

INSPECTION REPORT

ELLINGTON INFANT SCHOOL

Ramsgate

LEA area: Kent

Unique reference number: 118414

Headteacher: Mr K. Jones

Reporting inspector: Mrs J. Catlin
21685

Dates of inspection: 10th – 11th July 2001

Inspection number: 192476

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	High Street St Lawrence Ramsgate Kent
Postcode:	CT11 0QH
Telephone number:	01843 591638
Fax number:	01843 851552
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs B. Banks
Date of previous inspection:	3 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21685	Jenny Catlin	Registered inspector
9370	Rosalind Wingrove	Lay inspector
2200	James Stirrup	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ellington Infant School has 262 pupils on roll and is larger than other schools of this type. The vast majority of pupils are from a white UK background. The rates of adult illiteracy and unemployment in the area served by the school are high. The percentage of pupils entitled to free school meals is just under 21 per cent; this is above average nationally. One pupil speaks English as an additional language but is not at an early stage of language acquisition. This is below average compared to most schools. Children enter the reception classes with overall standards that are below those expected for their ages in all areas of learning, particularly in their acquisition of language skills. However, there is a significant minority of pupils who enter these classes with attainment well below those expected. The percentage of pupils identified as having special educational needs, over 40 per cent, is well above average. There are just under three per cent of pupils with a statement of special educational need; this figure is above the national average. The school's main aim is to ensure that a firm social and educational foundation is provided for future life, which takes into account the individual needs of all pupils.

HOW GOOD THE SCHOOL IS

Ellington Infant School is a very effective school. The management and leadership of the school is excellent. Pupils' attitudes to learning and their behaviour are very good and their personal development and relationships are also very good. There are a significant number of children who enter the reception classes with well below average attainment. As a result, although these children make good progress in their first year in school they are not in the reception classes long enough to compensate for their well below average language skills. However, standards of attainment are rising across the school and most pupils make at least good and often very good progress. The quality of teaching is overall very good with some excellent features. Value for money is very good.

What the school does well

- Improved standards in literacy, numeracy and religious education.
- Very good teaching across the school.
- Teaching assistants provide very good support for pupils' learning.
- Excellent procedures for tracking all aspects of pupils' development.
- Excellent leadership and management by the headteacher and senior staff.

What could be improved

- Planning of the curriculum in the reception classes.
- Presentation of pupils' written work.

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 March 1997. It has made very good progress since that time and the weaknesses identified at that time have been very effectively resolved. There have been notable improvements in the quality of teaching, which have contributed to the improved standards and the very effective way in which pupils of all abilities are challenged in their learning. Standards have risen in reading, writing, mathematics and religious education. The provision for information and communication technology has been strengthened and as a result pupils attain standards in line with those expected in all aspects of the subject. All pupils' behaviour is now very good and they have very positive attitudes to learning.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	C	C	B
Writing	D	D	C	B
Mathematics	D	B	B	A

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

The above table shows that standards in reading and writing were in line with the national average at the end of Key Stage 1 in 2000. In mathematics, standards were above the national average. When compared with similar schools, standards were above average in reading and writing and well above average in mathematics. When the school's results in earlier years are taken into account they show consistent improvement. The school is successful in achieving its aim of meeting the needs of all pupils including those with special educational needs. As a result, all pupils achieve well and make good progress during their time in the school. Current attainment in reading and writing is average. However, there are elements of pupils' writing in which they fail to perform as well as expected. The standard of handwriting and presentation of work is often unsatisfactory because the use of these skills, which are taught effectively, is not transferred to pupils' work. Standards in mathematics have declined slightly since last year and early indications are that this year's test results are likely to show average, rather than above average, standards. The school has identified that in the current Year 2 cohort there are significantly higher numbers of pupils on the special educational needs register who require support at the higher levels. Standards in religious education are above those expected of the locally agreed syllabus. Standards in science, art and design, design and technology, information and communication technology, geography, history, music and physical education are in line with those expected for pupils of this age. Targets set in English and mathematics for 2000 were exceeded; those set for 2001 are appropriately challenging and the school is likely to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work, enthusiasm for school and involvement and interest in the activities are very good.
Behaviour, in and out of classrooms	Pupils are polite and well-mannered. Their behaviour in school and on the playground is very good.
Personal development and relationships	Relationships between the staff and amongst the pupils are very good. Pupils' personal development is also very good. Mid-day supervisors play an active role in the pastoral care offered to all pupils. This has a positive impact on pupils' personal development, welfare and behaviour.
Attendance	Attendance, although overall satisfactory, is slightly below the national average due to parents removing their children from school for holidays. Unauthorised absence is much lower than nationally. Levels of punctuality are very good.

