

## INSPECTION REPORT

### **KEMPSHOTT INFANT SCHOOL**

Basingstoke

LEA area: Hampshire

Unique reference number: 116036

Headteacher: Mrs Susan Waters

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 5<sup>th</sup> – 6<sup>th</sup> March 2001

Inspection number: 192554

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
Gender of pupils:	Mixed
School address:	Old Down Close Homesteads Road Kempshott Basingstoke Hants
Postcode:	RG22 5LL
Telephone number:	01256 461795
Fax number:	
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Court
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20893	Mr D J Curtis	Registered inspector
9334	Mrs J Mynett	Lay inspector
14842	Mrs S Cook	Team inspector

The inspection contractor was:

TWA Inspections Ltd  
5 Lakeside  
Werrington  
Peterborough  
PE4 6QZ

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
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Kempshott Infant School is situated in Basingstoke in Hampshire and takes pupils from the ages of four to seven. There are 268 pupils on roll in nine classes, with 134 boys and 134 girls; this is an average-sized primary school. There is one pupil from a home where English is not the first language. There are 38 pupils on the school's register of special educational needs; this is below the national average. There are four pupils with a statement of special educational need. Three pupils are entitled to free school meals; this is below the national average. Children enter school with standards that are average for the local education authority.

### **HOW GOOD THE SCHOOL IS**

This is a very good school, which is effectively led and managed by a headteacher who is committed to achieving excellence. Teaching is good and pupils achieve exceptionally high standards at the end of Year 2. The attitudes, behaviour and personal development of pupils are a significant feature of the school. The school provides very good value for money.

#### **What the school does well**

- By the end of Year 2, standards in reading, writing and mathematics are very high and place the school in the top 5 per cent of all schools and of similar schools nationally.
- Pupils' attitudes, behaviour and relationships are very good and contribute successfully to their learning.
- Teaching is good and makes a significant contribution to the high standards achieved.
- The leadership and management of the headteacher are excellent and have resulted in significant improvement in the school.
- Procedures for child protection and pupils' welfare are very good.

#### **What could be improved**

- Ensuring that the prospectus complies fully with statutory requirements.
- Further improving public relations to raise parents' awareness of how successful the school is.

*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 made very good progress since its previous inspection in May 1997. The report judged that, 'Kempshott Infants is a good school with many strengths and no major weaknesses'. The school has addressed successfully the key issues arising from the previous report. Teachers' planning has improved and there is a clear focus on teaching skills, knowledge and understanding through activities that are challenging. The results of assessments made of pupils' work, including results of National Curriculum and other tests, are used effectively to plan pupils' future learning. Co-ordinators are now much more involved in supporting the planning, teaching and learning in their subjects. They make effective use of good opportunities to monitor and evaluate the quality of education and the standards pupils achieve in their subjects. Standards in reading, writing and mathematics have improved. The quality of teaching has improved to be consistently good or very good; there is no unsatisfactory or poor teaching (12.5 per cent was identified at the previous inspection).

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A*	A*	A*
Writing	A*	A*	A*	A*
Mathematics	A	A	A*	A

Similar schools are those with up to 8 per cent of pupils entitled to free school meals.

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

Inspection findings confirm that, by the age of seven, standards in reading, writing, mathematics and science are well above average. A significant strength is that the percentage of pupils who achieve the higher Level 3 (the national expectation is to achieve Level 2 or above) is very high in comparison to the national average in reading and well above the national average in writing and mathematics. There has been consistent year-on-year improvement in the standards achieved and the school is sustaining very high levels of performance. The school is in the top 5 per cent of schools nationally.

Pupils apply their literacy skills successfully in other subjects; the quality of writing is outstanding. Numeracy skills are used effectively in other subjects, including science and design and technology. Pupils make good use of information and communication technology to support their learning. Skills in word-processing are good and pupils are very imaginative in using graphics programs to reproduce work in the style of famous artists, for example Mondrian.

Pupils with special educational needs make very good progress in their learning. They are supported effectively by class teachers working in close partnership with learning support assistants. Pupils' individual education plans set clear, realistic and achievable targets.

In Year 2, more-able pupils benefit enormously from two mornings per week when an additional teacher teaches them literacy and numeracy. This additional teaching is very successful and is having a significant impact in ensuring that these pupils are challenged in their learning and make the progress of which they are capable.

