

INSPECTION REPORT

WORTHEN CE (controlled) PRIMARY SCHOOL

WORTHEN

LEA area: Shropshire

Unique reference number: 123518

Headteacher: Mr W J Hughes

Reporting inspector: L A Furness
8425

Dates of inspection: 30th-31st January 2001

Inspection number: 192718

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 -11
Gender of pupils: Mixed

School address: Worthen
Shrewsbury
Shropshire
Postcode: SY5 9HT
Telephone number: 01743 891320
Fax number: not available

Appropriate authority: The Governing Body
Name of chair of governors: Mr G Holder

Date of previous inspection: 4th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Worthen Church of England (voluntary controlled) Primary School is situated between the villages of Brockton and Worthen, approximately 12 miles from the county town of Shrewsbury. There are 67 children on roll aged between 4 and 11. The school serves a rural community within the Rea Valley close to the border with Wales. The majority of children live within walking distance of the school but a significant number are reliant upon transport to reach the school. The percentage of children having special educational needs (17.9%) is below the national average and the percentage of children with statements of special educational needs (1.4%) is close to the national average. The percentage of children eligible for school meals free of charge (4.4%) is well below the national average. There are 3 classes. One class comprises of reception, Year 1 and Year 2 children; one class consists of Years 3 and 4 children and a further class of Years 5 and 6 children. Children are admitted to the school in the September, January or April term following their fourth birthday. Although the attainment of children varies considerably from year to year, initial assessments indicate that the attainment of the majority of children on entry to the school is at least close to that expected for their age.

HOW GOOD THE SCHOOL IS

This is an effective school. Standard of attainment are well above average by the time children are 11. The teaching is good overall, which ensures that children achieve well. Children work hard and learning is of a good quality. They have very mature attitudes and behaviour is very good. The headteacher provides everyone connected with the school with clear direction giving priority to the attainment of high standards and to enabling children to do their best. The school provides good value for money.

What the school does well

- Due to the good teaching of the basic skills of literacy and numeracy standards of attainment at the ages of 7 and 11 are well above the national average in English and mathematics.
- Children's very good behaviour and excellent attitudes to school have a very positive impact upon their achievements.
- Children are provided with very good opportunities for their personal and social development.
- The headteacher provides clear educational direction for the work of the school.
- The curriculum is very effectively enhanced by very good environmental education.

What could be improved

- Although supportive and enthusiastic the governing body has not formalised its role with regards to checking upon the work of the school.
- There are few extra-curricular opportunities offered to children.
- Information and communication technology provision although satisfactory could be improved.

The school has good plans in place to address the last two issues.

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. Since that time good progress has been made. The main key issues identified at the time of the previous inspection have been dealt with appropriately. The school development plan now includes costings and a timescale for building maintenance and improvement. Teaching staff regularly visit other classrooms in order to learn from the good practice taking place within the school. There are frequent opportunities provided for children aged under five to develop their balancing and climbing skills. The school aims have been satisfactorily revised and the

headteacher has been provided with more time to allow him to carry out his management and leadership role. The organisation of the governing body has improved but there is still room for further development in this area particularly in the aspects of checking upon the work of the school. The many national initiatives introduced since the previous inspection have been dealt with well and, as a result, the National Literacy and Numeracy Strategies have been implemented effectively.

STANDARDS

The results of the national tests for 11-year-olds have been well above the national average for the last three years in English and mathematics and have been above the national average for the last two years in science. In relation to similar schools in 2000, children's results were well above average in English, above average in mathematics and in line with the average in science. At the age of 7 in 2000, children's results were well above the national average in reading, writing and mathematics. In relation to similar schools results are above average in reading and writing and well above average in mathematics. On the basis of teacher assessment children's results were close to the national average in science. However, great care must be taken when analysing results of small year groups and small schools. The effect of each child's attainment is substantial on the overall proportion of children reaching the expected levels. The school has set appropriately challenging targets in literacy and numeracy and is on course to achieve them.

