

INSPECTION REPORT

THE ALEXANDER HOSEA PRIMARY SCHOOL

Wickwar

LEA area: South Gloucestershire

Unique reference number: 109023

Headteacher: Mrs V M Lambert

Reporting inspector: Mrs Rowena Onions
OIN: 18354

Dates of inspection: 2 – 3 October 2000

Inspection number: 224522

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Honeybourne Way
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Appropriate authority: The Governing Body

Name of chair of governors: Mr W Heslegrave
Mr J Pearce

Date of previous inspection: October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Alexander Hosea School is a village school with a long history, being founded for the benefit of the village children in 1684. The school is of average size, with 249 pupils on roll. The number of pupils on roll has risen significantly over recent years and is 40 greater than at the time of the last inspection. It caters for pupils from the age of four to eleven years, with a broadly equal number of boys and girls. The school is situated in Wickwar village and draws from the surrounding residential area and the more widespread rural community. The local housing is a mixture of council, privately rented and privately owned property, but is predominantly the latter. The percentage of pupils taking free school meals is below the national average. The pupils enter the reception class with a range of attainment, but overall this is above average. In the main, the pupils enter the school with well-developed social skills. Thirty-two pupils (13 per cent) are on the school's special educational needs register. This is in line with the national average. Five pupils have statements of special educational need, representing an increase of four since the time of the last inspection.

HOW GOOD THE SCHOOL IS

The Alexander Hosea School is a very effective school. Through the good teaching and rich curriculum provided, pupils are assisted to attain very good standards. Pupils, including those with special educational needs and higher ability, make good progress. The quality of the leadership and management of the school is very good. The headteacher, deputy headteacher, subject leaders and the governing body work together very effectively for the benefit of the pupils. The school provides very good value for money.

What the school does well

- By the age of eleven, pupils attain very good standards in English, mathematics and science. They achieve good standards in the majority of other subjects.
- The school provides very good personal education for the pupils and the pupils' attitudes to work and their behaviour are very good.
- The teaching in the school is good for pupils of all ages. The consistent quality of the teaching ensures that all pupils learn well.
- The school is very well led and managed. The very good leadership of the Headteacher and the self-evaluative way in which the work of the school is reviewed are particularly effective in raising standards.
- Excellent provision is made for pupils with special educational needs and these pupils make very good progress.
- The wide and varied curriculum provided, both during the school day and through extracurricular activities, encourages pupils to enjoy learning and provides them with good opportunities to extend their skills and knowledge.

What could be improved

- The weekly timetable. At present, there are some lessons that are either too long or too short, or are positioned so that there is insufficient variety of types of activity, to ensure that pupils make the best possible progress.

This area 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 October 1996. Since that time, all the main issues identified for improvement have been successfully addressed. The provision for the teaching of design technology is now good and standards have risen considerably. Subject leaders take a very full role in leading their subjects; they have been instrumental in improving the overall curriculum provided and play an important part in the reviewing of the school's work. Procedures to evaluate the school's work are now very good. In addition, attainment has risen in English, mathematics and science at the end of both key stages. A number of minor criticisms contained in the last inspection report have also been addressed. Although starting from a very good base, the overall improvement has been very good.

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
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A	A	A	A
Science	A	A	A*	A

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The above table, which contains data for the years 1997 to 1999, shows that pupils, by the age of eleven, reach standards in English, mathematics and science which are well above those attained nationally and in similar schools. The school's results in 2000 showed further improvement in the number of pupils attaining the expected level (Level 4). The school is particularly successful in helping more able pupils to attain higher levels and in 1999, the number of pupils achieving these higher levels was well above average. The percentage increased further in 2000. The school also assists pupils with special educational needs to attain very good standards for their abilities. Standards in reading, writing and mathematics in Key Stage 1 in 1999 were well above average when compared nationally. They were above average when compared with similar schools. The school targeted attainment in Key Stage 1 and results in 2000 were greatly improved. The targets set by the school for individual pupils are high and the improvement in the results demonstrates that there is a determination to assist each pupil to make the best possible progress. The official, written targets are more conservative and do not reflect this determination.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils like school. They are interested in their work, try hard and expect to succeed. The vast majority joins in fully with the life of the school. These attitudes play a major part in the good progress they make.
Behaviour, in and out of classrooms	Very good. Pupils live up to the high expectations of standards of behaviour. In class, pupils listen to their teachers and to each other. They do as they are asked willingly and promptly. Behaviour around the school is particularly good. The pupils conduct themselves in a sensible way and respond very positively to the trust placed in them.
Personal development and relationships	Very good. The pupils take up the many opportunities to be helpful and responsible. Relationships between adults and pupils and between pupils are very good. Pupils show themselves able to take some responsibility for their own learning. Older pupils are able to review and evaluate their work. They show themselves capable of both independent and collaborative work.
Attendance	Attendance is just above the national average. The major reason for absence outside illness is the taking of holidays during the school term.

