

INSPECTION REPORT

SHOSCOMBE CE VA PRIMARY SCHOOL

Bath

LEA area: Bath and NE Somerset

Unique reference number: 109236

Headteacher: Mrs Sylvia Taylor

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 25 - 26 June 2001

Inspection number: 190660

Short 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 aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: St Julian's Road
Shoscombe
Bath

Postcode: BA2 8NB

Telephone number: 01761 432479

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Appropriate authority: Governing body

Name of chair of governors: Mrs S Canning

Date of previous inspection: 25/11/1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England voluntary aided primary school takes pupils from four to 11 years old and is maintained by the Bath and North East Somerset Local Education Authority. It still occupies its unique 1866 buildings with attached chancel in a very rural area, and serves the village of Shoscombe and the surrounding area. At the time of the inspection there were 98 pupils on roll in four classes. Most pupils start school with standards of attainment in line with those usually expected. Six per cent of the pupils are eligible for free school meals which is below the national average; 14 per cent of the pupils are on the special educational needs register which is also below the national average. At the time of the inspection, the reception class was taken by a temporary supply teacher.

HOW GOOD THE SCHOOL IS

This is a popular school offering a rich curriculum and a wide range of activities. Pupils make satisfactory progress across the school and standards of attainment are in line with the national average by the end of Key Stage 2. The quality of teaching is satisfactory overall but varies across the school, being good overall at Key Stage 2 but unsatisfactory on a significant number of occasions at Key Stage 1. The quality of leadership and management is satisfactory overall and is already addressing some of the disparities in the quality of provision across the school. The school receives an average level of funding and provides satisfactory value for money.

What the school does well

- There is some good teaching at Key Stage 2.
- The school provides a rich curriculum with a wide variety of activities.
- There are some very stimulating and well developed outside facilities that pupils use very well.
- Parents give very good support to the school.

What could be improved

- Standards of attainment need to be improved at Key Stage 1.
- Expectations of both attainment and behaviour could be higher across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996, and has made only steady progress since then. Standards of attainment are still generally in line with expectations in English and mathematics, although science has improved. Pupils' standards of behaviour and attitudes to their work are generally satisfactory rather than good. The quality of teaching and of the leadership and management are broadly similar to those found at the previous inspection. The school has fully addressed all the key issues raised by the last report: the headteacher now has much more time to monitor and evaluate the work of the school, the timetable is more efficient, staff have more opportunities to monitor their subjects, and assessment procedures have been improved. The school has the capacity to increase this rate of improvement.

STANDARDS

There have been too few pupils in each Year 6 year group over the last four years for their scores in national tests for 11 year olds to be statistically valid. Therefore, the usual table of scores is not given. Inspection findings indicate that by the end of Key Stage 2, standards of attainment are broadly average in English and mathematics and above average in science.

The school's scores in national tests for seven year olds have been well above average in reading, writing and mathematics for the last four years. Inspection evidence indicates that standards this year are much lower, being below average in reading and writing, whilst still above average in mathematics. The lower attainment is associated with the quality of teaching at the key stage. The previously high standards were attained when the teacher now taking Year 6 was taking Year 2.

Although the very small numbers in each year group can make large fluctuations quite common, and comparisons are therefore to be treated with some caution, in general, pupils make satisfactory progress through the school. However, with sustained good teaching across the school, these pupils are capable of higher attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have generally satisfactory attitudes to their work, but these vary across the school. Some pupils are keen to learn and sustain their concentration well, whilst others show little commitment to learning. There is a general lack of urgency in pupils' approach to work.
Behaviour, in and out of classrooms	Like attitudes, behaviour is satisfactory overall but varies. Pupils behave well at breaks and play well together on the field. However, behaviour is sometimes unsatisfactory in lessons at Key Stage 1, and in other classes there are some pupils who do not show sufficient respect for their teachers or for their fellow pupils.
Personal development and relationships	Teachers generally have a caring relationship to their pupils, and, most pupils are thoughtful and caring in their approach. There are some pupils who are not so thoughtful or caring towards others. Pupils generally respond well to opportunities to be independent in their work, and organise themselves well in the playground.
Attendance	The rate of attendance is above average.

TEACHING AND LEARNING

Teaching of pupils:	Aged 4-5	Aged 5-7 years	Aged 7-11
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.

During the inspection, the quality of teaching was good in 35 per cent of the lessons, satisfactory in almost 55 per cent, and unsatisfactory in just over ten per cent. The unsatisfactory teaching was at Key Stage 1.

