

INSPECTION REPORT

FAIRWAY INFANT SCHOOL

Copthorne

LEA area: West Sussex

Unique reference number: 125943

Headteacher: Mrs A. Weaver

Reporting inspector: John Bartholomew
3641

Dates of inspection: 19th and 20th September 2000

Inspection number: 224146

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:	The Fairway Cophorne Crawley West Sussex
Postcode:	RH10 3QD
Telephone number:	01342 713691
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Kelly
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairway is a small infants' school made up of 6 classes. There is no nursery, and children enter the reception class in the September before their fifth birthday, and attend for mornings only until the term in which they become five. Most enter with good levels of prior attainment. The neighbourhood consists of mostly privately owned housing, together with some local authority properties. By most indicators, the area is one of relative economic advantage with full employment in the area including a large number of airport employees. Only 0.6% of pupils are entitled to receive free school meals, a figure below the national average. The incidence of pupils from ethnic minorities is very small, and there are no traveller or refugee families. Only a small number of pupils are listed on the register of special educational needs.

HOW GOOD THE SCHOOL IS

Fairway is a very effective school achieving high standards in the basic subjects while maintaining a broad and balanced curriculum and involving the children in a good range of learning experiences. The teaching is good. The school is very well led and efficiently managed. It provides good value for money.

What the school does well

- The school achieves very good standards, and very good progress is made by pupils of all abilities.
- The quality of teaching is consistently good across the school.
- There is very good leadership, backed by strong teamwork from a committed staff.
- Pupil attitudes and behaviour are very good.
- There is a very good broad and balanced curriculum in place, which goes further than national curriculum requirements.

What could be improved

- Shared and extended writing, and spelling, are less strong than work in reading.
- Communicating to the pupils the planned objectives for the lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. There were two key issues to address, concerning the role of the deputy head and the monitoring of learning and teaching by subject leaders. In both respects, the school has made a good improvement, and both the deputy head and the subject co-ordinators now contribute effectively to the management of the school. The school has also taken steps to improve its curriculum planning, and parents report that communication about their children's progress and learning has become more focused. The staff, supported by the governors, have a good capacity, and the necessary commitment, for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	B	A	A	well above average A above average B
Writing	A*	A	A	A	average C below average D
Mathematics	A	B	A	A	well below average E

These results show consistently very good achievement over time. Work seen during the inspection confirms the high attainment. It is a school where children enter with good levels of ability, and they get good support from home, but good teaching has ensured that high standards are maintained. The figures given do not show the relative weakness in writing, where, in common with a national trend, a smaller proportion of able children achieve a higher than expected level. The school sets very ambitious targets for achievement, and usually falls just short of them. This indicates that the staff is prepared to maintain a high level of challenge as they strive to improve even further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Under fives quickly settle in to the school's routines. Pupils throughout the school show responsible attitudes, for example by tidying up, and have a good approach to their learning.
Behaviour, in and out of classrooms	The school promotes high moral values, and has established clear routines. Pupils mix together well, even when confined by the very wet weather encountered during the inspection. Behaviour is very good.
Personal development and relationships	Pupils are valued, and relationships throughout the school are very good. Very few pupils present challenging behaviour; they are well managed, and respond well.
Attendance	Attendance compares very well with national averages, but the school's target is to improve it even further.

This is an area of consistent strength in all respects.

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.

There is a uniformly good standard of teaching in all classes. No unsatisfactory teaching was seen during the inspection, and most was good or very good. Teachers have a good rapport with the children, and maintain a good pace to their lessons. They provide opportunities for structured play, for which, however, learning objectives are not always apparent. The national strategies for numeracy and literacy have been successfully implemented. Children of all abilities are taught at an appropriate level, and all are stretched by a good level of expectation. Teachers are very well supported by classroom assistants.

Pupils' learning is very good. They are hard working and productive. This leads to good progress from a fairly high baseline.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has successfully undertaken the literacy and numeracy strategies while maintaining the quality and range of the whole curriculum. The breadth and quality of work undertaken provides pupils with a consistently stimulating learning experience.
Provision for pupils with special educational needs	Provision for the small number of pupils with special educational needs is very good. They receive an excellent level of care and support from the teaching assistants, which results in their making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, with that for moral and social development being particularly good.
How well the school cares for its pupils	All necessary procedures for health and safety and child protection are in place. The individual needs of all pupils are well met.

