

INSPECTION REPORT

ROWLEDGE (C of E) PRIMARY SCHOOL

Rowledge, Nr Farnham, Surrey

LEA area: Hampshire

Unique reference number: 116337

Acting Headteacher: Mrs A Tann

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 27 and 29 June 2000

Inspection number: 189519

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary (Infant and Junior)
School category:	Voluntary controlled (Church of England)
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Road Rowledge Farnham Surrey
Postcode:	GU10 4BW
Telephone number:	01252 792346
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Appropriate authority:	The governing body
Name of chair of governors:	Dame Elizabeth Anson
Date of previous inspection:	24 - 28 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average size primary school in an affluent area on the Hampshire/Surrey border with a much lower than average number (2%) of pupils entitled to a free school meal. There are 202 pupils on roll, with three fluently bilingual pupils having English as their additional language. Overall, attainment on entry is above the national average but there are 46 pupils on the register of special educational needs: two have statements attracting significant extra support.

HOW GOOD THE SCHOOL IS

This is a good school, providing effectively for all its pupils. Governors are providing outstanding leadership during a demanding period in the life of the school. Academic standards are very high for a number of reasons: pupils have good attitudes to learning; most concentrate well and absorb and retain knowledge very well; expectations are high and teaching is good. There is a broad, balanced and well-planned curriculum. The acting headteacher and her staff are working together very effectively and finances are managed very well. The school gives good value for money.

What the school does well

- The governors are providing outstanding leadership during a demanding period in the school's life;
- Standards of attainment are consistently very high;
- There is a good team spirit amongst all the staff: the acting head and her senior teachers are providing clear, strong leadership;
- The monitoring and evaluation of performance, the identification of strengths and weaknesses and action taken in consequence are all of a high standard;
- Pupil attitudes and behaviour are good, and provision for personal, social, moral and spiritual development is very good.

What could be improved

- Standards in writing and spelling, although above average, are a little lower than in other areas of learning;
- Pupils need to be encouraged and taught to be independent learners and investigators: they tend to wait for the teacher to give the answer;
- Many parents would like, and should be given, more detailed information about their child's progress in specific areas.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the limited time available during this short inspection, inspectors judge that the school has made sound improvement since last inspected in June 1996. It has done particularly well to sustain consistently very high standards. It has done so by diagnosing and meeting the needs of individual pupils very well. No unsatisfactory teaching was seen: a distinct improvement on the 21% seen last time. The other key issues raised by the last inspection have all been tackled successfully, though some continue in the School Development Plan. The transition from an infant school to an all-through primary school has been completed successfully. Of the 24 Year 6 pupils, however, only 13 took their national tests in the school when they were seven. Judgements about progress based on overall school statistics are, therefore, unreliable. Through this demanding period, very good standards

and team spirit have been maintained due to the exceptional leadership given by the governing body and the dedication of the deputy head as acting head and her team.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A*	A*
Mathematics	A*	A	A	A
Science	A*	A	A	A

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

The school provides a broad and balanced curriculum, which meets the needs of all its pupils very well. Over the past three years, the school's national test results have been consistently well above average, with A* grades indicating performance in the top 5% of schools nationally. In English, standards are well above average but there are relative weaknesses in writing and spelling, particularly at Key Stage 1 (Infants). The school is fully aware of this and is tackling the problem vigorously. In mathematics and science, number handling and mental agility are very good. However, Key Stage 2 (Junior) pupils, in particular, are less comfortable learning independently and investigating than is sometimes seen in similar schools. The school maintains that in part this is due to the demands of the numeracy hour. This situation is further exacerbated by the small size of the classrooms in the main building and the need to go outside to the temporary buildings. Standards in information technology (IT) are well above average. In the new IT suite older pupils tackle advanced operations confidently, but in the rest of the school, the use of this technology is not well integrated into routine learning. Religious education in this Church of England school conforms fully to the requirements of the Locally Agreed Syllabus, and is of a high standard.

The school has set realistic targets for the Year 2000 results which will maintain the school's position in the 'well above average' category whilst recognising that some pupils have found the work quite demanding. Pupils with special educational needs are given good support and achieve well. The school has recently started to afford extra help for gifted and able pupils. However, the best use of the extra help available is still being explored.