TEACHING AND LEARNING

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

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

The quality of the teaching throughout the school is good. All teaching is at least satisfactory, with eighty per cent being good or better. A quarter of the teaching seen was either very good or excellent. There are many strengths in the teaching. These include the careful planning of work that is well matched to the needs of different groups of pupils. This assists pupils of all ability levels to gain skills, knowledge and understanding in all National Curriculum subjects and religious education. All pupils are expected to do their best and to learn successfully. This level of expectation gives the pupils confidence in their own abilities and assists them to learn well. Learning support assistants and parental help are used very well and the quality of this help has a very positive impact on the progress the pupils make. Both English and mathematics are well taught and pupils are given good opportunities to use their literacy and numeracy skills when working in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a very good range of opportunities for learning. Pupils are taught the full range of the National Curriculum and religious education. The curriculum is enriched by the very good use of visits and visitors and by a wide range of clubs and other activities outside school hours. Although the school provides a balanced curriculum during each week, there are occasions when there is a lack of balance during the day. Some lessons, particularly in mathematics, are too long and some are too short. On other occasions, the type of activity in one lesson following another is too similar. On these occasions, pupils do not make the best possible progress.
Provision for pupils with special educational needs	Excellent. The provision is well organised in the best interest of the pupils. The high quality work of the learning support assistants is well managed and contributes very significantly to the progress the pupils make. Pupils' needs are carefully assessed and tight programmes of work constructed to assist their learning. There is an excellent balance maintained between support and challenge for all pupils that allows them to gain confidence as well as skills and knowledge.
Provision for pupils with English as an additional language	Very good. The school supports these pupils very well through individualised programmes of work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. Pupils are presented with a wide range of opportunities to learn to become mature and responsible young people. The provision for pupils' spiritual, moral and social development is very good. The provision for promoting pupils' cultural understanding is good. The school has rightly identified a need to further improve the work done to promote an understanding of cultural diversity.
How well the school cares for its pupils	Very well. Pupils are all known as individuals as well as being part of the school and village community. Excellent support has been provided for pupils during some distressing times for themselves or their classmates. The school provides a safe and secure environment in which pupils can work and play together.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	Very good. The headteacher gives very good leadership towards clear goals that are firmly rooted in the raising of attainment as well as the personal development of the pupils. In this, she is ably assisted by the deputy headteacher and other senior staff. The subject managers show clear leadership in their subjects and have played an increasingly full part in the development of the school.
How well the governors fulfil their responsibilities	Very well. The governors are knowledgeable about and supportive of the work of the school. They use their knowledge to challenge, support and review school developments and achievements. They fulfil their statutory responsibilities.
The school's evaluation of its performance	Very good. The school is very self-evaluative. Many systems have been developed to allow staff and governors to review work, and prompt and successful action is taken to improve areas of concern.
The strategic use of resources	Very good. Through careful financial management, good use has been made of the considerable funds at the school's disposal. Funds are well used to ensure that the school runs smoothly and that pupils attain well above average standards. Effects of spending are carefully evaluated to ensure that the school is giving and obtaining the best possible value for the monies spent.

