

# INSPECTION REPORT

## **HYDE CE PRIMARY SCHOOL**

Fordingbridge

LEA area: Hampshire

Unique reference number: 116294

Headteacher: Mrs Julie Dalziel

Reporting inspector: Geoff Burgess  
23708

Dates of inspection: 8<sup>th</sup> to 10<sup>th</sup> May 2000

Inspection number: 190422

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hyde Fordingbridge Hampshire
Postcode:	SP6 2QL
Telephone number:	01425 653350
Fax number:	01425 657655
Appropriate authority:	The Governing Body
Name of chair of governors:	Miss B Fletcher
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Geoff Burgess	Registered inspector
Julie Gallichan	Lay inspector
Tony Burgess	Team inspector

The inspection contractor was:

Geoff Burgess inspections

4 Dodhams Farm Close  
Bradpole  
Bridport  
Dorset  
DT6 3EZ

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Hyde Primary School serves a wide spectrum of families of British heritage in the scattered rural community around the New Forest village of Hyde. Many of the 68 pupils currently on roll come from outside the main catchment area. Few are entitled to free school meals and there is little unemployment in the area. Nearly a sixth of pupils are on the special needs register, of whom most have low level needs and none has a statement of special need. Attainment on entry is a little better than that found in most schools, but with small year groups, any pupils who find learning difficult have a disproportionate impact on overall attainments.

### HOW GOOD THE SCHOOL IS

This is a good school where, with the very good leadership of the new head, good teaching throughout the school and the excellent contribution of the children, standards are being raised. Given its generous funding and good quality intake, it provides satisfactory value for money.

#### What the school does well

- Consistently good teaching with much of it even better, ensures that pupils achieve well in each class
- Four and five-year-olds make very good progress thanks to the high quality provision made for them in the youngest class
  - Boys and girls are encouraged to work hard, enjoy their lessons and take a pride in their achievements and they develop excellent attitudes to learning
  - Pupils' social and moral development have the highest priority. They behave very well and are growing into mature, sensible and responsible citizens
- Staff give pupils very good opportunities to appreciate their own cultural heritage and celebrate the cultural diversity of others
- The headteacher is a very effective leader and manager who has added direction, purpose and energy to the hard work and willingness of the school community in improving the school

#### What could be improved

- despite having the advantage of a very good start in the youngest class, the standards of seven-year-olds do not match those of school leavers and have gone down in recent years
- poor spending decisions have been made without sufficient consultation or reference to agreed school priorities and the impact of such decisions has not been monitored
- pupils' achievements in information technology are well below what might be expected and standards are lower than those achieved in other subjects

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Few real improvements were made prior to this year in any of the areas identified during the last inspection in June 1996 and all have been identified by the new head as priorities in the current draft improvement plan. Considerable progress has already been made in all areas since her arrival, with a formal planning regime established, the adoption of national schemes of work, assessment and recording procedures being developed and the governing body steadily growing in effectiveness. The overall trend in national test results for leavers has been up but for seven-year-olds, it has been down. Overall improvement since the last inspection is satisfactory but the school is now in the best position for many years to improve substantially where it needs to.

### 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	E	A*	A	C
mathematics	C	A	A	A
science	E	A*	B	C

#### Key

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

With small numbers in each year group, the school is vulnerable to the ups and downs caused by the impact of individual pupils. However, there has been an overall upward trend for 11-year-olds in line with the national pattern over the past few years. Though only average when compared with similar schools in English and science, all were above average nationally last year with English and mathematics well above. Pupils are achieving at least as well this year but with only six in the year group, any comparison would be unfair. The trend in results for seven-year-olds has been down, especially in writing and mathematics. Last year these were below and well below average when compared with similar schools respectively, the lowest results for four years. Reading was better being well above average nationally but only average against schools in a similar situation. Current standards in year two are little better except in mathematics which may reach average standards nationally. Under fives make good progress in their foundation year and are well on to the National Curriculum by the end of their first year in school. Speaking and listening skills are well developed throughout the school. Standards in other subjects are generally as would be expected with art a strength. However, standards in information technology are low, especially in Key Stage 2. The small number of pupils who find learning more difficult are well supported and make good progress.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls thoroughly enjoy their time in school and are very enthusiastic & wholehearted in their approach to school work. They try hard and are proud of what they do. Their attitude to school is excellent.
Behaviour, in and out of classrooms	Very good behaviour in and out of class makes a significant contribution to pupils' learning and to the happy and sociable nature of lunch and breaktimes spent with the ponies on the common.
Personal development and relationships	A key factor in the happy, relaxed and ordered feel of the school is the high quality of all relationships. Pupils act in mature and sensible ways and are very happy to take on any responsibilities they are offered.
Attendance	Children enjoy school so much that any absence or unpunctuality is unavoidable

