

INSPECTION REPORT

**FURNEUX PELHAM JUNIOR MIXED & INFANT
SCHOOL**

Buntingford

LEA area: Hertfordshire

Unique reference number: 117394

Headteacher: Mrs Susan Skelton

Reporting inspector: Mr Peter Howlett
23744

Dates of inspection: 25th January – 27th January 2000

Inspection number: 191531

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

School category: Voluntary controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Furneux Pelham
Buntingford
Hertfordshire

Postcode: SG9 0LH

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Appropriate authority: The governing body

Name of chair of governors: Mrs Gail Nicholls

Date of previous inspection: 17 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small rural voluntary controlled Church of England school that caters for boys and girls aged between four and eleven years of age. It is located in the East Hertfordshire village of Furneux Pelham near Buntingford. The school has 95 pupils who attend full-time and 7 who attend part-time. Pupils are drawn from a range of backgrounds but in general their social and economic circumstances are more favourable than average. All pupils are from a white ethnic background and English is their first language. The attainment of the four year olds when they start school is above average. Provision for the under 5s is in a mixed aged reception class. The percentage of pupils with special educational needs (13 per cent) is less than the national average.

HOW GOOD THE SCHOOL IS

Furneux Pelham School is an orderly and happy place where pupils have a clear sense of community and achieve high standards in most aspects of their education. The school is well managed and the quality of teaching is good. It is a good school and its many strengths far outweigh its weaknesses. The school gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science and standards are high, particularly in reading and speaking.
- Overall, teaching is good, with eight in ten lessons being good or better.
- Pupils' behaviour is exemplary and is a credit to themselves, their school and their parents.
- There is a strong culture of high expectations promoted by the headteacher, supported by staff and appreciated by parents.

What could be improved

- Pupils' achievements in information technology.
- How the school monitors its work and evaluates its actions.
- Relationships with parents.

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 effectively addressed the issues raised in the previous inspection report in September 1996. Standards have risen in English, mathematics and science and the school sustains high standards in these subjects across the school. Pupils develop their investigative skills in science lessons and the school now plans opportunities for pupils to develop their design and technology skills. The school has worked hard to improve its assessment strategies and has been successful in raising the standards of its more able pupils. For example, the number of pupils who achieve above the expected levels in National Curriculum tests at the end of both key stages is now much higher than average. There are more opportunities for pupils to develop their information technology skills but these are still not sufficiently planned for in lessons. In consequence, pupils do not yet achieve appropriate standards, especially at Key Stage 2. Recent appointments have strengthened the teaching staff, bringing fresh ideas and enthusiasm to the school. The school is well placed to sustain its present high standards and to improve further in the areas of teaching, learning and management.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Most five year olds achieve beyond what is normally expected for their age in language and numeracy. Their social skills are also very good. The school is successful in maintaining high standards across the school, for example at Key Stage 1 test and teacher assessment results are high. By the age of seven pupils achieve very high standards in reading and speaking and high standards in writing, mathematics and science. By the age of eleven, standards in English and science are very high and in mathematics are high. Their performance in tests over the last four years is well above average. The standard of current work in lessons is good and many pupils in the school achieve standards above that expected for their age. In information technology, pupils do not reach standards commensurate with their abilities because there is insufficient regular use of information technology across the curriculum. Pupils' high standards in literacy and numeracy contribute strongly to pupils' learning in other subjects

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are eager to learn, respond well to challenges set by their teachers and apply themselves conscientiously to any tasks given
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour in lessons and around the school is exemplary and is a significant strength of the school.
Personal development and relationships	Relationships throughout the school are very good. Pupils show mutual respect for each other. Pupils are mature and responsible and their personal development is good, but there are too few planned opportunities for pupils to develop as independent learners.
Attendance	Attendance and punctuality are very good. Pupils enjoy coming to school.

