

# INSPECTION REPORT

## **TWESELDOWN INFANT SCHOOL**

Fleet

LEA area: Hampshire

Unique reference number: 116020

Headteacher: June Brown

Reporting inspector: Geoff Burgess  
23708

Dates of inspection: 19<sup>th</sup> – 20<sup>th</sup> September 2000

Inspection number: 224121

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Tweseldown Road Church Crookham Fleet Hampshire
Postcode:	GU13 0DE
Telephone number:	01252 628843
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Stephanie Wright
Date of previous inspection:	September 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Tweseldown Infant School serves a wide spectrum of families of mainly British heritage with approximately half from the surrounding area and half from neighbouring army and RAF married quarters. The few remaining children with parents in the Gurkha regiment will soon be leaving after a long relationship with the school. Very few pupils are entitled to free school meals and there is little unemployment in the area. The number of pupils on roll is currently around 200 but this fluctuates with the comings and goings of service children. Nearly a sixth of pupils are on the special needs register of whom two have statements of special need, both average numbers. The attainment of most four-year-olds when they start school is above average but many of the fifty per cent of pupils who join the school later have significant gaps in their learning.

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

This is a very effective school achieving high standards through good teaching with excellent leadership and management. With its generous funding, it provides good value for money.

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

- Consistently good teaching especially of literacy and numeracy leads to pupils making good progress in the basic skills and achieving high standards by the time they leave.
- Support staff make a very significant contribution to the success of the school and its pupils in a variety of roles in and out of the classroom
- Procedures for ensuring that the high number of pupils who move to Tweseldown from other schools thrive both personally and academically are very effective
- Pupils' moral and social development has a very high priority. They are enthusiastic, work hard, behave very well and get on extremely well together.
- It takes very good care of its pupils' welfare and personal, social & academic development.
- The headteacher is an outstanding leader and manager who is making the most of the schools' assets and making it possible for all staff and pupils to achieve high personal standards

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

- Staff have made a good start in dealing with the practicalities of working with two age groups in each class but have not yet come to terms with the longer term implications
- Though pupils have time to reflect on their feelings and experiences, to appreciate the arts and to study and celebrate the richness and diversity of their own and other cultures, the quality of work in these areas does not match the high standards reached in other areas of the curriculum
- With its new computer suite in place there is real scope to improve pupils' ability to use information and communications technology as a learning tool

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since its last successful inspection in September 1995, the school has continued to achieve high standards in national tests while enhancing what it does in several other areas. All of the key issues identified have been tackled effectively and successfully and the school continues to seek to do better where it can. Recent additions and changes to the buildings have been a big improvement and parents are aware of the positive impact of changes in the way literacy and numeracy are taught. The school has made a good improvement over the years and has the leadership and drive to achieve even more.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A	A	A	A
writing	A	A	A	A
mathematics	A	A	A	A

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

The school has maintained very good standards in all aspects when compared with all schools since the last inspection. Results for 2000 were just as good which was borne out by the analysis of pupil's past work during the inspection. This also showed good evidence of very good progress by pupils throughout their school careers in writing, mathematics and science. Given the fact that many of the children taking the tests joined the school as six or seven year olds, this is a remarkable achievement. Very important in this has been the good progress made by pupils identified as having gaps in their learning when they joined the school. The inspection took place very early in the school year, with some four-year-olds only just starting their foundation year. However, from what was seen, inspectors are confident that the foundations are being laid to ensure that pupils will continue to achieve high standards in reading, writing, mathematics and science and at least sound standards in the other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls are very positive about school and join in wholeheartedly with all it has to offer. They are very keen to talk about their work and work hard to complete tasks set.
Behaviour, in and out of classrooms	Very good behaviour all round the school makes a very significant contribution to the standards achieved and the happy, ordered feel of the school.
Personal development and relationships	Excellent: Everybody gets on very well with everybody else and visitors and newcomers are made to feel very welcome. All adults act as excellent role models in this respect and help to foster the family feel of the school. Pupils are growing into very confident, sociable and sensible citizens who recognise their own worth and appreciate the contribution made by others.
Attendance	Boys and girls enjoy school so much that absence is always associated with real illness or family circumstances. Punctuality is excellent.