On entry to the school children's attainment generally matches that expected for their age and by the time children enter Year 1, the majority of children have at least met the early learning goals specified for children of this age. The present Year 6 and Year 2 children are attaining at the same levels as the 2000 cohort of children. All children are achieving well with more able children appropriately challenged by the tasks they are given. Less able children show good improvement in their work over time due to the good support that they receive from their teachers and support assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children are very keen to learn and show great enthusiasm for their work.
Behaviour, in and out of classrooms	Very good. Children are particularly polite and courteous. They find it easy to speak to adults and have a mature attitude to learning. There have been no exclusions from the school.
Personal development and relationships	Very good. There are many opportunities for children to take on additional responsibility. Older children in particular are encouraged to take initiative and become independent learners.
Attendance	Satisfactory. Children arrive punctually and lessons start on time.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good. It is very good in 20 per cent of lessons; good in 60 per cent of lessons and satisfactory in the remaining 20 per cent of lessons. There is no unsatisfactory teaching. Good teaching of the basic skills of literacy and numeracy is helping children to achieve well. The teachers' effective questioning skills help all children to be challenged and to make good progress. All teachers are creative and make learning interesting and exciting for children through the good use of practical resources. The very good relationships that exist between adults and children result in children trying very hard and taking a pride in their achievements. Each teacher ensures that children are clear about what they are to learn in each lesson and children are kept well informed about what they need to do next to improve their work. The teachers successfully help to raise children's self-esteem and the children are therefore confident learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad balanced curriculum is provided that is particularly enhanced by high quality environmental education.
Provision for pupils with special educational needs	Good. Children with special educational needs are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is very effective in helping children to be kind to one another and to take care of each other. They are well informed about the ways of life of different people in the world and about similarities and differences in the way people worship.
How well the school cares for its pupils	Good. There are good procedures in place for ensuring health and safety and for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has successfully created a team that works very well together and this ensures that standards of attainment are high, teaching is good and children's learning is effective.
How well the governors fulfil their responsibilities	The governors are supportive and enthusiastic but their monitoring role needs to be developed further.
The school's evaluation of its performance	Test results are analysed and effective action is taken to deal with issues that arise. Staff effectively review their own work and regular discussions take place about strengths and areas for development.
The strategic use of resources	Good use is made of all available resources including the surrounding environment. Satisfactory effort is made to ensure that the school obtains value for money from all its resources, however there is limited evidence that governors regularly check upon spending decisions or discuss the impact of spending upon raising standards of attainment or

	achievement.
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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 school expects their children to work hard. • Their children like school. • Their children are making good progress. • The teaching is good. • They are kept well informed about how well their child is getting on. 	<ul style="list-style-type: none"> • The range of activities provided outside normal lessons are limited. • The school does not satisfactorily involve parents in its work. • Some parents do not feel comfortable approaching the school.