Judgements about the teaching of pupils in the reception class are difficult as the class was taken by a temporary supply teacher during the inspection and is therefore not included in the above statistics. The usual teacher had been absent for most of the year on long-term sick leave, and the usual supply teacher was also absent. Evidence from the pupils' work and the progress they have made suggests that the quality of teaching has varied across the year, but has generally been good under the long-term supply arrangements.

Teaching is satisfactory overall at Key Stage 1, but there is a significant amount of unsatisfactory teaching. The work set is often not sufficiently challenging to promote thought or enable the pupils to reach the higher levels of attainment. Classroom management is sometimes weak, and pupils' behaviour not sufficiently well managed, particularly at the beginning of the week.

Teaching at Key Stage 2 is good overall. There is greater pace and challenge, and lessons are often well structured to take pupils through a sequence of learning.

The teaching of numeracy is effective across the school, and the teaching of literacy is effective at Key Stage 2, but not at Key Stage 1. Across the school, there needs to be higher expectations of both behaviour and attainment. There is appropriate teaching of pupils with special educational needs and some good support from teaching assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide curriculum and involves the pupils in a good range of activities. There are good opportunities for sport, and for music and drama through productions such as 'Bugsy Malone'. European links are well promoted, and there is a wide range of extra-curricular activities.
Provision for pupils with special educational needs	There is appropriate provision for pupils with special educational needs. The Code of Practice is appropriately followed, and there is some good support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes appropriate provision through a formal programme for personal and social development. The new playground equipment provides good opportunities for social development through co-operation and planning. There is some good provision for cultural development and the multicultural element is strong.
How well the school cares for its pupils	There is a generally caring ethos and the pupils are well supervised. Staff have not received the required recent training in child protection. There are thorough arrangements for assessing pupils' progress, although lessons do not always build directly on these.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very thoughtful leadership of the school and is well aware of its strengths and the areas that need development. She has been active in addressing some of the disparities in provision across the school and now needs to focus on Key Stage 1. Subject co-ordinators are developing a good overview of their subjects.
How well the governors fulfil their responsibilities	The governors have extended their role recently and are developing a good overview of the school and its work. They are active in their support and involvement in the life of the school.
The school's evaluation of its performance	The school is taking many steps to evaluate its performance. Test and other assessment data are analysed, and lessons and planning are monitored. More use could be made of some of this analysis in shaping lessons and the curriculum.
The strategic use of resources	The school receives an average level of funding for a small school and has made generally effective use of this in providing a good level of teaching and support staff. Resources are generally adequate, with a very useful computer suite, but the library does not provide an inviting or stimulating environment. The budget is planned effectively and the principles of best value applied.

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 like coming to school. • Teaching is good. • The school is very approachable. • Children make good progress. • The school expects children to work hard. 	<ul style="list-style-type: none"> • Some parents feel they are not well informed about the school. • Some feel the school does not work closely with parents. • There is concern about the level and consistency of homework.

Parents were supportive of the school in their questionnaires and meeting with inspectors, and they make a very significant contribution through their voluntary help in class and through the money they raise. The inspection generally endorses their positive feelings, although expectations of hard work could be much higher, and progress is satisfactory rather than good. The school takes all of the usual steps in communicating with parents through newsletters, workshops and meetings, and written reports are often good. However, the school is aware of the need to look again at this issue in the light of the feelings expressed about the information and partnership, and to ensure that the setting and marking of homework is consistent across the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is some good teaching at Key Stage 2.