The school successfully achieves its aim for pupils' personal and social development. Pupils form very constructive relationships with each other and their relationships with staff and those between staff create a very effective learning environment. A family feeling comes across strongly. The rate of exclusions has dropped significantly from five last year to none for the current year due mainly to the school's development of a very positive behaviour policy.

TEACHING AND LEARNING

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

Across the school, the quality of teaching is very good with some excellent features. It is excellent in nine per cent of lessons, very good in 24 per cent, good in 48 per cent and satisfactory in 19 per cent. There was no unsatisfactory teaching in the 21 lessons observed. This is a considerable improvement since the previous inspection when 12 per cent of teaching was very good or better and eight per cent of teaching was unsatisfactory. All teachers have a very good knowledge and understanding of the National Curriculum, which enables pupils to make good progress in acquiring skills and knowledge in different areas of the curriculum. The teaching of literacy, including phonics, is very good and the very best teaching was seen in this area. Numeracy skills are taught well and work is well matched to pupils' prior attainment. All teachers manage their classes well and have very good relationships with the pupils. Standards of discipline are very good with pupils taking responsibility for their own behaviour. These factors enable lesson time to be used well and help pupils concentrate on their work. This is also an improvement since the previous inspection. Teaching meets the needs of all pupils including those with special educational needs.

Particular strengths in learning are the opportunities provided by all teachers for pupils to recognise and understand their own learning through the sharing of the learning objectives in all lessons. An area for further development is to improve the presentation of pupils' written work using the skills taught in handwriting lessons. Further refinements in the day-to-day lesson planning for children in the reception classes would enable teachers to assess and record more accurately children's progress against smaller steps in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good for all age groups in the school. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Provision is good. Teaching support for these pupils is generous and pupils receive very good support from the teaching assistants. As a result, these pupils make good progress.
Provision for pupils with English as an additional language	There is only one pupil with English as an additional language who receives good support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good. Provision for spiritual development is good and it is very good for their moral, social and cultural development.
How well the school cares for its pupils	Pupils are very well cared for and there is very good provision made for their general welfare.

There is excellent monitoring of health and safety requirements by the caretaker, who involves a member of the governing body in his frequent inspections. As a result, the school provides a very safe environment. The school has very good links with its parents and they provide good support for the school. They receive good information about school events and the school's curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are excellent. The school has made considerable progress since the previous inspection and there is a very positive and caring ethos, which is reflected in all its work.
How well the governors fulfil their responsibilities	The governing body fulfils all its statutory responsibilities and has a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The school's progress is evaluated thoroughly against its improvement plan and there is detailed analysis of pupils' performance in national tests.
The strategic use of resources	Very good use is made of the school's financial resources and grants are used effectively for their intended purposes.

Levels of staffing are good. The school runs smoothly on a day-to-day basis due to the very good administration in the school office. The school's accommodation is good and there is a wide range of learning resources. They are particularly good for literacy, numeracy and special educational needs. The school applies the principles of best value to very good effect.

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. • Their children are making good progress. • Behaviour is good. • Teaching is good. • They feel comfortable about approaching the school. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • The school is helping their child become mature and responsible. 	<ul style="list-style-type: none"> • The right amount of work to do at home. • Information about how their children are getting on. • An interesting range of activities outside lessons.

