

## INSPECTION REPORT

### **LOXWOOD PRIMARY SCHOOL**

Loxwood, Billingshurst

LEA area: West Sussex

Unique reference number: 125845

Headteacher: Mr T McMath

Reporting inspector: Mrs L Woods  
21079

Dates of inspection: 3 – 4 July 2001

Inspection number: 193111

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Nicholsfield Loxwood Billingshurst West Sussex
Postcode:	RH14 0SR
Telephone number:	01403 752 207
Fax number:	01403 753 199
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Kitchener
Date of previous inspection:	17 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Loxwood School is a small, primary school at the heart of the Loxwood village community. There are currently 130 boys and girls on roll between the ages of 4 and 11 years. Most pupils live in the village, although a few travel from further afield to attend this popular school. Employment in the area is good and the percentage of pupils known to be eligible for free school meals, 3 per cent, is well below the national average. No pupils come from minority ethnic backgrounds. Pupils' attainment on entry to the school is above average overall. Fourteen per cent of pupils are identified as having special educational needs, which is below the national average. Two of these pupils are at Stage 3 and above of the Code of Practice for the identification of such pupils and one has a Statement of Special Educational Need<sup>1</sup>.

### HOW GOOD THE SCHOOL IS

This is a very effective school. Children join the school with above average standards and receive a good start to their education in the reception year. Pupils make good progress throughout their time in the school and standards in English, mathematics and science are very high by the time they reach the end of Year 6. This is the result of consistently good and very good teaching. Teachers work as a close-knit team to provide interesting and stimulating lessons, with marked success, and pupils enjoy learning. The school is very well led and managed by the headteacher. His clear vision, to provide a rich range of experiences for the pupils and develop mature and responsible individuals, is shared fully by all who work in the school. The success of their efforts is clearly evident in its results and achievements, and the school provides very good value for money.

#### What the school does well

The school is very well led and managed, and all staff work as a very effective team. Teaching is good and pupils achieve high standards. Pupils' personal and social development and their knowledge of their own learning are excellent. The school's curriculum is significantly enriched by a wide range of exciting opportunities. The school has a warm, caring family ethos in which parents and members of the local community are fully involved.

#### What could be improved

Specific reference to the curriculum for the youngest children should be made in teachers' planning. Curriculum planning for subjects such as history and geography could be amended to ensure pupils of the same age in different classes study the same topics. Comprehensive information gained through assessment could be rationalised to make it easier to manage.

*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 good progress in addressing the key issues from the previous inspection in March 1997. Schemes of work are now in place for all subjects. Most work is matched well to pupils' abilities, and their skills and understanding develop well throughout the school. Work in the reception year is based appropriately on the areas of learning in the Foundation Stage<sup>2</sup>, although this is not always clearly stated in teachers' planning. Teachers provide pupils with clear feedback on how their work could be improved, and use their knowledge of the pupils and assessment well to plan future work in their classes. Although no composition work was seen, music is an integral part of the life of the school and standards in singing are impressive.

<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

<sup>2</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A
Mathematics	A	A	A*	A*
Science	A*	A	A*	A*

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

The table shows that standards in the 2000 national tests for 11-year-olds were in the highest 5 per cent nationally in mathematics and science, and were well above average in English, both compared with the national picture and with schools having a similar intake of pupils. The percentage of pupils achieving the higher Level 5 was well above average in English, and very high in mathematics and science, with one pupil attaining the very high Level 6 in mathematics. On average, pupils have reached standards expected of those over a year older in all subjects for the past four years, with no significant difference between the performance of boys and girls. Results from the 2001 tests show the school has exceeded its targets, set realistically based on its knowledge of the pupils in the year group. In all three subjects, all pupils have reached the expected Level 4. In English, 60 per cent of pupils reached the higher Level 5, with 70 per cent in science. Half of the pupils attained Level 5 in mathematics and one pupil again reached Level 6.