Pupils make a very strong contribution to their own achievements and to the ordered, optimistic and positive feel of the school by the way they cheerfully do all that is expected of them in and out of lessons.

## TEACHING AND LEARNING

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

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

Almost all teaching was good with some satisfactory and some very good across the school with literacy, numeracy and science being particularly well taught. In each class, the teacher is clear about what she wants pupils to learn and activities and resources are well organised to ensure that the minimum amount of time is taken up in getting down to work. Pupils are enthusiastic and eager to get on and do whatever is asked of them. Despite being very early in the school year, children understand just how they are expected to conduct themselves in the classroom and the work is pitched at a series of levels to match the needs of groups and individuals. The contribution of the classroom assistants in this and in generally ensuring that pupils focus on, and think and talk about, their work is very significant. Teachers and their helpers constantly check pupils' understanding and skills levels and use this information in planning new work for both the class and individuals. High quality constructive marking is a feature of this. Very well organised and appropriate work for pupils to do with their families, such as individual reading, makes a good contribution to pupils learning.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is soundly based on first hand experience and the interests of the pupils. Teachers provide a suitably balanced range of subjects with literacy and numeracy very well represented and personal, social and health issues receiving good attention. Good planning procedures in the newly established mixed-age classes are helping to ensure progression and that pupils in parallel classes have a similar diet. However, these will need to be checked and developed in practice over the coming months so that all pupils continue to have the same high-quality learning opportunities.
Provision for pupils with special educational needs	Very good provision made for pupils who find learning difficult makes the very good statutory test results possible in two ways. All children with any degree of need are identified very early and provided with all the help they need to succeed in their own terms. Secondly, many pupils who join the school mid-stream need boosting to improve their chances of obtaining the results of which they are capable and they get well-targeted skilled support. Very well trained and informed classroom assistants make an outstanding contribution in both these areas.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make very good provision for pupils' personal development notably in its excellent arrangements for the development of their social skills and attitudes and very good attention to moral awareness. Curricular provision for pupils to appreciate their own cultural heritage, learn about and value cultural diversity and reflect on their feelings and life is at least sound and sometimes good but has a lower priority.
How well the school cares for its pupils	The school takes very good care of its pupils whose interests are at the core of each decision made by the school. Every aspect of their health, welfare and safety is taken very seriously and policies and procedures both reflect best practice and are seen to be understood and followed by the whole school community. All aspects of their school lives are carefully monitored and parents are appropriately involved in any measures that the school may take to help their children.

Literacy, numeracy, science, and provision for pupils' personal development are the strongest elements of the curriculum. The quality of care about all aspects of pupils' development and welfare is outstanding. Parents are very appreciative of the work of the school, feel comfortable in their formal & informal dealings with staff and make a good contribution to their children's learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has provided excellent educational and pastoral leadership over the years to bring the school to its present very healthy situation. A well-understood and firmly held ethos drives its work which is reflected in the detail of its efficient and unobtrusive management. A key element of this has been the way all staff at the school have been encouraged and helped to develop their leadership roles and they now form a significant force for good in the development of the school
How well the governors fulfil their responsibilities	Governors are very supportive and eager to do what they can to help the school to succeed. They have well-developed arrangements for fulfilling their responsibilities, know the school and are keenly aware of its strengths and limitations. The head has ensured that they are fully involved in identifying what needs to be done to improve and as a group and individually they are providing the school with necessary practical and moral support.
The school's evaluation of its performance	A significant reason for the success of the school is the way the head leads a constant analysis of what the school is doing and the impact it has. The whole school community is very aware of how well it is doing and what it needs to do to improve still further. Academic and personal standards are high but the school is not resting on its laurels. Outcomes, planning and teaching are all monitored carefully and steps are taken to deal with any inconsistencies. The school improvement plan is an impressive document based on this process which appropriately identifies specific areas for improvement but also includes a challenging agenda for maintaining what is already working.
The strategic use of resources	The school is in the fortunate position of being very well funded and resourced especially with its improved accommodation. Even so, it uses the above process to target its spending on those areas that are identified as priorities and uses its resources very well. Notable in this is the contribution made by all support staff throughout the school