The strengths listed above have been achieved in a calm and productive ethos. Pupils are well prepared, both academically and personally, for the next stage in their education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is strongly led by an experienced head who is well supported by her deputy and staff. She has a clear vision and has created a motivated and cohesive team. The school has a very good climate for learning.
How well the governors fulfil their responsibilities	The governors are aware of recent legislation, know the school's strengths and needs, and are active in the school. They have developed well since the last inspection, although the new committee structure has not been in place long enough to prove its effectiveness.
The school's evaluation of its performance	Monitoring is in place, and where weaknesses emerge effective action is taken. Lessons are observed regularly by the head and subject leaders, and planning and pupils' work is checked. Implementation of the new performance management policy is likely to strengthen the effectiveness of these activities.
The strategic use of resources	The school's priority is to maintain the current staffing levels. This leaves a limited further budget, but it is used effectively. The high number of non-teaching staff provide particularly good value.

The school has a relevant development plan, and the day to day administration of the school's budget and other affairs is particularly good. The school applies the principles of best value very well.

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 of work and behaviour. • The professional and approachable staff. • The way children are motivated and enthused by what they learn. • The good reputation enjoyed by the school. • A very good partnership between the school and parents. • Standards maintained and parent communications improved since the last inspection. 	<ul style="list-style-type: none"> • Liaison with the junior school to ensure closures occur on the same dates. • The policy of teaching children handwriting on unlined paper. • The range of activities outside lessons.

The inspection evidence entirely supports the positive views parents have, and the effective nature of their partnership with the school. The other comments were minority views. The inspectors agree with the comment on training dates. The use of unlined paper with line-guides is generally regarded as good practice, but the school may wish to consider making special arrangements for any pupil with a visual impairment. A number of questionnaires indicated that parents felt a wider range of outside activities could be offered, but the inspectors' view is that the level of out-of-school activity is appropriate for an infants' school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves very good standards, and very good progress is made by pupils of all abilities

- 1 Pupils come into the reception class with levels of ability higher than is normally found with pupils of this age. They are assessed during their first few weeks in school, and as these results are not totally reliable, this assessment is repeated at the end of the reception year. These assessments enable the school to set targets for individuals and year groups, and these are reviewed half yearly until the children leave the infants. The school sets itself challenging targets, which are not always met, but are reflected in the high expectations of children through the school.
- 2 The inspection took place very near the beginning of the school year. Some children had only been in the school for a few days. Almost all have some pre-school experience, for example with a playgroup, and they are well supported by their parents. Some children in their first few days in the reception class can count beyond 20, and can identify initial sounds of animals. Some have learned upper case letters, but respond well when their teachers introduce lower case to learn sounds. Others at this stage are diffident or unconfident, and they are allowed to take their own time to get used to the demands of school.
- 3 The favourable circumstances of the school demand children should achieve well, and they do. By the end of Year 2, their standard attainment task results (SATs) indicate that they are well above the national expectation for their age, being on average two terms ahead at that time. The school is also well above the average compared with similar schools. There are variations from year to year, but even in the less successful years, the school remains above the national expectation. Comparison of the assessment on entry for each year group for which figures are available indicates that all the groups make very good progress through the school.
- 4 In English, the children do best in reading. The children who read to the inspectors did so with confidence and enjoyment. The youngest reception children, although most cannot read words yet, use the pictures to 'read' by giving an accurate commentary on the text as they turn the pages. Older pupils read both from graded schemes and books of their own choice, and they are encouraged to take books home from school. They know the difference between fiction and non-fiction and read with good expression. They write a good range of material, including stories and accounts of their scientific observations. Teachers support less able children well by transcribing what they say for copy writing. Children in a Year 2 class were able to edit narrative and demonstrate a good vocabulary by using a range of different words instead of 'then'. The more able could apply this to their own writing. Higher attainers write independently with confidence and fluency. However, in common with a national trend, fewer children achieve level 3 – the higher level achieved by infant pupils - for writing than for reading. Spelling is a relative weakness. Handwriting is good.
- 5 In mathematics, standards are very good. At the start of Year 1 children are able to recognise numbers at least to 20 and they can use number bonds to 10, using apparatus if they are not yet able to do it mentally. Year 2 pupils make number sentences using signs, use mathematical vocabulary correctly, and can count on or back to add or subtract.