TEACHING AND LEARNING

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

Teaching overall is good. The quality of teaching is at least satisfactory in all lessons observed. It is good or better in 80 per cent of lessons and very good in 7 per cent of lessons. The teaching of numeracy and literacy is good across the school. The quality of teaching is best at Key Stage 1; teaching is consistently good in all lessons observed and in most subjects across the curriculum. Teaching of the under 5s is satisfactory. Whilst in observed lessons the quality of teaching is good overall, the teacher does not always make sufficiently high demands of the children. At Key Stage 2 one teacher has responsibility for literacy while another has similar responsibility for numeracy. This is an effective strategy and helps ensure that skills are appropriately built upon. Teachers at both key stages have high expectations of their pupils and make very clear to them what they want them to learn. They plan lessons well with a range of activities that challenge pupils of all abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum at both key stages is broad and balanced. Appropriate emphasis is given to literacy and numeracy and all subjects of the National Curriculum and religious education are covered in sufficient depth. Teachers are good at planning activities that link different subject areas together. The curriculum is enriched by residential and day trips though opportunities for extra curricular activities are limited. The curriculum for the under-fives is satisfactory but the opportunities for children to develop their creative and physical skills are insufficient at present.
Provision for pupils with special educational needs	Well supported in class. Pupils with special educational needs make similar rates of progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school promotes the moral and social development of pupils very effectively. The school council is just one example of how the school creates a real sense of community. Aspects of pupils' multi-cultural awareness and understanding are less well developed through subjects such as art and music.
How well the school cares for its pupils	The welfare arrangements are very good. Child protection procedures are in place but not all staff are fully familiar with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong and positive leadership by the head teacher has been instrumental in creating the school's very good ethos. Expectations on behaviour, standards and pace of learning are high. However, the delegation of the management responsibilities for the curriculum has not been fully effective.
How well the governors fulfil their responsibilities	The governing body fulfils all statutory responsibilities. It plays an effective and supportive role but its monitoring of the work of the school could be better.
The school's evaluation of its performance	The school makes effective use of its own assessment information to track pupils' progress. The headteacher and governing body look carefully at the school's results in comparison to national performance data and use this analysis to target areas for development. However, its evaluation of the impact of actions taken is not sharp enough.
The strategic use of resources	The school is prudent in its financial management and makes effective use of staff and resources. The school gives good value for money and is beginning to apply the principles of best value in its decision making. The school's accommodation provides a very stimulating environment for pupils to work in but the lack of a central library/ resources centre detracts from the opportunities for pupils to develop their independent learning skills.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • the good progress that children make in their learning • the behaviour of children • good teaching • the school's high expectations 	<ul style="list-style-type: none"> • the amount of homework • more information about the work their children do and the progress they make • the range of extra curricular activities • the way the school deals with complaints and concerns • how the school is managed

The inspectors endorse parents' positive comments. The majority of parents are happy with homework arrangements and the school has recently introduced a homework book to help ensure greater consistency. The amount of homework required is similar to that of most other primary schools. It is judged to be appropriate. There is an annual report on each pupil's progress and two formal occasions for parents to discuss their children's work. These arrangements are satisfactory. Extra-curricular opportunities are limited.

Many parents want to see improvements in the way the school is managed. However, the inspection team recognises that the headteacher promotes high standards and the school's very good ethos. It judges the school to be well managed. A significant proportion of parents believe that the school does not work closely with them and the team judges that insufficient attention is given to how the school handles parents' concerns.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English, mathematics and science and standards are high, particularly in reading and speaking

