

INSPECTION REPORT

STONE WITH WOODFORD C of E PRIMARY SCHOOL

Stone, Berkeley

LEA area: Gloucestershire

Unique reference number: 115625

Headteacher: Mrs K McCalmont

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 18th – 19th September 2000

Inspection number: 224614

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: Stone
Berkeley
Postcode: GL13 9JX
Telephone number: 01454 260309

Appropriate authority: Governing Body

Name of chair of governors: Mr B Banes

Date of previous inspection: 15th – 18th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stone with Woodford C of E Primary School is situated in the village of Stone in Gloucestershire. The school is housed in Victorian buildings, modified significantly over the last year to provide good accommodation for three classes. The school has its own small hall. It makes use of the village recreation ground and a sports centre in Thornbury for physical education. There are 79 children on the school roll aged from four to eleven. Numbers have increased by 12 since the last inspection. All classes contain a mixture of year groups. Children in Year R start their schooling part time in the autumn term. There is an average of 26 pupils per class, but for about half the week children are taught in smaller groups.

Pupils are drawn from the local surrounding area from a combination of private and rented accommodation. Most pupils have had some kind of pre-school education. Their attainment on entry to the school, aged four, represents a range, but overall is above average.

The headteacher is in her first term at the school following the retirement of the previous head, who had been in post for 15 years. The head is supported by one full time and four part time teachers.

There are 19 pupils on the special educational needs register. This accounts for 24 per cent of the school roll, and is above the national average. One pupil has a formal statement under the terms of the DfEE Code of Practice¹, which is below the national picture. Five children are known to be eligible for free school meals, which at 6.4 per cent is well below the national average of 20 per cent. No pupils require extra support as a consequence of having English as an additional language.

A representative of the diocesan council inspected the school's acts of collective worship under Section 23 of the Education Act. Her report appears under a separate cover.

HOW GOOD THE SCHOOL IS

This is a good school where pupils are valued. It has a good ethos founded on very good relationships and high expectations. Standards are above average and pupils of all abilities make good progress as a result of good teaching. Although, as a small school, costs per child are relatively high, the school gives good value for money.

What the school does well

- The school enables those under five in the Foundation Stage to make a good start.
- The school provides good teaching.
- There is a very good learning environment and the school successfully fosters very good attitudes and behaviour.
- Standards are above average in English, mathematics, science and information and communications technology when pupils leave the school aged eleven.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- Strategic planning to define the school's educational direction; and monitoring to confirm its success.
- Assessment: to show what pupils know, understand and can do; and inform future planning.
- Resources: notably outdoor equipment for children in reception; and the range of non fiction library books.
- Some aspects of health and safety need to be addressed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous report raised six key issues for improvement. Overall the school has made satisfactory progress in addressing these. Planning now exists to ensure that statutory requirements for music and collective acts of worship are met. Information and communications technology (ICT) now has: a policy, scheme of work, enhanced resources and better teaching. Although there is still more to do in curriculum planning, improvements support pupils of differing abilities and ages within each class. Plans now demonstrate how work will build on previous work. Strategies for monitoring and evaluating teaching and learning have been improved, but these are in need of review following the appointment of the new head. Assessment has been improved, especially in English and mathematics, but there are still gaps in other areas. The school day has been extended for those in Key Stage 2, but remains an hour a week below the recommended level.

In addition to these issues, very good improvements have been made to the building, providing better space and facilities. Literacy and numeracy have been successfully introduced and the quality of teaching has been developed. The school is appropriately placed for future development.

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*	C	B	D
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

In a school of this size, where year groups vary from two to nineteen, statistics can be misleading. However, the overall pattern of results is good, and early indications are that standards were maintained in English and science in 2000 and improved in mathematics. The proportion of pupils achieving above average levels has increased.

In a short inspection it is not possible (or intended) to report standards in other subjects, but evidence shows strengths in ICT and art by the time pupils leave the school aged eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Consistently good: pupils are keen and interested. One hundred per cent of parents responding to the Ofsted questionnaire reported their children like coming to school.
Behaviour, in and out of classrooms	Very good. Pupils show respect for each other, adults and the fabric of the school.
Personal development and relationships	Good. Pupils get on well together, show initiative and are willing to take responsibility. Relationships are very good throughout.
Attendance	Very good: attendance is well above average. Unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good.	Satisfactory with good features.	Good with very good features.

