

INSPECTION REPORT

ASTON C.E. PRIMARY SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106938

Acting Headteacher: Mrs S Mellor

Reporting inspector: Mr C Parker
11897

Dates of inspection: 12th and 13th June 2001

Inspection number 194088

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 aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Lodge Lane Aston Sheffield
Postcode:	S26 2BL
Telephone number:	0114 287 2100
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Drury
Date of previous inspection:	14 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aston CE Primary School has 223 children on roll aged from 4 to 11 years. There are more girls than boys in most classes. One pupil has a statement of special educational needs, but overall there are fewer children on the special educational needs register than average. Almost all of the pupils are of white heritage and all speak English as their first language. The proportion of pupils taking free school meals is similar to the national average. On entry, the pupils' attainment covers a range of abilities but taken overall is broadly average.

HOW GOOD THE SCHOOL IS

The school is extremely effective and as a result the pupils attain high standards. They make very good progress and achieve extremely well because the teaching is very good overall, and at important stages in the pupils' school life it is outstanding. The leadership and management of the school are excellent. There is a shared commitment to high standards and continuing improvement. The school provides excellent value for money.

What the school does well

- Standards are high. The results of national tests are consistently well above average. The pupils' work is of a high quality by the time they leave the school.
- The pupils learn effectively because the teaching is very good. They have very positive attitudes to their work, behave very well and respond enthusiastically. The teachers use a wide range of effective methods, and set interesting and stimulating tasks to ensure that the pupils make rapid progress and achieve their potential.
- The school is very effectively led and managed. The acting headteacher, her deputy and the subject co-ordinators form a very strong team that is highly committed to promoting and achieving high standards and continuous improvement.
- Relationships with parents are very productive. They feel very well informed and support the school wholeheartedly.

What could be improved

- There are no specific issues for improvement. The school has an effective school development planning process that is clearly focussed on further improvement and development. It should continue to implement its current plans.

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 it was last inspected in April 1997. It has maintained its very good national curriculum test results at the end of Key Stage 1 and improved them in mathematics at the end of key stage 2 so that they are well above average in all subjects and often in the top five per cent nationally. The teaching has also improved. The unsatisfactory teaching reported at the last inspection has been eradicated; the lessons are now well planned and have a clear

focus. As a result, the rate of progress in lower key stage 2 has increased. Furthermore, the role of the curriculum co-ordinators has developed well. They are effective in managing their subjects, ensuring that the curriculum is well planned and that the teachers have the skills and resources they need to prepare interesting tasks for the pupils.

The recently retired headteacher and the acting headteacher have developed an ethos in which the whole of the staff team strives for high standards in all aspects of its provision. The pupils thrive in this environment and work hard to meet the teachers' high expectations. As a result, the school is very well placed to maintain and build upon the high standards that are achieved.

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

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

Standards are high. The results of national curriculum tests for seven-year-olds in reading, writing and mathematics are almost always in the top five per cent when compared to schools nationally and to those where the pupils come from similar backgrounds. Although the results of tests for eleven-year-olds are not as consistently high, they are nevertheless very good. Improvements in recent years mean that the results in mathematics and science are now well above average. The results in English are in the top five per cent nationally and reflect the high standard of pupils' writing that develops so effectively as they move through the school.

The school sets appropriate targets and is successful in achieving them. Even though standards are high, the school has sought to increase the proportion of pupils achieving, not only the level expected of them but also the higher levels. At the end of both key stages and in all subjects the proportion now achieving the higher levels is in most cases double the national average. In 2000 three quarters of the eleven-year-olds taking the national test in English achieved the higher level. This is almost three times the national average. Over the last four years, the results have improved faster than the national trend.

The high quality of the pupils' writing is also evident in their work across the curriculum. Much of the geographical and historical work done by the children draws heavily on visits to places of interest that motivate and stimulate them. For example, there are very impressive displays of geographical fieldwork on Filey and the history of the Second World War. All of the work is very carefully illustrated. Their artwork is also impressive and does much to create a learning environment of high quality.

The pupils are achieving very well and making very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive and mature attitudes to learning.
Behaviour, in and out of classrooms	Almost all of the pupils behave impeccably and concentrate fully on the tasks set for them by their teachers.
Personal development and relationships	The pupils have very constructive relationships both with each other and with their teachers. They show initiative and willingly take responsibility. They have great respect for each other's work and often collaborate very effectively.
Attendance	Attendance is slightly above the national average.