The inspection team agrees with the parents' very positive views of the school. A small number of parents feel that their children do not get the right amount of homework but the team judged that the amount and relevance is satisfactory. Similarly, a few parents do not have a positive view about the range of activities provided outside lessons. However, inspection evidence shows that there is a good variety of activities. Some parents do not feel that they are offered enough information on their children's progress. There are two parents' meetings each year and the school operates an open door policy when parents are free to discuss their children's progress. Pupils' annual reports are of good quality and give parents a clear picture of their children's achievements. While the inspection does not support parents concerns in this area, the school has already considered providing parents with more information. As a result, there are plans to provide written reports to parents at the end of each term from September 2001.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Improved standards in literacy, numeracy and religious education

1. Children enter the school with overall attainment below that expected for children of this age, particularly in their acquisition of language skills. There is a significant number of children who enter the reception classes with well below average attainment. As a result, although these children make good progress in their first year in school they are not in the reception classes long enough to compensate for their well below average language skills. Therefore, overall attainment on entry to Key Stage 1 remains below that expected for these children. Most achieve the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. A significant number do not achieve them in communication, language and literacy although they are well on their way to doing so. Their well below average language skills also hinder their development and understanding of specific mathematical language. As a result, many children do not achieve the early learning goals in mathematics. Attainment on entry to the reception classes has fallen since the previous inspection and the school have done well to maintain average standards.
2. Since 1997, the average National Curriculum points achieved by pupils, in reading and writing, has improved considerably year on year from well below the national average to broadly in line with national averages. In mathematics, there has been even greater improvement from well below the national average to above the national average. These improvements are very good indeed and reflect the very good teaching these pupils receive and the school's concentration on improving both attitudes to learning and behaviour since the previous inspection. When compared to schools with a similar intake of pupils, results in reading and writing are above average and in mathematics they are well above average.
3. Standards have also risen in religious education and are now above those expected of the locally agreed syllabus. This is an improvement since the previous inspection when standards were reported to be average. This is as a result of a new scheme of work, which gives good guidance to extend pupils' learning. There is also a detailed action plan, which effectively highlights areas for development. The subject manager has also been involved in training staff in order to improve teachers' subject knowledge and increase their confidence in the use of the new scheme of work. Pupils have a good knowledge of Christianity, Judaism and Hinduism and the subject is taught regularly. A number of visitors are willing to talk to pupils about various elements of their faith and there are visits to local churches and a synagogue. All these developments, put in place since the previous inspection, are positive initiatives aimed at raising pupils' attainment.

Very good teaching across the school

4. The quality of teaching for children in the Foundation Stage is good with 25 per cent of teaching being very good, 50 per cent being good and a further 25 per cent that is satisfactory. The quality of teaching has improved considerably since the last inspection. The teachers have a clear understanding of how children learn; they plan work carefully to meet the needs of each child. Teachers' expectations are high for all children and their management of children's behaviour is very good, which results in positive attitudes to learning. They develop very well children's understanding of acceptable and unacceptable behaviour and pupils are actively encouraged to share their work and successes. Children are continuously assessed and this, together with their baseline assessment results and ongoing testing, forms the basis of a very good range of assessment data. This information is used very well to set individual targets and inform future teaching plans. Very good use is made of the teaching assistants and they have regular involvement in assessing and recording children's progress.
5. The quality of teaching in Key Stage 1 is very good overall. Over 12 per cent of the teaching is excellent, 23 per cent is very good, 47 per cent is good and a further 18 per cent is satisfactory. The teachers have a secure command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to certain individual pupils. Lessons incorporate high expectations and challenge for pupils with different levels of attainment. There are very effective links with what pupils have already achieved and new learning makes progressive demands on them. Relationships are very good and pupils are expected to have high standards of behaviour. Pupils demonstrate very good attitudes to their work and are keen to complete work to an acceptable standard within set time limits. Pupils are on occasions given choices about how the work is to be done and this makes a positive contribution to their independent learning skills. Most lessons have a brisk pace, and resources, pupil groupings and adult assistance are all well managed and are used to promote the learning of specific knowledge or skills and to keep pupils on task. Teachers know their pupils well and their lesson planning identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure attainment and progress. Homework is set and caters appropriately for pupils of differing abilities.
6. When teaching is satisfactory rather than good, some of the above features are not so well developed, particularly the aspects of providing challenge for higher attaining pupils and keeping pupils on task. The weaknesses in teaching identified at the time of the previous inspection are no longer evident: the school has effectively dealt with the issues relating to management of pupils and the negative influence of a small number of disruptive pupils on the progress and attainment of the majority of pupils.
7. Teachers have a very good understanding of the National Curriculum in all subjects. Throughout the school pupils are encouraged to take reading books