In the 2000 tests for 7-year-olds, standards in reading and mathematics were well above the national average, and were in the top 5 per cent nationally in writing, both at the expected Level 2 and the higher Level 3. Compared with similar schools, standards were very high in writing, well above average in mathematics and above average in reading. Standards have been consistently well above the national average in reading and writing, and above average in mathematics over the past four years. Results from the 2001 tests reflect the school's realistic assessment of the attainment of pupils in the year group. Eighty-seven per cent of pupils have reached the expected Level 2 in all tested areas. Forty-one per cent reached Level 3 in reading and mathematics, with 27 per cent in writing.

Children in the Foundation Stage receive a good start to their education. Their work shows they are exceeding expectations for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative development, with their physical development being appropriate for their age. In the infant and junior classes, pupils achieve very well. Standards in English and mathematics are very good, and standards in all aspects of the curriculum are above average throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, work hard and take full advantage of all the many opportunities provided.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and considerate towards each other, adults and visitors. Older pupils take good care of younger ones.
Personal development and relationships	Excellent. Pupils are mature, articulate and very well motivated. They are very responsible and have a very clear understanding of their own strengths and areas for improvement. Excellent relationships throughout the school are based on mutual trust and respect.
Attendance	Very good. Well above the national average, with no unauthorised absence.

Pupils' personal development and their knowledge of their own learning are excellent. Their behaviour, attitudes and relationships are all strengths of the school.

### TEACHING AND LEARNING

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

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

The very good teamwork between all who work in the school and the high quality of teaching are significant contributory factors towards the very good standards pupils attain and the warm, caring ethos that permeates the school. During the inspection, when the hot weather was oppressive, teaching was never less than satisfactory. It was good in 53 per cent of the 18 sessions seen and very good in 20 per cent. One session, representing 6 per cent, was excellent. Teaching of basic skills in literacy and numeracy is very good. Teachers place a very high emphasis on developing pupils' skills in reading, writing and mathematics, with notable success. These skills are used very well in all subjects, and teachers help pupils effectively to appreciate their relevance in everyday life. Teaching of information and communication technology (ICT) skills is good, and teachers encourage pupils to use these skills at every opportunity. As a result, pupils have a clear understanding of the value of ICT in supporting their work across the curriculum. Teachers plan lessons very well, taking full account of the differing ages and needs of pupils in their classes, which ensures that their understanding and skills are developed effectively. They work hard to make lessons interesting and relevant, and are particularly adept at asking questions designed to encourage pupils to think and reason. The quality of learning is good and often very good as a result. Teachers are very well supported by dedicated, experienced and enthusiastic teaching assistants. Their contribution is very effective in supporting groups of pupils during lessons and in taking groups during the theme day. In Class 1, the assistant is particularly valuable in supporting the youngest children who are just starting at school.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets statutory requirements. It is broad, interesting and completely relevant to pupils' interests and ages.
Provision for pupils with special educational needs	Good. The co-ordinator manages provision well and pupils' needs, both for the higher attaining pupils and those requiring additional support, are identified and met effectively.
Provision for pupils with English as an additional language	There are no pupils learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for personal and social development is excellent. It is very good for moral development and good for spiritual development. Provision is good for pupils' understanding of their own culture, and sound for their understanding of life in a multi-cultural society.
How well the school cares for its pupils	Good. All staff know the pupils very well, and support them academically and personally very effectively in a warm and caring family atmosphere. Assessment is thorough, but somewhat unwieldy at present.

The school's curriculum is significantly enriched by a wide range of exciting opportunities, including visits, visitors, theme days and extra-curricular activities. Parents and members of the local community are warmly welcomed and involved closely in many aspects of school life.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads and manages the school with energy and dedication. He is supported fully by his enthusiastic deputy and all staff, who share his vision and determination to provide a high quality of education for all pupils.
How well the governors fulfil their responsibilities	Good. Governors bring a good degree of expertise to the school. They fulfil their responsibilities well through an appropriate committee structure, and are interested and involved in the life of the school on a day-to-day basis.
The school's evaluation of its performance	Very good. Regular discussion, involving staff, pupils and governors ensures the school has a clear understanding of its strengths and areas for development, and these are addressed effectively in the comprehensive development plan.
The strategic use of resources	Very good. The school manages its finances well and makes full and effective use of all resources, both human and material.

