

INSPECTION REPORT

ASHWATER PRIMARY SCHOOL

Ashwater, Beaworthy

LEA area: Devon

Unique reference number: 113126

Headteacher: Mrs D Tomlinson

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 10 – 11 January 2000

Inspection number: 191686

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Ashwater Beaworthy Devon
Postcode:	EX21 5EW
Telephone number:	01409 211228
Fax number:	01409 211228
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs B Batt
Date of previous inspection:	3 - 5 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr Stephen Dennett	Registered inspector
Mrs Jean McKay	Lay inspector

The inspection contractor was:

Evenlode Associates Limited

6 Abbey Close
Alcester
Warwickshire
B49 5QW

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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

Ashwater Primary School provides full time education for 40 pupils aged four to eleven years. It is situated in the rural village of Ashwater in west Devon. Whilst the school has a lower than average proportion of pupils on the register of special educational needs, there are a higher than average percentage of pupils with statements of special educational needs. Classes are smaller than average and the school has a beneficial pupil-to-teacher ratio.

Pupils come from a wide range of different backgrounds and the social and economic circumstances of the majority of families are average. The percentage of pupils eligible for free school meals is lower than the national average. There are no pupils from minority ethnic groups and all pupils speak English as their only language. Standards are average for most four-year-olds when they start school.

HOW GOOD THE SCHOOL IS

This is a highly effective school, which provides a very good quality of education overall. It consistently enables all pupils to achieve standards which are well above average in almost all aspects of their education. Its many strengths far outweigh the relatively few areas for improvement. The school provides good value for money.

What the school does well

- Educational standards are high and all pupils achieve their full potential in nearly all subjects. Standards in English, mathematics and science are well above average.
- The quality of teaching is very good, especially at Key Stage 2. This has a very positive influence on pupils' learning. Work is carefully matched to the needs of pupils to good effect.
- Standards of behaviour are excellent and pupils' very positive attitudes and ability to work effectively on their own, means they achieve high standards.
- The leadership and management of the school is good. The Governing Body is very effective in fulfilling its responsibilities and has worked well with the headteacher and staff to move the school forward significantly since the previous inspection.
- The school is very effective in producing a constructive learning environment. The ethos is very positive and pupils feel their contributions are valued. As a consequence pupils of all abilities make very good progress.
- The school's partnership with parents and the community is very good and this is reflected in the positive views expressed by the majority of parents.

What could be improved

- Standards of writing at Key Stage 1, although generally good, need to be further improved by placing greater emphasis on correct spelling and more opportunities for extended writing.
- Provision for pupils' spiritual development, whilst satisfactory overall, is not promoted as well as other aspects of their personal development.
- The roof in the Key Stage 2 classroom is not weatherproof and leaking water is in danger of bringing down more sections of the ceiling, with the potentially serious disruption of pupils' education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the previous inspection in February 1997, Ashwater Primary School was judged to give a sound education and provide pupils with a secure learning environment. Since that time, very good progress has been made in many important areas and quality and standards are now very good overall. The results achieved by pupils in the national assessments at the ages of 7 and 11 have improved significantly since 1997. In 1999, 67 per cent of 11 year olds achieved a level above the national average in English and science. Eighty-three per cent achieved above the national average in mathematics.

The quality of education, including the quality of teaching, has improved from good to very good since the previous inspection. All the key issues for action identified in the previous inspection, which are within the school's remit, have been dealt with effectively. Whilst there is scope for further improvement in design and technology, the school has made good progress in provision for this subject. Standards in

information technology have improved considerably, especially at Key Stage 2, where they are now above average. The school is very well placed to maintain these good standards and continue its improvements.

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	C	D	A*	A*
mathematics	A	C	A*	A*
science	D	A	A*	A

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

Children under five make satisfactory progress in all areas of their learning and achieve standards which are similar to the national average by the time they reach their fifth birthday. By the age of seven, pupils achieve standards which are very high in reading, well above average in mathematics and above average in writing. In comparison with similar schools, pupils achieve standards which are well above average in reading and mathematics, but average in writing. Standards continue to improve throughout Key Stage 2 and by the age of eleven, pupils achieve standards which are very high in English, mathematics and science. They are also very high in comparison with similar schools in English and mathematics and well above average in science. The work pupils were doing during the inspection confirmed these very high standards.