In all the above, the contribution of the headteacher in making the most of the leadership skills and talents of the whole school community and ensuring that the school has focussed on what really matters has been paramount. Where appropriate, the school has applied the principles of best value and it is constantly comparing what it does to the best practice in other schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy going to school and are making good progress</li> <li>• Teaching is good and their children are expected to work hard and do their best</li> <li>• Work given for children to do at home is reasonable and useful.</li> <li>• The school is helping pupils to grow up sensibly and behaviour is good</li> <li>• The staff are very approachable and it is easy to resolve any concerns</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The information provided about how well their children are getting on</li> </ul>

Inspectors strongly agree with parents' positive comments but find that the formal and informal systems for keeping parents informed about how well their children are as good as is found in most schools.

## **PART B: COMMENTARY**

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

#### **Consistently good teaching especially of literacy and numeracy leads to pupils making good progress in the basic skills and achieving high standards by the time they leave.**

1. With over nine-tenths of lessons at least good in a wide range of subjects and across all age groups, pupils of all abilities were seen to be achieving well during the inspection. An important feature in this is the consistently well-established routines and high expectations which mean that pupils know exactly what to do and can get on with the minimum of help. The fact that teachers are able to create such good work habits so early in the year is testament to the high expectations and very good habits developed in previous years and expected throughout the school. This was observed throughout the school from the way very new children were able to get on with very little supervision, to the very well organised way pupils moved between classes to work with their year mates for literacy work and the controlled enthusiastic responses made by boys and girls in discussions and question and answer sessions. It is also very important in enabling frequent 'newcomers' to settle quickly in a secure and ordered environment.

2. All lessons are planned to provide pupils with a stimulating range of appropriate activities matched to their abilities with a good balance of intellectual challenge and practical work. Year one pupils in several classes thoroughly enjoyed using 'Each, peach, pear, plum' as a stimulus for looking at and finding rhyming words and were animated in their responses. Good open-ended questioning – 'What do you think happens?' – encourages pupils to think and express themselves. In year two, the teacher made very good use of their book, expressively read as a shared text, to draw out teaching points for the rest of the lesson. Several pupils gave imaginative and thoughtful ideas on 'What will happen next?' – all received enthusiastically by the teacher.

3. The best evidence of progress pupils make over time is seen in pupils' books from the previous years which show a huge improvement in, for instance, the amount, quality and presentation of written work over the year. Significant in this is the quality and constructive nature of the comments written on pupils' work to encourage and prompt them to improve even further. Given the positive ethos of the school and the consistently high expectations of the staff, it is not surprising that seven-year-olds continue to achieve very good results in national testing year after year.

#### **Support staff make a very significant contribution to the success of the school and its pupils in a variety of roles in and out of the classroom**

4. The school has made a significant investment to ensure that the work of the teaching staff is enhanced by the efforts of a generous number of very effective support staff. They are very much part of the school 'team' and together, form a considerable force for good in the school. From the warm and very efficient administrative officer who ensures that the frequent 'new' mums and dads are made to feel welcome and appreciated, to the caretaker who uncomplaining, almost single-handedly keeps the school spick and span, and including all the ladies who work directly with the children either in class or at lunchtime, their contribution is outstanding.

5. Every adult shares in the school's very strong caring ethos and it is significant that, whoever is involved, pupils are dealt with in a consistently straightforward, positive way. For their part, boys and girls give 'dinner ladies' and classroom assistants (CA) the same respect that they give their teachers. This ensures that children know exactly what is expected of them right through the day whether they are working, playing or eating their lunch. A good example of this was seen in an assembly where CAs took charge of the younger classes in the hall while, in the classrooms, teachers got to know their newest recruits.