PUPILS' ATTITUDES AND VALUES

	Comment
Attitudes to the school	Attitudes in lessons are good. Pupils enjoy school life. They treat the school environment very well.
Behaviour, in and out of classrooms	In lessons most pupils are attentive, work hard and learn well. During breaks behaviour is very good. Pupils organise their own team games and require very little intervention from supervising staff. There have been no exclusions from school in the past 12 months.
Personal development and relationships	The school pays good attention to the personal development of its pupils. Relationships between pupils are good. They share resources well and show respect for each other.
Attendance	Very good. Attendance is well above the national average whilst levels of unauthorised absence are well below national figures

Inspectors particularly noticed how good the pupils were at organising themselves responsibly in the playground. This is in contrast to the below average level of independent learning seen and encouraged during lesson times, due partly to the constraints of limited space in the main building. Nevertheless, teachers show a high level of care and concern and see the personal development of the pupils as an important component of their responsibility.

TEACHING AND LEARNING

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

Overall, teaching is good and this leads to good standards of learning and well above average standards of attainment in National Tests. Teaching was satisfactory in 50% of the 18 lessons seen during the inspection, good in 44% and very good in one lesson. Most of the good teaching was seen at Key Stage 2; the experienced leader of Key Stage 1 was absent ill during the inspection. In English and mathematics, where nationally-planned teaching strategies are now well established, teaching is satisfactory. There are relative slight weaknesses in writing and spelling, especially at Key Stage 1, and in investigative mathematics throughout the school. In both subjects, the weakest element of lessons is the final whole-class session. Pupils 'show and tell' lucidly and clearly what has been done in their group work. However, teachers too often miss the opportunity to test understanding and assess progress by asking suitably searching questions. The small size of the classrooms and having to use temporary buildings restricts the range of teaching strategies teachers are able to use. This inhibits learning, especially for the higher attaining pupils, and older pupils, in particular, do insufficient independent learning and discovery. Nevertheless, there are good signs in information technology that this sort of development is coming. Across the school, however, there is a too great a tendency to wait for the teacher to provide the answer. A strong feature of teaching is the very good standard of exposition and explanation. Most pupils learn very successfully because they are taught clearly and they absorb and retain knowledge well. This is a significant factor in achieving the very high standards in National Tests.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad and balanced and meeting the needs of individual pupils well. Extra-curricular activities are not as plentiful as the school or parents would wish because there are two newly qualified teachers fully occupied coping with lesson preparation and one on a short-term contract.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs and there is developing provision for gifted and able pupils. Governors have a good grasp of needs and how they are being met.
Provision for pupils with English as an additional language	There are three fluently bilingual pupils. No special provision is necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Very high social and moral expectations. Provision for understanding of the nation's cultural heritage is good but for multicultural issues, though satisfactory, it is limited. Nevertheless there are good charitable acts and throughout the school pupils are encouraged to reflect carefully on a range of issues.
How well the school cares for its pupils	Good. Monitoring of academic performance and personal development is good. Behaviour management is good: the school copes well with the few pupils whose behaviour is challenging.

The curriculum meets all statutory requirements, is broad and balanced and meets the needs of individual pupils well. The school provides a very good, caring environment. Pupils with special educational needs are well served and gifted and talented pupils are recognised and given such support as the school can afford. The school analyses the performance of individual pupils in considerable detail and monitors their progress closely.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting head is giving good, firm, clear leadership. Key staff are carrying considerable burdens very well and very good standards are being maintained during a demanding period of considerable change.
How well the governors fulfil their responsibilities	The governors, excellently led, are fulfilling their responsibilities in exemplary fashion. They have a good, detailed knowledge of where the school is and where it needs to go. They exercise a proper oversight of all areas of the life of the school. They are expert guardians of the school's longer-term future and provide excellent support to the acting head and all her staff.
The school's evaluation of its performance	Very good. The key issues raised by this inspection are already on the school's agenda. The school has a very accurate understanding of its performance.
The strategic use of resources	Very good. The deployment of staff, particularly the use made of classroom assistants and helpers, is very effective. Expenditure is monitored and controlled very well, always with a keen eye to getting better value for money.