Standards in literacy and numeracy are well above average. Literacy skills are very good at Key Stage 2 and are applied very effectively across the curriculum. Standards of writing at Key Stage 1, whilst good overall, are not as strong as other aspects of English. Standards of numeracy are very good and pupils use these skills effectively in other subjects. Standards in information technology are satisfactory at Key Stage 1 and good at Key Stage 2. Pupils' information technology skills are used to good effect to support learning in many areas of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have very positive attitudes to their work. They are very enthusiastic about school and are always very interested and involved in the activities they are set.
Behaviour, in and out of classrooms	Behaviour is excellent at all times.
Personal development and relationships	Personal development is very good and pupils make very good use of the many varied opportunities they are given to take responsibility, conduct independent research and use their initiative. Relationships throughout the school are very good and pupils treat adults and each other with respect and consideration.
Attendance	Attendance is satisfactory and pupils generally arrive punctually.

TEACHING AND LEARNING

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

In lessons seen, the quality of teaching was never less than good, and in a quarter of lessons, the teaching was very good. This is a higher proportion of effective and very effective teaching than is usually found and has a very positive impact on the learning made by all pupils.

Outstanding features of the best teaching seen during the inspection include very good relationships, high expectations of behaviour and academic performance, and the good use of assessments to match work effectively to pupils' individual needs. Teachers have taken the time and effort to train pupils to work well independently and collaboratively, and this has a positive impact on their overall progress and attainment. As the overall effect of teaching in the school is very high standards and a very effective learning environment, inspectors judged teaching to be very good overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant to the needs of the pupils. Activities are stimulating and thoroughly absorb pupils. Strategies for teaching literacy and numeracy are good and have been adapted well to the needs of a small primary school. The range of extra-curricular activities is good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. All pupils are made to feel welcome and they make very good progress. Special needs staff work well with classroom teachers, are conscientious in meeting the needs of the pupils in their care. This has a very good impact on the progress these pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall quality of provision is very good and this has a positive effect on the personal development of all pupils. Provision for social and moral development is very good. Provision for spiritual development is satisfactory overall, but some valuable opportunities to provide pupils with moments of quiet reflection are missed. Cultural development is good.
How well the school cares for its pupils	The quality of care is good. The school is very clean and is a well-ordered community. As teachers know pupils and their families well, procedures for child protection are effective. Although the school has made every effort within its power to address outstanding health and safety matters, the state of the roof over the Key Stage 2 classroom is unsatisfactory and is a safety hazard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is good overall, with several very good features. The governing body, acting headteacher and staff fulfil their management roles well, working together very effectively as a team. The ethos of the school is very positive.
How well the appropriate authority fulfils its responsibilities	Governors are fully involved in the life of the school and fulfil their responsibilities very effectively. They monitor all aspects of the schools' activities well and provide valuable practical support through regular visits to the school. The chair of governors is particularly effective and provides valuable support for the staff.
The school's evaluation of its performance	The school is good at evaluating its own strengths and weaknesses. It has effective procedures for identifying and targeting areas for improvement. Effective action plans have identified areas for professional development well.
The strategic use of resources	The school makes good use of time, money and the accommodation and there is a good range of resources. These factors have a significant positive impact on pupils' learning, their personal development and the standards they achieve. The headteacher, governors, and efficient administrative staff manage financial planning well. Good use is made of all staff, parents and members of the local community, who all make a significant positive contribution to pupils' learning and the quality of care provided. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The overall good ethos of the school; • The positive attitudes and values the school promotes; • The good behaviour of pupils; • The good quality of information the school provides to parents; • The high expectations of teaching staff; • The good progress pupils make in the school. 	<ul style="list-style-type: none"> • Some parents would like their children to receive more homework; • Some would like more information on their children's progress; • One or two did not feel that the school handles complaints and suggestions from parents well.

