

INSPECTION REPORT

**WESTON LULLINGFIELDS CE (VC)
PRIMARY SCHOOL**

Weston Lullingfields, Shrewsbury

LEA area: Shropshire

Unique reference number: 123513

Headteacher: Mr A. J. Parkhurst

Reporting inspector: Mr Jean-Pierre Kirkland
4483

Dates of inspection: 15th – 16th January 2001

Inspection number: 196294

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Controlled

School category: Infant and junior

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Weston Lullingfields
Shrewsbury
Shropshire

Postcode: SY4 2AW

Telephone number: 01939 260306

Fax number: 01939 260306

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. J. Lloyd

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4483	Jean-Pierre Kirkland	Registered inspector
11072	Shirley Elomari	Lay inspector

The inspection contractor was:

Power House Inspections

Grasshoppers
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 8XA

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weston Lullingfields is a voluntary controlled Church of England primary school serving the village of the same name and surrounding areas; it lies some ten miles north west of Shrewsbury. The school has thirty-four pupils on roll currently, with almost twice as many boys as girls. The school has recently developed a small nursery, although at the time of the inspection, no children were attending. Nine pupils, just over twenty-five per cent, are on the school's register of special educational needs, with two pupils awaiting the involvement of outside specialists or specialised assessment and one pupil with a statement of special need. These figures are above average for a primary school. No pupils are currently entitled to free school meals, which is well below the national picture. The school has a standard admissions number of six, which makes it very small in comparison to all primary schools nationally. No pupils come from ethnic minority backgrounds. Attainment on entry to the school is generally above average, although there are significant variations year on year, with average attainment on entry in some years. A significant number of pupils enter and leave the school between the ages of four and eleven. The Christian ethos of the school is being inspected and reported on separately at a later date.

HOW GOOD THE SCHOOL IS

This is a very good village school, serving the community very effectively. Teaching is very good, ensuring all pupils who remain in the school from age four until eleven make very good progress, including those with special educational needs. Pupils who enter at other times are also enabled to make very good progress. Leadership and management are of a high quality. On average over a number of years, standards are well above average when pupils leave; most pupils leave with high levels of attainment most years. Basic running costs, such as maintenance and upkeep of premises, heating and overall resource provision, are high, and expenditure per pupil is very high when compared to all primary schools. Setting this against the attainment on entry and very good progress overall and above average standards when pupils leave, the very good teaching and the good, broad curriculum, coupled with relatively low staffing costs, the school provides good value for money.

What the school does well

- Ensures pupils reach high standards in English, mathematics and science by age eleven;
- Provides very good teaching which motivates pupils very well as a result and leads to high levels of independent learning;
- Makes very good provision for pupils with special educational needs;
- Promotes an excellent Christian ethos in which the spiritual, moral, social, cultural and multi-cultural development of pupils is paramount;
- Assures stability and vision through very good levels of leadership and management;
- Makes very effective use of accommodation and resources, ensuring high levels of efficiency;

What could be improved

There are no key issues for the school to address.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been outstanding improvement since the school was last inspected in 1997. All the key issues have been addressed thoroughly. There is a new and permanent headteacher. There are schemes of work for all subjects and policies for all areas of the school; these include very good procedures for assessing pupils' progress. Information and communication technology (ICT) provision is of a high standard. The school development plan is also of a high standard with clear and appropriate priorities. Standards have risen in English, mathematics and science at both key stages; teaching has improved significantly; and there has been a substantial improvement to the interior and exterior accommodation, with maximum use of space. The school is well placed to maintain the current very high standards and to enhance educational provision further.

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*	B	A
mathematics	A*	A*	D	E
science	A	A	D	E

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

There are generally very few pupils in each year group taking the national tests and the statistics are therefore very unreliable, especially when pupils arrive well into the later stages of the junior class. This occurred last year, and the results showed a significant downward shift. However, for the pupils who had been in the school for a much longer period of time, results were very high. Pupils whose results were recorded four years ago when they sat the national tests at age seven make very good progress in English, mathematics and science. Standards for these pupils are also very high when compared to pupils from similar backgrounds. Normally, the school achieves very high results for its pupils at both key stages. The pupils currently in Year 2 and in Year 6 are achieving very high standards in all three main subjects. The progress is very good throughout the school. In lessons, progress is also very good, and a reflection of the very good levels of teaching in both classes. Results for pupils age seven in the national tests have improved since the previous inspection and are very high each year. They are also very high when compared to pupils from similar schools. In the Foundation Stage, pupils make very good progress from an above average start, and all of them are likely to achieve the early learning goals by age six. Progress and attainment in other subjects is also good and above average in all subjects observed during the inspection. Pupils with special educational needs make very good progress towards their targets, and achieve above average standards in English, mathematics and science. The school's targets are realistic and secure, based on sound knowledge of pupils' potential and progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive – a great strength – pupils love their school and the staff;
Behaviour, in and out of classrooms	Very good in lessons and when playing in the yard; there were no exclusions last year. This is a very harmonious community.
Personal development and relationships	Very good – pupils form very positive relationships with each other and with adults. They are very courteous and polite;
Attendance	Good, and consistently above the national average.