Pupils make a very good contribution to their own education through their positive attitudes to work and very good behaviour. They are confident and enthusiastic about learning and are always ready to share their skills, knowledge and opinions with others

### TEACHING AND LEARNING

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

Most teaching observed was at least good with more than a quarter very good, especially in the younger class, and none unsatisfactory. One religious education lesson in the younger class was excellent. High expectations for pupils' behaviour and good work habits in all three classrooms ensures that no time is lost and that teachers and their helpers can devote all their time to supporting learning. Relationships are excellent and the confidence and high self-esteem developed in the children is very important in helping them to take responsibility for their own learning. This is especially the case in the youngest class where four year olds are quite prepared to develop ideas and make suggestions that the teacher skilfully incorporates into the lesson. Well-planned and focussed teaching of basic skills in the older class is a key factor in ensuring that the school achieves good results in national testing most years. Skilled and well-involved classroom assistants make a good contribution to the teaching process.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a suitably balanced range of subjects with literacy and numeracy well represented. Newly established planning procedures are beginning to ensure progression in the mixed age classes but pupils have few opportunities to take part in activities outside lessons. The taught curriculum for under-fives is rich and appropriate for their needs.

Provision for pupils with special educational needs	Children who show signs of not achieving as well as hoped are identified early and the school has a sound system for assessing and meeting their needs. Parents are fully involved and appropriate and attainable targets in their individual plans are regularly updated. Provision and teaching is good and pupils with special needs make good progress.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make very good provision for promoting pupils' personal development with very good arrangements for the development of pupils' social skills and attitudes and moral awareness. Curricular provision for pupils to study and appreciate their own cultural heritage and celebrate the cultural diversity of others is also very good with good attention given to helping pupils to reflect on the more spiritual aspects of their growth.
How well the school cares for its pupils	Not all necessary arrangements are fully in place but the school takes good care of its pupils and ensures that they are safe and not at risk. It keeps a close watch on their attendance, behaviour and personal development and maintains suitable records to record events or trends that may be significant. Teachers and other staff know the children very well and assessment procedures are generally satisfactory. Good communications with parents help to ensure that any potential problems are dealt with promptly.

The school provides a rich diet of classroom activities to interest and stimulate its pupils with the cultural element of their learning especially well provided for. Pupil's moral and social growth have a very high priority but aspects of whole school planning and the monitoring of pupils' progress are still in the early stages of development. This is a very caring school but some necessary formal procedures to ensure pupils' welfare are not yet in place.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new head has made a very good start at working with the staff and governors to build on the school's strengths and bring it fully up to speed in the context of recent developments. She has substantially improved communications within the school community and as people gain confidence, is steadily involving them more in making decisions.
How well the governors fulfil their responsibilities	Governors, many of whom are new, are well along a steep learning curve initiated and supported by the head. Appropriate structures and procedures are now in place to enable them to play a fuller part in the life of the school. They bring considerable enthusiasm and expertise to their developing roles and are particularly keen to develop greater links with the local community.
The school's evaluation of its performance	In the short time the new head has been in charge, she has been very perceptive in analysing the school's present position based on what she found and interpreting current data. This has been shared and explored with staff and governors and the resulting draft improvement plan provides an accurate agenda for the next few months. As a result, some long-standing issues have been resolved and a start has been made on the rest.
The strategic use of resources	The school does not have a history of relating budgeting to its agreed needs and 'ad hoc' spending last year, especially on staffing, has seen the school's reserves turned into a substantial deficit. This is being sorted out and recent spending decisions have been made in the context of agreed priorities and available funds.

The new head is having a considerable impact on improving the overall management and efficiency of the school. She knows exactly where the school is and what needs to happen to make the most of its enviable assets. By involving the whole school community in the process, she is showing admirable leadership qualities. Money has not always been wisely spent in the past but the head and governors are now very aware of the need for tighter budgeting and monitoring.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• their children enjoy going to school</li><li>• teaching is good and their children are making good progress</li><li>• the school is helping pupils to grow up sensibly and behaviour is good</li><li>• pupils are expected to work hard and do their best</li><li>• they are kept well informed about what and how well their children are doing</li><li>• the staff are very approachable and the school works closely with parents</li></ul>	<ul style="list-style-type: none"><li>• opportunities for their children to take part in activities in addition to lessons</li></ul>

Inspectors strongly agree with parents' positive views. The school is in the process of providing more extra-curricular activities.

