

ERRATUM

Ingatestone Infant School

INSPECTION NO 190418

In the Inspection Report for the above School, on page 15, paragraph 25, there is an error under the heading WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (2) improve the analyse of standards and test results and use the information more effectively to inform school development planning by:

This should read:

- (3) improve the analysis of standards and test results and use the information more effectively to inform school development planning by:

This erratum should kept with the Inspection Report.

INSPECTION REPORT

INGATESTONE INFANT SCHOOL

Ingatestone

LEA area: Essex

Unique reference number: 114909

Headteacher: Mrs Janet Entwistle

Reporting inspector: Mrs Barbara Parker
22261

Date of inspection: 11th – 11th January 2000

Inspection number: 190418

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Fryerning Lane Ingatestone Essex
Postcode:	CM4 0DF
Telephone number:	01277 352803
Fax number:	01277 352803
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Alison Norrington
Date of previous inspection:	11/11/96 – 14/11/96

INFORMATION ABOUT THE INSPECTION TEAM

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Achieves high standards in English, mathematics and science.
Teaches pupils well, particularly Year 1.
Provides good support for pupils with special educational needs.
Provides a good range of curricular experiences for children under five.

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The monitoring and evaluation of teaching and learning to identify what works and does not work well in lessons.

The analysis of results by staff and governors to inform planning for development and ascertain value for money.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ingatestone Infant School is a small school for boys and girls four to seven years old. Pupils come from homes where socio-economic circumstances are favourable: most of the 83 pupils attending the school come from above average social backgrounds. Most pupils' attainment on entry is above average; there are very few lower attainers. There is a below average number of pupils eligible for free school meals and a below average number of pupils identified as having special educational needs - one of whom has a Statement of Special Educational Need. The two pupils who come from homes where English is not the first language spoken, understand and speak fairly fluent English.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils achieve high standards in reading, writing, mathematics and science because pupils have good attitudes to learning, their behaviour is good, and teaching is effective. Pupils like school and enjoy their work. Teachers have good subject knowledge; their questions make pupils think and probe their understanding well. The day-to-day management of the school is good. The head teacher organises the school well, enabling staff to get on with their work with pupils. Resources are used to good effect and the school gives good value for money.

What the school does well

- Achieves high standards in English, mathematics and science.
- Teaches pupils well, particularly in Year 1.
- Provides good support for pupils with special educational needs.
- Promotes good behaviour, moral responsibility and very good relationships.
- Provides a good range of curricular experiences for children under five.

What could be improved

- The monitoring and evaluation of teaching and learning to identify what works or does not work well in lessons.
- The analysis of results by staff and governors to inform planning for development and ascertain value for money.
- Pupils' knowledge and appreciation of different cultures and religious faiths.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in November 1996. High standards have been maintained and most of the weaknesses from the last inspection have been addressed. Schemes of work are in place for all subjects and teachers' marking is satisfactory. Pupils' skills in using and applying mathematics and scientific investigation have improved, and their mental calculation skills are promoted more effectively. There has been some improvement made to governors' and the staff's contribution to school development planning and it is better than it was. The governors are sufficiently involved in identifying targets relating to, for example, premises and governor training but neither they nor the staff, contribute sufficiently to analysing results and identifying targets related specifically to maintaining or improving standards, for example, in reading.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	B	B	C	well above average A above average B average C below average D well below average E
Writing	A	C	A	A	
Mathematics	A	B	A*	A	

Standards are high. Most of the pupils in the reception class achieve beyond what is normally expected for their age. By the age of seven, pupils' attainment is high in writing and above average in reading. Standards in mathematics are very high: the school is in the top five per cent of the highest scoring schools nationally. Work seen during the inspection confirmed these standards. The trend in attainment over time is one of sustained high standards overall, although the percentage of pupils reaching the higher level in reading dropped from 50 per cent in 1997 to 31 per cent in 1999. Pupils' work in religious education is below what is expected for pupils of their age by the time they leave the school: their knowledge and understanding of different cultures and religious beliefs, including Christianity, are limited.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. Pupils work hard in lessons and enjoy their work. They join in discussions and respond well to questions.
Behaviour, in and out of classrooms	Behaviour is good. Pupils behave well in lessons and very well around the school. There are no recorded exclusions.
Personal development and relationships	Relationships are very good. Pupils get on very well with one another and adults. They spontaneously applaud the efforts and achievements of their classmates. Discussions in religious education lessons contribute significantly to pupils' personal development – in particular their feelings of empathy and sensitivity towards others.
Attendance	Attendance rates are broadly in line with the national average: unauthorised absence rates are well below the national average.