1. During the inspection, the quality of teaching was good in 60 per cent of the lessons seen at Key Stage 2, and satisfactory in 40 per cent. No teaching was unsatisfactory at this key stage.
2. Where teaching is good, the lessons provide good challenge for the pupils and there are high expectations of attainment. For example, a Year 5/6 English lesson looking at the use of the active and passive voices in writing, analysed the grammar of sentences at a high level and required pupils to manipulate language in a sophisticated way. A Year 3/4 English lesson, comparing the style and approach of two stories, an African and a Chinese folk tale, required a high level of analytical skill together with an appreciation of the literary elements of structure and form.
3. Some lessons are well structured to take pupils through a process of thought or understanding. For example, a Year 3/4 mathematics lesson, looking at the division of large numbers, required pupils to analyse their methods and to draw upon their knowledge of simple numbers to work out the logical reasons for eliminating some alternatives. For example, that the answer to 168 divided by 14 must be more than 10, because we know that $14 \times 10 = 140$ and 168 is greater. The articulation of the methods and the connecting of different elements of knowledge was good challenge for these pupils, and the process enabled them to arrive at a better understanding of the relationships of numbers.
4. The best lessons have a brisk pace and rapid rate of learning. For example, a Year 5/6 mathematics lesson involved a timed session of mental calculations with pupils required to work quickly within a given time scale. However, occasions when pupils are set times to complete a given amount of work are comparatively rare, and many pupils lack a sense of urgency in their work. In the right conditions they are capable of learning rapidly, however. For example, in a Year 3/4 science lesson looking at the dissolving of solids in water, pupils quickly worked out the likelihood of dissolving and the factors, such as the temperature of the water, that would affect this. Pupils work best when they are involved on practical, investigative, activities and in open-ended situations that demand thought and a measure of independence. Their pace of work is much slower on the relatively undemanding completion of worksheets or exercises from workbooks.
5. There were some lessons that built well on previous knowledge and took good account of what different pupils have already learned. For example, a Year 5/6 science lesson, looking at the way micro-organisms colonise foods, built well on pupils' knowledge of the conditions that plants need to live. This required pupils to apply this knowledge in a different context, and to relate the necessary conditions for plant growth to methods of preserving foods by the elimination of one or more of these conditions. Pupils were able to recognise that these conditions of warmth, moisture and air, could be eliminated by freezing, drying and canning.

The school provides a rich curriculum with a wide variety of activities.

6. The school has been careful to avoid too narrow a focus on the basic skills of numeracy and literacy and ensures that the pupils have the benefit of a wide curriculum. The full range of National Curriculum subjects is covered at appropriate depth, and there is good emphasis on the arts through music and drama. This is supplemented by activities such as the '5x5x5 Scheme' that involves pupils in art and photography.
7. These aspects of cultural development are assisted by the large-scale dramatic presentations that are put on for parents and others. At the time of the inspection rehearsals were under way for a production of 'Bugsy Malone' that involved singing and dancing as well as acting and the mastering of American accents. This even linked well to an English topic where the story of Bugsy Malone was compared to Romeo and Juliet. The experiences gained by pupils from taking part in such productions are extremely valuable socially as well as educationally.
8. The school has developed a very valuable European dimension to its work, with links to schools in France, Portugal and Romania. These enhance pupils' understanding and widen the scope of their knowledge. The correspondence with pen-friends from these schools is particularly valuable.
9. For a small school, there is a good range of sports and games, and the school has met with a good deal of success in these. For example, the school's hockey team recently won the local tournament. It is unusual to find such provision in such a small school.
10. There is a very wide range of extra-curricular activities, and teachers are to be commended for the time and effort that they voluntarily put into these. The activities range from what must be one of the very few Latin clubs in the country, to the usual range of sports and games after school. The French club for younger children emphasises the European dimension of the school's approach to education.

There are some well developed and stimulating outside facilities that the pupils use very well.

11. The school is set in very pleasant grounds with a large grassed area, albeit on a fairly steep slope, and further grassed and hard-surface areas for play. These have been developed well to provide an interesting and stimulating environment. The very rural setting of the school with the field surrounded by trees and hedgerows makes an almost idyllic situation.
12. The recently provided climbing trail apparatus has proved very popular and is a very valuable resource. The apparatus is being used very sensibly by the pupils, and it is promoting good co-operation and organisation. Pupils spontaneously form groups and devise games that are directly promoted by the opportunities offered by the equipment.
13. The use of the many linked areas of the playground enables the pupils to be creative in their play and to find quiet areas if they wish. The provision of the seats and the picnic tables under the oak tree is particularly valuable in providing opportunities for pupils to play quietly and to talk and read. In the very warm

weather of the inspection, the picnic tables and shade of the tree were a very valuable resource for the inspectors as well!

14. Pupils use the outside areas very well, showing responsibility and independence. The rule that they should not go beyond the hedge surrounding the field is well respected, even though there are many gaps that would allow easy passage. Pupils co-operate well; for example to move the wooden benches to make a suitable space for their football games. Other pupils are content to sit quietly, as some did all one break watching the birds go to and from their nests under the stone slabs of the school's roof.

Parents give very good support to the school.