- 6 A limited amount of evidence in other subjects suggests that the good standard is sustained across the curriculum. Achievement in art is very good. In general, the girls' achievement is slightly better than that of the boys, although the boys are well above the national average. Apart from in writing, a good proportion of pupils are achieving above what is expected; they generally attain their targets and are properly extended by the school. Pupils with special educational needs also make very good progress.

The quality of teaching is consistently good across the school

- 7 During the inspection, teaching was consistently good. There were no unsatisfactory lessons, and some lessons were very good. Asked to account for the good standard of attainment and behaviour achieved by the school, governors, head and parents all attributed it to good teaching, and it is clear from the evidence that consistent teaching contributes to the good progress pupils make. The staff is experienced, and open-minded about change.
- 8 The good teaching starts with well organised planning. Teachers plan the week's work to a good level of detail, working in partnership within each year group. They are supported by a year planner which clearly maps out the curriculum. Their half-termly plans fill out the details and define the learning objectives. These are mainly derived from the national numeracy and literacy frameworks, and the schemes of work published by QCA (the Qualifications and Curriculum Authority). However, learning objectives are not always shared with the pupils, so they are not always able to reflect on their learning during plenary sessions at the end of lessons.
- 9 Lessons are well organised. The methods developed through the numeracy and literacy strategies have been adapted successfully to other subjects. Teachers employ a good range of strategies, and match tasks and questions to the individual abilities of the pupils. Teachers make their expectations clear through a planned range of tasks, and children of all abilities are normally fully extended. Lessons were fun and promoted enjoyment in learning without detracting from the element of challenge. However in some of the mathematics lessons, the mental and oral starter was not always directed to the more able, and the pace was too slow to 'limber up' mathematical thinking to start the session. Teachers have good subject knowledge, and communicate their enthusiasm and enjoyment. For example when sharing big books such as 'We're Going on a Bear Hunt' Year 1 children were taught to express and relish the text, picking up clues such as exclamation marks and extra large print.
- 10 The teachers are supported by classroom assistants who make a very effective contribution to learning and teaching. Some of their work is directed to supporting pupils with special needs individually or within a group. They are active when the whole class is focused on the teacher, by sitting near a pupil with special needs prompting them and encouraging them to put their hands up and participate. This makes an important contribution to the good progress of these pupils. The assistants are supplemented by parents and other volunteers, and it is not unusual to find three adults working with a class. The other adults are generally well briefed about the learning objectives. In every lesson where there were other adults, their presence and interaction with the pupils added much to the learning situation. They are a very well used resource.

There is very good leadership, backed by strong teamwork from a committed staff

- 11 The school is very well led. This is recognised by parents and governors. The headteacher is calm, wise, and thoughtful. She is also a constant visible presence in the school. She has a clear vision and has created a very motivated and cohesive staff team. Everyone in the school knows that they are valued, and that their contribution is important. Relationships throughout the school are very good. Visitors and parents feel welcome, and that they are listened to. This originates from, and is practised by the head, although everyone in the school contributes to it. She is well supported by her deputy, and by the staff as subject leaders.
- 12 An issue for development arising from the last inspection was the role of the deputy. This issue has been successfully achieved. The new deputy has been in post for eighteen months and makes a good contribution to the management of the school. She is undergoing training, aimed in part at enhancing her strategic as well as her operational role in the school. One of her jobs is Special Needs Co-ordinator, and as such she is responsible for the school's very good provision for pupils with special needs.
- 13 Since the last inspection, subject co-ordinators have developed their monitoring role well. Monitoring is frequent, and embedded in the school's culture. Subject co-ordinators observe lessons, look at teacher's planning, and lead staff work-sampling sessions. The process is accepted by the staff, and carried out on a collegiate basis. The headteacher also carries out formal observations of all staff periodically. Because the quality of the work in the school is good, monitoring generally results in the identification of positives. Nevertheless, issues for improvement do emerge, and appropriate whole school action follows to further improve learning and achievement. Examples of this are improvements to the teaching of guided reading, providing training for one teacher who was having difficulty moving pupils from oral to written calculations, and looking for reasons why plenary sessions at the end of lessons were not as successful as they might have been. The head evaluates these outcomes to ensure that action taken has been effective.
- 14 The school has an effective improvement plan. It is comprehensive, well constructed and clear to follow. The developments are appropriate, and the year on year continuity is good. The plan includes an account of what was achieved against the previous year's plan. However, this does not include a measured assessment of the success of each part of the plan; they are only reported in terms of tasks completed. Success criteria for this year are implicit in terms of what children should achieve in literacy, numeracy, and science. This element is missing in Information and Communication Technology (ICT). Most of the developments are built into an appropriate timescale, and will fall into the staff's day to day work, but there is no costing in the plan, either of time for which cover will be required, or of training costs, or of capital expenditure where required. The staff development policy is not explicitly linked into the improvement plan, but the newly required performance management policy is in place, and signals a more focused emphasis on staff development.
- 15 Overall the school's resources are very efficiently managed. The day to day management of office, finance and administration is very good. The school is very successful in applying the principles of best value: comparison, challenge, consultation and competition.