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.

No unsatisfactory lessons were observed, which represents improvement on the last report. Eighty-two per cent of teaching was good or better, with thirty-five per cent very good. Strengths in teaching are in relationships, questioning and communicating learning objectives. Literacy and numeracy are well taught throughout. As a result, standards are good and pupils make good progress. Areas still in need of development are in some aspects of classroom organisation and in the presentation of planning. Children in reception are very well taught, and special educational needs teaching is good. The overall profile of teaching is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Requirements are met. The curriculum is broad and balanced and provides good opportunities for pupils to show initiative and be independent. However, some planning is incomplete and some is not well presented. A good range of visits and visitors support the curriculum and homework is used effectively. Provision for the Foundation Stage is very good.
Provision for pupils with special educational needs	Good: pupils are well supported. Pupils make good progress and have full access to the curriculum. Learning support assistants make a good contribution to pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: pupils are encouraged to take responsibility. Spiritual provision satisfactory; moral and cultural good; social provision very successful.
How well the school cares for its pupils	Good level of care. Staff know pupils well. Some aspects of health and safety (drawn to the governors' attention) in need of addressing. Work still needed to improve assessment, especially in subjects other than English and mathematics; and to make better use of information collected.

There are very good links between the school, parents, the community, and with other local schools. Parents support the school well and their fund raising is very successful.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory at present. Headteacher very new. School development plan not yet well established in order to support educational priorities. Staff manage curriculum areas effectively, but the school is aware that a review of some curriculum planning is needed.
How well the governors fulfil their responsibilities	Satisfactory, although the governing body is going through major changes. Governors are supportive and maintain close contact with the school. Statutory requirements for teacher appraisal are not met. Job descriptions are in need of review.
The school's evaluation of its performance	Good analysis of National Curriculum test results to raise standards. New head conducting a review of policy and practice to identify areas for improvement.
The strategic use of resources	Staffing and accommodation levels good and well used. Sufficient resources, used effectively, but gaps in outdoor, ride on equipment for the under fives; and too few non fiction books available. Although the carry forward is well above recommended levels, the school makes good use of its budget, and very good use of grants and funds raised or donated. Day to day finances are efficiently managed. Long term strategic planning needs closer links with the school improvement plan.

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 like school.• The school's high expectations.• Standards of behaviour.• The quality of teaching.	<ul style="list-style-type: none">• Homework.• Extracurricular activities.

The overwhelming response of parents to the school is very positive. Inspectors support these views. With regard to homework, the inspection finds it is appropriate and used effectively. There is a satisfactory range and number of extracurricular activities for this size of school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

“The school enables those under five in the Foundation Stage to make a good start.”

1. Most children have been to some form of pre-school group and their attainment, although representing a range, is generally above average. Many children have attended the village group. Good communications and co-operation between school and playgroups ensures that children are well prepared. There are plenty of opportunities for children to visit the school before they are formally admitted. These, coupled with part time attendance in the first half of the autumn term, help children to settle in smoothly.

2. Accommodation and facilities for the Foundation Stage are good (with the exception of some outdoor equipment). Together with good planning and very good teaching these help to create a very good learning environment. Staff expectations are high and children respond very well, making good progress towards the required Early Learning Goals².

3. By the time they are five most children are emerging as readers and writers. The majority speak clearly and with confidence, and understand how to put up their hands to take turns. Listening skills are well developed: for example paying attention not only to adults, but to other children in a discussion about pets. When they leave reception children are able to link sounds to letters and read a range of familiar words. They appreciate the sequence of stories and have experimented with writing simple sentences to create their own. More able children read and write well for their age. Those with special educational needs are very well supported and learning is good.

4. Mathematical understanding is developed through counting, sorting, matching, pattern making and working with numbers, shapes and simple measures. Even at this early time in the school year children show they can count up to ten (and some beyond) and that they understand the principles of ‘add and take away’. Higher attaining children appreciate ‘more than’ and ‘less than’ and some are using comparative terms. “My name is bigger than yours!” said one girl to her partner. Progress is good.

5. As a result of very good teaching, opportunities are created for children to find out about the world: for example being encouraged to touch and smell things, as well as looking and listening. Children readily use computer equipment, and keyboard skills are better than expected for Year R.

