

INSPECTION REPORT

THE POCHIN SCHOOL

Barkby

LEA area: Leicestershire

Unique reference number: 120110

Headteacher: Mr S Cotton

Reporting inspector: Mr S M O'Toole
20891

Dates of inspection: 2nd – 3rd October 2000

Inspection number: 224591

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Barkby Leicestershire
Postcode:	LE7 3QL
Telephone number:	0116 2692078
Fax number:	none
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Doyle
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Pochin School is located in Barkby, Leicestershire. It admits boys and girls from the village although most pupils come from the surrounding area. With 137 pupils it is smaller than most other primary schools. Around two per cent of pupils are eligible for free school meals, which is well below average. A below average number of pupils have special educational needs and no pupil has a statement of special educational needs. The school is in an economically advantaged area and most pupils start school with good language and communication skills. Most of the pupils are from white heritage backgrounds and none speak English as an additional language. The school is popular and has a good reputation in the area.

HOW GOOD THE SCHOOL IS

This is an effective school. The staff work together well and are led very successfully by the headteacher and supportive governors. Inspection evidence shows that in the infants and juniors, standards in English and mathematics are well above average with some very high achievement at the end of Year 2 and in science throughout the school. The school has improved markedly since the previous inspection and standards have risen consistently from year to year. The quality of teaching is good and, as a result, the pupils learn effectively and develop very positive attitudes and social skills. The school has exceeded its targets in the national tests at the end of the juniors and is well placed to build upon its success. Effective use is made of the available resources and the school provides good value for money.

What the school does well

- Standards in English and mathematics are very high at the end of the infants and well above average at the end of the juniors.
- Throughout the school attainment in science is very high.
- The teaching is good and stimulates pupils to learn effectively, develop positive attitudes and behave very well.
- The leadership and management are very effective and have helped to improve the quality of education and raise standards.

What could be improved

- Standards in some aspects of information and communication technology.
- The way in which the school plans for the future is not sufficiently well focused.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in April 1996, the school has made very good improvement and successfully tackled most of the issues raised in the report. The good standard of planning, linked to effective schemes of work and regular monitoring of teaching and learning have helped to raise standards. The headteacher, staff and governors work together well and they now evaluate the school's performance, plan spending imaginatively and meet all statutory requirements. There are many more computers and the pupils have developed much better skills in using them, although there are still insufficient opportunities for them to use computers to support their work in other subjects. Careful analysis of test results and the effective use of the information gathered from assessment have brought about a clearer

understanding of the pupils' achievements. Teaching is better than it was and the staff use a good variety of approaches to challenge pupils of all abilities. The school is well placed to build upon its strengths due to the shared commitment of staff, governors and parents.

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	C	B	A	B
mathematics	E	A	B	C
science	C	A*	A*	A*

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

Standards are higher than at the time of the previous inspection and the performance of the more able pupils in the juniors has improved markedly. Preliminary results of national tests in 2000 show that the school has maintained its very high standards at the end of the infants where for the last three years standards in reading, writing and mathematics have been among the top five per cent of schools. Results of national tests in 2000 at the end of the juniors show an increased proportion of pupils attaining the higher level 5 in English and mathematics. In the 1999 national tests, at the end of Year 6, standards in English were well above average and in mathematics they were above average. Results at the end of both infants and juniors in science were among the top five per cent of schools nationally and when compared with similar schools. The school has responded well to the variation in performance between the subjects and has introduced more rigorous teaching of mathematics so that the standards of work seen are now well above average. The gap between pupils' performance in science and English and mathematics has been narrowed and as a result standards are sufficiently high in all three subjects. All of this has been achieved through consistency in developing pupils' knowledge and understanding between classes and year groups, more effective support and monitoring, helpful schemes of work and more challenging teaching. The youngest children make good progress and by the end of the reception year they have surpassed the standards expected for their age in all areas. Pupils with special educational needs and those who are particularly gifted and talented make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Throughout the school pupils are attentive, committed to working hard and keen to learn. They enjoy school and enthusiastically respond to challenging work.
Behaviour, in and out of classrooms	Very good. The pupils are polite and well mannered. They clearly understand the need to be kind to and supportive of each other. They understand and keep the school's rules, showing respect for adults. The pupils say that bullying and poor behaviour are rare.
Personal development and relationships	Very good. Pupils like to work independently and at the same time collaborate well. They get on well together and enjoy taking responsibility. Relationships between staff and pupils are very positive and contribute much to the caring atmosphere in the school.
Attendance	Satisfactory. The level of attendance has improved and is now in line with the national average. Pupils enjoy coming to school. Punctuality is good.