1. Pupils achieve very good results in the National Curriculum tests in English, mathematics and science at the end of Key Stage 2. Their performance in tests over the last four years is well above average. The school is successful in maintaining high standards across the school, for example at Key Stage 1 test and teacher assessment results are equally high. The work pupils are currently doing confirms these standards. A high proportion of pupils in both key stages are in line to exceed the expected standards for their ages.
2. Standards in speaking and reading are very high. In lessons pupils' verbal responses show very good acquisition of language. Six and seven year olds in class 3 contribute confidently to discussions and have the vocabulary to give extended responses. When the teacher presents them with an example of a set of instructions they are quick to suggest improvements. By eleven, pupils are very articulate and have an extensive vocabulary which enables them to express ideas and evaluate text, such as in the language and techniques used by Dickens. Pupils of all ages contribute effectively to the plenary part of lessons. It is easy for visitors to engage pupils in conversation as their verbal skills and confidence are so high. Pupils have very good attitudes to reading. Even young readers are familiar with a wide range of authors and types of books. They read for pleasure as well as for information and they can talk about books in a knowledgeable manner. Older pupils can comprehend quite difficult text such as in Dickens and Shakespeare.
3. Standards in writing are good. Year 1 pupils can write in complete sentences and sustain their ideas over a number of sentences. They use capital and full stops accurately. Year 2 pupils can write extensive pieces using a range of simple and more complex sentences with a range of connectives. They show effective use of imaginative vocabulary. Spelling and grammar are accurate and their use of punctuation is advanced for their age. Some of the more able pupils can write in paragraphs. At Key Stage 2 pupils write for a range of purposes and audiences; letters, newspaper reports, stage directions and scenes for plays, biographies, poetry and extended stories. Many Year 6 pupils write in a varied and interesting range of styles "borrowing" the techniques used by Dickens to create suspense. Whilst handwriting is good overall, it varies between excellent and barely satisfactory.
4. Pupils' numeracy skills are good. In all classes teachers provide opportunities for pupils to practise and develop their mental mathematics. Their ability to work out number problems in their heads is good. Young children can count back accurately from twenty with confidence. Six and seven year olds can use a number line to jump back in steps and use this to work out money change. Older pupils can do a range of mental calculations and are confident with place value and number operations involving decimals. They can handle "big numbers" and negative numbers and can use their prior knowledge of number facts to solve problems. They can work out the area of many regular shapes and are beginning to calculate volumes. They can measure angles accurately and use their knowledge of the properties of angles to calculate others.
5. In science there is good development of the scientific processes of enquiry and investigation. At Key Stage 1 pupils are clearly becoming aware of how to work in scientific ways and apply their prior learning. Pupils have a better understanding of fair testing than that expected for their ages. Year 1 pupils know that we need to keep "some things the same". In their investigation on the distance that different toys travel they know that they need to keep the slope of the ramp the same. Year 2 pupils know that a change in the ramp height makes a difference and can make appropriate connections: "if the ramp is higher the car will travel further because the car will go faster". They can record results in a table to show that height matters. This good start continues into Key Stage 2. In class 2, Year 3 and 4 pupils continue to develop their understanding of forces and can use appropriate language to illustrate examples of cause and effect. They write up their experiments with good annotated diagrams, for example to show the path that light

takes. They record and interpret data. Discussions show that older pupils have a good understanding of a range of scientific topics and have developed an extensive scientific vocabulary. The standard of their written work is good. Pupils give appropriate explanations using scientific terms and annotated diagrams and graphs.

6. Pupils' high standards in literacy and numeracy skills contribute strongly to their learning across the curriculum. For example, in geography and history pupils use their research skills to good effect. The high levels of competence in reading allow them to access sophisticated text, for example on art at the National Gallery web site. In science they use their numeracy skills to make accurate measurements, record data and interpret graphical relations to make predictions.

Overall, teaching is good, with eight in ten lessons being good or better.

7. Teaching was good or better in 80 per cent of lessons observed. This is a higher proportion than at the last inspection. The quality of teaching is best at Key Stage 1 where it is consistently good
8. Teachers prepare lessons carefully. They clearly identify learning intentions and by sharing these with their classes pupils have a clear sense of purpose in their learning. For example, teachers often write out the learning intentions for the lesson for pupils to read; this makes clear what is expected and helps focus their attention. In one class the teacher reminds pupils during the lesson by referring back to these intentions and asks pupils at the end if they have learnt what they set out to do. Teachers group pupils carefully and plan activities that are well matched to pupils' attainment. Teachers have good rapport and relationships with their pupils. Their management of pupils' learning is good. Lessons start briskly and continue at a good pace. Pupils are industrious and their rate of learning is good.
9. Teachers in both key stages use a variety of appropriate methods and structure their lessons well to sustain pupils' interests. Good questioning is a feature of many lessons. For example, in a Key Stage 2 literacy lesson in class 1 the teacher keeps focusing pupils' attention on examining the text through a series of probing and challenging questions that stretches the pupils' thinking and leads to good quality productive work. Pupils respond well to the challenge. In a Key Stage 1 science lesson in class 3 the teacher does not allow pupils to get away with easy answers and asks "how do you know you are right?". In a mathematics lesson in class 1 pupils enjoy using their new number strips to answer a series of mental questions that get progressively harder. In mathematics lessons pupils are often challenged to explain their solutions to questions and find alternate methods for their calculations.
10. At both key stages teachers have high expectations of their pupils. In the reception class the teacher does not always make sufficiently high demands and sometimes underestimates children's capabilities, for example in number work. The quality and range of learning experiences provided for the under 5s is satisfactory. Teaching of the under 5s is satisfactory overall.
11. The teaching of numeracy and literacy is good at both key stages and is a significant factor in the good progress that pupils make. The school's strategy of specialist teaching of numeracy and literacy at Key Stage 2 is effective and enables both teachers to teach to their strengths. Teaching of literacy, numeracy and science is good at Key Stage 1. Also at Key Stage 1 there are good opportunities in other subjects for pupils to learn, for example in art, design and technology and religious education.
12. There are a number of aspects of teaching that could be developed to make teaching and learning even better. Teachers mark pupils' work diligently but some do not make evaluative comments in their books to help pupils know what to do to improve. There is an over reliance on photocopied materials in science at Key Stage 2. Teachers' confidence in teaching information technology especially at Key Stage 2 is still not secure. In consequence, their lesson planning does not identify the required range of opportunities for pupils to develop their skills.