The parents appreciate the hard work and the dedication of the staff and the inspection team agrees with all of the positive comments made. With regards to areas parents would like to see improved the inspection team again would agree that the range of activities provided for children after school is limited. However, the school is keenly aware of this and has a good action plan in place to address this issue. The team cannot find any evidence to support the other two areas of concern as parents are welcomed into the school by all staff and there are many evidenced attempts to involve parents in the life of the school. A very good example is the involvement of parents in the creation and maintenance of the environmental garden.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- 1 Due to the good teaching of the basic skills of literacy and numeracy, standards of attainment at the ages of 7 and 11 are well above the national average in English and mathematics.**
- 2 The school has performed very well in the last three years in the national tests for English and mathematics with children's performance being consistently well above the national average at both the ages of 7 and 11. One of the factors contributing to this high attainment is the way the teachers use the National Literacy and Numeracy Strategies to good effect to teach basic skills, from which children gain greater understanding and knowledge in reading, writing and number.
- 3 In the reception, Years 1 and 2 class, effective teaching leads to the younger children wanting to read books and to having a good knowledge of initial sounds, such as 'm' and 'p'. Good use of resources including reading games and information and communication technology activities encourage older children to identify words that rhyme, for example floor and door. In Years 1 and 2 the teacher skilfully helps children to gain greater understanding of the values of numbers initially to 20. The learning of the more able Year 2 children is extended through exploring the values of numbers to 100. Through a motivating game activity, children enjoy ordering numbers correctly. Valuable learning takes place during this numeracy session as more able children realise that winning the game is not reliant upon luck but is pre-dominantly influenced by the application of their knowledge of place value.
- 4 Focused questioning in Years 3 and 4 effectively encourages the children to write an explanation of how a torch works. The teacher provides a list of key words and during oral explanations by children she insists they use the correct scientific language, so improving the children's knowledge of subject specific scientific vocabulary. During the mental starter of a numeracy lesson the teacher uses her questioning skills again effectively to assess how many children have a good understanding of a range of strategies to help them deal with addition and subtraction. She then moves rapidly on to encourage the children to solve simple money problems using the strategies that they find the most useful. Again learning is good and children achieve well.
- 5 In Years 5 and 6, where teaching is particularly creative, the teacher uses a variety of different texts to encourage the children to develop a character through dialogue. The initial activity of listing the characteristic features of a television personality is quite challenging for the class, particularly the less able children. However, good support by the teacher enables them all to experience success and to gain an understanding of positive and negative personality characteristics. This provides them with the necessary understanding to conduct a dialogue with their partner appropriately developing their chosen personality for the listener. This teacher has very effectively created an atmosphere where children feel it is safe to make a mistake. Following the '36 game' in a numeracy lesson, children confidently read out their marks knowing that it is their own progress that is important, not how well they have done in relation to other children in the class.
- 6 Apart from the good teaching of basic skills throughout the school, classroom displays reinforce important messages about literacy and numeracy. In this way children are continually reminded of important issues that they have already covered in previous lessons.

7 Children's very good behaviour and excellent attitudes to school have a very positive impact upon their achievements.

8 The overwhelming message is that children really enjoy school and feel very proud of their achievements. This and the very positive attitudes that children display are having a very good impact upon their progress. All children including those with special educational needs enjoy learning. Their enthusiasm for learning is seen in several subjects. For example, in assembly everyone enjoyed learning a new song and all joined in with the actions with a great deal of enthusiasm. Children 'beamed' with pleasure at the end of the session, all feeling contented with their accomplishments. In a Years 5 and 6 literacy lesson, children wanted to be chosen to read out aloud the text to their friends. When selected they responded with great enthusiasm, reading loudly, clearly and with very good expression. The children's facial expressions show they are fully involved in their work and are developing a love of good literature. Two children working with a support assistant, improving their spelling skills, are quite disappointed as the session ends as they desperately wanted to demonstrate to her, how they have managed to improve their ability to spell the days of the week correctly.

9 As soon as children start in reception there is good support offered in helping them to understand clearly what is expected of them. Consequently the reception children very quickly settle into classroom routines, feel safe and secure and within a short time are working independently with good levels of concentration and maturity. The class teacher is particularly skilled at encouraging these very young children to express their ideas and thoughts. She plans work that is appropriate to their needs, so ensuring that they achieve success. Older children within the class spontaneously comment how well the reception children have completed their tasks. In this environment the children very quickly develop the very positive attitudes about themselves and their work that are so evident throughout the whole school.

10 The behaviour of children both in and out of the classroom is very good indeed. The amount of respect that children have for the adults and the way they strive to make the adults proud of them is a particular strength. The quality of relationships extends to children's academic work with trust and respect shown from both sides when setting targets for future improvement. Written marking perceptively informs the children of how they can make their work even better and children respond very well to these comments. In reception and Years 1 and 2 there is careful nurturing of what children do well and much praise given for the answers they give. In a Year 2 numeracy lesson children are highly motivated and move to independent work with minimum fuss. They settled very quickly to their tasks showing respect for the teacher and a determination to do well. One child who is unfamiliar with the number game the children are playing, is supported very patiently by her friends until she was able to work more confidently by herself.