Children under five quickly settle into the school's routines and become effective and interested learners. The infants and juniors respond enthusiastically to homework, take much pride in presenting their work and maintain high levels of concentration. Their attitudes and behaviour contribute much to making the school a pleasant and purposeful environment.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
12 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 teaching is good. In the lessons seen, during the inspection 33 per cent were very good or better, 50 per cent were good and 17 per cent were satisfactory. There was no unsatisfactory teaching. Basic literacy and numeracy skills are taught very well with a strong emphasis on developing pupils' skills in reading, writing and mathematics. Children in the reception class are taught well, with a successful balance between formal and play activities which stimulates interest and enthusiasm. The teachers use consistently good strategies to develop reading through regular practice, effective use of the National Literacy Strategy and well-focused homework. Similarly the teaching of mathematics is at least good and sometimes excellent. Planning is good and takes account of the different abilities and ages in each class. As a result, the pupils learn quickly, work productively and gain confidence in using their skills in other subjects. Learning is good with pupils being encouraged to make choices and to co-operate as well as to work independently. The teaching of information and communication technology is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an interesting and challenging curriculum which takes account of the needs of all pupils. There are some gaps in the development of skills in using computers.
Provision for pupils with special educational needs	Good. The school provides additional support for these pupils. The staff plan work which is linked to individual education plans so that the pupils' progress is consistently good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school promotes the pupils' understanding of their roles and responsibilities in society very well. There is very effective provision for cultural development through art and history. Moral and spiritual values are promoted well. The school does much to encourage the pupils to become responsible.
How well the school cares for its pupils	This is a very caring school where pupils feel safe and secure. Assessment is used well to track how well the pupils are doing and the results are used effectively to plan work which is matched to the needs of the different groups in each class.

Parents speak highly of the work of the school and express much confidence in the staff whom they regard as competent, professional and caring. All pupils are given opportunities to take a full part in the life of the school. Child protection procedures are very good and the staff show genuine concern for each individual.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and staff form an effective and hard-working team showing much commitment to raising standards. Subject leadership is good and monitoring of teaching and learning is having a beneficial impact on standards.
How well the governors fulfil their responsibilities	Very effectively. The governors have a clear understanding of the life and work of the school. However, their role in developing and measuring the success of the school's future plans is underdeveloped.
The school's evaluation of its performance	Very good. The school rigorously pursues higher standards through careful analysis of test results and thorough planning of the next step in learning taking account of what pupils already know. This is reflected in the much-increased proportion of pupils attaining the higher levels in national tests and the school's success in meeting its academic targets.
The strategic use of resources	Very good. Money is spent wisely and effectively. Grants for specific purposes such as literacy, special educational needs and building improvements are used well.

The management of the school is much improved since the previous inspection due to effective and determined leadership and teamwork. The improvements in the quality of teaching and learning have been due to very effective co-operation, improved training and regular monitoring. Very efficient financial planning and control linked with competitive tendering form an integral part of the governors' drive to ensure that best use is made of available resources. Although the accommodation is much improved there are some concerns about the presence of asbestos in some parts of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy school and work hard.• The very good behaviour of the children.• That the staff listen to their concerns and keep them informed of their children's progress.• The way that the school encourages their children to become mature.• The good quality of the teaching.	<ul style="list-style-type: none">• The provision of more and a wider range of extra-curricular activities.• The way in which their children are introduced to the school.

The inspection team supports the positive views of parents. There is a satisfactory number of extra-curricular activities. Although the reception children settle quickly into school there are insufficient opportunities for the children to visit the reception class prior to starting full-time education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are very high at the end of the infants and well above average at the end of the juniors.

