

INSPECTION REPORT

ST NICOLAS C. OF E. JUNIOR SCHOOL

NEWBURY, BERKSHIRE

LEA area: NEWBURY

Unique reference number: 110013

Headteacher: MRS P. WHITING

Reporting inspector: Mrs Gloria Hitchcock
2535

Dates of inspection: 27th – 28th November 2000

Inspection number: 224711

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Link Road Newbury Berkshire
Postcode:	RG14 7LU
Telephone number:	01635 41282
Fax number:	01635 582427
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Straszewski
Date of previous inspection:	15/01/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
G Hitchcock	2535	Registered inspector
M Brennand	9146	Lay inspector
A J Tapsfield	26514	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House,
Ashfield Road,
Cheadle,
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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
Standards are high, especially in English, mathematics and science.	
The leadership of the school is good; in particular the headteacher has a very clear vision of what the school should be and is supported well by staff and governors.	
There is a very positive climate for learning, where pupils are encouraged to do as well as they can.	
WHAT COULD BE IMPROVED	13
Standards in information and communication technology.	
Standards in writing, including handwriting.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Newbury St Nicolas C of E Voluntary Aided Junior School is located in the centre of Newbury, Berkshire. Most of the pupils come from the immediate area. There are 250 pupils (133 boys and 117 girls), which is about the same as other junior schools. At the time of the last inspection there were 244 pupils, so numbers have risen slightly because the population in the locality has risen. Most pupils come from the local infant school; they start school when they are seven and leave when they are eleven. They are taught in eight classes with two classes in each age group. Pupils have a wide variety of social and educational backgrounds; generally, the level of attainment when they start school is below average. Ten per cent of pupils are entitled to receive free school meals, which is in line with the national average and about 1% speak English as an additional language, which is broadly average. Sixteen per cent of pupils are identified as having special educational needs, which is broadly average and 2.8 per cent have statements of special educational need, which is above the national average. The main areas of special educational need are learning difficulty and physical disabilities.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards and pupils' attitudes to school have improved. Pupils have very good attitudes to school and make very good progress due partly to the good leadership, where the headteacher has a very strong influence on the constant drive for improvement and partly to the good teaching pupils receive. The school has an average level of income and provides very good value for money.

What the school does well

- Standards are above average, especially in English, mathematics and science.
- The leadership of the school is good; in particular the headteacher has a very clear vision of what the school should be and is supported well by staff and governors.
- There is a very positive climate for learning.

What could be improved

- Standards in information and communication technology which are well below average.
- Standards in writing, including handwriting.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good and sufficient improvements since the last inspection in January 1996. Standards are now higher, as shown in the National Curriculum tests for 11-year-olds. Standards were above average in English and science and below average in mathematics at the time of the last inspection, whereas they are now well above average in English and above average in mathematics and science. The quality of teaching has been improved, partly due to staff training and partly due to the way that teaching is checked to identify what works well and what needs to be improved. All the key issues for improvement have been dealt with well. The school has made strenuous efforts to improve provision for information and communication technology, but the problems created by the technical systems that were installed have impeded progress in this area, which still needs to be improved. Leadership has strengthened and provision for the more able pupils as well as those with special educational needs has improved. The school is on course to meet its targets for English and mathematics in 2001. It is well placed to continue to improve.

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
	1998	1999	2000	2000
English	A	A	A	A
Mathematics	B	B	B	B
Science	B	B	B	A

Key

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

This table, which adds up the scores of all the pupils and uses the average to judge standards, shows that the school has done well in the standards it has achieved over the last three years. They are well above average in English and above average in mathematics and science when compared with all schools nationally and have improved since the last inspection in 1996. Given that pupils start school with below average standards this shows that they make very good progress, which is due partly to the strong leadership, which sets challenging targets for pupils, partly to the fact that teachers challenge the more able pupils to achieve as well as they possibly can as well as supporting pupils with special educational needs very effectively, and partly to pupils' positive attitudes to learning. Particular strengths are pupils' skills in reading; they perform less well in writing, which is a national trend, but the school's results still match the national average. Another strong feature is the fact that almost half of all pupils taking the national tests in 2000 gained the higher than expected Level 5 in English and science. The school has set slightly lower targets for 11-year-olds in 2001 because there is a higher proportion of pupils with special educational needs in the year group. This reflects the judgements of work seen during the inspection, which was still above average, but not quite as high as the previous year. Standards in information and communication technology are not good enough and should be improved. Standards in art are also above average, particularly in pottery, where pupils produce some outstanding models of people, tiles and pots, which they paint and glaze to a high standard. Standards have improved since the last inspection and the rate of improvement has been better than the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and work hard. Their attitudes improve as they move up through the school.
Behaviour, in and out of classrooms	Good.
Personal development and relationships	Good. There is a wide range of opportunities for taking responsibilities and pupils gain increasing confidence as they move through the school.
Attendance	Above average.