11 The attitudes and behaviour of the children were identified strengths of the previous inspection, which have remained strong features of the school.

12 Children are provided with very good opportunities for their personal and social development.

13 Although the school is clearly focused on maintaining high academic standards great emphasis is given to the children's personal and social development throughout the school. These elements are planned for carefully within the curriculum and are interwoven into school life through many areas including collective worship, circle-time, religious education and literacy.

Children are expected and encouraged to foster caring attitudes towards each other and to take responsibility for themselves and others. For example, children are involved in collecting registers, preparing the hall for assembly, writing the prayer for lunchtime and organising the school bank. They learn to have respect for all members of the school and the wider community.

- 14 There are many opportunities provided for children to reflect upon their thoughts and their feelings and children are actively encouraged to express how they might feel in a variety of different situations. For example a Year 6 boy after reading the novel 'Goodnight Mr Tom' wrote very poignantly that he 'could feel the emotions that Willie was going through. Sadness, happiness, tragedy, success. I could feel his pain.' He empathised with the character of Willie commenting how he admired him as the character coped so well in a very difficult situation. He is very critical of the mother because she is so weak and does not meet up to his expectations of a good mother who should put her children first at all times. Although he enjoyed reading the book he comments 'although it is a great read it is too emotional for me!' In a Years 3 and 4 circle-time children think about how to avoid conflict, considering carefully helpful and unhelpful words and actions. Music is also used effectively to encourage reflection during collective worship.
- 15 The teachers value the children's ideas and efforts and this is shown by the range of attractive displays around the school and in classrooms. All staff believe that personal development is fundamental to the ethos of the school and central to all they strive for. Through the code of conduct, the home-school agreement and the personal and social education programme, the school effectively prepares children for citizenship. Children are encouraged to collaborate and they can be trusted to work together sensibly in all group activities including discussions. Children are taught to listen to each other and to respect each others feelings and beliefs. The very good environmental work that is carried out also very positively promotes children's personal and social development as one of the underlying aims of the programme is to encourage children to share ideas, to work as a team and to care for their surroundings.
- 16 During the lunchtime meal a very pleasant atmosphere is established and the occasion is a pleasing social experience. Children sit sensibly and chat at an acceptable level and show very good manners. They enjoy these times and are courteous to the lunchtime supervisors. Older children have responsible tasks and look after younger children in a mature manner that does not take away opportunities for younger children to show independence.
- 17 **The headteacher provides clear educational direction for the work of the school.**
- 18 When the school was previously inspected the report indicated that the headteacher provided clear educational direction, leading a hardworking dedicated staff that worked effectively together and this picture remains. The headteacher has a four-day teaching commitment and limited funding restricts the opportunity to be able to appoint a deputy headteacher. He is therefore very reliant upon the staff to support him in aspects of school management and curriculum development and he has been very successful in developing a strong sense of teamwork and partnership within the school.
- 19 He has effectively supported staff in focusing on the issues that are important in the present educational climate. For example, the school's effective use of the National Literacy and Numeracy Strategies is helping to maintain the high standards. Recognising the importance of the development of information and communication technology a detailed action plan is in place, which is aimed at improving children's learning. Teachers with subject responsibilities

are able to identify areas of strength and weakness in their respective subjects and have appropriate plans to help support or improve provision. The special educational needs co-ordinator speaks knowledgeably about the good progress of children with special educational needs and confidently attributes the school's success to good early identification procedures and good targeted support.