Pupils' attitudes and values contribute significantly to the high standards in lessons and over time, and are a strength of the school. Pupils enjoy coming to school and are eager to learn. They respond well to teachers' questions and instructions and work hard. Not all pupils in Year 2 take enough care with their writing, and their work is sometimes untidy.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Not applicable

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

The teaching of English, mathematics and science is good overall. Eight lessons were seen: 63 per cent of them were good or very good, and 25 per cent were satisfactory. One unsatisfactory lesson was seen. The teaching of literacy and numeracy is particularly effective in the reception class and Year 1. Teachers in reception have a good understanding of how young children learn and plan a wide and interesting range of activities. Phonic knowledge and word skills are taught very effectively in Year 1; the work is well planned, inspiring, and motivates pupils well. Teaching in Year 2 is generally sound. The two part-time teachers in this class are temporary.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five and pupils with special educational needs is good. Good emphasis is given to the teaching of English, mathematics and science in Key Stage 1. Religious education is under-represented.
Provision for pupils with special educational needs	Good support is given to pupils with special educational needs. Work is designed especially well to meet their needs and appropriate regard is given to their individual learning targets.
Provision for pupils with English as an additional language	These pupils are supported well in lessons. Teachers and support assistants ensure that these pupils understand what is going on in lessons and because of this they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' awareness of moral and social responsibility is promoted well. Sound provision is made for their spiritual development, but the promotion of their cultural awareness is under-developed.
How well the school cares for its pupils	Satisfactory steps are taken to ensure pupils' well-being, health and safety.

Ingatstone Infants is a caring school. Individual Education Plans for pupils with special educational needs are well written: targets are realistic and attainable. Pupils of all ages are given many opportunities to work together at group tasks. Their appreciation of the natural world is enhanced well through growing vegetables and looking at creatures living in the school pond. Although the school meets statutory requirements to teach religious education, the time allocated is half that recommended in the Agreed Syllabus. Although there are some opportunities for pupils to learn about different religious beliefs and cultures, pupils are not left with any lasting impression, knowledge or understanding of different faiths and cultural traditions. There are suitable arrangements for child protection and an appropriate number of staff are first-aid trained.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher's day-to-day management and organisation supports the work of the school well and enables the staff to focus appropriately on their work with pupils. Communication with pupils, parents and staff is effective, enhancing the school's ethos well.
How well the governors fulfil their responsibilities	The governing body is very supportive of the work of the school, but it does not hold the school sufficiently to account for the standards it achieves and the quality of education it provides.
The school's evaluation of its performance	The head teacher is aware of where the strengths and weaknesses in teaching and learning lie. However, because the current monitoring procedures are informal and insufficiently rigorous, she is less effective in identifying what they are and why they are there and consequently, in helping teachers to improve.
The strategic use of resources	Grants and other funding are used appropriately, and the principles of best value are applied effectively to, for example, building maintenance. Governors are less effective when evaluating the effects of expenditure on teaching and learning. Finances and other resources are well managed.

School management is effective. The head teacher organises the school well, allowing staff to concentrate on their work with pupils. Although the monitoring of teaching and learning takes place, it is informal and consequently, the evaluation of what works and what does not work well is inadequate. The governing body is insufficiently involved in analysing the results, for example of national tests, and identifying strengths and weaknesses in pupils' learning. The evaluation of the effectiveness of expenditure on standards, for example in reading and for pupils with special educational needs, is under developed and the governors cannot be sure that their expenditure is having the most effective impact on raising or maintaining standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' good behaviour. • Their children like school. • The staff's approachability. • The effective communication arrangements. • The quality of information in pupils' progress reports. 	<ul style="list-style-type: none"> • The way the school works with parents. • Homework arrangements. • The school's reluctance to change. • The range of activities outside lessons. • The access to both teachers sharing class responsibility during information evenings.

Parents are generally happy with the school. Inspectors support their positive views. The school works effectively with parents; they hold information evenings and encourage parents to help in lessons and around the school. Homework is adequate and contributes satisfactorily to pupils' learning. A small percentage of parents feel that the school is too steeped in tradition and reluctant to change. They are disappointed that some of their suggestions have been met with resistance and they are not told why some things, such as the Christmas concert, do not change from year-to-year. There are no lunchtime or after school clubs, although there is a before school music club which is run by two of the classroom assistants. Both class teachers intend to attend parents' meetings in the future.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards in English, mathematics and science.