## **PART B: COMMENTARY**

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

#### **Consistently good teaching with much of it even better, ensures that pupils achieve well in each class**

1. With nearly four-fifths of lessons were at least good in a wide range of subjects and across all age groups, pupils of all abilities were seen to be achieving well during the inspection. An important feature in this is the consistently very well established routines and expectations which mean that pupils know exactly what to do and can get on with the minimum of help. It is very important in the somewhat cramped classrooms that lessons are well prepared and that the teacher manages activities efficiently so that the minimum amount of time is lost. This was observed throughout the school from the very good use of classroom assistants to make it possible for the youngest children to play with sand and water, to the very well organised middle class when it comes to making ready for lunch and assemblies. Classroom assistants make a good contribution to both teaching and learning in each classroom and are seen to be very much part of the teaching team.

2. All lessons are planned to provide pupils with a stimulating range of appropriate activities matched to their abilities with a good balance of intellectual challenge and practical work. A lesson based on aboriginal art required considerable thought and perception from older juniors in discussing the origins of the art. They then confidently used learned skills in observational drawing and colour mixing to make their own good quality versions. Concentration levels were high and the teachers support and thoughtful questioning enabled pupils to develop their thinking and their work as the lesson progressed. Literacy skills are particularly well taught as was seen in a very good lesson in the middle class where the teacher's lively and expressive reading of the texts of 'Cliffhanger' and 'Dogger' did much to encourage pupils to respond animatedly to the texts. They were encouraged to use precise language, worked hard on their 'postcards' and were very proud of the finished products.

#### **Four and five-year-olds make very good progress thanks to the high quality provision made for them in the youngest class**

3. In the youngest class, children get a very good start to their school careers and develop a real enthusiasm for learning and confidence in their ability to succeed. The room itself is full of interest and opportunity so that even when not actively involved with an adult the children always have plenty to look at and to do, such as the seashell display and 'Three Bears' home play corner. Words are everywhere and children's work is celebrated in well-mounted, careful displays. The curriculum is rich and varied and all boys and girls have plenty of opportunity to make choices about what they do as well as being involved in high-quality sessions with both the teacher and the classroom assistants. Because of this they are very sensible about using their time and always busy. Children are encouraged to talk about what they are doing and discuss their work as they do so. All responses are taken seriously and as a consequence, even the youngest pupils are very happy to make contributions, often at the front of the class.

4. The quality of teaching is very good overall, and much enhanced by the contribution of the two classroom assistants who are an integral part of the set-up. From acting as confused 'sea monsters' to leading in rhyming songs and acting as sand and water play supervisors on the way, they add a great deal to what is possible. The children's day is carefully planned to give them a mix of whole class discussions, tabletop and practical activities well matched to the two age groups but, as with an able reception pupil, ensuring that individuals are catered for. The teachers approach is full of energy and respect for her young charges who respond by 'throwing themselves' at whatever they are asked to do. In a well-prepared science lesson, the children were so bubbly and enthusiastic that they virtually took over and the teacher very sensibly, with minimal need for control, allowed them to take their learning even further than she had planned. An excellent example of how well children's confidence and self-esteem have been promoted came in a religious education lesson about the 'Lost Sheep'. At the end of the day and after a hot playtime, four and five year olds earnestly discussed the implications of the story or talked about their own experiences knowing they would be listened to. The use of a much-loved puppet to reinforce the message made it a memorable experience for everyone.

**Boys and girls are encouraged to work hard, enjoy their lessons and take a pride in their achievements and they develop excellent attitudes to learning**

5. Children at Hyde School thoroughly enjoy being at school and, by their hard work and enthusiasm, make an excellent contribution to their own achievement. As noted in the previous section, this is developed in their first years in school and carries through until they leave. This produces an ethos where both adults and pupils regard such behaviour as normal and little has to be done to maintain good work habits. Over the short period of the inspection, it was noticeable how the pupils in the middle class rapidly built up a rapport with their new teacher. Hesitant responses became thoughtful and confident ideas and answers when comparing 'Cliffhanger' with 'Dogger', and the pace of learning increased as a consequence. Most of the pupils in the top class have been with their teacher for some time and the good understanding and work habits developed mean that almost no time is lost in getting sorted out. Pupils are attentive when they need to be, respond confidently when given the opportunity and get on with their work and finish in good time. Year four benefit from the extra attention they get in the mornings and use the time well to make their voices heard and respond to specific challenges.