home and, where homework is set, it is used appropriately to support pupils' learning. A very positive aspect of teaching across the school is the very good classroom management and discipline, which all teachers maintain. There is a consistent approach to behaviour, which enhances the quality of pupils' learning. A further strength of the teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. Overall, good reference is made to pupils' individual learning targets when teachers are discussing their work with them and this makes a very good contribution to pupils' understanding of their own learning. When marking pupils' work, teachers assess the work thoroughly and constructively and their comments are usually sufficiently diagnostic to help pupils know what they have done well and what they need to work on to improve. There are good quality, long-term written curriculum plans to provide a framework for teachers' lesson planning, and ensure progression across and through year groups. Across the school, there is very good development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are well taught and teachers question pupils very carefully to check their understanding of the work covered.

Teaching assistants provide very good support for pupils' learning

8. The use of teaching assistants to support pupils in their learning is very good. The skills of these staff are very good with most assistants studying courses to further their knowledge. They work very well with the teachers and know exactly what is expected of them. They work effectively with small groups and individuals and play a very valuable role in providing extra support for pupils' learning. This is having a positive impact on the good, and often very good progress made by all pupils, especially those with special educational needs.

Excellent procedures for assessing and tracking all aspects of pupils' development

9. Since the last inspection, the school has successfully developed excellent procedures for assessing and recording the pupils' attainment and tracking their progress and this area now has a high priority in the school. There are also equally effective systems in place for monitoring pupils' personal development. The positive effects of these, is reflected in improved standards observed across the school and the very good behaviour and attitudes to learning shown by all pupils. Practices linked particularly to the National Literacy and Numeracy strategies are very good and have contributed to the good, and often very good, progress made by pupils. Comprehensive records of both short and long-term achievement are kept, in the core subjects, and analysis of performance data is used effectively to monitor pupils' progress and make predictions on their expected performance. Teachers use all these procedures, consistently, and the assessment manager carefully monitors their implementation.

10. The close correlation, in reading, writing and mathematics, between teacher assessments and the results of the National Curriculum tests shows the use of assessment in predicting performance in these subjects to be very good.
11. Excellent use is made of the above assessment procedures to guide pupils' learning and track their progress through the school. Children in the reception classes are assessed to establish their performance in a wide range of skills and areas of knowledge and understanding when they join the school. The school uses this information to track and monitor pupils' attainment and to set targets both for classes and individual pupils. Consequently, all pupils are effectively challenged in all areas of their learning and their personal development is very good.
12. There is a very good working partnership between class teachers and the special educational needs manager, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. Their needs are efficiently assessed and an appropriate level of support is provided. Individual education plans, which are drawn up for all pupils on the register are used effectively by class teachers to guide lesson-planning. Targets are clearly defined and regularly reviewed. Progress is carefully monitored against the targets set on the individual education plans.

Excellent leadership and management by the headteacher and senior staff

13. The leadership and management of the school are excellent and as a result have succeeded in improving standards since the last inspection. The inspirational leadership of the headteacher, with very strong support from the senior management team, gives a clear and positive direction to the work of the school. Senior staff are very clear about the school's core purpose of achieving high standards of attainment and discipline through very good teaching and care of pupils. The school improvement plan, based on systematic monitoring and evaluation of the school's work, is a very effective tool in supporting appropriate developments and as a result long-term strategic planning is very good.
14. A significant strength in the leadership and management of the school is the very good quality assurance systems in place. There are very effective procedures for monitoring the quality of teaching and learning in order to drive up standards. A very positive aspect of this monitoring is that the school shares identified strengths of individual teachers with their colleagues, which effectively assists further improvements in the quality of all teachers' work. Working closely with the senior management team, the headteacher has therefore been very successful in developing a dedicated and enthusiastic staff, with a shared sense of commitment to school improvement.
15. There is very clear guidance provided for the development of the comprehensive schemes of work, which are now in place for all subjects, and this guidance is a significant factor in promoting the higher standards that are being achieved by the school. The carefully considered delegation of subject responsibilities ensures that teachers make a very effective contribution to the development of the curriculum. They very effectively evaluate standards and identify necessary developments needed in order to raise standards further in their subjects. Liaison between year group leaders and also subject managers is very effective. The very effective and secure quality assurance systems have enabled the school to function very efficiently during this term's secondment of the headteacher to a temporary advisory post within the local education authority. It has also given valuable professional development experience to the senior management team in their commendable management of the school during his absence. All members of staff, both teaching and non-teaching, work very well together and teachers take every opportunity to discuss and share ideas with their colleagues and advise them. The provision for pupils with special educational needs is good and very well managed. Identification, support and monitoring procedures are organised effectively. The non-teaching staff are very well briefed about their work and make a significant contribution to the standards and the welfare of the pupils.
16. As a result of the excellent leadership skills evident in the school, the governors are now much more involved and play an increasingly effective role in the school's strategic development. The chair of governors gives a good lead and she is well supported by the rest of the governing body in their understanding of the strengths and areas for development. They are now