The inspection team agrees with all the strengths identified by the parents. The amount of homework set is appropriate and is in line with government guidelines. The school works well in partnership with parents, and many good opportunities are provided for parents to be involved in their children's education. Parents are kept well informed about the progress their children are making in school. The school has effective procedures for dealing with complaints and suggestions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Educational standards are high and all pupils achieve their full potential in most subjects. Standards in English, mathematics and science are well above average.

1. In the 1999 national tests for English, mathematics and science, pupils achieved very high standards, and these good results are confirmed by the inspection team. The very effective learning that takes place throughout the school results in the majority of pupils achieving their maximum potential. It is a notable strength of the school's curriculum that high academic standards have been achieved, whilst retaining breadth and balance both within and between subjects. For example, pupils not only achieve very high standards in scientific knowledge, but have a good understanding of scientific processes, through the good quality investigative work they undertake.
2. Standards in literacy are good overall at Key Stage 1 and very good at Key Stage 2. Pupils use their skills effectively in all subjects and the quality of written work in years 5 and 6 is exceptional. Pupils' numeracy skills are used well in a range of subjects and standards are well above average at both key stages. Throughout the school, pupils make good use of their information and communications technology skills. For example, pupils in Year 5 used a word processing program well to produce accounts of their investigations in science, using sophisticated text layouts and carefully-chosen 'clip art' illustrations.
3. Pupils make good progress in most subjects, and the majority achieve standards that are better than those usually found. Good progress has been made in addressing the issue raised by the previous report, and standards in information technology are above average by the time pupils leave the school. Standards in design and technology have improved, and are now at least satisfactory, and standards in other practical subjects, especially art, are good. The school prides itself on the work and achievements of its pupils in the full range of subjects and activities.

The quality of teaching is very good, especially at Key Stage 2. This has a very positive effect on pupils' learning. Work is carefully matched to the needs of pupils to good effect.

4. Teaching throughout the school has many significant strengths and several of these are particularly noticeable. Very good relationships have been established between teaching staff and pupils and this provides a secure learning environment. The opinions of all pupils are valued, and they are often encouraged to contribute to lessons. In one very good lesson for example, pupils were able to accurately describe how light travels in straight lines. They also knew that objects can be seen when light from them enters the eye. The teacher encouraged them to use appropriate scientific vocabulary when describing the process.
5. Another very positive feature of the best teaching is the high expectations teachers have of pupils' academic performance and behaviour. As a consequence, pupils' learning proceeds at a rapid pace. Teachers consistently demand that all pupils do their very best, whatever their ability. Pupils are aware of teachers' high expectations, and always try to do their very best, resulting in generally high standards.
6. Both day-to-day and longer term planning is very thorough, making the most of the school's guidelines and schemes. Informal assessment procedures are effective, and teachers make good use of assessment information to adjust subsequent lesson plans. Concise learning objectives enable staff to accurately measure pupils' progress and provide further assessment opportunities. As a result, tasks are matched to individual needs of pupils, and learning is very effectively linked to their prior attainment. Lower ability pupils, and those with special educational needs are well supported, whilst higher achieving pupils are effectively challenged to extend their thinking.
7. Teachers take great care to ensure that lessons are both exciting, entertaining, and relevant. The tasks set motivate and interest pupils well. As a consequence, they make very good progress. Teachers have taken particular care to ensure pupils have the necessary self discipline to work unsupervised for a considerable period. For example, in one very good information technology

lesson, pupils in Year 5 were seen to work on computers in the school hall, whilst the teacher worked with younger pupils in the classroom. They worked for nearly 30 minutes without direct intervention, concentrated on the work for the entire period, supported one another effectively, and produced work of a very high standard. Teachers and pupils make very good use of time, and in the best lessons seen, strict deadlines were set for the completion of tasks.

Standards of behaviour are excellent and pupils' very positive attitudes, mature approach to learning and ability to work effectively on their own, means they achieve high standards.