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.

Teaching is very good and a significant strength of the school. During the inspection, all teaching was judged good or better. Seven per cent was excellent, seventy-nine per cent was very good and fourteen per cent good. This is a very significant improvement since the previous inspection when ten per cent was judged as very good or better. Teachers and support staff know their pupils well and ensure that each pupil is given an appropriate set of challenges in order to spur them on to greater progress throughout the school. Teachers' planning has improved significantly since the previous inspection, so that every pupil in each year group is appropriately catered for. In the Foundation Stage for children under the age of six, teaching is very good. Staff plan to focus the children very effectively on developing early skills in literacy and numeracy. At other times, they are taught very well as a separate group, learning the skills of independence, of choosing, of how to control their movements and extending their knowledge and understanding of the world around them. After that and up to the age of seven, teaching is very good; pupils learn writing and reading skills very quickly; they acquire outstandingly high levels of numeracy through the very high challenges given them by the teacher. They learn to become very clear and coherent when speaking, with the staff concentrating their minds very well on listening carefully and paying full attention. Up to the age of eleven, prior learning is built upon very effectively through careful planning and very precise levels of pupil assessment. The staff challenge each pupil in mental sessions and in their written work at their appropriate level, thereby encouraging the continual development of skills in English, mathematics and science as well as in other subjects. This also ensures that higher attaining pupils and those with special educational needs, are very well taught, with work matched well to their needs and additional support provided when appropriate.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and meeting statutory requirements fully. The curriculum also encourages pupils to make connections across a range of subjects in its thematic approach; this is a great strength.
Provision for pupils with special educational needs	Very good; early identification of problems, very good support and supervision ensure very good progress throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Outstanding; especially strong is moral provision and excellent role modelling, treating pupils with respect, and providing them with a wide range of experiences of cultures other than their own. Provision for developing social skills and spiritual awareness is also very good.
How well the school cares for its pupils	Very good. All aspects of care, welfare, health and safety are documented fully and put into action as appropriate.
How well the school works in partnership with parents	Very good with strong community links. Many parents help in school regularly, enabling the rate of progress to be sustained in small group work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, with clear leadership and vision, shared by all through full consultation and effective delegation;
How well the governors fulfil their responsibilities	Very well informed governors have a high level of understanding of the school's performance and support staff fully.
The school's evaluation of its performance	Very good with constant and rigorous monitoring and evaluation, including providing best value for money
The strategic use of resources	Very good. The imaginative use of scarce space is outstanding, providing pupils with much additional room. Other resources, including learning support staff, are very carefully and effectively deployed to yield greatest results.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• pupils love school and make good progress to achieve high standards• good behaviour and the fostering of positive attitudes with a Christian foundation• the leadership of the headteacher and his ability to make progress in many areas• high expectations of staff and good teaching• the new Nursery provision	<ul style="list-style-type: none">• more extra-curricular activities• a better working relationship with parents

Inspectors fully support the positive views of the parents. There were very few parents making critical comments and inspectors discovered no grounds for supporting them. The extent and range of extra-curricular activities was judged as good; relationships with parents were judged as very good, with many coming in to school to lend their help and support regularly.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Ensures pupils reach high standards in English, mathematics and science by age eleven;

1. Standards in English, mathematics and science are very high in the national tests when pupils reach the ages of seven and eleven. Inspection findings confirm these high standards, which are a significant improvement since the previous inspection. Results for individual years can be affected very seriously, by pupils arriving well into the junior stage, and not having benefited from four full years of teaching in the school. This affected adversely the Year 2000 results. For those pupils who had had some considerable length of time in the school, results were very high and well above national averages, and well above the levels achieved by pupils in similar schools. At Key Stage 1, results in the tests have been maintained at very high levels in English, mathematics and science over the past three years. Inspectors confirm these standards for the current Year 2 pupils.