- 20 The headteacher has clear priorities, which are shared and discussed with all staff. Each member of staff has a particular contribution to make and as a group, there are good systems in place to ensure that the decisions they take are reflected in practice. Every member of staff works to a common goal of trying to provide the best provision possible for the children. The school has improved and there is a shared commitment from everyone in whatever capacity they hold to make their contribution and to see that improvement is maintained.
- 21 The curriculum is very effectively enhanced by very good environmental education.**
- 22 The school goes out of its way to ensure that children are provided with a broad and balanced curriculum. To this end the staff looked at different ways in which children's skills could be enhanced through an exciting environmental project which was initially started in 1990 with the development of a wildlife pond area. The main aim of the first project was to improve children's knowledge and awareness of the variety of plants and animals in the environment that surrounds them. The various developments that have been undertaken since then have very effectively involved the children, staff, parents, grandparents, other members of the community and outside advisory bodies in working together. The necessary team work involved has effectively improved self-esteem, developed new skills and has provided the opportunity for all those taking part to develop a better understanding of each other and the environment. Children have had the valuable opportunity of realising that by working together as a team far more can be achieved.
- 23 Following the initial project, a variety of developments have taken place. These include the planting of fruit trees, establishing a vegetable garden and in 1996 in response to the need to provide greater shade for children during the hot summer months, older children were set the task of designing a shady glade. This glade now very effectively provides a play space which doubles as an outside classroom for activities in science, mathematics, geography and art as well as many other educational uses which are tied into more formal learning. In 1997, the school won a prestigious environmental teamwork award for its work. One year later the work continued with the willow maze sculpture, which provides further shade and another play space. This again merited an environmental teamwork award. The project has continued with sensory, shape and alpine gardens as well as a silver birch copse. Every year there is a school grounds day when time is given appropriately to decide upon the new project for the year, 'managing' earlier projects and children learning more about natural history. It is also one of those days when parents and villagers are invited to visit the grounds and celebrate the developments that have taken place over the past ten years.
- 24 All of the projects have very effectively enhanced the environment of the school and the village, developed community links and have provided an excellent vehicle for many aspects of the curriculum.

WHAT COULD BE IMPROVED

- 25 Although supportive and enthusiastic the governing body has not formalised its role with regards to checking upon the work of the school.**

- 26 Since the previous inspection the range of activities undertaken by the governing body has increased. There are appropriate committees in place, which meet regularly and governors are now more aware of curriculum developments and the school's progress towards the set literacy and numeracy targets. They satisfactorily know the strengths and areas for development through the useful information that is regularly provided for them by the headteacher. As in the previous inspection they show care and commitment to the school. They visit regularly and show their interest through mainly informal visits. They perceive their role to be one of support for the headteacher and the school, a role which they carry out extremely well. The headteacher knows he can rely upon the governors, if he needs to discuss any issues of concern or development.
- 27 However, there is some reluctance by the governing body to adopt the more formal role, that is the role of the 'critical friend' and that of holding the school accountable for the standards and quality of education it achieves. The governors have very recently begun to accept this responsibility and have set performance targets for the headteacher in order to appraise his work more efficiently. Their checking practice now needs to be extended with governors finding out for themselves what the school is achieving and taking more responsibility for the good and less well-developed aspects of the school. The monitoring of finance and in particular applying the principles of 'best value' are unsatisfactory. There is limited evidence that governors regularly check upon spending decisions or discuss the impact of spending upon raising standards of attainment or achievement.
- 28 There are few extra-curricular opportunities offered to children.**
- 29 The inspection would agree with the views of the parents regarding limited opportunities for extra-curricular activities. Only 28 per cent of parents who replied to the Ofsted questionnaire thought that the school provided an interesting range of activities after school. There are two sports clubs, one of which is managed by a governor and the other by a parent. These clubs offer football, cricket and rounders. There are opportunities for athletic awards during the summer months. The church runs the 'trackers' group and a lunchtime board game club is available also. The school acknowledges that activities are limited and has put into place a good action plan to try and improve and extend provision. It has already submitted a very useful bid to the New Opportunities Funding Council (NOF) for funding to facilitate this improvement. If the bid is successful then a wide variety of different activities will be offered including, drama, fitness, dance and physical education coaching. Very perceptively the school has included as a part of the bid, transport costs for the children. This is crucial, as many children need transport to travel to and from school and if this issue is not carefully considered and addressed then many children would find it difficult to take part in the activities that are to be offered.
- 30 Information and communication technology (ICT) provision although satisfactory could be improved.**
- 31 Although standards of attainment in information and communication technology (ICT) are at least in line with the national expectation at the ages of 7 and 11 with a significant minority of children achieving above the national expectation, the school is aware that provision for ICT could be further improved. At the present time the school is satisfactorily resourced with a ratio of approximately one computer to every ten children. However, the computers are sited in individual classrooms and it is difficult to teach more than a small group of children at any one time. To address this problem the school has decided to develop a mobile suite of