8. Pupils enjoy coming to school, have excellent attitudes to their work, and show great interest in the activities set for them. Standards of behaviour are also excellent, and there is no evidence of bullying. On the contrary, pupils were observed caring for each other well and playing happily together in mixed-age playground games. Older pupils provide good role-models for younger ones, reminding them kindly of school rules and acceptable behaviour. Pupils report that life around the school and in the playground is generally calm, and arguments are quickly resolved.
9. Pupils' personal development is very good and they quickly learn that their opinions are valued and appreciated. The positive atmosphere also means that pupils who transfer from other schools are soon accepted and quickly learn to respond to the school's high expectations. Standards of attendance are satisfactory, and any instances of non-attendance are followed up rigorously by the school staff.
10. Almost all pupils have a mature attitude to learning, and have developed the ability to work independently, showing initiative and responsibility. As a consequence they consistently make good progress in their studies, and achieve high standards. For example, older pupils quickly set out the chairs for a lesson in the hall without being asked, ensuring they were ready to start on time. Other examples of pupils' good self study skills were seen in science lessons where pupils used computers individually, and in an information technology lesson where pupils in Year 2 were practising programming a floor turtle effectively with minimum input from the teacher.

The leadership and management of the school is good. The Governing Body is very effective in fulfilling its responsibilities and has worked well with the headteacher and staff to move the school forward significantly since the previous inspection.

11. The Governing Body and acting headteacher give clear direction to the school, and evidence shows that the headteacher, who is currently on sick leave, is also an effective manager. The school's aims and objectives of achieving high standards in a secure family atmosphere are met well in practice. All staff work hard and take their management responsibilities very seriously. These responsibilities are carried out effectively despite a considerable teaching commitment.
12. The Governing Body is very effective and takes its statutory responsibilities seriously. It has done everything in its power to address the issues raised by the previous report and with the exception of the roof over the Key Stage 2 classroom, they have all been resolved very well indeed. Governors make a major contribution to the school's improvement plan, and have a clear grasp of the school's strengths and weaknesses. The priorities they have set are relevant and reflect a clear understanding of what is needed to continue to move the school forward.
13. A regular review of the improvement plan ensures that targets are met well. For example, good progress has been made in raising standards in information technology, which are now above average at the end of Key Stage 2. The clear action plan for information and communications technology, which covers the next five years, accurately identifies what is needed to enable the school to raise standards further. Good use is made of available resources. The school is well equipped, and staff have had suitable training. The Governing Body actively seeks to achieve the best value for the expenditure it makes, and financial planning and administration are good.

The school is very effective in producing a constructive learning environment. The ethos is very positive and pupils feel their contributions are valued. As a consequence pupils of all abilities make very good progress in their learning.

14. The school provides a very good learning environment for its pupils. Its commitment to high standards results in pupils acquiring skills at a good rate, and consolidating their previous learning effectively. The school provides good opportunities for pupils to build on their previous learning, for example, through the use of well-focused revision tasks. In a numeracy lesson, pupils in Year 6 were given a revision paper, which reinforced their basic number skills well and helped them prepare effectively for their coming National Curriculum tests. Pupils take pride in their work, and put a great deal of effort into producing good results.
15. The school's aim to care and support each other is well reflected in the way pupils themselves encourage one another and work well in groups. For example, in an information technology lesson, where two boys were making a poster illustrating the principles of light, they made positive comments and suggestions to each other as to the very best way to produce an attractive result.
16. Pupils are well aware of their own abilities, and value the fact that they make good progress in the school. The very good ethos for learning encourages them to make the best use of their abilities and this has a very positive impact on the progress they make. Pupils with special educational needs are fully accepted as part of the school, and as a consequence, they too feel valued, and make very good progress.

The school's partnership with parents and the community is very good and this is reflected in the positive views expressed by the majority of parents.

17. The school has traditionally played an important part in the life of the community and the very good partnership it has with parents is a significant strength. For example, later this year the school will be celebrating its 100th anniversary, and pupils are helping to make a tapestry. A number of parents help in school and with extra-curricular sporting activities.
18. Parents of pupils who have transferred to the comprehensive school, feel that the move was made easier because of the excellent grounding their children had received at Ashwater Primary School. They especially appreciate the good study skills their children have been taught. Most parents thought that the school kept them well informed about the progress their children make and appreciate the regular informative reports they receive. The parent/teacher association has provided the school with many valuable learning resources, such as the 'wendy house' in the playground, and computers. It has also recently effectively involved pupils in collecting funds for the Kosovo appeal and for the National Society for the Prevention of Cruelty to Children.