6. Classroom assistants make a very significant contribution to the academic success, which the school continues to achieve in a variety of ways. In the younger classes during the inspection, some worked with the new children, which freed the teacher to concentrate on year ones pupils. At other times, the CA would supervise year one while the teacher found out what four-year-olds could do on a one to one basis. In each case, the quality of their work with the children was very good enabling both groups to stick to the task and develop their ideas and language. Another important function they perform is to monitor and write down the responses of pupils to whole class sessions. Much of the work with pupils who find learning or conforming difficult is undertaken by CAs working very effectively in consultation with class teachers. This is especially important for those pupils who join the school late with gaps in their learning as noted below.

## **Procedures for ensuring that the high number of pupils who move to Tweseldown from other schools thrive both personally and academically are very effective**

7. Regular movements of pupils in and out of the school are a fact of life at Tweseldown and the whole school community has become very skilled in ensuring that this does not lead to lower expectations. The most important factor in this is the very strong uncompromising ethos, which means that nobody makes excuses for less than the best. When children join the school, procedures and expectations for the way they will work, play and behave are so well-established that it takes them very little time to conform and feel secure. All adults are warm and caring but firm and consistent in their approach, so that newcomers very soon understand what is expected of them. Simple measures, such as talking to families on the 'phone before they transfer, having named drawers, pegs and books ready when children start and giving each new child a 'buddy' are designed to make sure that the school presents a friendly face right from the start.

8. Realising that moving leaves many children with significant gaps in their learning, the school has developed a very effective system for analysing what they can and cannot do very soon after they arrive. From this, they determine how much support individual children will need to help them to catch up and then ensure that the child gets the help it needs. Where this cannot be met from existing resources, extra help is requested from the governing body. The very good relationship that staff have with parents is also important in this context in that parents are kept fully informed and involved in the process. The effectiveness of this approach and the value for money can be seen in the continued very high standards achieved.

## **Pupils' moral and social development has a very high priority. They are enthusiastic, work hard, behave very well and get on extremely well together**

9. Pupils make a very good contribution to their own learning and the success of the school by being keen and enthusiastic about their work, behaving very well without the need for constant reminders or supervision and by getting along very well with everyone else in the school. The enthusiastic response which pupils in each class make whenever an answer or an opinion is required and the ordered and sensible way in which they patiently listen and then make their own contribution is a good example. This standard of behaviour has, for many years, been a key priority of the school and is now what the whole school community expects. As noted above, this is an important factor in the success the school has in achieving high academic standards and in bringing the best out of pupils who join the school late.

10. Even the youngest children are beginning to understand the conventions of whole class discussions and will listen and wait their turn knowing that their contribution will be valued. Groups throughout the school get on busily and work together happily without the need for an adult to supervise them and, when required, almost all pupils can get their heads down and complete tasks against the clock. Boys and girls are required and expected to look after themselves, one another and the school and this produces a strong sense of belonging in the school. All are expected to play their part in this with many older pupils having special jobs such as table monitors at lunchtime. As noted above, all adults play a very important role in promoting positive social and moral attitudes by the consistent way they deal with children and just as importantly, by the excellent role models they provide.

11. Good behaviour and work and spontaneous acts of kindness or thoughtfulness are rewarded in a variety of ways and pupils are aware that their best efforts will be appreciated at whatever level. Moral and social issues are discussed in class and in assemblies at the level of these young children and their well-developed sense of rightness and fairness is appealed to as a means of ensuring that they do the right thing for the right reasons – which they do.

## **It takes very good care of its pupil's welfare and personal, social & academic development**

12. The level of care that Tweseldown School extends to its pupils is outstanding in that it is striving, in every sense, to create conditions in which they can achieve as near to their potential as is possible. Their safety, welfare and security are paramount and everything that can reasonably be done to achieve this without unnecessarily inhibiting them is done. All policies and procedures are clear and well known by everyone who needs to know them and the school has ensured that more than adequate numbers of adults have the necessary skills to deal with emergencies or ensure children's safety.