By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals in all areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and show very positive attitudes to their work; they work exceptionally hard in lessons and persevere with their tasks.
Behaviour, in and out of classrooms	Very good. Pupils behave extremely well in lessons, when moving around the school and at breaks and lunchtimes.
Personal development and relationships	Very good. Pupils are polite, friendly and very welcoming. They relate well to each other and to all adults with whom they come into contact.
Attendance	Very good. Pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

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

During the inspection, the quality of teaching was good overall; it has a significant impact on the standards achieved and on pupils' very positive attitudes to learning. In 64 per cent of lessons, teaching was good, with 27 per cent very good. Of the remaining lessons, 9 per cent were satisfactory, with no unsatisfactory teaching observed. The quality of teaching is a significant strength of the school.

Strengths of good and very good teaching include strong subject knowledge, high expectations of what pupils can achieve and detailed planning, which meets the individual learning needs of pupils. In lessons, pupils are made very aware of exactly what is to be done and how much, with the result that concentration and application are very good

Teaching of key skills, including literacy and numeracy, is very good. Teachers have a good understanding of the National Literacy and Numeracy Strategies and these are implemented effectively. Expectations are high, with the result that pupils achieve well. In literacy, the decision to teach guided reading outside of the literacy hour is allowing pupils more opportunities to write; this is having a significant impact on the very high quality of writing that pupils show in lessons and in their previous work.

Teaching of pupils with special educational needs is good. Teachers work effectively and in partnership with the special educational needs co-ordinator and learning support assistants to support pupils in their learning.

Teaching of children in the Foundation Stage is good. Teachers plan an interesting range of activities with a good balance of those which are teacher-led and those which the children choose for themselves. Teaching of key skills, including letter sounds (phonics) and number work, is a strength and contributes to the good progress pupils make in reading and mathematics as they move up through the school.

#### **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Good. The school complies fully with the teaching of all National Curriculum subjects.
Provision for pupils with special educational needs	Very good. Pupils' individual education plans contain clear, detailed and achievable targets. Pupils' learning is supported by the effective partnership between the special educational needs co-ordinator, class teachers and learning support assistants.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good. Spiritual development is good. Moral and social development is very good and contributes significantly to good behaviour and positive attitudes. Cultural development is good, particularly in art and music.
How well the school cares for its pupils	Good, with particular strengths in the assessment of pupils' learning and the use of that information to set targets for improving their performance. Procedures for child protection and pupils' day-to-day welfare are very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and management; she has a very clear vision of creating an excellent school. She is supported effectively by the deputy headteacher and senior management team.
How well the governors fulfil their responsibilities	They do this well. Governors are supportive and effective in the work of the school. With one minor exception, they fulfil all of their statutory duties.
The school's evaluation of its performance	Very good. The school has a very clear understanding of its strengths and weaknesses. It recognises that it is successful, but that complacency must not creep in.
The strategic use of resources	Good. The school makes effective and efficient use of all resources, including specific grants and additional funding to support pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• Their children make good progress at school.</li> <li>• The school has high expectations of their children.</li> <li>• Behaviour is good.</li> <li>• The school helps their children to become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• The school could work more closely with parents.</li> <li>• The information provided about their children's progress.</li> </ul>

Twelve parents attended the meeting with the registered inspector before the inspection and 117 questionnaires were returned. Inspection findings confirm the positive views of parents. The school provides a similar range of extra-curricular activities to those found in most infant schools. In relation to the other aspects, inspection findings judge that the school is doing all it can in these areas, although a public relations exercise is needed to ensure that the very positive features of the school are drawn to the attention of all parents.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**By the end of Year 2 standards in reading, writing and mathematics are very high and place the school in the top 5 per cent of all schools and similar schools nationally.**