² QCA (Qualifications and Curriculum Authority) has produced a set of ‘Early Learning Goals for Children’s Development in the Foundation Stage’. These goals are a set of skills, knowledge and understanding that children are expected to achieve by the time they enter Key Stage 1 of the National Curriculum in Year 1.

6. Each morning begins with children choosing structured play activities from those laid out by the teacher. These provide very good opportunities for children's personal and social development. Many activities such as jigsaws and construction kits extend physical skills, whilst drawing and copying have positive effects on literacy and creative development. During these sessions both class teacher and learning support assistants move between groups, skilfully talking to children and encouraging them to express themselves. As a result children communicate confidently and appreciate that their contributions are valued.

7. Relationships on all levels are very good, with very positive effects on children's attitudes and behaviour. Children of all abilities obviously feel secure and trust the adults working with them. Staff know children well and maintain good communication with parents. Good records are kept of what children have been involved in, with notes made about their performance: for example which activities individual children choose during structured play. More could be added to such records by making better use of learning support assistants' time during introductions and reviews.

8. Overall provision for the Foundation Stage is well structured. New guidance for the early years is being used to ensure that activities build on what went before.

9. A strength of the school is that children's personal and emotional development are seen to be as equally important as literacy and numeracy skills. Children of all abilities and backgrounds are helped to do their best.

"The school provides good teaching."

10. All lessons observed were at least satisfactory. Eighty-two per cent were good or better and thirty-five per cent were very good. This is a good profile and represents improvement since the last inspection.

11. Very good teaching was observed in the Foundation Stage, where both class teacher and learning support assistants interact very well with young children and encourage independence, particularly through structured play activities.

12. Strengths in teaching throughout the school include the good use of questioning to get children to speculate and explain what they think and feel. For example, in a Year 5 and 6 geography lesson the teacher asked, "What can you work out from this picture of Accra in Ghana?" One boy's response that, "It looks like a very old picture of outside Debenhams in Bristol," led to the class developing a good understanding of how to make comparisons.

13. Good use is made of teachers' strengths, with some elements of specialist teaching; particularly effective in ICT, science and literacy at Key Stage 2. This challenges pupils of different abilities effectively.

14. Good quality teaching is securely based on the very good relationships which exist throughout. A very good example of mutual respect was the good humoured way in which a teacher was able to admit he had made a mistake in a poetry lesson. He used it to good advantage to promote pupils' interest and get children to predict possible endings for the narrative poem.

15. Staff know pupils well and this makes a very positive contribution, particularly to special educational needs teaching. Pupils are given time and are listened to. Consequently they have confidence in staff, behaviour is very good, learning is effective and pupils make good progress.

16. The quality of literacy and numeracy teaching is consistently good as a result of good planning and staff training. The effect is that standards are above average. For example, the school's results in National Curriculum tests in Year 2000 for eleven year olds showed 45 per cent of pupils achieving the higher level in English. The school reached the target set by the

local education authority for all three subjects assessed. Staff have high expectations of work and behaviour. They make objectives clear and pupils respond well.

17. Relative weaknesses in teaching are:

- The way in which planning is presented. Some subject plans have yet to be completed and for some lessons the links between day to day plans and schemes of work are not clear enough;
- Some aspects of classroom organisation; particularly where the arrangement of furniture and equipment makes it difficult to move around. This occasionally leads to the pace of work dropping and time being lost;
- The lack of assessment and records in some subjects makes it difficult to confirm what pupils have achieved and what progress they have made.

18. Teachers make good use of homework to complement the curriculum and staff and volunteers provide an appropriate range and number of extracurricular activities. Good use is made of visits and visitors to support teaching with the effect that pupils have a good range of opportunities for firsthand experience.

19. The overall profile of teaching is good with positive impacts on the quality of learning.

“There is a very good learning environment and the school successfully fosters very good attitudes and behaviour.”

20. Pupils’ response to school, to each other and to staff is very good. In the overwhelming majority of lessons and around the school, attitudes and behaviour are at least good, and in a significant proportion, better. Pupils are considerate, polite and generally hardworking. They get on well together and their social development is very good.

21. Very good improvements to the building and facilities since the last inspection have provided much needed space. This allows the three classes to be divided into four relatively small teaching groups during the morning session, without having to use the hall as a classroom. On days when the ICT teacher is in school there are five teaching groups, reducing class sizes still further, with a significant effect on progress.

22. The interesting building and good displays make positive contributions to learning, and together with very good relationships and a collective commitment to raising standards, result in the school’s good ethos.