By the time they reach years 5 and 6, the pupils have very mature attitudes to learning that contribute significantly to the high quality of their work and the well above average standards they achieve.

TEACHING AND LEARNING

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

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

The teaching is very good. It is particularly strong in the foundation stage and the upper half of both key stage 1 and 2. All of the lessons seen were at least satisfactory; sixty per cent were either very good or excellent. All of the teachers have high expectations, and ensure that their pupils develop the skills of literacy and numeracy very well. In years 2, 5 and 6 the teaching of these important skills, particularly in English and mathematics lessons, is often excellent.

The teachers use a wide range of effective methods to ensure that the pupils make rapid progress and achieve their potential. They set tasks that motivate and excite the pupils, who listen attentively to their instructions. The tasks are usually carefully matched to the different needs and abilities of the children, and the teachers work with groups and individuals to support their learning very effectively. They also use good visual aids and illustrations to aid the pupils' understanding. Towards the end of lessons, they bring the pupils together to question and check their understanding. As a result of very good teaching, the pupils are learning effectively. They concentrate well, show care and pride in their work and respond eagerly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and interesting curriculum for the pupils. Literacy and numeracy are given high priority but not at the expense of other subjects. The pupils are given the opportunity to write for a wide range of purposes right across the curriculum. They also have very good opportunities in art and music.
Provision for pupils with special educational needs	The pupils with special educational needs and those who are identified as very able are well supported. The teachers modify tasks, provide additional resources and support the pupils very well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school very successfully provides a wide range of opportunities for personal development. The pupils' spiritual development is fostered in assemblies and through the appreciation of art and music. In games lessons they are reminded about fair play. They learn about other cultures in religious education and geography. All aspects of school life contribute effectively to the pupils' personal development.
How well the school cares for its pupils	The procedures for child protection and ensuring the pupils' welfare are generally good. However, during the course of the inspection a number of minor health and safety issues were brought to the attention of the school.

Relationships between the school and the parents are excellent and contribute significantly to the ethos of the school and the high standards achieved. The parents help in classrooms, attend the twice-termly Eucharist, and support their children very well. Many are in the classrooms reading with their children before the start of the school day.

A review of the whole curriculum by subject co-ordinators has improved the long-term planning. The schemes of work now draw heavily on national guidance, but have been carefully modified to take account the school's use of the locality and visits to places of interest, which provide a very strong feature of the school's curriculum. Good use is being made of the school's information technology resources right across the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the acting headteacher and her deputy are excellent. They have led the school effectively in the difficult period of the previous head teacher's illness and subsequent retirement. During this time they have been successful in seeking further improvement and raising standards even higher. This is testament not only to their professionalism and

	commitment, but also to the existing management systems.
How well the governors fulfil their responsibilities	The governors support the school very effectively. They are well informed, involved in training, visit the school regularly and cover the range of responsibilities that are expected.
The school's evaluation of its performance	The school carries out comprehensive and detailed analysis of all of the available performance data. The acting headteacher and her deputy monitor the quality of teaching and the co-ordinators oversee their subjects effectively.
The strategic use of resources	The school uses its funds appropriately in meeting its aims. All spending decisions are given very careful consideration to ensure that they enhance the school's provision. All development activities are thoughtfully prioritised to ensure that the investment of time and money is productive.

The governors use the available performance data to assess the school's success and make appropriate comparisons with schools locally and nationally. They also seek to achieve best value from the resources they have available. For instance, they are currently seeking to improve the decorative order of the school building by getting the best quality service for the funds that are available.

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 high standards attained by the pupils • the commitment of the teachers • the good range of visits to places of interest • the good behaviour and attitudes of the pupils • the high expectations of the teachers • the good information they receive • the strong leadership of the school 	<ul style="list-style-type: none"> • the homework arrangements • the activities outside of lessons

The many parents who responded to the questionnaire overwhelmingly endorsed the very positive views of those at the pre-inspection meeting. A small number were not happy with homework arrangements. Although some parents see the need for more homework, it was clear at the pre-inspection meeting that many felt that the pupils work very hard during the school day and further work at home was unnecessary, particularly for the younger children. The inspectors agree with the majority of parents that the current arrangements are appropriate.