2. In English, pupils learn to write very quickly and very well. The staff pay great attention to correct letter formation and posture, ensuring good pencil control from an early age. Several pupils under six years of age are already writing very clearly. With very good guidance and continual practice, handwriting develops very well, and all pupils are using joined up letters by age seven. Pupils are beginning at that age to express themselves through their writing, some setting targets for improvement; others write clearly about aspects of stories they have heard or been reading, and many are recording their scientific experiments using whole sentences. Punctuation is very good. All sentences begin with a capital letter and end with a full stop in the work of seven year olds observed. Reading also develops well and pupils reach a high level of understanding by age seven. They learn to follow the text well, recognise emphasis through the use of capital letters and exclamation marks, and pause appropriately to give meaning when reciting aloud. By age eleven, writing has reached a very high standard. Script is mature and very easy to read. Pupils express themselves clearly and neatly. They explain why they think Robert Browning should have written more verses to his celebrated 'Home thoughts from abroad', understanding and interpreting the text very well. Pupils speak clearly and express themselves very well – 'I like the poem because it's creative and uses good interesting language', remarked one older pupil studying an African poem. Standards of reading are also very high when pupils reach their final year. They read with excellent levels of expression, fluently and with clear pronunciation. When questioned about the text, they predict what will happen next, and understand the use of humour, for example, in the 'Harry Potter' series.

3. In mathematics, pupils make very good progress and reach very high standards. Before they are six, the majority count beyond ten, and when reading the date, know that the 15th comes before the 16th. By Year 2, pupils have become very good mentally. Many add numbers such as 27 + 14 in their heads; they subtract simple numbers such as 10 minus 4 quickly and accurately, and higher attaining pupils count on in tens without problems. By Year 6, pupils are working in thousands in addition and subtraction. They use decimals with confidence and are able to explain all the strategies they use for solving problems. The higher attaining pupils are very fast mentally. Their work shows very high standards of graphs, often enhanced cleverly using ICT in three-dimensions, and they have competent understanding of algebra, geometry and probability. Standards at both key stages are very much higher than at the previous inspection.

4. The same applies to science, where standards have also risen significantly since the previous inspection. By Year 2 all pupils understand the properties of a wide range of materials. They use appropriate technical language well, and they express themselves clearly when answering questions, a Year 1 pupil using 'flexible' to describe a bendy ruler. Pupils learn the skills of recording their work appropriately from an early age, with five year olds writing clearly alongside their diagrams. Year 6 pupils have developed a very secure grasp of technical language, explaining in detail, for example, the process of evaporation and condensation, even attempting to justify their reasoning using chemical formulae!

Provides very good teaching which motivates pupils into learning very well as a result;

5. The quality of teaching in the school is very good, with some excellent practice. This is a very significant improvement since the previous inspection. Staff plan in great detail, ensuring that all adults in the room are gainfully deployed, and that each child is challenged and encouraged to produce even better work. Planning takes full account of the different levels of pupils in each year, and of the different levels of pupils between years. Planning has been re-thought to take account of the early learning goals for the youngest children, and to ensure that higher attainers and those who have special educational need are fully included in the high challenges. Teachers prepare their lessons thoroughly, and discuss their ideas with support staff, who plan separately for the work they do with smaller groups.

6. Challenges for all pupils are high in all lessons observed. Pupils are challenged to think hard, especially at the start of numeracy lessons. They are challenged to search through texts in literacy to find parts of speech, or specific clues. They are challenged to use an extensive range of vocabulary when describing materials in the Foundation Stage or in science. Great care is taken to ensure the best progress in learning is made. Basic skills development is at the heart of the planning process. Staff ensure that pupils learn new and appropriate technical vocabulary whenever possible; pupils are encouraged to speak and to answer questions; the quality of questioning, which aims to challenge different pupils appropriately, ensures pupils put on their thinking caps in every lesson. 'Why is SPLASH!!! Printed in capitals with exclamation marks?' is the question put to the infant class; 'How do we know these poems come from different cultures?' asks the junior teacher, getting pupils to probe into language as they search for clues.

7. Teachers know their subject material very well. They teach literacy and numeracy with great confidence. They use a wide range of resources very effectively, including dictionaries and the thesaurus, which are always to hand so that pupils do not waste time. Opening sessions of group reading or mental mathematics are kept very brisk and pupils are kept on their toes as no-one is sure where the questioning finger will point next. Pupils' work shows that teachers plan ICT well as part of the learning process. Pupils are taught the basic and more advanced skills of using computers for word processing, recording scientific data, enhancing graph work, as well as a sources of research information. Teachers also ensure that good cross-curricular links are made. Lessons in history on Egypt have focused for a time on the pyramids. Staff have ensured that learning has included the appropriate historical information, but also used design and technology to examine construction, geography for location and mathematics for investigating shape. This leads to a broad knowledge base among pupils, who also are spurred on to investigate and research widely.