13. As commendable is the effort and care the school puts into promoting and monitoring its pupils' personal, social and academic development. Staff collect and record detailed information on all these aspects systematically and use this information to ensure that everything is being done to help the individual child to do as well as he or she can. This is especially important for those pupils who join the school in year one or two where the efforts the school makes to ensure that the child is up to speed as soon as possible are very effective. Procedures for identifying, diagnosing and helping pupils with even low level learning difficulties are detailed and specific and provision for them is very good. As noted previously, this is of the greatest importance as many of the fifty per cent of pupils who move from other schools are of average ability but have significant gaps in their learning which need to be picked up quickly. Attendance is not a problem but a close watch is kept on the registers to ensure that it does not become one.

14. However well the school has sorted out its more formal mechanisms for looking after its children and their families, what really makes it special is the way in which everyone presents a friendly face to children and their parents from first contact and tries to make them feel wanted and important. All relationships are excellent and very good formal and informal communications from the informative newsletter to the reassuring telephone call mean that parents have a well-founded confidence in the school.

**The headteacher is an outstanding leader and manager who is making the most of the schools' assets and makes it possible for all staff and pupils to achieve high personal standards**

15. Excellent leadership and management by the head over many years has been a key factor in the present popularity of the school in the community, and the high quality of education it provides and the standards it achieves. This has taken a good deal of determination by the headteacher and the staff, who, in ensuring that high standards and not the regular movement of pupils drives the agenda, deserve the highest praise. An unfussy, no excuses, get on with it ethos can be felt everywhere in the school and both adults and children are very clear about what they and the school are trying to achieve. Despite many recent distractions, high personal standards for all staff and pupils are the priority and the expectation.

16. Central to this is the way in which everyone who works in the school community is part of a team committed to all that is best for its children. Relationships and communication are very good and it is obvious that everyone's contribution is valued. The head delegates real responsibility, not just tasks, and teachers are encouraged to develop their expertise and management roles which they have done to good effect by leading developments in their areas of responsibility. Despite the continued very good results in testing, the school is still looking for improvement and nobody is sitting on their laurels.

**WHAT COULD BE IMPROVED**

**Staff have made a good start in dealing with the practicalities of working with two age groups in each class but have not yet come to terms with the longer-term implications**

17. An enigmatic planned admission limit of 65 and legislation limiting class sizes have made it necessary for the school to reorganise itself into mixed age classes. The school management and staff have worked very hard to explain the situation to parents and prepare themselves for the change to good effect. Arrangements to enable teachers to teach single age groups for literacy in the four older classes are making it possible for all pupils in year two and most in year one to work with pupils of their own age. Plans have been made for the rest of year one to be taught in one group for literacy. In most of the other subjects, appropriate work is either being planned for the two year groups or pupils are being organised into ability groups regardless of age.

18. Several areas will, however, require attention at some stage. Care will need to be taken that the year ones in the younger classes continue to receive the equivalent provision to their year mates in the older classes. With this in mind, current arrangements for target setting and for monitoring progress could be combined to track individual progress against national levels so that the situation can be monitored continuously. Although planning in general is good, with two year groups in every class, teachers will need to be even more specific about the different levels of challenge in what they plan for groups within each year group. Thought needs to be given in subjects such as physical education and music so that the group that spends two years in the same class does not repeat activities without an added challenge to match their new maturity.

## **The quality of work in spiritual and cultural development does not match or sufficiently make use of what pupils achieve in reading, writing, mathematics and science**

19. While the school covers a suitably balanced range of subjects with very good attention to the basics and to pupils' personal development, there is scope for teachers to enrich this diet by giving pupils more opportunity to appreciate their own cultural heritage, learn about and value cultural diversity and reflect on their feelings and life.