WHAT COULD BE IMPROVED

Standards of writing at Key Stage 1, although generally good, need to be further improved by placing greater emphasis on correct spelling and more opportunities for extended writing.

19. Standards of writing at Key Stage 1, although good overall, are variable. Standards of pupils' spelling in their writing is only just satisfactory and there is a significant incidence of inaccurately spelled words in all subjects. The school has identified writing as a key issue following its analysis of the 1999 Key Stage 1 writing tests. This showed that, whilst standards were above average nationally, they were only average in comparison with similar schools. As standards in reading are high, this represents a relative weakness.
20. Pupils do not have sufficient opportunities to write at length. As a consequence their ability to construct narrative and order sentences in written form is underdeveloped in relation to their oral abilities, which are good. Insufficient attention is given to the accuracy of pupils' spelling, and they frequently make simple errors, which are not always corrected.

Provision for pupils' spiritual development, whilst satisfactory overall, is not promoted as well as other areas of their personal development.

21. Although the provision for pupils' spiritual development is satisfactory overall, there are insufficient planned opportunities for them to reflect on their own beliefs, and the beliefs of others.

The school has not given sufficient consideration to ways in which pupils' spiritual development can be enhanced through the subjects of the curriculum. Planning does not regularly identify times when pupils are encouraged to reflect on their own opinions, views or beliefs. For example, in science planning, too few occasions could be found where pupils were to discuss the wonders of nature, or their views on the environment. In addition, in some assemblies, although pupils are given the opportunity to pray, insufficient time is given for them to reflect adequately on their own response in a way which would develop their spiritual awareness, and to gain self-knowledge. However, overall collective worship and religious education generally provides a suitable occasion for pupils to consider spiritual matters.

The roof in the Key Stage 2 classroom is not weatherproof and leaking water is in danger of bringing down more sections of the ceiling, with the potentially serious disruption of pupils' education.

22. One of the issues raised by the previous inspection was to attend to those aspects of the maintenance of the school building which would affect the pupils' well being and safety. Although the majority of those have now been dealt with satisfactorily, parents, teachers and governors have expressed great concern over the condition of a redundant chimney which is allowing water to seep into the ceiling of the Key Stage 2 classroom. A few weeks ago a piece of ceiling fell down over a pupil's desk, and it is apparent that if the situation deteriorates further, this will result in serious disruption to pupils' education. It is the judgement of the inspection team that this constitutes a serious hazard to pupils' health, safety and well-being, and should be dealt with as a matter of urgency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to improve the already good provision of the school, the governors, headteacher and staff should:
- (1) improve the quality of pupils' writing at Key Stage 1, as planned, by
 - giving greater attention to the accuracy of pupils' spelling;
 - providing more opportunities for extended writing.
 - (2) improve the quality of pupils' spiritual development by
 - providing more planned opportunities for pupils to reflect on their own and others' beliefs.
 - (3) as required by the previous report, ensure that the outstanding repairs to the roof over the Key Stage 2 classroom are carried out as a matter of urgency.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	75	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)		40
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs		40
Number of pupils on the school's special educational needs register		0

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	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.7

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (80)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	1	5	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	5	5	5
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	100 (73)	100 (45)	100 (81)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	5	5	5
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	100 (64)	100 (63)	100 (82)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	40
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)	2.28
Number of pupils per qualified teacher	16.2
Average class size	18.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	50

Financial information

Financial year	1998/9
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	£
Total income	104,252
Total expenditure	107,945
Expenditure per pupil	2,699
Balance brought forward from previous year	14,661
Balance carried forward to next year	-4,669

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	35
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	71	23	6	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	58	26	13	0	0
The teaching is good.	74	23	0	0	6
I am kept well informed about how my child is getting on.	68	29	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	77	16	6	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	61	39	0	0	0
The school is well led and managed.	58	29	6	0	6
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	52	42	3	0	3

Summary of parents' and carers' responses

- Some parents would like pupils to receive more homework.
- Some would like more information on pupils' progress.
- One or two did not feel that the school handled complaints and suggestions from parents well.