Makes very good provision for pupils with special educational needs;

8. The school has slightly above average numbers of pupils on its register of special educational needs. These pupils are identified early on, so that problems may be tackled from an early age, and they are given very good levels of support. There is a very good supporting policy with effective practice resulting from it. Staff maintain close links with the governing body, who are kept fully informed at all times. As a result, pupils are enabled to make very good progress towards their targets. The school works very closely with the Educational Psychology service to ensure that assessments are carried out regularly for those pupils who need additional help. This is vital work, as in some years where pupil numbers are very low, those on the register represent fifty per cent. Some staff have also undertaken some initial training on the imminent changes in the statutory regulations, thereby keeping the whole school fully informed in the best interests of the children concerned.

9. The school employs two part-time fully trained support assistants who are very effectively deployed to work with pupils who have greater problems. They know the problems and pupils very well and as a result, support them very well. The school's philosophy of including and helping everyone is successfully achieved. Teachers and support staff ensure that in lessons, every pupil is fully engaged in learning. When asking questions at the start or end of lessons, staff include all pupils, but ensure that the level of questioning is modified accordingly, so that special needs pupils are challenged but not overwhelmed. This is particularly effective in mental arithmetic and at the start and end of literacy lessons. Pupils with special educational needs are encouraged to develop their skills whenever possible. For example, those good at art are encouraged to draw, while those good at making are encouraged to construct. However, the basic skills are also taught well, so that very good progress towards targets is maintained.

Promotes an excellent Christian ethos in which the spiritual, moral, social, cultural and multi-cultural development of pupils is paramount, leading to high levels of independent learning;

10. Each day starts with a very good quality assembly, including an act of collective worship. This brings the whole school together corporately and is a very good start to the day's learning. Periods of reflection help pupils think of people from other cultures, and how their lifestyles, beliefs and worship are different and yet similar to their own. A candle is lit to symbolise the presence of God. Pupils recognise the importance of this, and show due respect and reverence. They are quick to explain that when the candle is lit, it signifies the presence of God, but that God and Jesus are still present when the candle is blown out. Pupils are given opportunities to reflect on these issues, making a significant contribution to their spiritual development. In lessons, pupils are asked to reflect and to think regularly. This was particularly effective in an end of day session focusing on the great flood and Noah's Ark, with pupils pondering on the beauty of the rainbow and God's promise.

11. Strong moral messages are prominent throughout the school. In assemblies, pupils learn of those less fortunate than themselves, and of the work of charitable organisations such as Unicef. They are taught the value of money by being asked to compare what a sum of money will purchase in this country and in a poorer African nation. There is a pupil's charter on prominent display, arrived at and agreed by all pupils in the school; class rules and regulations reinforce very appropriately the need for co-operation, respect and good behaviour. In lessons, pupils learn the moral codes of other cultures through studies in religious education, history and geography, for example. They develop an understanding of religious beliefs in Islam, Hinduism and Buddhism. In personal and social development sessions, older pupils begin to develop their own sense of morality when discussing issues related to protecting the environment from a local, national and world-wide perspective.

12. Staff encourage good levels of social mixing in group work wherever possible. Lessons are carefully designed to promote plenty of debate and discussion. This enables pupils to explore their own attitudes and feelings, such as when touching a range of material blindfolded in an Infant class science lesson. Pupils become inventive, using their own language to describe and explain the texture and feel of different surfaces. There is a very strong emphasis placed on the development of independent learning skills. In the Junior class, pupils are expected to investigate poetry, searching for clues as to the origin of the poem and its use of simile. Older pupils are expected to design their own criteria for ensuring a fair test in a lesson linking science and design and technology. Research on the computer and through encyclopaedias, dictionaries and the thesaurus are encouraged at every opportunity throughout the school. In the Foundation Stage, children are encouraged to explore, and are involved in understanding the planning of the lessons. Pupils in the Infant class set their own personal improvement targets, based on the assembly theme of new beginnings and subsequent work in religious education on the new beginning following the flood. They work very well in small groups when listening to and exploring the sounds of instruments or when describing different forms of dwellings.