Pupils' behaviour is exemplary and is a credit to themselves, their school and their parents

13. The school is a calm, orderly and harmonious place where pupils are relaxed and have a clear sense of community.
14. Pupils of all ages behave well and get on well together. They are polite, considerate and well mannered. In lessons they respond well, listen attentively to their teachers or other pupils and are keen to answer questions. Teachers plan activities that make learning challenging and pupils respond to this with enthusiasm. For example, in the oral part of mathematics lessons they like the challenge of quick fire questioning and concentrate hard on getting the right answer. They apply themselves enthusiastically to tasks. They work well in groups and they support and help one another. Pupils react very well when others make mistakes.
15. At assemblies the whole school community comes together. These occasions are very orderly. Pupils are interested, like to participate, pay close attention to the stories and respond appropriately during moments of reflection and prayer. They show clear understanding of the moral issues raised. Conduct in the playground is very good.
16. Lunch times are very civilised and a very pleasant occasion for pupils, visitors and supervisors. Pupils are very well mannered and help the smooth running of lunch, for example by returning trays without prompting. Older pupils look after younger ones and are sensitive to their needs, for example making sure they have a drink. Pupils understand the rota system and wait patiently for their turn to collect their lunch.
17. At play times children are well behaved, happy and have good easy relationships with one another and adults.
18. Pupils have a strong sense of community when talking of "our class" and "our school". They engage readily in conversations with visitors and talk enthusiastically about their school and the work they are doing.

There is a culture of high expectations promoted by the headteacher supported by staff and appreciated by parents

19. There is a very positive ethos in the school. It is a lively, cheerful and happy place where pupils work hard and enjoy their learning. The headteacher and staff create an ethos that strongly supports learning. Parents believe the school is successful in promoting high standards of work and behaviour.
20. The headteacher provides the school with clear direction: her vision, commitment and high expectations give a very positive sense of purpose to the life of the school. She has a strong impact on the educational work of the school. Priorities are clearly focused on raising pupils' attainment.
21. Teachers have high expectations of their pupils in terms of their behaviour and work rate. In consequence, pupils work hard in class, the rate of their learning is good and they make good progress. Pupils respond well to challenging questions and tasks and enjoy their learning. For example, in a science lesson at Key Stage 1 the teacher challenges pupils' understanding and does not accept their first answers to questions.
22. The school promotes the moral and social development of pupils very well. Lively and interesting assemblies have a strong moral content. Pupils understand the concept of "conscience". There are clear systems of rewards and sanctions (little used) which are clearly understood by pupils. Class rules and school code of behaviour reinforce these expectations. The school does much to create a sense of community, for example the millennium project enables all pupils to make an individual contribution to the permanent record on display.
23. The quality of displays and visual materials is good and sets a good example for the presentation

of work.

WHAT COULD BE IMPROVED

Pupils' achievements in information technology

24. Pupils achieve in line with national expectations in information technology at Key Stage 1 but not fully at Key Stage 2. Pupils throughout the school do not reach standards commensurate with their abilities and fall short of the standards reached in English, mathematics and science.
25. There is insufficient regular use of information technology. Pupils make some use of word processing and can access the internet to acquire information. Some Year 6 pupils have used spreadsheets with a visiting teacher and can explain the functions of a spreadsheet and its use to investigate "what if" scenarios. Pupils have investigated changing the "parent contribution" to their coming trip to the National Gallery to see if they can lower the contribution required from the school fund to zero. They understand the formula, how it is created and what it means. This work shows that pupils are capable when given the opportunity of working at levels comparable to and above national expected standards. However, opportunities to develop higher level skills are insufficient, for example the use of data plotting graphs is not embedded in teaching at Key Stage 2. In science, there is very little evidence of the use of programs to store and retrieve information or the development of skills of interrogation of databases.
26. The picture is better at Key Stage 1 and in reception where teachers are beginning to plan the effective use of information technology across the curriculum. For example, pupils use an art package to create pictures in the style of Mondrian. They can use a number of "tools" with appropriate levels of control and show purposeful organisation of line and colour in their compositions.