1. The school has maintained its high performance in reading, writing and mathematics in the national tests for seven-year-olds and results are among the top five per cent of schools. The infants' performance compares very favourably with those in schools with similar intakes. Basic skills in reading and writing are taught very well. The school makes good use of the National Literacy Strategy and combines this with a successful approach which includes regular reading practice in school and at home, the consistent development of pupils' knowledge of how to build words and many opportunities to enjoy books. Improved resources and the attractive library contribute to the high standards. The pupils read avidly from a wide range of texts and have good skills in extracting information from reference books. They read fluently and accurately with expression and interest. The school has developed writing skills well since the previous inspection. Most pupils now write using a legible and joined script by the age of seven. Their work includes correct spelling and effective punctuation and grammar. The range of their writing is good and pupils have the confidence to apply their English skills in writing in other subjects. Their work in history and science shows an ability to write concisely and imaginatively in a way which engages and maintains the reader's interest. Much of the pupils' success is due to well-focused teaching of basic skills and teachers' strong subject knowledge which inspires the pupils to do their best. The pupils rise to the teachers' high expectations.
2. The infants do very well in mathematics and enjoy the subject. This is due to very effective teaching and monitoring of pupils' progress. The pupils have very good skills in using their knowledge of number to solve problems. Their detailed knowledge of mathematical signs and symbols means that they are confident in identifying the type of sum and then answering the questions correctly. The pupils have a very good understanding of shapes and their properties. They measure accurately with the most able competent in using millimetres. They discuss patterns of numbers and show a good understanding of odd and even numbers. They competently make and interpret simple graphs and charts and use this skill in their science work effectively.
3. These literacy and numeracy skills are built upon in the juniors and by the age of eleven almost all pupils attain the standards expected for their age. Almost half of them attain the higher level 5 in the national tests in English and mathematics. This success which is a marked improvement since the previous inspection has been achieved through improved teaching, better schemes of work and the successful introduction of national strategies for literacy and numeracy. By the age of eleven the pupils have well above average skills in reading. They cope well with a range of difficult texts, reading them accurately and with fluency and expression. They make good predictions about the outcomes of stories and also talk confidently about characters and plot. Their skills in reading are used effectively to research topics and to discover different viewpoints found in a range of books in their historical studies. Writing skills are well above average. The pupils use a wide vocabulary, making correct use of technical terms and imaginative words in their factual accounts and story telling. The standard of handwriting has improved since the previous inspection and most pupils use a joined script fluently. Spelling is a strength in the pupils' work, due to regular homework and testing of pupils' knowledge. When they are unsure of words most check the spelling in a dictionary. Stories are punctuated correctly and the teachers encourage pupils to

write in an organised way making effective use of paragraphs.

4. Although the results of the 1999 national tests in mathematics were above average there was a difference in performance when compared to English. The school has addressed this issue rigorously and improved the teaching of mathematics, implemented the National Numeracy Strategy and tracked the performance of pupils to ensure that each one is working to their potential. Preliminary results of national tests in mathematics in 2000 show a good rise in the percentage of pupils attaining average standards and a marked increase in those attaining the higher level 5. Standards of work seen during the inspection confirm that standards are rising and are well above average overall. The pupils are capable mathematicians who are able to use their very good mental arithmetic skills and knowledge of numbers to solve complex problems. The pupils enjoy mathematics and are keen to investigate and explore new ways of working. They have a very good understanding of shape, space and measures, confidently using a variety of mathematical equipment in their work. They are good at estimating and know how to ensure accuracy by checking their answers.

Throughout the school attainment in science is very high.

5. Since the previous inspection standards in the national tests in science at the end of the infants and juniors have risen and are very high, being among the top five per cent of schools nationally. When measured against the performance of schools with similar intakes the standards are also very high. This successful performance has been due to much more focused teaching and the consistent development of pupils' scientific skills, knowledge and understanding. The school uses an effective scheme of work and has taken account of national guidelines. The teachers have very good expertise in the subject and have a clear understanding of the National Curriculum requirements. The science curriculum is organised well and includes a good balance between direct teaching and opportunities for pupils to experiment and investigate.
6. The infants have a detailed knowledge of each aspect of science and because of the effective teaching of subject vocabulary are able to express themselves clearly and concisely using scientific terms with confidence. They have a thorough knowledge of life and living things and talk competently about life cycles, the effect of different environments on lifestyle, and healthy living. The juniors have very good skills in carrying out experiments and make sure that they are systematic in recording their findings. Throughout the school, the pupils are quick to grasp new ideas and to solve scientific problems. The teaching is effective. Teachers use questions skilfully and provide sufficient information for pupils to make reasonable predictions. They also encourage the pupils to investigate and find solutions to problems themselves.

The teaching is good and stimulates pupils to learn effectively, develop positive attitudes and behave very well.

7. The teaching has improved since the previous inspection through the beneficial effects of training, more rigorous assessment, monitoring and improved schemes of work to guide planning. Most of the lessons seen during the inspection were good or better with two lessons in information and communication technology being satisfactory. The staff have taken on board the comments in the previous inspection report and now work well as a team to ensure that the pupils' skills, knowledge and understanding are developed consistently and that the more able pupils are challenged. Pupils with special educational needs are taught very well, as lessons take particular note of individual

needs, there is regular assessment of progress, and targets are shared with the pupils so that they know what is expected of them.