23. Staff encourage pupils to show initiative and take responsibility. At times they allow pupils to work independently: for example in literacy group work, and in research using ICT, pupils can be trusted to work without direct supervision. Older pupils were seen to negotiate who would do what in group work, and younger children helped get things out and clear away without being told to.

24. Pupils show respect for other people, the building and equipment, and are being encouraged to think about wider social issues such as conservation and pollution.

25. It is clear that pupils show interest in their work and obviously enjoy most of what they have to do. For example, in a Year 5 and 6 mathematics lesson pupils were really enthusiastic, explaining their own methods of finding the product of two digit numbers; and in a Year 2, 3 and 4 religious education lesson pupils delighted in the opportunity to make bread.

26. All parents returning the Ofsted questionnaire report that their children like school, and high attendance rates, well above the national average, confirm this.

27. The school applies the principles of its accreditation as an 'Investor in People' to pupils as well as staff, and children respond very well. The school is a happy, friendly community and pupils' very positive attitudes have a very good impact on the progress that they make.

"Standards are above average in English, mathematics, science and information and communications technology when pupils leave the school aged eleven."

28. Over the past four years standards have been above national averages in National Curriculum tests for English, mathematics and science for pupils aged eleven. Considering the fluctuating numbers in different year groups and the above average proportion of pupils that the school puts on its special educational needs register, this is a credit to the school.

29. Indications from Year 2000 tests for Year 6 pupils are that standards have been maintained, local education authority targets have been met, and that the proportion of pupils achieving higher than average levels has risen, especially in mathematics.

30. In English pupils are articulate, speaking clearly and confidently to express their opinions and feelings: for example Year 5 sympathetically discussing characters in Alfred Noyes' poem 'The Highwayman'. Pupils read well, most enjoying the opportunity, as well as being able to research for information effectively. Writing skills are generally sound, with special educational needs pupils making good progress. The school has identified further improvement in this area as a target for 2001.

31. Drama standards are good. Last year the school won the British Telecom 'Kiosk Kate' national competition and was awarded a digital camera and a personal computer.

32. Standards in mathematics are good: for example Year 6 pupils manipulate numbers well and use a variety of strategies which they can apply to solve problems. Pupils use estimation effectively to provide 'commonsense' checking for their answers.

33. There is evidence that pupils have good understanding of shape, space and measures by the time they leave the school. For example, in constructing life-size models of dogs linked to art, pupils accurately worked out dimensions and scales. Data handling is less evident and an area for future development, but eleven year olds understand how to collect information using frequency tables, and to construct line graphs.

34. Good standards in science are evident in Year 5 and 6 work on friction. Pupils know that ideas need to be based on evidence and are able to devise their own fair tests. More able pupils make good use of well developed literacy skills to hypothesise and suggest practical ways to improve their work. Key Stage 2 pupils are able to describe differences between materials, some identifying metals and non metals. Work in a Year 5 and 6 geography lesson about Ghana, showed that pupils are well aware of how living things are affected by outside factors such as climate. They have a sound understanding of the relationship between plants and animals. Pupils are keen to find out, and have built upon the good knowledge and understanding of the world that they were taught in Year R. They make good progress in their time at the school.

35. In ICT improvements to provision, time available, resources, and the quality of teaching, are having very good effects. Standards are good: for example during the inspection Year 5 pupils were observed setting up web pages; skilfully presenting information and creating their own hyperlinks. Pupils' understanding of the principles and procedures needed was well in advance of expectations. Planning and records show that more able Year 6 pupils have more than competently covered National Curriculum requirements, with the least able achieving average levels.

36. By the time they leave the school all pupils are able to make use of computers for research and word processing, as well as using ICT to solve problems by making suitable

choices: for example working with Windows. Pupils make good use of e.mail to communicate with other schools: for example with children in Ghana.

37. In a short inspection it is not possible to make detailed judgements about other subjects. However, there are indications of particular strengths in art: for example good two-dimensional work in the style of William Morris and Georgia O'Keefe, focusing on colour and pattern; and three-dimensional work in pasta collage and life-size animal modelling.

WHAT COULD BE IMPROVED

“Strategic planning to define the school’s educational direction; and monitoring to confirm its success.”

38. The school is aware that its improvement plan is in need of updating to present priorities for future development. The new head is conducting an audit of current policy and practice to identify what needs to be done. As yet targets are not sufficiently clear to show how time, effort and resources will be used to take the school still further forward.