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 progress pupils make • The way pupils behave • The quality of the teaching • The way the school is led • The expectation that pupils will work hard • The approachability of the school • The way the school helps pupils become mature • The extracurricular activities available 	<ul style="list-style-type: none"> • The information provided about progress • The way homework is organised and given

The inspection team agrees with all the parents' positive comments. The team is of the opinion that the school provides very good information for parents about progress in the form of very good quality written reports, opportunities for parents to talk informally to teachers and two, more formal, parents' evenings. At the request of the parents, an additional parents' meeting has been arranged for the spring term and this should further improve opportunities to discuss progress. Homework is well organised and used to extend learning in class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven, pupils attain very good standards in English, mathematics and science. They achieve good standards in the majority of other subjects.

1. Work seen in lessons and in pupils' books show that pupils make good progress and that their skills, knowledge and understanding are systematically built as they move through the school. Pupils enter the school with above average attainments and this good start is exploited to ensure that standards in English, mathematics and science are above average by the end of Key Stage 1. By this stage, pupils can use a wide variety of ways to read unknown words; many read with good expression and most understand what they read. Pupils are able to write for a number of different purposes, including composing stories and poems and writing instructions, for example for making a sandwich. They show a growing knowledge about spelling patterns and use these, as well as phonics, to assist their spelling. Their handwriting is mainly neat and well formed. In mathematics, they are beginning to be able to use strategies such as doubling to help them work out simple calculations mentally. They can measure using metric units and can solve simple problems, for instance in giving change from a pound for a number of items bought.
2. By the age of eleven, pupils attain very good standards in English, mathematics and science. These standards continue to improve and some high levels have been achieved in 2000. Pupils are able to read and write fluently. They can use their skills in reading to assist their ability to write. They can, for example, use the style of writing they have learned from reading biographies to adopt an appropriate tone and style in their writing of the biography of a school friend. They have good control over punctuation, using sentence punctuation correctly. Their spelling is mainly accurate. In mathematics, they can work with accuracy and increasing speed, both mentally and in written form. They are able to think and talk mathematically and this assists their ability to solve problems. They understand the need to check work and can use a variety of methods, including mathematical operations that are linked together, to do this. Pupils' books show that, over the year, they are given the opportunity to learn a wide range of mathematical concepts and these books, together with the results of the end of key stage assessments, show a very good level of competence in all aspects.
3. Pupils of higher ability are assisted to make good progress. Close attention is paid to ensuring that they are sufficiently challenged by the work they are asked to do. The number of pupils attaining higher than average levels at the end of each key stage is above average and increasing year on year. Throughout the school, pupils with special educational needs make very good progress and most attain levels that are very good for their abilities. In the most recent end of key stage assessments (2000), at the end of Key Stage 1, all pupils attained the expected level (Level 2) in reading, writing, mathematics and science. At the end of Key Stage 2, ninety per cent of pupils attained the expected level (Level 4) in English and all pupils attained this level in mathematics and science.
4. Standards seen during the inspection in lessons in other subjects were generally good. Lessons in a wide range of subjects were observed and pupils' books examined. Although there is insufficient evidence to make firm judgements about standards in other subjects, the evidence indicates that, despite the recent focus on English and mathematics, pupils are receiving an all round education and attaining well.

5. A significant factor in the progress that the pupils make is the very good level of support they receive at home. Parents are concerned and involved with their child's education. Most assist by supervising homework, including hearing their child read. The importance that education is given at home provides the basis for a very productive three-way partnership.

The school provides very good personal education for the pupils and the pupils' attitudes to work and their behaviour are very good.