Many of the parents responding to the questionnaire said that the school does not provide an interesting range of activities outside lessons. There are a few

established music groups that meet each week and at different times of the year sporting activities, for example, are arranged in preparation for football and netball tournaments and athletics events. During the spring term all of the teachers participate in booster classes for year 6 pupils, which the school feels are extremely beneficial. At lunchtimes many pupils read to their teachers or continue with their artwork or research. Given the level of the teachers' commitment to these activities, it is difficult to see how a relatively small staff can provide a much wider range of activities outside lessons.

Overall, the parents are very pleased with the provision made for their children and they wholeheartedly support the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high. The results of national tests are consistently well above average. The pupils' work is of high quality by the time they leave the school.

1. The pupils are achieving very well and making very good progress. Consequently standards are high. The results of national curriculum tests for seven-year-olds in reading, writing and mathematics are almost always in the top five per cent both nationally and in comparison to schools where the pupils come from similar backgrounds. Although the results of tests for eleven-year-olds are not as consistently high, they are nevertheless very good. Improvements in mathematics in recent years have led to results that are now well above average and match the results in science. The results in English are in the top five per cent nationally and reflect the high standard of pupils' writing that is developed so effectively as they move through the school.
2. The school sets appropriate targets and is successful in achieving them. Even though standards are high, the school has sought to increase the proportion of pupils achieving not only the level expected of them, but also the higher levels. At the end of both key stages and in all core subjects, the proportion now achieving higher levels is, in most cases, double the national average. In 2000, three quarters of the eleven-year-olds taking the national test in English achieved the higher level. This is almost three times the national average. Over the last four years the results have improved faster than the national trend.
3. When the pupils enter the school their overall attainment is broadly average. They make good progress in all areas of learning and by the age of five are exceeding expectations. For example, they make particularly good progress in developing their writing skills. This is built on effectively in key stage 1, notably in year 2. Their progress is consolidated in years 3 and 4, but accelerates significantly in years 5 and 6. By the time they leave the school at eleven years of age, many pupils achieve standards that are well above those expected nationally. This is because the teachers have very high expectations of what the pupils can achieve. They use a very imaginative range of teaching methods to ensure that the pupils develop a love of writing and are, therefore, motivated to write. A very good example was seen in Year 6. Following a detailed study of two poems, "The Sea" by James Reeves and "Silver" by Walter de la Mare, the teacher very skilfully modelled a similar poem, a process in which the whole class participated. The pupils then composed their own verse, which was of unusually high quality. The children begin school with average writing skills and leave it as exciting, confident writers.
4. The pupils are very adept at adapting their writing styles to match the variety of topics that they tackle. For instance, when writing from the standpoint of evacuees from war-torn London, the pupils' language sensitively reflected the loneliness and sense of displacement that they felt. Similarly, a wide range of writing inspired by reading and acting excerpts from "A Midsummer Night's Dream" captured the lyrical quality of the original play. In other contexts, the pupils record factual material that is clear, well sequenced and interesting. The discussions that introduce the writing tasks are wide ranging and challenging. This encourages the pupils to develop their ideas, jot them down in draft form and finally edit them with considerable rigour to produce a polished final version.

5. The pupils' editing skills are strong. Their teachers have produced a range of very helpful materials to encourage and enable them to be critical of their own work. As a result, the pupils refine and improve their writing through using metaphors, similes, carefully selected connective words and lively adverbs. They become independent writers who develop a sense of how the readership will respond to their writing. They have a good understanding of common spelling rules and their spelling is generally accurate. They can build up the spelling of less familiar words, for example, by applying their knowledge of common letter strings and by recognising common prefixes or suffixes.
6. The very high quality of the writing is complemented by the very attractive and neat style of handwriting taught in the school. The imaginative, meticulous artwork that is used to illustrate much of the written work adds greatly to its impact upon the reader. For example, much of the geographical and historical work done by the pupils draws heavily on visits to places of interest that motivate and stimulate them. All of this work is very carefully illustrated.
7. From the time they first enter the school the pupils begin to develop a range of art and design skills and techniques using different media. In the reception class, for instance, they produce very effective collages of flowers, explore simple printing techniques and make three-dimensional plaques that show imagination and detail that is beyond what is expected by the age of five years. By year 2, the pupils are introduced to artists who use vastly different approaches and techniques, such as Hakusin and Alfred Wallis. Their very different seascapes influenced the way in which the pupils captured the movement and colour of the sea in their own paintings. The pupils' techniques continue to develop through years 3 and 4, notably in their observational drawing, but their creativity explodes in years 5 and 6 where many outstanding pieces of work are displayed. For example, in year 5 there are some excellent watercolours of boats painted following a residential visit to Filey. Similarly, in year 6 there is an excellent display of the pupils' work based on the art deco designs of Clarice Cliff. The pupils also have very good background knowledge of the life and work of this artist and designer.
8. The pupils' attain high standards not only in the core subjects of English, mathematics and science, but right across the curriculum. High standards are expected and achieved in all subjects. Although no music lessons were observed high standards were evident in the singing and instrumental work that significantly enhanced collective worship and the tuneful work of the recorder groups that filled the public areas of the school during lessons.