How the school monitors its work and evaluates its actions

27. The governing body and headteacher discuss the results of National Curriculum tests and this enables them to have a general overview of the work of the school and to check the school's overall performance. The headteacher makes effective use of the analysis of test results. For example, the school has realised that pupils' high reading standards have inflated the English test scores at eleven. It has effectively focused attention on raising writing standards and this in turn has helped to raise scores further in tests at Key Stage 2. The school also uses its own assessment information to track the progress of pupils and this enables it to set realistic targets for each pupil.
28. However, there are gaps in the school's current approach to monitoring. Within the school too much depends upon the headteacher with insufficient contribution from other members of staff. For example, the mathematics co-ordinator does not have sufficient involvement in monitoring standards, teaching or the implementation of the National Numeracy Strategy. The governing body through its curriculum committee is only beginning to develop its role in monitoring curriculum provision and it has agreed a policy for governors' monitoring visits. However, it is not yet in a position to evaluate effectively what the school does. For example, there is no clear policy on the allocation of teaching time for different subjects and therefore the governing body cannot answer fully the concerns expressed by some parents about perceived imbalance in the curriculum, such as the view that too little time is given to physical education.
29. Where the school recognises the need for improvements, it plans what needs to be done but it does always not make clear how it will judge the success or otherwise of its actions. Planning for improvement is not fully effective because the governing body does not give sufficient consideration to the impact of its planned actions. For example, the school recognises the need to improve its information technology facilities but it does not consider the impact of these actions on pupils' standards. This is a serious omission given the potential costs involved and leaves too much to chance.

Relationship with parents

30. The good relationships that were a feature in the previous report have not been sufficiently sustained since then. Nevertheless, parents still have confidence in most aspects of the school and recognise that it has high expectations of its pupils and promotes high standards.
31. The school has had a difficult year with the departure of a number of respected staff and budget shortfalls leading to the threat of redundancies. This has been unsettling for the whole school community and for parents. However, against this background of staff changes, the school has maintained the good quality of its teaching and the high standards of pupils' work.
32. A significant proportion of parents in responses to the questionnaire believe that the school does not work closely enough with them and does not always handle their concerns in a satisfactory manner. Parents are dissatisfied with the way the school deals with complaints and suggestions. This was reflected in the parents' meeting. The degree of parental dissatisfaction on this issue is much greater than normal.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The school should now:

raise standards in information technology by:

- planning opportunities across the curriculum to develop pupils' skills
- identifying what pupils in each year group are expected to do
- tracking the progress of pupils towards these expectations
- providing appropriate training to improve the subject knowledge of teachers at Key Stage 2;

develop its monitoring systems by:

- enabling curriculum co-ordinators to monitor work in their subjects
- building upon the start made by the governors' curriculum committee in making focused visits
- sharpening the focus for evaluation by ensuring that the governing body is clear as to the benefits of planned initiatives;

improve procedures for managing and handling the concerns raised by parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	11	3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	95
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	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	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

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
	1999	14	5	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	5	5	5
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	94 (77)	95 (84)	100 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	5	5	5
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	95 (84)	95 (85)	100 (100)
	National	82	86	87

Percentages in brackets refer to the year before the earliest 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	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	11	10	10
	Total	17	16	16
Percentage of pupils at NC level 4 or above	School	100 (90)	94 (60)	94 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	9	10	10
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	80 (80)	94 (80)	100 (100)
	National	68	69	69

Percentages in brackets refer to the year before the earliest 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	85
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)	5.1
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	32.5

Financial information

Financial year	98 - 99
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	£
Total income	217665
Total expenditure	216020
Expenditure per pupil	2171
Balance brought forward from previous year	6754
Balance carried forward to next year	8399

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
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.	47	47	5	2	0
My child is making good progress in school.	48	38	12	2	0
Behaviour in the school is good.	33	63	5	0	0
My child gets the right amount of work to do at home.	31	45	17	7	0
The teaching is good.	44	54	0	0	2
I am kept well informed about how my child is getting on.	19	56	23	0	2
I would feel comfortable about approaching the school with questions or a problem.	33	38	26	2	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	10	62	26	2	0
The school is well led and managed.	17	38	26	19	0
The school is helping my child become mature and responsible.	21	65	2	2	9
The school provides an interesting range of activities outside lessons.	8	15	60	10	8