6. The school has a very warm, secure ethos in which pupils are assisted and encouraged to grow and mature. The very good spiritual, social and moral education is characterised by an expectation that pupils will live up to very high personal standards. Adults in the school provide very good role models, showing a respect, regard and liking for the pupils. There is a strong feeling of 'family', in which older pupils help younger pupils and the more able or able-bodied help the less able. Pupils with particular disabilities are fully included by teachers and pupils alike. Pupils are trusted to be responsible. There is a noticeable 'buzz' around the school during play and lunch times when pupils are engaged in activities such as tidying the library, getting ready for lessons, or assisting with photocopying. Pupils are encouraged to consider the more difficult aspects of life and are given excellent support when they experience trauma at first hand. The support and counselling provided during the illness and death of a classmate has not only helped pupils through this time, but has provided them with an experience that has promoted personal growth. Cultural education, although good, has correctly been identified as an area for further development in the school. Pupils are provided with some very good cultural education in history lessons, when they learn how our culture was formed and developed, and in English, art and music where they study the works of well-known authors, artists and musicians. Year 2 pupils, for example, have painted in the style of Cézanne and older pupils have used the work of Mondrian to influence their computer-generated art. The current school focus is to further develop pupils' understanding of different cultures and of the multicultural world in which they are growing up.
7. The care provided by the school is very good. It is an aim of the school to recognise and celebrate the individuality of pupils and this aim is well fulfilled. The independence that pupils are allowed outside the classroom is also encouraged at times within lessons where pupils are encouraged to evaluate their own work. Good use is made of individual targets that are set with the pupils. These are regularly referred to and reviewed. Pupils are given opportunities to work independently, for example, researching for information about the wives of Henry VIII using a prepared computer database. Pupils are also given opportunity to work collaboratively, for example, in the making of a bird hide for the school garden, or in using the digital camera to take photographs of each other to use in their healthy-eating posters. Excellent relationships exist throughout the school and this allows a very good balance to be maintained between supporting and challenging the pupils. Procedures for ensuring the health and safety of the pupils are also very good.
8. As a result of these influences and the high expectations at home, pupils show very good attitudes to school. They are interested in their work and, because their teachers expect them to succeed, they expect to be successful. These very good attitudes ensure that pupils can take full advantage of the opportunities offered to them and this assists good learning. Pupils are aware of the support they receive: a Year 4 pupil commented that when someone experiences difficulty with their work, the teachers will help but will not tell them the answer because 'you never know when you will need to solve that problem again'. Levels of concentration are good overall, although there are a few occasions when lessons are too long and pupils find maintaining the level of concentration required too difficult.

The teaching in the school is good for pupils of all ages. The consistent quality of the teaching ensures that all pupils learn well.

9. Teaching throughout the school has some particularly good features. Teachers plan their lessons well. The weekly plans stem from the programmes of work that ensure pupils systematically build their skills, knowledge and understanding as they move through the school. In the plans, close attention is paid to the needs of different groups of pupils. The learning that teachers expect to result from the planned activities is clearly identified and good care is taken to ensure that the pupils know the expected outcome of their efforts. This has the effect of concentrating the effort that pupils make during lessons and increasing the success of the teaching.
10. Work is planned that is at a suitably high level of expectation for each different group in the class. Teachers use assessment well to ensure that the work is correctly pitched for the pupils. All pupils are thus provided with work that is within their capability, but which is sufficiently challenging to enable them to take the next step. Less able pupils, including those with special educational needs, are very well supported, both by these carefully designed activities, and by the support they receive from learning support assistants. More able pupils are given work that is demanding and stretching and that promotes good learning. In a Year 3 mathematics lesson, for example, pupils were learning to use metric measures of length. The less able group of pupils were well supported by the teacher in learning to measure distances between one and two metres in metres and centimetres. The most able pupils were doing a similar activity but were learning to write their measures in a number of ways including decimal notation. All made good progress.
11. In individual lessons, teachers use a good variety of ways of teaching. There is usually a good balance of direct teaching and pupil activity. Good use is made of a mixture of worksheets, textbooks, computer programmes and practical activity. In a Year 5 history lesson, for instance, pupils were engaged in using a range of information texts as well as a CD ROM to gain information about Henry VIII's wives to inform a class discussion about the rights and wrongs of the situation. This range of activity increases pupils' enthusiasm and interest and as a consequence, the pace and quality of the work produced.
12. Both English and mathematics are well taught. The school has put considerable efforts into introducing the national strategies for literacy and numeracy. These efforts have been largely successful. Teachers ensure that the skills they teach in English and mathematics lessons are further developed in lessons in other subjects. Information and communication technology (ICT) has been identified by the school as an area for school improvement and has been the focus of current work and in-service training. The teaching of ICT seen during the inspection was good. ICT is appropriately integrated with work in other subjects and pupils are gaining good skills in using computers, calculators, tape recorders and other equipment to support their learning in other subjects. Homework is well used to extend the work done in class.