8. A strength which underpins the success of the school is the very positive relationships between staff and pupils. The teachers are friendly but firm and insist on high standards. The pupils respond with enthusiasm and show a thirst for knowledge and a desire to improve. It is clear that the pupils respect their teachers and want to please them. Many lessons include a touch of humour and the effective use of anecdotes. There is a clear sense of purpose in lessons and the teachers usually share at the start what is to be taught and then review what has been achieved. As a result, the pupils are clear about what is expected of them and they concentrate keenly throughout. The teachers insist on good behaviour and use praise and rewards to encourage the pupils. In each class the teachers have a similar approach to developing social skills and they guide the pupils on the best way to behave. Rules are clearly understood by the pupils. The pupils' behaviour is very good. They are polite, well mannered and courteous. No incidents of bullying or rough play were observed and the pupils say that any such incidents are rare. The behaviour, attitudes and interest shown by pupils help to create a purposeful learning environment in which all are valued.
9. The teaching of basic skills of English and mathematics is very effective. In an excellent lesson in Years 4 and 5 the pupils were spellbound by number patterns and used their imagination well to find complex patterns in multiplication tables. The teacher's rigorous questions challenged the pupils and resulted in rapid gains in learning. The planning is good in most of the lessons and satisfactory in information and communication technology. The teachers include a wide range of strategies in their lessons to motivate the pupils and they share what is to be taught so that the pupils have a clear understanding of their own learning. In a very good English lesson in Years 3 and 4 the teacher set challenging tasks which included opportunities for the pupils to read aloud as characters from nursery rhymes using their voices effectively. In English and mathematics lessons the planning was particularly effective for the different abilities in the class. The good quality resources were used well and handled carefully by the pupils. Tasks were sufficiently challenging and the pupils were given guidance on how long they had to complete them. This kept the pace of lessons moving briskly and resulted in the pupils producing a good quantity of work. Much emphasis is also placed on good quality of presentation. Teachers insist on well-planned written work and in Years 5 and 6 the pupils are encouraged to make brief notes about their accounts before committing themselves to a final draft. This approach proved to be very successful with those pupils who lacked confidence, as the guidelines were checked by the teacher who then made good suggestions about improvement.
10. Other strengths in the teaching include the use of homework to reinforce what has been learned in lessons. In each class, the pupils are expected to read at home as well as learn spellings, multiplication facts and complete some research about topics. The teachers regularly and accurately mark the pupils' work. Alongside positive and encouraging comments there are helpful remarks and guidance for the pupils on how they might improve their work. A significant factor in improving teaching has been the improvement in resources and their use for most subjects. The teachers use a range of mathematical apparatus to support learning. In one lesson the teacher illustrated the pattern of the nine times table by using the pupils as models, and as a result, they quickly grasped the concept.
11. In addition to effective marking, the teachers take account of what the pupils already know by referring to previous work and test results. The school has devised a good system to track the pupils' progress and sets targets which are reviewed regularly by

the headteacher and class teachers. The system works well, as it not only identifies where pupils may be having difficulty but also highlights areas of additional challenge. The teachers consider these targets and aims when planning lessons. Through regular checks and accurate record keeping the staff maintain a good overview of how well each pupil is progressing.

The leadership and management are very effective and have helped to improve the quality of education and raise standards.

12. At the time of the previous inspection the headteacher had been recently appointed and there was much to be done to raise the quality of education and improve standards. The headteacher, supported effectively by the staff and governors has led the school very well and has managed significant changes with skill and success. Teaching is better than reported at the time of the previous inspection and there is much more challenge for more able pupils. These factors have led to year on year improvement in the proportion of pupils attaining the higher level 5 in the national tests at the age of eleven. Previously the governors took a limited part in providing direction for the school. This has changed considerably and the governors now provide a firm and helpful steer to school improvement. The teachers take their responsibilities seriously and have developed good schemes and policies to support their colleagues. They have improved their skills in the teaching of literacy and numeracy, and consistency in developing the pupils' skills, knowledge and understanding in the subjects. In addition to remedying most of the weaknesses identified in the previous inspection report, the school's internal appearance has been improved and a stimulating and creative environment has been created.
13. A strong feature of the success of management has been the rigour of monitoring what happens in the classrooms. The headteacher regularly checks on the performance of the teachers and uses the information to set targets, for example, in improving the review at the end of the lessons of what has been learned. Similarly, the subject leaders monitor how well their subjects are taught and review plans and pupils' work to check that there is sufficient challenge. Governors have also been involved in checking on the effectiveness of the teaching of literacy and numeracy. These measures have raised the quality of teaching and met with the full co-operation of all staff. As a result there is a strong sense of teamwork and a commitment to improve further. Targets are clearly identified and linked to appraisal and further training.
14. Another improvement has been in the role played by the governors in shaping the direction of the school. The governors are regular visitors and have a detailed knowledge of the school's finances and curriculum. They operate robust financial systems and ensure that educational priorities are carefully linked to the school's budget. In appointing new staff they ensure that they look for the best candidate who is able to meet the school's needs. The governors have a clear understanding of the school's strengths and areas for development and have well-advanced plans for monitoring and managing performance. The school spends money wisely and has an appropriate surplus for emergencies. Effective use is made of grants and this had led to good resources for literacy, effective support for pupils with special educational needs and time for subject leaders and the headteacher to be involved in developing initiatives. The school is in a good position to build upon its strengths.