20. Teachers have, over the past few years, concentrated understandably on developing their work in literacy and numeracy and other areas, the humanities and arts especially, have lost some of their richness and quality. Because of this, pupils have less time to enjoy and celebrate the delights of their own cultural heritage or the richness and diversity of non-European cultures. In the sample of pupils' previous work provided, progress and coverage in these areas does not meet the same high standards as in writing, mathematics and science.

21. Arrangements for developing pupils' awareness of spiritual and reflective attitudes are also less well developed. They acquire some knowledge and insight into Christian values and beliefs and learn about some of the world's other great religions in religious education but less evidence of other subject areas contributing to the spiritual development of pupils was noted.

## **With its new computer suite in place, there is real scope to improve pupils' ability to use information and communications technology as a learning tool**

22. Staff identified the need to improve pupils' standards in information and communications technology (ICT) as a major development in its most recent improvement plan. With this in mind, the school has used the opportunity of major refurbishment to make a substantial investment in creating a computer suite in the library area. This came into service just before the inspection but was not seen in use. Further developments and improvements are listed in the ICT Improvement Plan. However, as yet, with a very full agenda elsewhere in the school, several of these remain to be implemented and a good deal of work will need to be done to make the most of the investment.

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

23. To ensure that the very good standards achieved by its pupils in the basics and in their personal development are maintained and enriched across the curriculum, the governors, headteacher and staff of Tweseldown Infant School should:

- (1) Very closely monitor the impact of the new mixed-age class arrangements on the various groups of pupils concerned and develop strategies for dealing with any inconsistencies or variations in what pupils achieve by:
  - making sure that the learning objectives for each group of pupils are very clearly stated in planning and known by pupils
  - refining the procedures the school is developing for tracking the progress of and setting targets for individual pupils
- (2) Ensure that pupils have enough opportunities to add depth to their learning, reflect on their experiences and understand and celebrate cultural richness and diversity by
  - looking for opportunities to include these elements when planning work in all areas of the curriculum
  - taking opportunities as they arise to develop pupils' thinking and awareness about deeper issues and the wider world
- (3) Improve the level of pupils' skills and understanding in all aspects of the use of computers as tools for learning by:
  - integrating their use into daily planning and making sure that all pupils spend enough time working with information technology (IT) to learn what they need to learn
  - developing a specific progressive programme to indicate exactly what pupils will cover in each year group and a means of monitoring their progress through it
  - providing opportunities for all staff to improve their confidence and expertise in the teaching of IT skills and the use of applications such as spreadsheets.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
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
	9	82	9			

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	Y R– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	200
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	28

### Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	20	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	35	36
	Girls	19	18	19
	Total	53	53	55
Percentage of pupils at NC level 2 or above	School	91 (95)	91 (95)	95 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	33	36
	Girls	18	18	19
	Total	53	51	55
Percentage of pupils at NC level 2 or above	School	91 (90)	88 (96)	95 (97)
	National	82 (81)	86 (85)	87 (86)

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	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	1
White	193
Any other minority ethnic group	5

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		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
Other minority ethnic groups	0	0

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



## Teachers and classes

### Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	23.3
Average class size	28.6

### Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	175

## Financial information

Financial year	1999
£	
Total income	408831
Total expenditure	374196
Expenditure per pupil	1881
Balance brought forward from previous year	101808
Balance carried forward to next year	136443

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	3		
My child is making good progress in school.	45	47	7		1
Behaviour in the school is good.	44	54			3
My child gets the right amount of work to do at home.	37	62		1	
The teaching is good.	48	45	4		3
I am kept well informed about how my child is getting on.	33	40	15	10	3
I would feel comfortable about approaching the school with questions or a problem.	52	36	10	1	1
The school expects my child to work hard and achieve his or her best.	49	48	1		1
The school works closely with parents.	29	58	8	4	3
The school is well led and managed.	51	37	3	1	8
The school is helping my child become mature and responsible.	47	48	4		1
The school provides an interesting range of activities outside lessons.	17	28	28	15	11