The school is very well led and managed. The very good leadership of the headteacher and the self-evaluative way in which the work of the school is reviewed are particularly effective in raising standards.

13. The headteacher, who has been in post for two years, shows very good leadership. In the time since her appointment, she has taken a school that was already providing a very good education for its pupils and has sought ways in which its effectiveness could be sustained and developed. Appropriate action has been taken and this has assisted the school to further improve. The

headteacher has a clear vision for the way the school should move forward and the staff and governors of the school share this vision.

14. The headteacher has been well supported in her work by the deputy headteacher and other senior staff. Good delegation of work and responsibility now exists. The headteacher and deputy headteacher have worked together with staff to develop the role of the subject leaders. This role is now clearly defined and effective. Subject leaders take responsibility for the development of the curriculum in their subject area and contribute to whole-school action, for instance in the development of cross-curricular aspects or subjects, such as the use of information and communication technology across the curriculum. Self review and analysis is used well by the subject leaders to identify areas for future development. The role subject leaders take has improved since the time of the last inspection and over the last two years. This has been instrumental in the improvements seen in both the curriculum and in the educational standards.
15. The governing body is very effective. Through informal and more formal gathering of information, this group of people is fully aware of the work of the school. They strike the right balance between a critical and a supportive approach. They fulfil their statutory duties and in some aspects are ahead of national initiatives. Performance management, for instance, is already established in the school and is used for the benefit of both staff and pupils. The governing body assists the positive link with parents, again, both informally in the village community and through more formal settings such as a termly parents' meeting in which parents' views are sought and action agreed.
16. The work of the school is very well monitored at all levels. The self-review process is established throughout the school and includes pupils reviewing their own work against targets set, subject leader and senior management reviews of work in progress and monitoring of effectiveness by the governing body. Although some of this work is relatively new and is yet to be refined, the system is already useful and productive. The review of the end of Key Stage 1 assessments in 1999, for example, identified some areas of concern. These were addressed by the introduction of smaller teaching groups and the provision of extra support for the lower achieving pupils. As a consequence, results improved significantly. Although this review and planned development is established and successful, the present written development planning is not of the same very good quality as the action taken. Similarly, although the school sets very high targets for the attainment of the pupils and takes very good action to assist them to achieve these, the written targets do not adequately reflect these attitudes.
17. The finances of the school are very well managed. The school raises considerable additional funds and these, together with donations, specific government grants and the school's budget allocation, are carefully spent. The headteacher and the governing body are well aware of the need to monitor the effect of this spending in the light of the quality of education provided by the school. There is good forward planning to ensure that the school continues to function effectively. Subject leaders are beginning to be involved with this forward financial planning but this aspect of their work is still at an early stage of its development. Overall, although the school has an above average amount of money at its disposal, the quality of the education it provides, the progress pupils of all ability groups make and the standards achieved, mean that it gives very good value for money.

Excellent provision is made for pupils with special educational needs and these pupils make very good progress.

18. Through the strengths in teaching, personal education and management described above, the school makes excellent provision for pupils with special educational needs. Pupils are seen as individuals, their needs carefully assessed, very tight programmes of work devised and very good quality teaching and support provided. The approach is well co-ordinated and managed. As with all pupils, the very good balance of support and challenge makes a key contribution to the progress the pupils make. Over recent years, the school has admitted a number of pupils with more severe disabilities. These pupils are fully included and the education provided for them is of high quality.

The wide and varied curriculum provided, both during the school day and through extracurricular activities, encourages pupils to enjoy learning and provides them with good opportunities to extend their skills and knowledge.