**Pupils' social and moral development have the highest priority. They behave very well and are growing into mature, sensible and responsible citizens**

6. The ethos mentioned above extends into the development of pupils' social skills and attitudes and moral awareness. Behaviour is always very good, relationships are excellent and there is a real awareness throughout the whole school community of the worth of everyone at the school. High standards are mainly achieved by simple and consistent day-to-day attention to doing what is right, not because of the consequences of not doing it, but because that is what the school expects. This is so well developed that a look or an expression of disappointment is sufficient to put the few things right when they go wrong. Playtimes and lunchtimes are happy, social occasions and the wide spaces on the common give pupils the opportunity to organise themselves in a variety of ways. Gentle conversations, energetic running about, 'organised' games and simple day-dreaming all take place together without any fuss and those supervising are able to join in as appropriate.

7. Three assemblies and the religious education session observed all backed up this informal but rigorous approach with the week's theme of 'Helping others'. All were very good occasions in their own right, but the moral and social messages came across very strongly and were well understood by the pupils. The story of the 'Red Cross' led on to a school project on collecting stamps to support them; family and friends were explored as people who help us, with the teacher taking good care to challenge some possible gender stereotyping; and the local minister made it relevant to the Christian faith using the story of the sheep and goats. Boys and girls responded with real interest and sensitivity, and made their own strong contribution to the special nature of the shared time.

**Staff give pupils very good opportunities to appreciate their own cultural heritage and celebrate the cultural diversity of others**

8. For such a small school in a very English environment, staff provide pupils with a wealth of opportunities to learn about and appreciate a wide range of cultures including their own. High quality displays around the school celebrate the work of artists such as Lowry and West Indian style patterns. Judaism is celebrated in one class and a very detailed display on Sikhism features in another. Older pupils have a good collection of literature to support them in looking at writing from several cultures which involved West Indian writing during the inspection. The same pupils took great care in making their own representations of Australian aboriginal art and were looking at why Hyde village is sited where it is. The middle class studying Kenya, has the advantage of a comprehensive display involving pictures, photographs, artefacts and books. In an associated geography lesson, the teacher was careful to ensure that pupils recognised that though poverty exists, many Kenyans have a very western life-style. Assemblies picked up the theme using African music to set the tone and referring to the work of the Red Cross in areas such as Ethiopia. When talking about the Red Cross, the head ensured that pupils understood why Muslims used a Red Crescent as their symbol for the organisation.

**The headteacher is a very effective leader and manager who has added direction, purpose and energy to the hard work and willingness of the school community to work together to improve the school**

9. Despite the production of an action plan, very little was done about the areas for improvement identified in the years following the last inspection. The school was allowed to drift, being kept afloat by the good teaching of the two remaining teachers and the quality of the children. Decisions were not made on a planned basis with little involvement from governors, staff or the local authority. The new head quickly realised the situation and, in one term, has brought about a quiet revolution in the leadership and management of the school. By involving governors, staff and parents and listening to what they had to say, she has been able to set a provisional agenda for the school that meets its most urgent needs. All communications have been substantially improved and clear procedures put in place where they were missing. The leadership roles of staff and governors have been clarified and structures have been agreed to enable those concerned to play a much fuller part in the life of the school.

10. The school is becoming ever more aware of its strengths and where it needs to improve. Good use has been made of outside agencies to act as consultants and give advice on resolving more difficult problems such as the budget deficit. Though some historic spending decisions will affect the school for some time yet, the head and governors are aware of what needs to be done to make the best of the situation. Classroom monitoring and the analysis of test results revealed underachievement at the end of Key Stage 1 and this is being sorted out. In fact, the inspection team found nothing significant which had not already been identified by the new head and either resolved or put into the school's draft improvement plan.

### **WHAT COULD BE IMPROVED**

**Despite having the advantage of a very good start in the youngest class, the standards of seven-year-olds do not match those of school leavers and have gone down in recent years**

11. Although the overall trend in standards for pupils when they leave the school has matched the national trend over the past few years, this has not been reflected in the performance of seven-year-olds. The recent work seen in pupils' books would seem to indicate that this will still be the case this year. In addition, when looking back at work completed by the same children towards the end of their time in year one, it is obvious that, two terms later, pupils are not operating at a level significantly higher. It is also clear that, other than in reading, pupils in year three have not achieved as well as boys and girls in the rest of the school. However, after only a few days, it was noticeable that, with their new teacher, the pace of learning had picked up considerably and that pupils were becoming more confident and enthusiastic. Levels of understanding shown orally in literacy and science lessons were far in advance of the evidence shown in previous written work.