15. There is a large number of parents who help in class on a voluntary basis, hearing pupils read and helping with groups during lessons. This is very valuable in allowing a closer focus on groups and individuals and in giving more opportunities for pupils to practise their reading. There is also considerable support for children's learning at home with parents hearing their children read and ensuring that other homework is completed. Further advanced information for parents about the curriculum would enable them to help even further.
16. There is a very active 'Friends of Shoscombe School' association that is a useful social forum as well as raising considerable funds for the school each year. This has helped to provide equipment and resources such as the playground apparatus. Parents are also active in helping with extra-curricular activities and with the school's dramatic productions; for example making props and costumes for 'Bugsy Malone'.
17. In their replies to the inspection questionnaire, a number of parents disagreed that the school kept them well informed about their children's progress and that the school works closely with parents. The inspection findings are that the school offers the usual range of communications through letters and meetings, and that the written reports conform to requirements to comment on pupils' progress and to set future targets. Many reports do this very well. Parents come into school informally when they bring and collect their children and there are many opportunities for informal conversations with teachers.

WHAT COULD BE IMPROVED

Standards of attainment need to be improved at Key Stage 1.

18. Although national tests for seven year olds show that standards of attainment have been well above average in reading writing and mathematics for the last four years, standards this year are much lower, being below average in reading and writing, whilst still above average in mathematics. There can be changes in standards with different groups of children, and these changes can be large where numbers are small, but inspection findings, together with the fact that this group of pupils is able to attain above average standards in mathematics, indicate that these pupils could do better. The lower standards are associated with the quality of teaching and the fact that the teacher who has taken Year 2 for the last four years is now teaching at Key Stage 2.

19. In reading, almost half of the pupils have not attained the expected level (Level 2b) in terms of their fluency and understanding. Only two pupils have attained the higher level (Level 3) where they read more fluently and begin to recognise the main points in texts. Although there has been considerable attention to reading, with pupils heard reading individually on a regular basis by the teacher or other adults, and although there has been direct teaching of reading through the national literacy hour, there has been insufficient focus on the higher order skills. Although pupils are willing to read, their love of books and enthusiasm for literature has not been awakened. This is partly to do with the range of literature available to them, and partly to do with the focus on saying the words rather than discussing the meanings of the stories. The school's library does not provide a stimulating or welcoming environment and there is no inviting reading corner in the classroom with soft seats where children can lose themselves in a book at odd moments.
20. Standards in writing are even lower than reading. Well over half of the pupils have not achieved the expected level, and none has achieved the higher level. Some pupils have not mastered the basic skills of simple spelling and punctuation, and many lack the ability to write a sequence of sentences using interesting vocabulary. No pupil is able to use different forms of writing appropriately with words chosen for variety and interest. The teaching of writing has not focused sufficiently on the higher skills, and too many lessons have involved pupils in writing lists of words or completing simple exercises instead of being challenged to express their ideas in sequences of sentences. There is a link to reading here, because there are too few examples of good writing and teachers do not sufficiently model good writing in the literacy hour lessons.
21. During the inspection a significant amount of the teaching at Key Stage 1 was unsatisfactory, and none was good. This is the reason for the lower standards. In the lessons where teaching was unsatisfactory, the management of the pupils was unsuccessful, and so pupils were badly behaved and failed to pay sufficient attention to the lesson, or to apply themselves sufficiently to their learning. These lessons were undemanding, and required pupils to listen for extended periods to the teacher. The subsequent tasks were undemanding and lacked interest.
22. In general, too few lessons enthuse or excite the pupils or provide them with sufficient challenge. Too much work is uninteresting and based on exercises in workbooks or on photocopied sheets. There are too few lessons where practical activities and investigative approaches enable pupils to explore avenues of thought and to try things out for themselves. Where this was seen in a Year 1/2 science lesson pupils worked well with batteries and bulbs and were keen to explore, but even here there was a worksheet to complete. Too few lessons build precisely on what different groups of pupils have already learned. For example, although pupils have been assessed as attaining between Level 1 and Level 2a in writing, they were all required to follow the same lesson on plural and singular words.

Expectations of both behaviour and attainment need to be higher across the school.

23. Behaviour is generally satisfactory across the school, and pupils can often behave very well, especially when they are given some independence or are engaged in practical tasks that provide some intellectual challenge. For example, pupils play very well together independently with the playground equipment, organising

themselves to set out fitness trails and to follow the course agreed. In practical lessons such as the Year 1/2 science lesson where pupils were investigating ways of lighting a bulb, or the Year 3/4 science lesson where pupils were dissolving solids, they again work well. However, there are a number of pupils who can be challenging to their teachers and who do not always show sufficient respect. There are also a number who are not thoughtful or considerate of others. There is a general lack of urgency in completing work or in responding to instructions; this can even be seen in the time it takes pupils to respond to the bell at the end of break. Pupils do not always show great commitment to learning.