The headteacher leads very effectively by example, taking a full and active part in teaching, which is appreciated by the staff. The close working partnership between the staff and governors means that all aspects of the school are managed well. The school applies the principles of best value fully in all its decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-five questionnaires were returned and 23 parents attended the meeting with inspectors.

What pleases parents most	What parents would like to see improved
Children like coming to school, they behave well and develop mature, responsible attitudes. Teaching is good. Standards are good and children make good progress. The school is approachable and works closely with them. There is a good range of activities outside lessons. The school is well led and managed.	Some parents do not feel there is the right amount of homework. Some do not feel well informed about their children's progress.

Inspectors fully support parents' positive views about the school. Evidence shows that homework is set appropriately throughout the school, and the school works hard to keep parents fully informed about pupils' progress.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The school is very well led and managed, and all staff work as a very effective team.**

1. The headteacher's energy and commitment set the tone for all that takes place in the school, and he receives enthusiastic support from the deputy headteacher and all staff. Teachers who co-ordinate aspects and subjects take these roles seriously and carry out their responsibilities well. Within the close-knit staff, all ideas for development, issues and decisions are discussed fully, so that everyone feels involved, and that their opinions are valued. Governors are well informed and bring a good degree of expertise to their roles. Many are involved in the daily life of the school and have a clear understanding of its work through first-hand experience. They take an active role in monitoring its work through their own personal interests and their committees, which receive regular reports from the headteacher and staff. As a result, the school runs smoothly. The shared sense of commitment is reflected clearly in the high standards pupils attain and the warm and caring ethos within the school, and in the comprehensive school development plan to maintain and improve on these.

#### **Teaching is good and pupils achieve high standards.**

2. Teaching is good overall. The close relationships between staff extend to very good relationships with pupils, and lessons are characterised by lively and interesting debate and hard work. In a very good literacy lesson in Class 2, for example, the teacher and her assistant worked as an effective double act to praise and encourage imaginative descriptions of what beetles feel like and how they move. Pupils responded enthusiastically and produced an impressive list of descriptive words as they completed a class poem. They gave a collective gasp of amazement at the thought of swallowing a hedgehog; 'it would be much too prickly!' Teachers plan lessons carefully with clear objectives, which they share effectively with the pupils. Work is matched well to the ages, abilities and interests of pupils in the class, with a high level of challenge for all groups, which enables them to achieve high standards. In a good science lesson in Class 3, pupils worked with great care and concentration to complete information leaflets on the function of organs of the body. They explained these clearly and accurately, with a level of understanding above expectations for their age.
3. Work on display and in pupils' books shows standards are above average throughout the school and across the curriculum, particularly in English and mathematics. Pupils use their literacy, numeracy and information and communication technology (ICT) skills effectively across all subjects. Evocative poems, in the style of W H Davies in Class 4 and about the Millennium in Class 5, for example, show effective and imaginative use of language. Many of these are word-processed, as are the covers of pupils' *Best Books*, showing pupils have a clear understanding of the value of ICT to support their work in other subjects. In several sessions, pupils used computers competently; for word-processing in Class 2, to research scientific information in Class 3 and enter statistics into a database in Class 4. During the *Mathematics in the Environment* theme day, pupils confidently entered their race results into a spreadsheet, and older, more-able pupils used the functions of the spreadsheet to calculate average times and sort their results by age and by fastest time.