Pupils like coming to school and most concentrate well in lessons and enjoy the good range of out of school activities. They are proud of their school and keep it clean and tidy, which makes a positive contribution to the atmosphere in which they learn. Most pupils' behaviour is very good; a minority has difficulty in behaving well but they respond positively to the school's clear discipline policy. The system of 'shadowing' where each Year 3 pupil has someone in Year 6 to whom they can turn for help means that most pupils develop a clear sense of personal responsibility for others as they move through the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/a	N/a	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.

Teaching was at least good in 79 per cent of all lessons observed. In 37 per cent it was very good. There was no unsatisfactory teaching. The teaching of English, mathematics and science is very effective. This is partly due to the leadership decision to use the expertise of specialist teachers where possible and partly to the very good support for pupils with special educational needs. Teachers' high expectations that all pupils should do well have a significant impact on the very good progress they make as they move through the school. This progress is helped by the thorough grounding in reading, writing and number that they receive in Year 3, which gives them a good basis to move on. Pupils at all levels of attainment are challenged in their work and show increasing enjoyment in the tasks they are set as they move through the school. Particular strengths are teachers' very good management of the pupils, which means that even those who have difficulty in concentrating are expected to work hard throughout the lesson and pupils have targets to meet to help them achieve this. One pupil, for example, had a target which he said was 'not to call out' and other class members were expected to support him in trying to achieve this. An occasional weakness was that pupils of different abilities were not always given different work, but in most lessons this was satisfactory. When pupils are taught in groups according to how well they are doing in the subject, the work is very well matched to their abilities. Another strong feature is the excitement often generated by teachers, which has a positive impact on pupils' learning, as in a Year 6 numeracy lesson where pupils buzzed with enthusiasm as they used long division and multiplication in a team competition to find the answers first.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Strong emphasis on development of literacy and numeracy skills, but provides a wide range of other opportunities for learning such as art, music and drama.
Provision for pupils with special educational needs	Very good. Pupils throughout the school receive effective help based on their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, especially for moral and social provision.
How well the school cares for its pupils	Very well.

A wide range of extra-curricular activities and educational visits enriches the curriculum. However the school does not meet the legal requirements for the National Curriculum because it does not cover all

the elements required in information and communication technology. This is mainly because it is hampered by the system of computers installed in the school. However, staff are working hard to deal with this problem. There is constant emphasis on the need to respect others' feelings, to take responsibility for actions and to apologise for inappropriate behaviour. In particular the support given to the small number of pupils who find it difficult to behave well has a positive impact on the extent to which they develop self-control. Staff know the pupils very well and are committed to caring for them. There are very good procedures for tracking how well each pupil is performing in their schoolwork.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. In particular the headteacher provides very good leadership, with a clear view of what the school should be like and what should be done to achieve it.
How well the governors fulfil their responsibilities	Governors are committed to the school and perform their duties effectively and have a positive influence on the future direction of the school.
The school's evaluation of its performance	A very strong feature. The headteacher and staff with key subject responsibilities check standards of pupils' work and the quality of teaching systematically.
The strategic use of resources	Good. The headteacher and governors make the most of the money they have.

The headteacher and governing body have responded well to the previous inspection. They have raised standards and improved the school building and classrooms, with new building and redecoration. The accommodation and resources for learning are good and there are sufficient staff to meet the needs of the curriculum. Money is spent according to the priorities in the school's plan for improvement. The money allocated for information and communication technology has not proved to be cost-effective, but this is largely because the expert advice given to the school has proved to be unhelpful. The school applies the principles of best value when purchasing goods and services. There are satisfactory links with parents, most of whom think highly 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"> • The teaching is good. • The school expects pupils to work hard. • Their children make good progress. • The school is well led. • The school helps their children to become mature. 	<ul style="list-style-type: none"> • Behaviour. • The range of activities provided. • The amount of homework. Some wanted more and some wanted less. • Closer links with parents. • More information on how their child is getting on.

The inspection team agrees with the parents' positive views. Behaviour is good overall; there is a small minority of pupils who find it difficult to behave properly but there are clear procedures for discipline and the school takes steps to ensure that behaviour is constantly checked. Some parents wanted more homework and some wanted less. The amount of homework required is similar to that of other primary schools, is consistent with government guidelines and is judged to be appropriate. There is a written report on pupil's progress once a year as well as two parent's evenings and teachers are always happy to answer informal queries. These arrangements are judged to be sufficient. Parents attending the parents meeting were very happy with the links with parents and particularly liked the fact that a range of people can contribute occasionally, rather than there being a small group leading parental activities. Some parents help in school, for example with reading and

computers while others have recently volunteered their skills in skipping to help make lunchtime play more constructive. Overall it is judged that the school works satisfactorily with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high, especially in English, mathematics and science