24. Expectations need to be higher in order to address this behaviour and these attitudes, and these are linked to expectations of work and attainment. Although pupils have made generally satisfactory progress across the school and standards of attainment are in line with national expectations, most pupils are capable of more rapid progress and higher attainment. To achieve this, pupils' own attitudes to work need to improve, and the level of challenge in lessons, and the pace of work, need to be consistently high. The attitudes and challenge are linked because pupils' attitudes are best in those lessons where they are involved in practical, investigative activities that challenge them to think and hold their interest.
25. Lessons need clearer learning objectives that are shared with the pupils and are returned to at the end to see what has been learned. Pupils need to be involved in more short-burst activities which are timed with a set amount of work to be accomplished. The introductions to lessons are often too long and would be better split with more practical activities in between. Lessons are most effective where there is a range of learning strategies involved, and there are a range of materials from which to learn. The marking of pupils' work, and the standards accepted are inconsistent and marking often involves a simple tick. The greater involvement of pupils in considering the quality of their work and ways in which it can be improved will give them greater responsibility. Pupils work best when involved in practical activities and investigative approaches where they have some independence to explore ideas and different methods of recording. These are actually requirements of the National Curriculum. Even in some of the practical lessons seen, such as both the science lessons at Key Stage 2, teachers spent much of the lesson performing the practical tasks themselves and gave the pupils too little scope to explore. Above all, lessons need to excite and enthuse the pupils. Far too many lessons are based on exercises from textbooks or the completion of photocopied sheets.
26. In some cases the behaviour of a minority of pupils has come to be accepted when it could and should be challenged. For example, some pupils have developed a habit of calling out to make a point in a lesson, or to question a point that is being made in a way that does not accord the proper respect to their teachers. This is not done out of deliberate rudeness, (although there were occasions at Key Stage 1 when some pupils were deliberately rude) but still needs to be addressed. The school is using a direct approach to personal development through a programme that addresses attitudes, and this is usually effective in altering such forms of behaviour, when it is used alongside high and consistent expectations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to raise standards of attainment and behaviour, the school needs to:

- 1) Improve the standards of attainment at Key Stage 1 by:
 - ensuring that lessons are sufficiently challenging and build precisely upon what children have already learned;
 - increasing the use of practical activities and investigative approaches;
 - using a wider range of teaching and learning strategies;
 - ensuring that lessons enthuse and excite the pupils.(paragraph 18)

- 2) Raise expectations of both behaviour and attainment across the school by:
 - involving pupils in a more investigative approach where they have more independence to plan and find things out, and using fewer text book exercises and worksheets;
 - ensuring that learning objectives are clear, shared with pupils, and returned to at the end of lessons;
 - make greater use of short-burst and timed activities where expectations are clear;
 - making expectations of behaviour consistent and rigorous.(paragraph 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	35	53	12	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)	n/a	98
Number of full-time pupils known to be eligible for free school meals	n/a	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	14

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	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	9	9	10
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	95 (91)	95 (91)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	9	9	9
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (91)	95 (100)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	0	6	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	3	4	4
	Total	3	4	4
Percentage of pupils at NC level 4 or above	School	50 (63)	67 (63)	67 (75)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	5	4	6
	Total	5	4	6
Percentage of pupils at NC level 4 or above	School	83 (63)	67 (88)	100 (63)
	National	70 (68)	72 (69)	79 (75)

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	87
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 – Y6

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	24.5
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	37

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	212,204
Total expenditure	227,430
Expenditure per pupil	2,250
Balance brought forward from previous year	18,403
Balance carried forward to next year	3,177

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	1	1	0
My child is making good progress in school.	42	51	4	1	1
Behaviour in the school is good.	26	62	10	0	1
My child gets the right amount of work to do at home.	16	55	20	7	1
The teaching is good.	52	42	3	1	1
I am kept well informed about how my child is getting on.	22	49	25	3	1
I would feel comfortable about approaching the school with questions or a problem.	70	20	7	3	0
The school expects my child to work hard and achieve his or her best.	41	55	1	1	1
The school works closely with parents.	30	46	19	3	1
The school is well led and managed.	29	58	10	3	0
The school is helping my child become mature and responsible.	38	55	3	4	0
The school provides an interesting range of activities outside lessons.	32	57	7	3	1