computers consisting of twelve new laptops, four of which have already been received. The school plans to use these laptops in a variety of different ways, one of which is to enable teachers to implement class lessons as well as group activities.

- 32 The teaching staff want to extend their subject knowledge and expertise in ICT in order to be more effective in their teaching. All staff have included ICT development within their own objectives for performance management and extended training is being provided through the 'New Opportunities Funding Council' (NOF) in the very near future. Time has been appropriately allocated for the headteacher to support staff with their development if necessary.
- 33 Curriculum 2000 highlights the statutory requirement for ICT to be used in all subjects, apart from physical education, to enhance the learning and achievements of children. In order to support schools in their implementation of this requirement, the Local Education Authority has provided schools with a very useful software package, which ensures that schools are able to use ICT in at least a satisfactory way. As yet the staff are not familiar with the potential of this software and there is a very useful plan in place to focus initially on the use of ICT in literacy, numeracy and science. As staff become more confident in these three areas, there are appropriate plans in place to develop further the use of ICT in each other relevant area of the curriculum.
- 34 By extending resources, providing relevant software and enhancing teachers' subject knowledge and expertise, the school has effectively planned to improve information and communication technology provision within the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35 In order to improve further the school now needs to:

Formalise the checking role of the governing body.

(paragraphs: 25, 26 & 27)

Provide a wider range of after school activities for children.

(paragraphs: 28 & 29)

Improve information and communication technology provision.

(paragraphs: 30, 31, 32, 33 & 34)

Issues 2 and 3 are identified priorities of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	20%	60%	20%	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)	n/a	67
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	12

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	7
Pupils who left the school other than at the usual time of leaving	3

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	3	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 2 or above	School	100 (91)	100(100)	100(82)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 2 or above	School	100(82)	100(82)	92(91)
	National	84(82)	88(86)	88(87)

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

Where the number of pupils in the year group has a total of 11 or more but either of the boys or girls' totals is ten or fewer only the total school and national data is included.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	3	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	[] ([])	[] ([])	[] ([])
	National	[] ([])	[] ([])	[] ([])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	[] ([])	[] ([])	[] ([])
	National	[] ([])	[] ([])	[] ([])

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

Where the number of pupils in the year group has a total of ten or fewer the above table is not completed.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	65
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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)	3.2
Number of pupils per qualified teacher	20.9
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999-2000
	£
Total income	157275
Total expenditure	154215
Expenditure per pupil	2208
Balance brought forward from previous year	5333
Balance carried forward to next year	18393

Results of the survey of parents and carers

Questionnaire return rate: 56.1

Number of questionnaires sent out	66
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	57	38	0	0	5
Behaviour in the school is good.	51	43	0	0	6
My child gets the right amount of work to do at home.	36	54	5	0	5
The teaching is good.	65	30	3	0	2
I am kept well informed about how my child is getting on.	59	36	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	27	11	3	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	43	38	8	5	5
The school is well led and managed.	41	51	5	0	3
The school is helping my child become mature and responsible.	51	43	3	0	3
The school provides an interesting range of activities outside lessons.	14	14	43	19	10