effective in fulfilling all statutory requirements and there is a shared commitment to improving standards.

WHAT COULD BE IMPROVED

Foundation Stage curriculum planning

17. The reception classes are well organised and provide a stimulating and caring environment into which children settle quickly. The quality and range of the curriculum is good. Teachers are familiar with, and knowledgeable about, the Foundation Stage curriculum and they use this well to inform their lesson planning. Very few children have any experience of nursery education and assessment of children's attainment is mainly judged against the early learning goals, which it is expected most children will achieve by the end of their reception year. However, the 'stepping stones' for learning, as outlined in the curriculum guidance for this age range, could be more formally included in the day-to-day lesson planning. Use of these smaller steps in children's learning would enable teachers to more accurately assess and record progress throughout the year. This would enable them to identify more effectively aspects of the early learning goals with which some children experience difficulties and to plan activities with greater precision to ensure that children build effectively on previous learning.

Presentation of pupils' written work

18. By the end of Key Stage 1, pupils' attainment in writing is in line with the national average. However, there are elements of this aspect of English in which pupils fail to perform as well as expected. The standard of handwriting and presentation of work is often unsatisfactory. All pupils are taught a cursive style but have yet to develop a consistent approach to letter size and formation. There are still a significant number of older pupils who continue to print in their everyday work. The school's decision to teach cursive handwriting on entry to the reception year was taken in the past year. Therefore, pupils in both Year 1 and Year 2 were taught to print before being taught to use cursive script. While for some pupils this decision may have caused them some difficulties it is not the whole picture. Teachers teach effectively the skills of handwriting on a weekly basis and pupils' writing in these sessions is at least satisfactory and often good. However, the use of these skills is not being transferred to pupils' work nor is there much evidence that they are being encouraged to do so by their teachers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to maintain the very good improvement and develop the school further, the headteacher, staff and governors should address the following issues:
 - (1) review the day-to-day lesson planning of the Foundation Stage curriculum to ensure that smaller steps in children's learning are more effectively considered; (paragraph 17)
 - (2) consistently apply the handwriting skills that pupils are taught to their everyday writing in order to improve the presentation of pupils' written work.
(paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	24	48	19	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	262
Number of full-time pupils eligible for free school meals	N/A	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.8
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	42	42	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	36	37
	Girls	38	40	39
	Total	73	76	76
Percentage of pupils at NC level 2 or above	School	87 (84)	90 (88)	90 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	37	37
	Girls	39	40	39
	Total	76	77	76
Percentage of pupils at NC level 2 or above	School	90 (78)	92 (77)	90 (80)
	National	84 (82)	88 (86)	88 (87)

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	1
White	160
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	5	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24.7
Average class size	29.1

Education support staff: YR – Y2

Total number of education support staff	20
Total aggregate hours worked per week	330

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	513,949
Total expenditure	501,860
Expenditure per pupil	1,947
Balance brought forward from previous year	41,990
Balance carried forward to next year	54,079

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	4	0	1
My child is making good progress in school.	65	31	4	0	0
Behaviour in the school is good.	48	50	2	0	0
My child gets the right amount of work to do at home.	38	39	17	5	1
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	35	41	17	5	2
I would feel comfortable about approaching the school with questions or a problem.	60	37	2	1	0
The school expects my child to work hard and achieve his or her best.	53	47	0	0	0
The school works closely with parents.	37	46	12	3	2
The school is well led and managed.	57	35	3	1	4
The school is helping my child become mature and responsible.	50	45	3	0	2
The school provides an interesting range of activities outside lessons.	24	39	21	6	10