- 16 The governors are knowledgeable. The head has worked effectively with them to develop their role. They are aware of their own recent improvement, feeling that they are now more directly involved, more accountable, more active in the school, and more informed about things like the improvement plan, the school's targets, and how the school's performance compares with that of other schools. They are aware of current legislation and the school's strengths and needs. They have received performance management training.

Pupil attitudes and behaviour are very good

- 17 The very good relationships that exist at every level in the school are the starting point for the good behaviour and attitudes of the pupils. Pupils see adults treating each other with courtesy and respect, and enjoy the humour and compassion with which teachers manage their classes. The whole ethos of the school is caring, welcoming and relaxed.
- 18 The inspection took place during a period of sustained wet weather, where it was seldom possible for the children to go outside. Nevertheless, their conduct around the school was calm, and teachers had little difficulty re-focusing their attention when break periods ended.
- 19 The great majority of pupils are enthusiastic and committed. They concentrate well, work hard, and still manage to enjoy their learning. Good interesting teaching, work aimed at different levels of ability, and the children's own eagerness to excel, all contribute to this. They are also kind to each other, and on rare occasions where, for example, unkind laughter greeted an incorrect answer, the mildest of rebukes, backed up by supportive words to the child, was sufficient to end the situation and make it clear what standards were expected.
- 20 Sometimes, one or two children find it difficult to achieve the standard of behaviour expected in the school. These children are well cared for and encouraged to be good particularly through the good level of support offered by classroom assistants. The learning of other children is not disrupted. One child who was finding it impossible to settle down to work in the classroom during the inspection was taken out and helped individually by a classroom assistant to do the same work as the other children.

There is a very good broad and balanced curriculum in place, which goes further than national curriculum requirements

- 21 The continued good results obtained in English and mathematics are testament to the way in which Fairway School has adopted the literacy and numeracy strategies. They have brought about improvements in the teaching and learning of those subjects, for example in mental maths and knowledge about texts.
- 22 The school's schemes of work indicate that there is in place a broad curriculum, fully covering every aspect of the National Curriculum, together with religious education. In the reception class, which forms part of the foundation stage of learning, the early Learning Goals have been implemented and pupils are making good progress. The previous early years curriculum has required little revision to achieve this.
- 23 The weekly teaching time provided by the school is slightly above the recommended figure. The balance of time allocated to each subject is sufficient to allow each to be properly attended to, and this has not been diminished by undue emphasis on literacy and numeracy. The curriculum is further broadened by visits, for example to local shops, banks, the chalk pit museum and a zoo park. Attention is given in the school

to the broader qualities which contribute to a rounded education. This includes giving a very good level of independence and responsibility, instilling a love of reading, and developing children's early appreciation of the fine arts. It was not possible in the short inspection to review work in every subject, but at the school's suggestion the inspection team took art as an example of the wider curriculum.