Overall, the leadership and management of the school are very good. The governors bring particular expertise and their governance of the school is exemplary. Throughout the management of the school there is a keen sense of the need to deploy resources to best effect to obtain better 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">• Children make good progress and standards are very high.• Behaviour is good and children are expected to work hard.• Governors, teachers and all other staff are very open and approachable.• The teaching is good.	<ul style="list-style-type: none">• Justification for the amount of homework set (some want more, some less, some different).• Clearer information about how their child is getting on.• A more interesting range of activities outside lessons.

The inspection team agrees with the parents' views about the positive aspects of the school, especially those relating to behaviour, and the high standards set by staff. Homework is set according to national guidelines and makes a good contribution to attainment. However, it tends to be the same for all pupils in the class and parents would like it to be more specific to the needs of their individual child. Though parents are understandably anxious during a period of considerable change, the governing body and the acting headteacher are providing very good leadership. The school says it plans to re-introduce a broader range of after-school activities in the autumn.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The governors are providing outstanding leadership during a demanding period in the school's life.

1. The Governing Body is exceptionally effective. The Lady Chairman has a clear overview of where the school is and where it needs to go. Her team is well led, directed and co-ordinated. Governors have been recruited or elected for the expertise, interests and commitment which they bring to their responsibilities. They are deployed efficiently and are working together extremely effectively. Collectively and individually they communicate well with staff, parents and the community. Their judgements and contributions are co-ordinated extremely effectively and they all have a clear and accurate understanding of the school's current strengths and weaknesses. They take their training seriously and bring to their deliberations a formidable range of knowledge and understanding of educational and other issues.
2. The school is emerging from a demanding period of change. The transformation from a two-class entry infant school to a one-class entry primary school has been effected smoothly. However, since the last inspection the governors have had to manage a complete change in teaching staff whilst keeping a keen eye on the eventual needs of the school. The headteacher had to retire due to ill health and though the acting head is doing a very good job, the governors were very clear about their requirements for the new head and have recently made an outside appointment. They responded quickly and effectively to tackle the high (21%) proportion of unsatisfactory teaching reported in the last inspection and now have a very good monitoring and reporting system to keep informed about teaching standards. They are very clear about what information they want, and without intruding on professional matters spend time in the school to get it first-hand. They are extremely well placed to ask, and are asking, the right questions. They are deploying the resources provided for them well, with a very good eye to getting better value in all areas of expenditure.

Standards of attainment are consistently high.

3. Since the last inspection, standards as measured by National Tests have remained consistently very high. Over the last three years results have been in the top 5% nationally: at Key Stage 1 in reading and writing (1997) and in mathematics (1997 and 1999); and at Key Stage 2 in English (1999) and in mathematics and science (1997). There has been recent years, however, a relative weakness in writing and spelling, especially at Key Stage 1. This is referred to in the section 'what could be improved' (see page 13).
4. The school has a high proportion of its pupils arriving and leaving the school between the infant and junior years. Pupils transferring in from other schools are assessed carefully and make good progress in time for their Key Stage 2 tests. However, since only 13 of the 24 pupils who took the Key Stage 2 tests in Year 6 in 1999 were also in the school to take their Key Stage 1 tests in 1995, an overall judgement about progress based on cohort statistics is not reliable. Nevertheless, the school has kept detailed records of the strengths and weaknesses of individual pupils and, considering the very high levels of attainment sustained, progress is commendable. The school has recently been able to afford extra support for gifted

and talented pupils, and has a good record of matching work well to the requirements of pupils with special educational needs. Careful analysis of individual strengths and weaknesses and taking necessary action ensures that standards remain very high.

There is a good team spirit amongst all the staff: the acting head and her senior teachers are providing clear, strong leadership.

5. The deputy head (as acting headteacher) and all the staff are working very well together as the school emerges from a difficult and demanding period. When the headteacher became seriously ill after only three years in post, the deputy head had to take over. The governors and local authority saw to it that she was well supported, but the whole staff, all relatively new to the school, showed during the inspection how well they have learnt to work together. Their planning shows mutual support and a good sharing of expertise. They know their pupils well and scrutiny of pupils' work shows good progress not only in acquiring knowledge, but also in developing basic skills. A very good example of this is the recent focus on information technology. There is a new small suite of computers and all the staff, including classroom assistants, are working well with the gifted young community service volunteer who is helping them all to lift standards considerably and already to a higher than average level.
6. With two newly qualified teachers on the staff and two temporary teachers in school during the inspection (to cover illness and the deputy head as acting head) the load of responsibility on the other teachers is higher than average. The acting head and senior teachers are providing clear, confident leadership in demanding circumstances. The support provided for the new teachers is good: they are getting help, guidance and proper opportunities to develop professional skills. The temporary teachers are well briefed, to ensure that the quality of learning remains good. There is a good spirit and effective communication. Governors are sensitive to the demands on staff and although some parents think the acting head is overworked, governors are properly appreciative and caring.