Assures stability and vision through very good levels of leadership and management;

13. The previous inspection report's key issue of finding a permanent headteacher has been very successfully resolved. Now over three years on from his initial appointment, the headteacher has ensured that all key issues have been addressed thoroughly. This has been done through extensive and wide consultation, working closely with the local education authority, and gaining the confidence and full support of his governing body. The headteacher has clear vision for the future of the school and his early achievements, in conjunction with all staff, parents and governors are:

- assuring the future of the school by increasing pupil numbers by fifty per cent;
- raising standards across all areas of the school in all subjects, but principally in the main subjects of English, mathematics and science at seven and eleven years old when pupils take the national tests;
- producing a very good quality short, medium and long term school development plan, which prioritises initiatives very clearly and ensures continuity of planning;
- working in a full and consultative manner to ensure greater opportunities exist for pupils to learn through better resources and improved support;
- starting a Nursery to enhance educational provision for the community and give children a very good start to their education;
- raising standards of teaching and learning through rigorous monitoring and evaluation;
- ensuring that the curriculum is broad, balanced and relevant to the needs of all pupils, and accessible to those who experience learning difficulties, so that pupils leave with mature views and have a broad perspective through widely developed skills;

In addition, the governing body fulfils its statutory obligations very well. All relevant documentation is up-to-date and this supports the smooth running of the school. Governors lend their support in a number of areas, such as very good links to special educational needs, literacy and numeracy, as well as support and help with trips and extra-curricular activities. The governors have a very good overview of finance, keeping a firm control of spending, which is a reflection of the priorities in the school development plan. As a result, there have been significant improvements in educational provision, coupled with rising standards and greater rates of progress.

Makes very effective use of accommodation and resources, ensuring high levels of efficiency;

14. The school is housed in a small and somewhat cramped building which has seen no extensions apart from the indoor toilet provision since it was originally built. The playground and yard are also the original provision. Through very imaginative and creative work, the headteacher has re-organised the interior to provide much needed additional space. By working closely with governors and the local education authority, the older toilets have been replaced with a good sized teaching area, with new toilets adjoining. The room now fulfils a number of important functions, all of which have a significant impact on learning:

- first, it is used for additional literacy work with groups of pupils who need additional support in that area of the curriculum. This enables pupils experiencing individual problems to benefit from more focused support, enabling them to consolidate prior learning and move on to new areas with confidence.
- Second, it is used well by learning support assistants to work with individual pupils with special educational needs on a one-to-one basis. Selected pupils are discreetly withdrawn, mainly from literacy lessons, to work on issues specifically related to their individual education plans. This is accomplished during the groupwork section of the literacy lesson, so that any pupils removed from the main classroom do not miss any of the whole class work.
- Third, the room provides an excellent resource for children under six in the Foundation Stage, who need to be following a different curriculum from the rest of the Infant class. This is done during the afternoon sessions. The nursery nurse, fully trained and qualified, works very well with all available resources, including sand and water, to ensure that the early learning goals specified in the new curriculum, are met as fully as possible. There is sufficient space for them to explore, create, record their findings and debate work, ensuring very good progress in lessons. There is great care in the planning to ensure that children in the Foundation Stage and over the age of six learn their literacy and numeracy as a whole group, and that during the afternoon, already taught concepts in numeracy and literacy are being consolidated.

15. The headteacher has also created a small but comfortable Infant library in an adjacent space which was once a porch. This enables groups of pupils to work independently when appropriate, thereby helping to encourage the development of skills of reading, research and experimenting. This was especially successful in a music lesson, when a group moved into this room to experiment with high and low pitch, without disturbing the other pupils. The playground, too, has also undergone some creative changes. There is now a small yet secure area for children under the age of six; although there are no resources yet to help develop physical development. Other areas have been altered to provide good hard surfaces for ball games, fencing and gates for security, and separate car parking space for safety. Pupils are now able to engage in a number of physical and play activities safely and securely, assuring their continued development and progress. This additional efficient use of space and resources enables pupils to learn more effectively in an environment which reflects their individual needs.

WHAT COULD BE IMPROVED

16. There are no key issues for the school to address.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	79	14	0	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)	34
Number of full-time pupils eligible for free school meals	0

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	9

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	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

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 and Key Stage 2

The numbers in the year groups are too small for publication of results

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	34
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)	2.2
Number of pupils per qualified teacher	34
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	44

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	100 050
Total expenditure	102 210
Expenditure per pupil	2 839
Balance brought forward from previous year	8 600
Balance carried forward to next year	6 440

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	34
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	93	7	0	0	0
Behaviour in the school is good.	86	14	0	0	0
My child gets the right amount of work to do at home.	65	35	0	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	44	49	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	0	15	7	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	43	35	15	7	0
The school is well led and managed.	79	7	0	14	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	37	42	0	14	7