1. The work children are doing in the reception class is better than expected for their age and most are likely to exceed expected levels by the time they start Year 1. Their scientific skills are developing well. They know, for example, how spaghetti changes during cooking. In a good lesson seen, the oldest children used their knowledge of waterproof materials, floating, and sinking to make boats that would float. Pupils in Year 1 work confidently with electrical circuits, making light bulbs and buzzers work.
2. Speaking skills are taught well across the school. Teachers use good examples of Standard English. Pupils of all ages express themselves well and talk clearly and confidently about what they are doing. They listen carefully to each other's comments and suggestions and express their thoughts and feelings confidently. For example, after listening to a story in a Year 2 religious education lesson, pupils discussed whether it was wrong for the stork to repay the fox's unkindness by giving him a tall thin-necked jug to drink from. They discussed several scenarios before deciding which was morally most acceptable.
3. Pupils enjoy writing. Pupils in the reception class write confidently and with good co-ordination and control. Letters are formed correctly and the words are well positioned on the page. Many pupils in Year 1 write independently with good awareness of full stops and capital letters. Pupils in Year 2 attempt to use speech marks and the higher attaining use joined script.
4. Reading is promoted well, particularly in the reception class and Year 1, and mainly through the shared text and guided reading sessions. The youngest children enjoy looking at books and sharing them with each other. They choose them with interest and enthusiasm and often ask one another to let them know when they have finished with a particular book so they can read it next. Pupils in Year 1 have a good understanding of different styles, such as play scripts and poetry. They read with increasing understanding. By the time they reach Year 2, most pupils are confident readers and their fluency and expression is developing well. They use a range of strategies to read unknown text, including sentence structure and pictures.
5. Standards in mathematics are particularly high. Children in the reception class carry out traffic surveys and record the information appropriately on charts. They measure objects using, for example, cubes, and add up to 10 correctly. Pupils in Year 1 add and subtract up to 20 and by the time they reach Year 2, they work confidently with higher numbers up to 999. They use weights to measure objects such as books and confidently find things heavier or lighter than, for example, 500 grams.

Teaches pupils well, particularly in Year 1.

6. Teachers throughout the school ask well-focused and probing questions that promote learning well. For example, children in the reception class are asked during the shared reading session what they enjoy most about their books, probing their understanding and prompting others to show interest in the book. Excellent questioning in a Year 1 literacy lesson enticed pupils to think about sentence structure and the use of punctuation to help reading aloud. Questions such as "Why did my voice get louder just then?" prompted pupils to think about the effects created and the ways the attention of the listener can be gained and then held. Probing, well-focused questions

in a Year 2 religious education lesson made the pupils think about the moral of a story and to consider the importance and need for kindness.

7. Teachers are aware of what individual pupils know, understand and can do. Teaching builds well on pupils' previous learning, particularly in Year 1 where the work is suitably adapted to meet the needs of the different attaining pupils in the class; pupils are asked to do different things and to work at their own level, enhancing their learning well.
8. Planning for literacy and numeracy is good in the reception class and particularly good in Year 1, where the teacher has undergone training and has very good subject knowledge. Daily lesson planning is well informed by pupils' previous learning and consequently, the tasks have a very clear purpose.
9. Teachers throughout the school manage pupils well and consequently, pupils' good behaviour and positive attitudes to work contribute very significantly to pupils' learning. Pupils work at a good pace and are usually well motivated. Marking is particularly effective in Year 2, where the teachers' comments help pupils to make further improvements to their work. Children with English as an additional language are supported and taught well by class teachers, classroom assistants, and a part time specialist teacher. Other adults support pupils well in their learning. One parent working in reception during the inspection was well informed by the class teacher and knew precisely how to support children in their learning.

Provides good support for pupils with special educational needs.

10. Teaching for pupils with special educational needs is good. The special needs co-ordinator and classroom assistants support pupils well during lessons and withdrawal sessions. They are fully aware of their needs and how best to help them. There are eight pupils on the special need register. The special educational needs co-ordinator works with all of the pupils during the two mornings she spends in school, with each pupil receiving at least one hour individual or paired support each week.
11. Pupils with special educational needs have good attitudes to learning. They are confident and secure and enjoy their work. They work at an appropriate pace and understand what they are doing. They join in all activities and are confident to try new things.
12. Assessment procedures are thorough and effective and consequently, pupils are identified early. The school liaises effectively with other agencies to ensure full support is given. Individual Education Plans are well detailed and specific enough to allow individual learning to take place. Learning targets are well focused and precise and teachers and classroom assistants have good regard to them in lessons.