1. The results of the 2000 National Curriculum assessments for pupils in Year 2 were very high in comparison to the national average and placed the school in the top 5 per cent of schools nationally. Compared with those in similar schools nationally, results were very high, placing the school in the top 5 per cent. A significant strength is that the percentage of pupils achieving the higher Level 3 is very high in comparison to the national average in reading and well above the national average in writing and mathematics. The school's results have improved year-on-year and it is sustaining high levels of achievement.
2. Inspection evidence confirms that these high standards are being maintained. By the end of Year 2, pupils read fluently and with very good expression; they see the humour in stories; for example, a girl burst out laughing when she read the sentence, 'Snow fell in summer'. Pupils' knowledge of letter sounds (phonics) is very good; they benefit from very good teaching of this important skill from their time in reception. In Year 2, pupils confidently and with no hesitation read words such as 'victorious', 'winging' and 'contented' and explain what the words mean in the context in which they read them. Pupils understand and explain the terms 'title', 'author', 'illustrator', 'index' and 'contents'. They are confident and happy to predict what the story might be about from looking at the front cover. Pupils explain why they have preferences for certain books; for example, "I prefer non-fiction. I like science. I read *I Wonder Why* books", or "I loved reading *Greyfriar's Bobby*. It's my favourite book. I like stories best".
3. Standards in writing are exceptionally high. Pupils use punctuation and spelling accurately in their work; they know the importance of using 'word books' and dictionaries and in 'having a go' at 'sounding out' how to spell words of which they are unsure. Pupils use capital letters and full stops confidently, with many knowing how to use speech marks, exclamation marks and question marks. Pupils clearly benefit from the many opportunities given to them for writing and they respond exceptionally well to the very high expectations of their teachers.
4. Pupils write<sup>1</sup> successfully in all subjects. They write imaginative and exciting stories with beginnings that capture the attention of the reader. For example, 'There was a troll who smelled like public toilet and old socks because he never had a bath. In his hairy hands he held a big wooden club his arms were so long they drooped on the floor'. In history, pupils write very imaginative accounts as if they were a Victorian child: 'I go to the washstand pour cold water from the jug into the wash bowl and wash in cold water'. After visiting a museum, pupils write well-constructed letters of thanks to the curator. Their writing of instructions on how historical artefacts should be handled shows that they clearly paid very close attention to what they were told on the visit.
5. Pupils use information and communication technology skills effectively in their writing, especially word-processing skills, where they show imaginative use of fonts and layout to present their work. Pupils present poetry very effectively through word-processing. In

---

<sup>1</sup> In all examples of pupils' writing, the excerpts from their work are unedited. So spelling and punctuation are the pupils' own work.

Year 2, poems based on 'January' using the 'acrostic' style are particularly effective. For example<sup>2</sup>:

Jolly white snowmen melt slowly  
And people wrap up warm for the frosty days.  
Nice and snug animals hibernate.  
Up and down paths the chilliness blows  
And nights are long and days are short.  
Red robins peck in the frosty grass for food.  
Year 2001 has just begun and a happy new year too.'

6. Standards in mathematics are very good. By the end of Year 2, pupils are confident in reading, writing and ordering numbers to 100, with many confident to 1,000 and beyond. A small number of more-able boys enjoy exploring numbers up to and including 1,000,000 and understand and explain them. Pupils show a good understanding of the four rules of number: addition, subtraction, multiplication and division. They use and apply their knowledge of times tables particularly well. Pupils enjoy mathematical investigations, for example in a 'snake investigation'. Here they have to find the 'longest snake' by starting at 17, 18 or 20 and applying the rule 'if odd, add one' or 'if even, halve it'. Pupils quickly answer questions, such as 'If one toy costs 5p how much will six cost?' They measure accurately to the nearest centimetre and show very good knowledge of 'right angles'. Pupils have a very good knowledge of the properties of two- and three-dimensional shapes.
7. Mental arithmetic skills are very good and pupils respond well to the challenge of having to explain how they find their answers to mental problems. In the mental arithmetic session of the numeracy hour, pupils in Year 2 very quickly put the numbers 16, 3, 20, 9 and 14 in the correct order. They are very confident in explaining how to identify numbers on the '100 square' which the teacher has covered up. Pupils enjoy the challenge when the teacher uses a puppet to ask them questions; for example, "Hedgehog is thinking of a number (between 1 and 100). Can you guess what it is?" Pupils respond with questions such as, "Is it less than 50?" and "Is it odd or even?" They quickly find the missing number.