The monitoring and evaluation of performance, the identification of strengths and weaknesses and action taken in consequence are all of a high standard.

7. The school has good mechanisms and routines for monitoring and evaluating its performance overall. For instance, a recently-appointed parent governor talked confidently and accurately about the significance and importance of performance indicators such as the 'performance grades' published in the annual report to parents. The school is well aware of the relative weaknesses in writing and spelling and is taking steps to tackle them. The school also monitors closely and accurately the progress of individual pupils, evident in the good quality of the Individual Education Plans for pupils on the register of special educational needs. Teachers know their pupils well. The more experienced teachers use questioning skilfully to test understanding, thus building a sound picture of the progress and attainment of each pupil. Gifted and talented pupils are correctly identified and the school is making satisfactory provision for extra tuition and support for them.
8. The School Development Plan is a valuable and realistic document, generated from discussion and consultation and with a strong governor involvement. The school has a good shared appreciation of where effort needs to be directed to maintain and improve on the current very high standards: there is no apathy. The governors and staff are well aware of the challenges which continue to face them. Planning for

when the new headteacher joins is clear and well-focused.

Pupil attitudes and behaviour are good, and provision for personal, social, moral and spiritual development is very good.

9. As might be expected in a village school in a favoured area, pupils' attitudes and behaviour are good. As well as above average social skills, however, pupils show a good understanding of the needs of others and are polite and respectful in their dealings with each other and staff. There is little opportunity for first-hand experience of multicultural issues, but the pupils raise funds to support a pupil in Kenya and extend their care and concern into community projects. Though one or two pupils have to be managed carefully, staff are alert to any incidences of unacceptable behaviour and they are resolved in a firm but kindly way.
10. Provision for personal development is very good. Staff fulfil their status as role-models well and interactions with pupils are firm but friendly and respectful: pupils respond well to this. At all times, whether in class, in the playground or in the dining hall, high standards are expected and achieved. Pupils know and are encouraged to develop their understanding of the difference between right and wrong. There is a very good moral climate. The sense of awe and wonder is stimulated through times for reflection and in lessons, including especially in religious education and the arts. Pupils are given a very good sense of the importance of a spiritual dimension in life.

WHAT COULD BE IMPROVED

Standards in writing and spelling, though above average, are a little lower than in other areas of learning.

11. The school is aware of relative weaknesses in writing and spelling, especially at Key Stage 1. In writing, the range of styles and approaches to writing is not wide enough. In lessons seen, though pupils were learning the correct formation of sentences, they were all simple three, or four-word factual descriptive statements such as 'The shell is white', 'It is long' (Year 1). The higher attaining pupils are not being stretched sufficiently: they are not encouraged to build more complex sophisticated sentence. Nevertheless, some good attempts at writing at the keyboard were seen in the new small information technology suite. In spelling, the school is now concentrating even more on systematic learning, using word lists and strategies such as recognising popular combinations of letters.
12. At Key Stage 2, consistency in marking and correcting the spelling of common words is not sufficiently thorough. The procedures for correcting spelling and grammar, though consistent in writing in English, is not carried through sufficiently clearly in other subjects. Scrutiny of work done during the year shows that the range of writing attempted is not as wide as might reasonably be expected. However, during the inspection, there were signs that the school is now making good progress in this important area. For instance, in a Year 5 literacy class there was good understanding of repetition and humour in poetry.

Pupils need to be encouraged and taught to be independent learners and investigators: they tend to wait for the teacher to give the answer.