The pupils learn effectively because the teaching is very good and they have very positive attitudes to their work, behave very well and respond enthusiastically. The teachers use a wide range of effective methods, and set interesting and stimulating tasks to ensure the pupils make rapid progress and achieve their potential.

9. The teaching is very good throughout the school, but it is particularly strong in the foundation stage and the upper half of each key stage. All of the lessons seen were at least satisfactory and sixty per cent were either very good or excellent. All of the teachers have high expectations and ensure that the pupils develop the skills of

literacy and numeracy very well. In years 2, 5 and 6 the teaching of these important skills, particularly in English and mathematics lessons, is often excellent.

10. The teachers use a wide range of effective methods to ensure that the pupils make rapid progress and achieve their potential. They plan their lessons very thoroughly and set out what they want the pupils to learn. They share the purpose of the lesson with the pupils and review the outcomes at the end. This worked particularly well in a year 2 lesson, for instance, when the pupils were writing diary entries. The set tasks are interesting and motivating, and the pupils listen attentively to their teachers' instructions. The teachers use good visual aids and illustrations to help the pupils' learning; for example when the pupils in year 6 were writing poems, the teacher had prepared very helpful guidance for them, which they used to very good effect to produce work of a high standard. The tasks they set for the pupils are usually carefully matched to the various needs and abilities of the children, and the teachers work with groups and individuals to support their learning very effectively. Towards the end of lessons, the teachers bring the pupils together to question and check their understanding. This is very effective in all year groups whether the youngest pupils are talking about the life cycle of a butterfly or the oldest pupils are discussing how to extract useful information from pie charts.
11. As a result of this very good teaching, the pupils are learning effectively. They concentrate well and show care and pride in their work. The pupils respond eagerly to the teacher's questions and challenges. This was evident in a year 5 mathematics lesson when the pupils not only answered the teacher's searching questions, but also were adept at explaining the calculations and processes they had used. Throughout the school, relationships between the teachers and their pupils are warm, relaxed and very constructive.
12. The teachers praise the pupils appropriately for work of high quality. They use the excellent displays of the children's work as both a benchmark and a constant reminder of the standards expected. The high expectations placed on pupils are evident right from the foundation stage where the teachers develop a high level of independence and self-sufficiency in the pupils. They set the youngest children tasks that demand attention and concentration yet are interesting and often fun. This was the case when the pupils were provided with a range of opportunities to work creatively within their 'garden centre'. It is at this early stage that they learn very effectively to work together and respect each other's efforts. By the time they reach years 5 and 6, they are able to make positive and constructive comments when they talk about and review each other's work. They often collaborate very effectively when producing a piece of artwork or researching a topic.
13. The pupils positive and mature attitudes to learning and impeccable behaviour combined with the very good teaching are the main reasons for the high standards that are achieved.

The school is very effectively led and managed. The acting headteacher, her deputy and the subject co-ordinators form a very strong team that is highly committed to promoting and achieving high standards and continuing to make improvements.

14. The acting headteacher has, in difficult circumstances, not only maintained the vision, team work and high expectations established by the previous headteacher but has fully embraced the challenge of leading and managing the school and continued to seek further improvements and even higher standards. Ably supported

by her deputy, she has continued to move the school forward on all fronts so that the momentum of high expectations is sustained and the ethos that supports mature attitudes, high standards of behaviour and achievement continues to be at the heart of the school's success. The school's aims and values are reflected in all aspects of its life. This is clear from the way the pupils behave in assemblies, respond in lessons and relate to each other in the dining room and on the playground.