WHAT COULD BE IMPROVED

Standards in some aspects of information and communication technology.

15. Since the previous inspection the school has used its own resources and the financial support of parents to provide a computer suite well. All pupils now have access to computers and are beginning to make satisfactory progress in some aspects of their work. Overall standards have improved but remain below those expected of seven and eleven-year-olds in using computers for research and communication. Most pupils are able to use simple word processing to help them to present work effectively. They know how to use computers to store and retrieve information and to produce graphs and charts. However, there are gaps in the pupils' knowledge of control technology and of using tools such as the Internet and electronic mail as the school's resources are not sufficiently advanced. The teaching in the computer suite focuses appropriately on developing basic skills but there are insufficient opportunities for pupils to experiment, research and use computers in their work in other subjects. The computers available lack the capability to use the Internet and in most classes insufficient time is given to using computers. As a result, standards are not high enough.

The way in which the school plans for the future is not sufficiently well focused.

16. The school's strategic planning has improved since the previous inspection but more remains to be done to provide a structured and well-focused plan which includes shorter timescales, clearer prioritisation of targets and more effective measures of success. At present the plan includes a large number of priorities but these are mainly linked to developing policies and procedures. Measures of success relate to completion of policies rather than measuring the school's success in raising standards. Some costs are included in the plan but the link between finance and standards is not clear enough. Although the plan is reviewed at governors' meetings there is insufficient analysis of the school's success in achieving its goals.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build upon the good quality of education provided by the school, the headteacher, staff and governors should:

1) raise standards in information and communication technology by:

- improving the consistent development of pupils' skills:
- providing computers which are capable of using communication technology:
- devising a record of the pupils' skills in the subject and using the information to plan work:
- improving teachers' knowledge of the subject through in-service training:
- ensuring that there are more opportunities for the pupils in each class to use computers in other subjects.

(The school has already identified this issue and has good plans to remedy the weakness during this academic year).

2) improve the school's forward planning by:

- identifying the school's priorities for raising standards more clearly:
- being more rigorous in pursuing targets within a shorter timescale:
- linking priorities to finance more closely and monitoring and evaluating the school's success in achieving its goals.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
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
8	25	50	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	137
Number of full-time pupils eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	18

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	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	6.2
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	8	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	7
	Total	20	20	19
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (90)	95 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	7	7
	Total	20	19	19
Percentage of pupils at NC level 2 or above	School	100 (95)	95 (90)	95 (81)
	National	82 (80)	86 (84)	87 (85)

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	10	10	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	9	6	10
	Total	18	16	20
Percentage of pupils at NC level 4 or above	School	90 (78)	80 (78)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	9	8	10
	Total	18	16	20
Percentage of pupils at NC level 4 or above	School	90 (83)	80 (78)	100 (83)
	National	68 (65)	69 (65)	75 (71)

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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.8
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	14

Financial information

Financial year	1999/2000
	£
Total income	238,259
Total expenditure	249,222
Expenditure per pupil	1.978
Balance brought forward from previous year	21,934
Balance carried forward to next year	10,971

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	0	2	2
My child is making good progress in school.	61	34	2	0	2
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	51	44	5	0	0
The teaching is good.	76	22	0	0	2
I am kept well informed about how my child is getting on.	49	44	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	15	0	2	2
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	59	37	5	0	0
The school is well led and managed.	78	17	2	0	2
The school is helping my child become mature and responsible.	63	34	0	0	2
The school provides an interesting range of activities outside lessons.	29	32	22	5	12

Other issues raised by parents

Parents would like more and a wider range of extra-curricular activities.

The school's provision for information and communication technology has improved much since the previous inspection, although some parents would like to see computers used more.

A few parents felt that more opportunities should be provided for children to visit school before starting in the reception class.