13. Some parents expressed the opinion that there was still too much of an 'infant school' atmosphere in the school even though it has only recently evolved into an all-through primary school. New teachers in the junior section are, however, experienced and aware of the demands of junior school teaching. Nevertheless, pupils in the upper years are insufficiently confident and accomplished as independent learners and investigators. For instance, in a very good lesson investigating pond life (Year 4), pupils understood the importance of habitat and the way pond creatures adapt to it. They were learning with a lot of teacher support and encouragement to use a key to identify pond-life. However, they were not developing or testing ideas or making suggestions about other areas of inquiry; they were waiting to be led to the conclusion the teacher wanted. Similarly, in a history lesson (Year 6) when pupils were shown a range of artefacts, there were no questions from pupils or speculation about what they might have been used for. Here too, they were waiting for the teacher to explain.
14. The school now has a good, small information technology suite and Year 6 pupils were seen exploring ways of presenting statistics graphically or otherwise. In an area where they felt confident, they were beginning to show the spirit of enquiry and independent learning which now needs to be extended across the whole of the curriculum. There is a good library area and higher-attaining pupils are now getting the attention of a part-time specialist teacher. However, even in the one session seen with these pupils, there was an emphasis on teaching rather than discovering and although the pupils were learning well, understanding may not have been as secure as if they had thought the issue through for themselves.

Many parents would like, and should be given, even more detailed information about their child's progress in specific areas.

15. The pupils who come into the school's reception class are already above average in speaking and listening skills and many are well on the way to reading. They have received good home support and most have some pre-school experience elsewhere. The weakness in spelling and writing is, therefore, only relative, but may be symptomatic of those areas where parents feel less confident about helping their children. Parents are keen to be involved and although the school holds well-attended curriculum evenings, it is detailed information about their own children that parents want more regularly and more specifically than in the written reports currently sent home.
16. The school has good, accurate records of the attainment and progress of individual pupils. Where there are weaknesses as, for instance, in writing, parents would welcome detailed information and a programme to be followed at home to support the work of the school. Some parents feel the school sets too much homework, others too little. The school should now consider carefully the purpose of homework and type it needs to set. Perhaps rather than a single activity set to the whole class, the parents might prefer to be given tasks and goals specific to their child to make progress. This is well exemplified in reading, where parents know where their child has got to, but less clear in, for instance, writing, where parents are less sure about what they might helpfully do to help their children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to maintain current high standards and improve them in areas of slight relative weakness, the governors, new headteacher and staff should now:
- (1) adopt as a clear objective the improvement of spelling, especially at Key Stage 1, and the range and quality of writing, as appropriate, throughout the school;
 - (2) improve teaching throughout the school by encouraging and developing pupils as independent learners and confident investigators;
 - (3) use and benefit from the willing support of parents by giving them detailed information about their child's attainment and progress and pointing them to specific areas where help might be most useful.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	44	50	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	202
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	96.2
National comparative data	94.1

Unauthorised absence

	%
School data	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	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	12
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	12
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (97)	100 (97)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	12	11	12
	Total	31	29	31
Percentage of pupils at NC level 4 or above	School	97 (87)	91 (87)	97 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	12	11	12
	Total	31	30	31
Percentage of pupils at NC level 4 or above	School	97 (91)	94 (95)	97 (95)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	86

Financial information

Financial year	1999/2000
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	£
Total income	374 430
Total expenditure	378 839
Expenditure per pupil	1 876
Balance brought forward from previous year	52 390
Balance carried forward to next year	47 981

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	42	11	1	1
My child is making good progress in school.	48	42	9	1	0
Behaviour in the school is good.	33	58	7	1	1
My child gets the right amount of work to do at home.	25	52	17	4	2
The teaching is good.	41	49	5	1	4
I am kept well informed about how my child is getting on.	32	44	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	59	30	7	4	0
The school expects my child to work hard and achieve his or her best.	56	42	0	2	0
The school works closely with parents.	34	50	12	4	0
The school is well led and managed.	28	55	12	4	1
The school is helping my child become mature and responsible.	49	40	6	4	1
The school provides an interesting range of activities outside lessons.	24	42	19	9	6

Summary of parents' and carers' responses

Overall, parents are very positive about many aspects of the school, especially those relating to behaviour management and the high standards set by staff. There is some misunderstanding about the extent and purpose of homework: some want more, some less and others would like it to be more specific to their child's personal needs. Parents are anxious about the leadership and management of the school while they are waiting for the arrival of the new headteacher. There is concern that the level of extra curricular activities is limited. However, parents recognise that this has been due to the recent high level of staff change-over and the appointment of several newly qualified teachers.