**Pupils' attitudes, behaviour and relationships are very good and contribute successfully to their learning.**

8. Pupils enjoy coming to school and show very good attitudes to work. At the start of the day they come in quietly and sensibly and settle to a task while they are waiting for registration. In lesson introductions, they listen attentively, but when given the opportunity are keen and willing to ask and answer questions. In the individual or group work part of lessons they work exceptionally hard; for example, in a Year 2 literacy lesson, a pupil wrote the following (in 20 minutes):

'The dragon was enormous. Fire and smoke came out of its big round nostrils. Its eyes were flashing red. The dragon was a very dark green with scales protecting him like armour. Its tail was like a sword lashing about. And its huge wings were like crumpled umbrellas. Its nails were sharper than the sharpest needle in the

---

<sup>2</sup> Reproduced in full by kind permission of the author Emma Smith, aged 7.

world. Its neck was very long and he was rather plump'. Another pupil wrote, 'The dragon has a scaly body. Its tail is as spiky as a thistle. His nostrils are as wide as tree trunks. His body is as colourful as a chameleon. His tail is so barbed. His wings looked like a folded umbrella. His eyes were sparkling in the dark. He was bigger than a tree. His claws were as sharp as swords.'

Both examples demonstrate pupils' positive attitudes to work and the concentration and application, which enable high standards to be achieved.

9. Behaviour in the school is very good. Pupils behave well in lessons because they are interested in their work and challenged by activities that meet their individual learning needs. Behaviour around the school is good; for example, when going to and from the hall for assembly or physical education lessons. In Year 1, pupils show very good behaviour and an awareness of the importance of being safe and sensible when they put the apparatus away after a gymnastics lesson. Behaviour in the playground is very good; no incidents of unacceptable behaviour were observed during the inspection.
10. Relationships are very good; pupils relate well to each other, their teachers and all adults whom they meet. They are friendly, polite and welcoming and very keen to talk to visitors. Children in one of the reception classes have an abundance of natural curiosity and self-confidence, as was seen when they quizzed an inspector, "Why are you here? What are you writing? Are you writing about us being good? We're always good!" In the same class, although not St Valentine's Day, two young ladies proposed marriage to the registered inspector! In Years 1 and 2, pupils are very keen to discuss their work and explain what they are doing.
11. Inspection findings support the views of parents that their children like school and that it helps them to become mature and responsible. The very positive attitudes, very good relationships and standards of behaviour make a significant impact on pupils' learning and the very good progress they make during their time in school.

### **Teaching is good and makes a significant contribution to the high standards achieved.**

12. During the inspection, the quality of teaching was good overall; it has a significant impact on the standards achieved and on pupils' very positive attitudes to learning. In 64 per cent of lessons teaching was good, with 27 per cent very good. Of the remaining lessons, 9 per cent were satisfactory, with no unsatisfactory teaching observed. The quality of teaching is a significant strength of the school. It has improved considerably since the last inspection, when 12.5 per cent was judged to be 'unsatisfactory or poor'. Inspection findings confirm parents' views that teaching is good.
13. In lessons, teachers show very good subject knowledge, which they pass on to pupils with enthusiasm and confidence. Teachers are very successful in teaching the key skills of reading, writing and mathematics, with the result that pupils achieve highly in these subjects. Teachers have a very good knowledge and understanding of how to teach literacy and numeracy and they have implemented the national strategies effectively whilst adapting them to the needs of the school. For example, the decision to teach 'guided reading' outside of the literacy hour means that pupils have far more opportunities to write, and the results of that speak for themselves. The 'guided reading' session is taught effectively, with the result that standards of reading in the school are very high.
14. The decision to employ an additional teacher for two mornings per week to teach literacy and numeracy to more-able pupils in Year 2 is having a positive impact in ensuring that these pupils are suitably challenged and extended in their learning. Effective teaching is

a major cause of the school achieving such a high percentage of pupils at the higher Level 3 in the National Curriculum assessments.

15. In whole-class introductions, pupils are challenged to listen and think; they are expected to answer questions and teachers make sure that they involve all pupils in this, not just those with their hands up. The expectation, for example, in mental arithmetic that pupils should explain how they find the answers to problems contributes to developing pupils' mathematical understanding and to the application of their speaking and listening skills. In the group-work part of lessons, pupils are challenged effectively. Examples of what pupils can achieve in a literacy lesson have already been given. In a Year 2 numeracy lesson, pupils were challenged in the understanding of 'greater than' (>) and 'less than' (<) by being given examples such as '18/2 <or> 20-10' or '8x5 <or> 7x2'. At the end of the lesson two more-able boys were bursting to show and explain accurately that '1,000,000 is greater than 100,000'.
16. Teachers use effectively the final or plenary part of the lesson to assess pupils' learning in the lesson and to check and consolidate understanding of key skills and knowledge. For example, at the end of a Year 2 literacy lesson the teacher asked, "What do you know today that you didn't know yesterday?" From a sea of hands came one reply (amongst many), "I've learned how to spell 'squealed' and 'squawked'".