- 24 Children are taught techniques in a range of media, for example paint, pastel, fabric, clay and print. They look at the work of great and established artists, and learn something of their methods and the rationale for their work. They use these skills to produce increasingly individual work, as well as contributing to large-scale art works by whole classes. The subject is well taught by teachers and helpers who have good subject knowledge and some personal skill. Although there was little evidence of three-dimensional work, and a rather particular emphasis on colour mixing, there is no doubt that the children have a very enriching experience through their art education. The overall quality of the work and very good standards achieved in this subject offers an indication of the school's commitment to breadth and balance in the curriculum.
- 25 The children work hard, but an important element of the school's curriculum is the place of play at the heart of their learning. It is integral to the reception class day, where parents and children settle down to an interesting range of activities as soon as they arrive, and further opportunities for play indoors and out, punctuated by times when the children are gathered together for more formal learning, continue through the day. Opportunities for play continue throughout Key Stage 1. For example role play areas such as an optician's shop and a café in each year group extend the imagination, and provide contexts for conversation outside the child's normal experience.

WHAT COULD BE IMPROVED

Shared and extended writing, and spelling, are less strong than work in reading

- 26 The school has analysed its results and is aware that achievement in spelling and writing, particularly by the more able pupils, is below that in reading. The school aims to concentrate further on extended writing to counteract this.
- 27 Examination of the planning in most classes for the weeks of the term so far show that in the literacy hour, the opening session is in almost every case devoted to shared reading. The intention of the literacy strategy is that this first part of the hour should sometimes focus on shared writing. On the evidence available, it is done less consistently at Fairway than reading. This reduces pupils' opportunities, when they turn to their own writing to draw on the shared experience of pooling vocabulary and ideas while the teacher models on the board the skills of writing, spelling, editing and choice of words.

Communicating to the pupils the planned objectives for the lessons

- 28 The very good lesson planning at Fairway is based on learning objectives which are relevant and focussed.
- 29 Although these were generally implicit in the activity and the introduction, lessons seen usually lacked a clear statement of what the children would be learning, and what the teacher was looking for. Pupils were always aware of the task they had to complete, but often did not understand the reason for it.

- 30 Plenary sessions often reviewed the learning that had taken place, but it was not possible for the children to relate this to a known learning objective.
- 31 A further point concerns the school's play curriculum. This is an important part of the children's learning experience, and in this instance it would be inappropriate to communicate objectives to the pupils. Learning intentions for these activities are undoubtedly known and understood by the teacher. However, perhaps because the activities are not integral to planned lessons, the objectives are not recorded and made clear, for example to other adults, to inform the sort of conversational interactions they might have to enhance the children's learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now

- (1) Review the balance of shared reading and writing in the literacy hour, with a view to more pupils obtaining higher levels in spelling and writing.
(paragraphs 4, 26-27)
- (2) Ensure that children understand the objectives of their lessons, and whether they have been successful in achieving them.
(paragraphs 8, 29)

In addition to these two key issues, there are some minor matters which the school may wish to consider within its action plan.

- (1) Evaluate the improvement plan in terms of the impact of developments on learning rather than tasks completed.
(paragraph 14)
- (2) Make costings integral to the improvement plan.
(paragraph 14)
- (3) Develop strategies to include all pupils in mental and oral maths.
(paragraph 9)
- (4) Ensure that supporting adults know the learning intentions of play activities.
(paragraph 31)

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	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	36	50	14	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		179
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		11

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	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.8
National comparative data	

Unauthorised absence

	%
School data	0%
National comparative data	

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	30	29	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	29
	Girls	28	29	29
	Total	55	58	58
Percentage of pupils at NC level 2 or above	School	93% [80]	98% [88]	98% [89]
	National	82% [80]	83% [81]	87% [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	30
	Girls	29	28	29
	Total	56	55	59
Percentage of pupils at NC level 2 or above	School	95% [88]	93% [96]	100% [100]
	National	82% [80]	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	1
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	119
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	No exclusions	
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:

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	21.9
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Financial information

Financial year	99-00
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	£
Total income	348,942
Total expenditure	356,463
Expenditure per pupil	2201
Balance brought forward from previous year	26,044
Balance carried forward to next year	18,523

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	60	38	0	1	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	42	49	6	0	3
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	62	37	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	17	3	1	0
The school expects my child to work hard and achieve his or her best.	71	28	0	1	0
The school works closely with parents.	53	42	3	1	1
The school is well led and managed.	53	40	6	1	0
The school is helping my child become mature and responsible.	65	33	1	0	0
The school provides an interesting range of activities outside lessons.	19	38	24	5	10