15. The role of the subject co-ordinators has been significantly enhanced by the acting headteacher. She has implemented a programme of planned opportunities that enable them to manage and monitor their subjects. This has resulted in a review of the whole curriculum, the quality of the teachers' planning, the teaching and the standards that the pupils achieve. The schemes of work now draw heavily on national guidance, but have been carefully modified to take account of the school's use of the locality and visits to places of interest. Discussion with the subject co-ordinators reveals a very strong team approach and a deep determination and commitment to provide a high quality education for the pupils. There is a wide acceptance that continual informal self-evaluation and review is very beneficial and any weaknesses that are identified are addressed through carefully targeted support either for individuals or the whole staff.
16. The school development planning process is comprehensive and well established. It involves all of the teachers and subject co-ordinators in identifying the key areas that need to be improved further. The whole staff has recently discussed the priorities for next year based on the findings of the monitoring and evaluation of the subject co-ordinators. The results of this activity are to be put to the governors who will add other issues and agree the overall priorities. The acting headteacher, co-ordinators and governors continually monitor the progress of these development activities.
17. The governors support the school very effectively. The chair of governors and the acting headteacher work closely to deal with the routine issues that arise between the regular meetings of the governing body. The governors are well informed, involved in training, visit the school regularly and cover the range of responsibilities that are expected. For example, individual governors take responsibility for literacy, numeracy and special educational needs. The governors use the available performance data to assess the school's success and to make appropriate comparisons with schools locally and nationally. They also seek to achieve best value from the resources they have available. For example, they are currently seeking to improve the decorative order of the school building by getting the best quality service for the funds that are available.
18. Taken overall, the leadership and management of the school by the acting headteacher and key teachers are excellent. They have led the school effectively through the difficult period of the previous head teacher's illness and subsequent retirement. During this time, they have continued to seek further improvement and even higher standards and they have been successful in doing so. It is testament not only to their professionalism and commitment but also to the existing management systems established by the previous head teacher.

Relationships with parents are very productive. They feel very well informed and support the school wholeheartedly.

19. The parents who attended the pre-inspection meeting spoke very positively about the school, the standards their children attain, the very good teaching and the many opportunities provided by the school. There was a clear appreciation of the hard work of the teachers and how much had been done to minimise any disruption to the pupils' learning caused by the year 2 teacher taking on the role of acting headteacher. Throughout this period, the parents felt they had been kept fully informed. They also made it clear that through both formal and informal meetings with the teachers and through the annual written reports they have a very clear picture of the how well their children are doing at school. The parents of pupils who are on the special needs register and those of a very able pupil are invited to meet the teacher each half term.
20. The school provides excellent opportunities for parents to familiarise themselves with the curriculum. For example, they have been invited to observe a numeracy lesson and also to be involved in their child's music lessons. In addition, the school provides good written information about the curriculum.
21. Parents help in classrooms, attend the twice-termly Eucharist, and support their children very well. Many are in the classrooms reading with their children before the start of the school day. They also offer a great deal of support to raise additional funds. Relationships between the school and the parents are very positive and productive; they contribute significantly to the ethos of the school and the high standards that attained.

WHAT COULD BE IMPROVED

22. There are no specific issues for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school has an effective school development planning process that is clearly focussed on continuing improvement. It should continue to implement its current plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

5

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
35	25	20	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)		223
Number of full-time pupils known to be eligible for free school meals		25

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		13

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	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.1

National comparative data	5.2
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National comparative data	0.5
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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	14	21	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	21	21	21
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (100)	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	14	14	14
	Girls	21	21	21
	Total	35	35	35
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	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	16	15	16
	Total	32	32	32
Percentage of pupils at NC level 4 or above	School	97 (95)	97 (95)	97 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	16	15	16
	Total	31	32	33

Percentage of pupils at NC level 4 or above	School	94 (100)	97 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	
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)	9.2
Number of pupils per qualified teacher	21.9
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	53

Qualified teachers and support staff: nursery

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

Total number of education support staff	
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Financial information

Financial year	1999/2000
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	£
Total income	357 363
Total expenditure	352 624
Expenditure per pupil	1 618
Balance brought forward from previous year	568
Balance carried forward to next year	5 303

Total aggregate hours worked per week	
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Number of pupils per FTE adult	
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	1	1	0
My child is making good progress in school.	71	26	1	0	1
Behaviour in the school is good.	77	20	0	0	2
My child gets the right amount of work to do at home.	39	43	17	0	1
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	65	26	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	89	10	1	0	0
The school works closely with parents.	57	40	1	0	1
The school is well led and managed.	79	18	0	2	1
The school is helping my child become mature and responsible.	67	31	1	0	1
The school provides an interesting range of activities outside lessons.	26	21	23	11	19