and numeracy. The timetable is now dominated by work in these areas and though the school is consciously trying to ensure that its children get a broad and balanced curriculum, the humanities and art especially, have lost some of their richness and quality. Because of this, pupils have less time to enjoy and celebrate the delights of their own cultural heritage or the

richness and diversity of non-European cultures. Connections between subjects are rarely exploited to give relevance and coherence to pupils' learning and they have few opportunities to work together on large scale, long-term cross-curricular projects with tangible outcomes.

19. Display is not being used as a way of celebrating quality in pupils' work; to provide an audience and a reason for presenting their work well; or to give value to their written work

20. Although pupils achieve high standards and teaching is good, this is not shown by the range or quality of work displayed about the school. To a certain extent, this reflects the change in the priorities of the curriculum noted above but even in the core subjects, the walls and surfaces are not always being used to celebrate the effort which pupils put into their work. A particular case in point is the lack of well-drafted and well-presented pupil's writing as exemplars for others to aspire to or to celebrate improvement. Not enough use is made of display as an incentive for trying or to provide a purpose and an audience to motivate pupils to produce their best work.

21. Little use is made of interactive displays connected with work in hand which has its own impact on the opportunities pupils have to work on their own and use their initiative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. To build on its impressively high standards in English, mathematics and science and the energy, enthusiasm and willingness of its pupils, and to extend and enrich the curriculum provided, the governors, headteacher and staff of Catherington Infant School should:

- (1) Provide more opportunities for pupils to take some responsibility for what and how they learn, use their interests and initiative and so test their own potential by;
 - making more use of investigations as opposed to experiments to involve pupils in using their own methods to find their own answers to real enquiries
 - encouraging pupils to use their growing skills and knowledge to pose and solve problems or design possible solutions for testing or discussion
 - prompt pupils to follow trains of thought which lead to the above activities, support and encourage them in following them up and in learning from them even when they don't work

- (2) Seek to make the whole curriculum more cohesive and culturally rich for young children by;
 - re-establishing, where possible, connections between the various elements of the curriculum so that, for instance, when planning a half-term's work, guided reading could be chosen to match the current topic in history or learned literacy skills could be tested in action by researching and recording factual information in geography.
 - ensuring that the richness and diversity of the art and culture of the wider world has the same emphasis as the very good work the school does involving the local area
 - demonstrating in the range and quality of what pupils produce, that the school values high quality work in all subjects

- (3) Exploit the potential of display to demonstrate just what a good school this is, celebrate pupils' achievements, provide an audience for their work and a reason for presenting it well and to act as an interactive source of information and stimulation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	3	5	1			

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	Y R– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	82
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		10

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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	11	18	29

i. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	18	18	18
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	18	18	18
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (97)	100 (97)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	89
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
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 – Y2

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	17.1
Average class size	27.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	83

Financial information

Financial year	1999
	£
Total income	206107
Total expenditure	194394
Expenditure per pupil	2005
Balance brought forward from previous year	28886
Balance carried forward to next year	40599

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	50

ii) Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2		
My child is making good progress in school.	52	48			2
Behaviour in the school is good.	48	48	2		2
My child gets the right amount of work to do at home.	24	60	8		8
The teaching is good.	42	56	2		
I am kept well informed about how my child is getting on.	30	54	8	2	6
I would feel comfortable about approaching the school with questions or a problem.	42	56			2
The school expects my child to work hard and achieve his or her best.	54	40	2		4
The school works closely with parents.	43	49	2		6
The school is well led and managed.	17	44	2		38
The school is helping my child become mature and responsible.	51	41	2		6
The school provides an interesting range of activities outside lessons.	15	36	11		38

No significant issues were raised by parents who were very pleased with the school generally.