19. The school provides the pupils with a rich curriculum. Although due emphasis is given to the teaching of English and mathematics, the overall curriculum is broad and balanced. Pupils have access to all part of the National Curriculum and religious education. The curriculum continues to develop in the light of the latest requirements.
20. The basic curriculum is successfully enriched in a number of ways. Very good use is made of both visits and visitors; for example, a design technology project to build a bird hide was started by a visit to Slimbridge and included visits from local craftsmen. Pupils' religious education has been extended by visits to the local church and by visits from followers of the Buddhist, Sikh and Hindu faiths. Parents make a very good contribution to the curriculum provided. The school maintains a register of parental skills and parents are asked to assist in various ways. The successful computer weeks held by the school involve a good number of parents and regular very good quality help is given both in class and to extracurricular activities. Members of the local community also play a very positive part in enriching the curriculum, for example the local vicar is a regular visitor. Links with a local comprehensive school are good. The language project whereby teachers from the comprehensive school visit weekly to introduce the pupils to languages including German and Japanese, not only further enriches the curriculum, but also assists pupils' smooth transfer to the next stage of their education.
21. The school offers a wide range of extracurricular activities. Each teacher runs a club each week and activities are sometimes held in the evenings or at weekends. The bedtime story event when pupils return to school in their pyjamas for a story, for example, remains a highlight in the minds of both parents and pupils. Extracurricular instrumental teaching, that is taken up by a good number of the pupils, extends the music curriculum well. All these activities make a significant contribution to the pupils' enjoyment of their school life and the progress they make.

WHAT COULD BE IMPROVED

The weekly timetable. At present, there are some lessons that are either too long or too short, or are positioned so that there is insufficient variety of types of activity, to ensure that pupils make the best possible progress.

22. During the time of the introduction of the new national initiatives in literacy and numeracy, the focus of the school's work has been on these areas. The introduction of the 'Literacy Hour'

and the daily mathematics lesson has necessitated changes to the school timetable. As a consequence, the weekly timetable has become somewhat unbalanced and requires review. The staff had become aware of these imbalances and before the inspection preliminary discussions to find ways of improving the timetable had begun.

23. The present timetable contains a number of areas that require review. Some lessons, particularly in mathematics and for the younger pupils in some other subjects, for example, science, are too long. Some mathematics lessons exceed the recommended times for the daily mathematics lessons. In some of these lessons, the pupils are unable to maintain the required levels of concentration over the complete session. This reduces both their ability to learn and their enjoyment of the lesson. On other occasions, lessons, such as those in music, are too short to allow pupils to fully develop their skills. At times, lessons that follow each other place similar demands on the pupils, for example, listening to the teacher. This causes enthusiasm to be lost and learning to be less good. A rather more minor consequence of the current timetabling arrangements is that they do not make best use of the school's facilities, including the hall and outdoor areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to further improve the education provided by the school the staff and governors should:
- ◇ Institute a review of the present timetabling arrangements and put in place improvements, paying particular attention to:
 - The length of the lessons
 - The age of the pupils concerned
 - The overall balance of types of activity
 - The use of the school's facilities

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	20	55	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	249
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.38

Unauthorised absence

	%
School data	0.03

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	20	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	19	19	18
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	92 (81)	92 (81)	92 (84)
	National	82 (81)	83 (86)	87 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	18	18	18
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	89 (81)	92 (87)	89 (80)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	11	11	11
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	89 (88)	89 (77)	100 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	11	11	11
	Total	23	23	27
Percentage of pupils	School	85 (88)	88 (85)	100 (88)

at NC level 4 or above	National	68 (56)	69 (65)	75 (71)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	22.4
Average class size	24.9

Education support staff: YR-Y6

Total number of education support staff	10
Total aggregate hours worked per week	163

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.

Financial information

Financial year	1999/2000
	£
Total income	440 206
Total expenditure	1 835
Expenditure per pupil	1 899
Balance brought forward from previous year	66 909
Balance carried forward to next year	51 398

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	19	3	2	0
My child is making good progress in school.	66	31	1	0	2
Behaviour in the school is good.	57	41	0	0	2
My child gets the right amount of work to do at home.	36	50	9	5	0
The teaching is good.	79	19	2	0	0
I am kept well informed about how my child is getting on.	50	33	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	72	24	3	0	0
The school expects my child to work hard and achieve his or her best.	78	17	3	0	2
The school works closely with parents.	55	31	14	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	55	40	2	0	3
The school provides an interesting range of activities outside lessons.	52	36	5	0	7