Promotes good behaviour, moral responsibility and very good relationships.

13. Pupils are keen and eager to come to school; there are low levels of unauthorised absence. Pupils are confident and secure; for example, Year 1 pupils were very eager to be chosen to read their stories in assembly. Pupils' attitudes and behaviour in the lessons seen were consistently good; they were very good in a Year 1 literacy lesson where teaching was particularly inspiring and motivating. Pupils worked very productively, especially when they are told how much time they had left to complete their work, giving extra focus and a sense of urgency to the tasks.
14. The staff act as good role models; they show pupils respect and are sensitive to their feelings and needs. Pupils are encouraged to, and do, talk very politely to one

another. They are very courteous; they hold doors open and often help each other with their work. Stories in lessons and assemblies promote discussions about moral issues, such as fairness, justice, right, and wrong. Pupils in Year 2 reflected well on how to make visitors to their homes welcome such as by “sharing something special with them” – a theme extended from assembly. Young children in the reception class are encouraged to share things, such as books during shared reading, and materials when making models. Pupils of all ages look after their school well. They tidy away the equipment carefully and calmly, showing good respect for property.

Provides a good range of curricular experiences for children under five.

15. Children in the reception class have a broad range of worthwhile opportunities and first hand experiences, which meet their interests and needs and promote their learning well. They are presented with appropriately challenging tasks, such as how to make a boat that will move across water without sinking. They carry out traffic surveys and record the information on charts and tables. Their stories are brought ‘to life’ when drawing a bird’s eye view of the bears’ journey to Goldilock’s house, preparing them well for their Key Stage 1 work in geography. They learn appropriately through exploration and observation when cooking apples and watching how they change when heated. They look at photographs of themselves as babies and talk about how they have grown since then – exploring change over time.
16. Children’s literacy and numeracy skills are promoted particularly well. Children learn to write from a very early age and are encouraged to take a pride in their work. Displays not only celebrate their achievements, but also develop their skills. A display of pupils’ paintings, for example, asks the question “How many boats can you see?”

WHAT COULD BE IMPROVED

The monitoring and evaluation of teaching and learning to identify what works or does not work well in lessons.

17. The current arrangements for the monitoring, evaluation and development of teaching are insufficiently rigorous to identify how teaching can be improved. Although the head teacher observes lessons in literacy and numeracy, the procedures are informal, and there is insufficient evaluation of what does and does not work. This weakness is particularly important in the light of recent staff changes and the appointment of two long-term temporary teachers in Year 2.
18. The head teacher knows where teaching works well and where improvements are needed, but too little is being done to get to the heart of where the problems lie and consequently, teachers are not always clear what action needs to be taken to improve their teaching. For example, the head teacher knows that there are weaknesses in Year 2 curriculum and lesson planning. Plans are too general about what pupils will learn by the end of each lesson or series of lessons and what different groups of pupils in particular will learn. In an attempt to improve planning, the most experienced teaching assistant has been put into Year 2, and the newly appointed Year 1 teacher has been asked to help colleagues with their plans. Although this action is supportive, it does not focus enough on identifying the precise nature of the problem or the most effective and efficient way to tackle it.
19. Lesson evaluations tend to focus on lesson structure and, in particular, on the ‘pros and cons’ of the literacy and numeracy strategies. There is too little analysis of what it is that teachers do or do not do to enhance pupils’ learning and consequently, weaknesses in teaching and learning are not always sufficiently or adequately addressed. There are times in the reception class, for example, when insufficient time

and opportunity is given for children to formulate their own questions and answers. In one lesson, children were talking about things they had brought from home. The teacher explained what the objects were rather than let the children talk and ask questions. In a Year 2 mathematics lesson investigating weighing, the organisation was ineffective and the work failed to hold the interest of the pupils, with complicated explanations which pupils found difficult to follow.

20. Because teaching weaknesses are not clearly and precisely identified, the school development plan lacks clear focus on improving teaching and learning, and targets do not focus sufficiently on improving teaching and raising standards. The success criteria are vague and open to a range of interpretation – “curriculum organised to our satisfaction” – and do not generate or promote any in-depth evaluation of success.

The analysis of results by the staff and governors to inform planning for development and ascertain value for money.