**Pupils' personal and social development and their knowledge of their own learning are excellent.**

4. The school's high expectations of a sense of responsibility and good behaviour from pupils, and its very good provision for their personal and social development are amply reflected and rewarded in practice. Throughout the school, pupils are mature, polite and very well behaved. Pupils reflect the very good role models provided by their teachers, and treat all adults and each other with equal respect. They collect for charity enthusiastically, for example, providing harvest baskets for local senior citizens, and entertain them regularly at school events. During the *Mathematics in the Environment* theme day, the way the oldest pupils cared for the youngest children was exemplary. They shared the work, encouraging their young partners to find and explain the answers to the puzzles, and bolstered their self-esteem effectively with praise and congratulation. Pupils have many opportunities to take responsibility. They take their duties seriously and carry them out efficiently and unobtrusively. The school regularly seeks pupils' views on matters which affect their daily life, and takes these into account fully when making decisions, so that they feel a clear sense of pride and ownership of their school. The wide range of extra-curricular activities provides excellent opportunities for pupils to develop their talents and skills, and pupils take full advantage of these. The oldest pupils eagerly anticipated their residential visit to the Isle of Wight, with some girls enthusiastically discussing 'dormitory fun', and the visit was enjoyed hugely by all who went.
5. Teachers are very skilled at asking challenging questions, and frequently encourage pupils to explain, improve and evaluate their work. As a result, pupils have an excellent knowledge and understanding of what they are doing and why, and of their own strengths and areas for improvement. They have decided opinions, which they share confidently. These are valued by their teachers, encouraging very effectively a feeling of self-worth and self-esteem. In Class 1, for example, younger and older children shared their views about what they would take on holiday and why, with great enthusiasm. They were very clear about the difference between holidays in the past and present; 'photographs were in black and white because they did not have colour cameras'. In Class 5, pupils designing and making slippers explained confidently why they selected certain materials and how they would improve their designs. All pupils in the junior classes complete a termly *Best Book*. They select pieces of work of which they are particularly proud to include in these and take great care over their construction. They clearly appreciate how their work has improved over the term and over the year, and take great pride in their achievements.

**The school's curriculum is significantly enriched by a wide range of exciting opportunities.**

6. The school works extremely hard to provide pupils with a rich and rewarding education, with notable success. Frequent visits and visitors provide a stimulating additional dimension to topics studied and make a valuable contribution to pupils' personal, social and cultural development. A recent trip on the Wey and Arun canal, for example, gave pupils in Class 4 a lively insight into life on the waterways in Victorian times, as they dressed in period costume and undertook the roles of the bargees. Regular, exciting and very well planned theme days involve the whole school in investigating an area of the curriculum in great detail. The *Mathematics in the Environment* day during the inspection was a very positive experience, which enhanced not only pupils' knowledge and understanding of mathematics, but also of science and geography, and the vocabulary associated with these subjects. Working in groups organised across the whole age range made a significant contribution to pupils' social skills and their personal development.
7. The school makes excellent use of the locality, for example in surveying architectural styles in the village, and of opportunities provided by the local education authority and

nearby secondary school, to enhance pupils' experience. Pupils in Year 5, for example, value the chance to attend *master classes* in mathematics, science, art and design and ICT. There are very good links with the church and regular sporting fixtures against other schools. A wide range of popular club activities is well attended. These include rounders, netball, art, computing, wildlife and choir amongst many. The quality of singing in the choir, run by a talented and enthusiastic volunteer, is impressive.

**The school has a warm, caring family ethos in which parents and members of the local community are fully involved.**

8. The school is a central part of the village. Parents, grandparents and members of the community are welcomed warmly to help in lessons and activities, and many do so with great enthusiasm and enjoyment. Their participation and the 'open-door' policy, which encourages parents and local residents to share their concerns and their expertise, make an important and valuable contribution to the caring and warm family atmosphere within the school. Many additional adult helpers eagerly participated in the theme day during the inspection, making a significant contribution to the quality of learning in each of the challenges. Parents and other adults regularly hear children read, take part in school visits and run activities, such as cycling proficiency, for the benefit of the pupils. The offer from a local music teacher to run the choir was eagerly and gratefully accepted. Parents and village residents appreciate the open invitation to attend the Friday celebration assembly and school productions, and many do so regularly. The Parent Teacher Association runs many popular and successful events, such as the school dance, which are well attended and raise valuable funds for the school.