**Poor spending decisions have been made without sufficient consultation or reference to agreed school priorities and the impact of such decisions has not been monitored**

12. Hyde School does not have a tradition of using the results of monitoring and evaluating the work of the school to help to decide how best to use the funds with which it is provided. The previous head effectively made all spending decisions and ran the budget himself. Staff and governors were not involved in the process and no evaluation was made of the impact of the way money was allocated. Governors were not in a position to monitor what was going on properly and no local authority help was sought. The inspection team could find no links between the areas identified in the last action plan, the most recent school development plan and actual spending. Several poor spending decisions were made, notably in staffing. Commitments made in the last financial year have 'knock-on' consequences for this and with all its reserves used up and a substantial deficit to make up, the impact of this historic lack of financial prudence will be felt for some time.

**The achievement of boys and girls in information technology (IT) is well below what might be expected and standards are lower than those achieved in other subjects**

13. A good deal of money, much of it provided by parents, was committed to the lease of networked computers until the year 2001 by the previous head. However, the way these were organised made it difficult for them to be used regularly enough by pupils. Any use was on an ad hoc basis and did not involve learning computing skills such as word or data processing. Very little suitable software was made available for teachers to use and no training provided to give them the expertise or confidence to teach the subject. This meant that no significant gains in pupils' learning of specific information technology skills were made and standards in IT did not improve.

14. With considerable help from the local authority, each class now has two fully equipped machines supplied with appropriate software and, since April, teachers have been in a position to start to use information technology as part of the regular curriculum.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

15. To make the most of its undoubted strengths and improve academic standards to match the very good personal standards achieved by its pupils, the governors, headteacher and staff of Hyde CE Primary School should:

- (1) Ensure that pupils achieve as well in years two and three as they do in the rest of the school by:
  - setting out clearly what the school expects of pupils in each year group, based on the good standards achieved in year one
  - set challenging but attainable targets for each child based on this
  - improving teachers knowledge of what attainment levels look like in practice and developing assessment procedures which help them to track pupils progress towards these targets
- (2) Be certain that all available funds are spent wisely by:
  - establishing how much is needed to run a basic service and calculate how much is available to use at their discretion
  - involving staff and governors in deciding what is important and necessary to improve the school and raise standards, and funding these priorities appropriately over time
  - monitoring the effect of any commitment of money, time or effort against hoped for gains
- (3) Improve the level of pupils' skills and understanding in all aspects of the use of computers as tools for learning by:
  - integrating their use into daily planning and making sure that all pupils spend enough time working with information technology (IT) to learn what they need to learn
  - developing a specific progressive programme to indicate exactly what pupils will cover in each year group and a means of monitoring their progress through it
  - providing opportunities for all staff to improve their confidence and expertise in the teaching of IT skills and the use of applications such as spreadsheets.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
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
7	29	43	21			

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– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	68
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	11

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	5	6	11

National Curriculum Test/Task Results	Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4
	Girls	6	6
	Total	9	10
Percentage of pupils at NC level 2 or above	School	82 (81)	91 (81)
	National	82 (80)	83 (81)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	4
	Girls	5	6	6
	Total	8	10	10
Percentage of pupils at NC level 2 or above	School	73 (81)	91 (85)	91 (86)
	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	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	4
	Girls	6	6	6
	Total	11	10	10
Percentage of pupils at NC level 4 or above	School	92 (100)	83 (90)	92 (100)
	National	70 (65)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92 (100)	92 (100)	92 (100)
	National	68 (65)	69 (65)	75 (72)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	59
Any other minority ethnic group	

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 – Y6

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	17.9
Average class size	

### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	64

FTE means full-time equivalent.

## Financial information

Financial year	1999-00
	£
Total income	184208
Total expenditure	201388
Expenditure per pupil	2780
Balance brought forward from previous year	7744
Balance carried forward to next year	-9436

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	39

### Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	3	
My child is making good progress in school.	44	41	13	3	
Behaviour in the school is good.	46	51	3		
My child gets the right amount of work to do at home.	21	64	10	3	3
The teaching is good.	34	53	11	3	
I am kept well informed about how my child is getting on.	36	51	10	3	
I would feel comfortable about approaching the school with questions or a problem.	74	21	3	3	
The school expects my child to work hard and achieve his or her best.	39	50	5		5
The school works closely with parents.	44	49	5	3	
The school is well led and managed.	36	54	3		8
The school is helping my child become mature and responsible.	51	41	8		
The school provides an interesting range of activities outside lessons.	0	23	59	8	10