21. Governors are justifiably proud of the high standards pupils achieve, but are unsure about the underpinning reasons for variations in results from year-to-year and in particular from subject to subject. This is because the evaluation of test results is not rigorous enough. It does not precisely identify why pupils do particularly well in some subjects some years and not in others, or where specific strengths and weaknesses in their learning lie. For example, the percentage of pupils attaining the higher level in reading dropped between 1997 and 1999, yet the school is not precise enough about why this is so whilst results in other subjects have been maintained or improved. No clear conclusions have been drawn and because of this, the targets in the school development plan do not reflect the correct action to bring about improvement.
22. There is too little evaluation of how expenditure impacts on pupils’ learning and standards, and whether the school is getting good value for money in all aspects of its work. For example, although there are very few pupils in school with special educational needs, there is a lot of special educational needs support. The school does not rigorously analyse, however, how this support improves and affects pupils’ learning and therefore cannot be sure that it is money spent in the most effective way.

Pupils’ knowledge and appreciation of different cultures and religious faiths

23. Although there are some opportunities for pupils to develop an awareness of other religious faiths through visits and visitors, these are limited and do not leave the pupils with any lasting impression, knowledge or understanding of other cultures or faiths. Pupils in Year 2 recall, for example, visiting “a tall building” which was a place of worship for Moslems, but their recollection of why they went or what they learnt is poor. They remember having to wash their feet but do not know why, and they show some reaction to the word ‘Diwali’, but are unable to talk about what it is. Their response to questions about other religions such as Sikhism, Judaism and Buddhism is vague and uncertain, and their knowledge of Christianity is weak. Their recollection of Bible stories, except the Nativity, is limited.
24. The school uses the Agreed Syllabus for religious education, but allocates below the recommended time to teach religious education. Much of the work is covered in assemblies and during circle time, with up to 25 minutes a week given to the discrete teaching of religious education in class. Whilst this results in a good emphasis placed on the caring and relationship side of religion, mainly through stories and discussions, pupils have insufficient time to learn about and appreciate different customs and beliefs, including Christianity.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The school should now:

- (1) improve the monitoring and evaluation of teaching and learning by:
 - a. identifying what works well and does not work well in lessons;
 - b. ensuring that strengths are shared and built upon and that teachers are sure about what they can do to remedy weaknesses;
- (4) improve the analyse of standards and test results and use the information more effectively to inform school development planning by:
 - a. being more precise about where gaps in pupils' learning lie, what they are, and why they are there;
 - b. involving the governing body more in the evaluation of test results and in measuring the impact of its expenditure on improving standards for all pupils and in all subjects;
- (5) improve pupils' knowledge and appreciation of different cultures and religious faiths by:
 - a. allocating more time to the direct teaching of religious education;
 - b. being clear about what pupils are to learn from visits and visitors and ensuring that their knowledge and understanding is improved as a result.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	12.5%	50%	25%	12.5%	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	NA	83
Number of full-time pupils eligible for free school meals	NA	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	NA	1
Number of pupils on the school's special educational needs register	NA	8

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	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.4	School data	0.0
National comparative data	5.4	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	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	14	16	16
	Total	27	29	31
Percentage of pupils at NC level 2 or above	School	84 (91)	91 (77)	97 (97)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	16
	Total	29	30	31
Percentage of pupils at NC level 2 or above	School	91 (89)	94 (89)	97 (89)
	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	83
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	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 – Y2

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	86

Financial information

Financial year	1998/99
	£
Total income	193035
Total expenditure	184651
Expenditure per pupil	2225
Balance brought forward from previous year	14331
Balance carried forward to next year	22715

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21			
My child is making good progress in school.	58	35	7		
Behaviour in the school is good.	45	52			2
My child gets the right amount of work to do at home.	29	50	10	5	7
The teaching is good.	58	40	2		
I am kept well informed about how my child is getting on.	44	47	9		
I would feel comfortable about approaching the school with questions or a problem.	70	30			
The school expects my child to work hard and achieve his or her best.	42	51	2		5
The school works closely with parents.	30	53	16		
The school is well led and managed.	37	58	2		2
The school is helping my child become mature and responsible.	52	40	5		2
The school provides an interesting range of activities outside lessons.	2	28	35	18	18

Other issues raised by parents

A small percentage of parents feel that the school is very "set in its ways". They are concerned about the school's reluctant attitude towards suggestions about change. For example, parents requested that towards the end of the summer term pupils in Year 2 would become better prepared for the junior school if they were left at the gate instead of being brought into school. They are unhappy that their request was refused.