## **WHAT COULD BE IMPROVED**

**Specific reference to the curriculum for the youngest children should be made in teachers' planning.**

9. Children in the reception year are taught together with pupils in Year 1. For most lessons they work confidently alongside their older peers and take a full part in class discussions and activities. The teacher and her assistant are fully aware of the needs of the youngest children in the class and their curriculum requirements, and assess their progress against the areas of learning regularly. They provide a wide range of interesting, practical activities designed to give children first-hand experience. They, and parent helpers, are adept at encouraging children to think and talk about what they are doing. However, whilst lesson planning identifies the National Curriculum requirements for the older pupils, it seldom specifically identifies the Early Learning Goals<sup>3</sup> for the younger children. All aspects of the six areas of learning are covered appropriately, except that there is insufficient equipment, such as wheeled toys and climbing apparatus, to meet requirements fully for children's physical development.

**Curriculum planning for subjects such as history and geography could be amended to ensure pupils of the same age in different classes study the same topics.**

10. The richness of the curriculum is a strength of the school. Lesson planning clearly identifies the development of pupils' skills, such as geographical and historical enquiry, and this is successfully achieved in practice. However, the size of the school means that pupils are of necessity taught in mixed-age classes and the two-year planning cycle means that pupils of the same age in different classes study different topics. Pupils in Year 4, for example, are studying the Victorians in one class and have covered the

<sup>3</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

Egyptians in the other. With its current planning, the school cannot ensure that all pupils will eventually cover all historical periods and the same is true for topics in other subjects, such as geography.

**Comprehensive information gained through assessment could be rationalised to make it easier to manage.**

11. Teachers know their pupils very well. They have a clear understanding of their level of attainment and progress through comprehensive assessments, such as tests in reading and spelling, English and mathematics, as well as regular evaluation of work in other subjects. Pupils in the junior classes take great pride in completing their *Best Books* where they select pieces of work to include of which they are particularly proud. These give a clear indication of the progress they make each year. However, this knowledge of pupils' standards and progress is too dependent on the understanding of individual teachers. The information gained through both formal and informal assessment gives a clear overall picture of pupils' progress, but it is not collated in an easily readable or manageable format, to demonstrate effectively the standards and progress of individual pupils and year groups, and the value added by the school.

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

This is a very good school. In order to enhance further the high quality of education provided, the governors, headteacher and staff should now:

- (1) ensure that specific reference to the Early Learning Goals and areas of learning for children in reception are included in both medium and daily planning in Class 1, and provide appropriate equipment and opportunities to meet requirements for their physical development;
- (2) review long-term planning for subjects such as history and geography, to enable pupils of the same age in different classes to study similar topics each year;
- (3) rationalise systems for assessing pupils' attainment and progress, to make them more manageable and useful.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6	20	53	21	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	130
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18

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	14
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	4.2
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<sup>4</sup>

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	10	15

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 (95)	100 (100)	100 (100)
	National	83 (82)	84 (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 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	6	11

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	100 (100)	100 (94)	100 (100)
	National	75 (70)	72 (69)	85 (78)

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	100 (100)	100 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

<sup>4</sup> The existing guidance from OFSTED is that test and examination data should be excluded from inspection reports if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	120
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	21
Average class size	26

#### **Education support staff: YR– Y6**

Total number of education support staff	4
Total aggregate hours worked per week	61

### **Financial information**

Financial year	2000 / 2001
	£
Total income	280,310
Total expenditure	279,730
Expenditure per pupil	2,013
Balance brought forward from previous year	8,756
Balance carried forward to next year	9,336



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	55
Percentage returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	2	0
My child is making good progress in school.	47	45	0	4	4
Behaviour in the school is good.	65	33	0	0	2
My child gets the right amount of work to do at home.	47	29	13	7	4
The teaching is good.	62	28	4	4	2
I am kept well informed about how my child is getting on.	45	33	13	5	4
I would feel comfortable about approaching the school with questions or a problem.	79	15	2	0	4
The school expects my child to work hard and achieve his or her best.	62	29	2	0	7
The school works closely with parents.	55	35	2	6	2
The school is well led and managed.	70	24	4	0	2
The school is helping my child become mature and responsible.	64	25	4	2	5
The school provides an interesting range of activities outside lessons.	69	24	5	0	2