39. Improvements to planning for the curriculum have been ongoing since the last report with notable success in literacy, numeracy and ICT, but some documentation is not well organised or presented and plans for some subjects are incomplete. Links between teachers’ everyday planning, school policies and long term curriculum plans are not always clear enough. There is more to do to ensure that work builds systematically on what pupils already know, understand and can do. The staff handbook does not represent a sufficiently comprehensive profile of up to date policy and procedure to support staff adequately.

40. Developments in monitoring followed the recommendations of the last report, with the head and literacy and numeracy co-ordinators reviewing planning and standards and observing lessons. Although, as a small staff, communication is good, there is a need to extend this to other curriculum areas. This will require a review of job descriptions to make clear what is expected of staff, teaching and non teaching, and to provide sufficient non contact time for staff (particularly the new headteacher) to complete evaluations.

“Assessment: to show what pupils know, understand and can do; and inform future planning.”

41. The last report required the school to review arrangements for assessment, recording and reporting. There have been improvements especially in assessing English, mathematics and ICT and parents are happy with reporting procedures. However, the school is aware of the need to develop assessment opportunities in other subjects and improve systems of record keeping throughout. A variety of approaches has been successfully trialled: for example using a computer database for test results; and formal recording of which activities children in reception instigate during structured play. However, the lack of a clear, whole school policy, which all staff follow, does not guarantee that sufficient information is available to confirm judgements about individual pupils’ progress. This does not make it easy to plan for what needs to be done next. Although in this small school staff know pupils well, there is the potential for information to be lost if members of staff were to leave unexpectedly.

42. A good start has been made on collecting examples of pupils’ work in portfolios for English and mathematics to support staff in judging National Curriculum levels. This is designed to help overcome the discrepancy between teacher assessment and test results which was obvious in 1999. The lack of similar examples of work in other subjects has a negative effect on assessment.

43. Opportunities are missed to make use of learning support assistants’ time during lesson introductions and reviews, to make notes about how individual pupils participate and respond, as part of ongoing assessment.

“Resources: notably outdoor equipment for children in reception; and the range of non fiction library books.”

44. The school has insufficient outdoor equipment for structured play activities for those in the Foundation Stage. For example, the lack of large ride-on, wheeled toys, restricts children’s physical and social development.

45. Since the last inspection very positive improvements to the building have, among other things, created a good library base. The school and library service have worked well together to remove books which are no longer suitable and new books have been donated by parents and friends. However, although some reference books have been presented to the school by past pupils, there are still insufficient, good quality, reference books to support pupils’ research in some subject areas. Plans are being considered to address this, but they have yet to be finalised or costed.

“Some aspects of health and safety need to be addressed.”

46. Matters of concern - some of which apply to the cottage recently made available to the school, and some to security - have been drawn to governors’ attention.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to further improve the school headteacher, governors and staff should:-

- **Clarify**, as intended, educational direction by:-
 - Establishing a new improvement plan which identifies priorities for development;
 - Finalising schemes of work for those subjects where they are incomplete;
 - Improving the way policies and schemes are presented;
 - Developing the monitoring and evaluation of whole school and curriculum planning.
- **Improve**, still further, procedures for assessing and recording pupils’ performance; and the subsequent use of information collected in future planning.
- **Develop** resources:-
 - Improving outdoor equipment for those in the Foundation Stage;
 - Increasing the number and range of non fiction books available.
- **Address** matters of health and safety as notified to the governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	35	47	18	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)	79
Number of full-time pupils eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Results for the end of Key Stage 1 are not reported as less than ten pupils were assessed.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	73 (52)	73 (56)	73 (49)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	55 (50)	55 (50)	55 (70)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	60
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19.7
Average class size	26

Financial information

Financial year	1999 - 2000
	£
Total income	168922

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	32

FTE means full-time equivalent.

Total expenditure	165383
Expenditure per pupil	2206
Balance brought forward from previous year	15037
Balance carried forward to next year	18576

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

79

Number of questionnaires returned

34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	68	26	6	0	0
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	50	35	15	0	0
The teaching is good.	71	26	3	0	0
I am kept well informed about how my child is getting on.	56	32	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	29	3	3	3
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	56	32	3	3	6
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	56	21	15	0	9

Due to rounding percentages may not add to one hundred.