**The leadership and management of the headteacher are excellent and have resulted in significant improvement in the school.**

17. The headteacher provides excellent leadership; she has a very clear vision for the school and has a strong and determined passion to create an excellent school. In the time she has been in the school she has achieved a great deal, particularly in raising standards to such high levels. As well as significant improvements in the results of National Curriculum assessments, the analysis of the results of reading tests shows that, in 2000, 56 per cent of pupils had a reading age of 9+ compared with 18 per cent in 1996.
18. There is very effective monitoring of teaching and learning in the school and this contributes to the consistently good and very good teaching in the school. The headteacher takes opportunities to teach demonstration lessons and this has a positive impact on the on-going training of newly-qualified teachers and teachers new to the school. It has a positive effect on ensuring consistency of teaching within year groups and across the school.
19. The deputy headteacher, members of the senior management team and subject co-ordinators support the headteacher effectively. Day-to-day management is well organised and enables the school to run smoothly and efficiently. Newly-qualified teachers receive good support.

**Procedures for child protection and pupils' welfare are very good.**

20. The school has very good procedures in place for child protection and to ensure the day-to-day health, safety and well-being of its pupils. Parents are confident that their children are looked after well. The school has good systems in place to monitor the personal and academic development of its pupils. Assessments carried out on pupils' learning are very good and the results are used to set realistic, but challenging targets for pupils' future learning.

## **WHAT COULD BE IMPROVED**

### **Ensuring that the prospectus complies fully with statutory requirements.**

21. At the time of the inspection, the school prospectus did not report attendance figures, which is a statutory requirement.

### **Further improving its public relations to raise parents' awareness of how successful the school is.**

22. Inspection findings confirm that this is a very good school. However, at the parents meeting and in the questionnaires it was evident that some parents felt that the school was not giving them sufficient information on their children's progress. In addition, some parents felt that the school was not working closely enough with them. From discussions and other evidence gathered during the inspection, findings show that, although the school is working hard in these areas, it has not reached all parents in terms of celebrating its strengths.

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

To build on the significant strengths of this very good school, the headteacher, staff and governors should:

- (1) ensure that the school prospectus complies with all statutory requirements;
- (2) review and strengthen its public relations to bring to the attention of all parents that it is a successful and thriving school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	27	64	9	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	268
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	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	47	41	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	47	47	47
	Girls	41	41	41
	Total	88	88	88
Percentage of pupils at NC Level 2 or above	School	100 (99)	100 (100)	100 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	47	47	47
	Girls	41	41	41
	Total	88	88	88
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (98)	100 (99)
	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	1
Bangladeshi	0
Chinese	0
White	267
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 – Y2**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	20
Average class size	27

#### **Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	203

### ***Financial information***

Financial year	1999/2000
	£
Total income	479,288
Total expenditure	463,380
Expenditure per pupil	1,723
Balance brought forward from previous year	41,096
Balance carried forward to next year	57,004

## Results of the survey of parents and carers

Questionnaire return rate 43.6%

Number of questionnaires sent out	268
Number of questionnaires returned	117

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	3	2	1
My child is making good progress in school.	49	48	1	0	2
Behaviour in the school is good.	48	48	1	0	3
My child gets the right amount of work to do at home.	25	64	9	0	2
The teaching is good.	55	43	0	0	2
I am kept well informed about how my child is getting on.	24	57	15	1	3
I would feel comfortable about approaching the school with questions or a problem.	55	37	6	1	1
The school expects my child to work hard and achieve his or her best.	55	42	1	0	2
The school works closely with parents.	19	61	15	2	3
The school is well led and managed.	43	52	4	1	0
The school is helping my child become mature and responsible.	41	54	3	1	1
The school provides an interesting range of activities outside lessons.	10	29	26	5	30