- 1 The pupils achieved well above average standards in English in the national tests for 11-year-olds in 2000 and above average standards in science and mathematics, including one pupil who reached levels expected of secondary school pupils in mathematics. When compared with similar schools the results were also above average in mathematics but were well above average in science as well as English. This positive picture is a significant improvement since the last inspection when standards were above average in English and science but below average in mathematics. Standards in writing, while still slightly above the national average, are much lower than reading standards. The school places a high priority on giving pupils a wide range of experiences, as well as rightly focussing on the important skills of literacy and numeracy. Consequently pupils reach good standards in other subjects especially art, where they produce impressive pottery models. The pupils make very good progress during their time in school given that when they start in Year 3, on the whole standards are below average.
- 2 Standards have risen partly due to the closer check that the headteacher and staff with subject responsibilities keep on standards of pupils' work and the quality of teaching in the classroom. Together with improved training, this monitoring has had a major impact on teaching, which in turn has helped improve pupils' learning. For example, the headteacher and literacy co-ordinator jointly observe all staff teaching literacy. Together they identified a range of good practice, which was shared with other staff. They also identified areas needing improvement, as in the teaching of writing, where the co-ordinator has asked all staff to 'model' writing, explaining the decisions the teacher makes when writing, the thought processes involved and the correct punctuation. She then led a whole staff training session, which is already, after only a year, beginning to have an effect on the quality of teaching writing. The need for more joined up handwriting by staff was also identified through the observations and this has an impact on the standard of pupils' handwriting, which is not as good as other aspects of their work. However, literacy and numeracy are taught well overall.
- 3 The school's targets for the national tests in 2000 are slightly lower than 1999, because there are a higher number of pupils with special educational needs. This is reflected in the standards observed during the inspection, which, although still strong, were above average rather than well above average.
- 4 Part of the reason for pupils' good progress is the special effort put into Year 3, where pupils are given a very good grounding in the basics of reading, writing and mathematics. An example of the school's determination to raise standards is that Year 3 teaching staff and classroom assistants give up 15 minutes of their lunch break every day to read with pupils either in groups or individually. The emphasis on reading pays off, as by the time they leave school at the age of eleven, the standard of pupils' reading is one of the strengths. In addition, the very effective support for pupils with special educational needs has a positive impact on pupils' progress.
- 5 The headteacher's decision to use specialist teachers wherever possible has a significant impact on the standards pupils achieve, for example in mathematics, English, science and art. The organisation of pupils into ability groups for mathematics teaching has had the effect of raising standards in mathematics for all pupils.

- 6 Teachers generate a real sense of excitement and enthusiasm in many lessons; for example pupils in Year 6 were captivated by learning in their science lesson about the way that a music box makes sound. In a numeracy lesson lower attaining pupils positively buzzed with excitement as they tried to be the first team to work out long division and multiplication challenges around the '6 times table' in their heads. This sense of excitement has a very powerful impact on pupils' very good attitudes to learning, which in turn influences how well and how quickly pupils learn.
- 7 Teachers' management of pupils who have difficulty in settling or in relating to others is very good. There are clear procedures for discipline and clear expectations of how pupils behave. Those who are sometimes disruptive, for example in the playground, are given extra help, as in a very good session where pupils played games to help them understand the need to respect others and think of their feelings. Pupils have targets to achieve, not just in their subject work but in their behaviour. This is reinforced throughout the school and is an essential element in setting the climate in which pupils can learn. An excellent illustration of how teachers put this into practice was evident in one class where the teacher had her own target on the board ' I will try not to shout'. Pupils helped complete her chart at the end of every day, colouring in one block on the ladder for every day she succeeded.
- 8 Teachers know the pupils well and use their knowledge of what pupils understand so that they are challenged to improve further; the approach has a major impact on the very good progress pupils make.

The leadership of the school is good; in particular the headteacher has a very clear vision of what the school should be like and is supported well by staff and governors

- 9 The headteacher's strong sense of purpose and commitment to provide a high standard of education for the pupils are of crucial importance to the school's success. She has the support of staff and governors, so that there is a consistent drive for higher standards throughout the school. A particularly strong feature is the level of monitoring where the headteacher and staff with subject responsibilities systematically check the standard of pupils' work and the teaching taking place in classrooms. As a result the school has identified a number of positive practices that are shared amongst staff, such as letting children know clearly at the start of a lesson what they are expected to learn and providing challenging, pacy lessons.
- 10 The school has identified clear, appropriate priorities for the school to work on to develop further and these plans are used to guide the way money is spent. The headteacher and governors spend money prudently and as a result have managed to redesign part of the building to provide more effective space for learning. They also have a good range of resources to help pupils learn and are creative in employing teachers to provide extra help for mathematics and for specialist teaching such as science. The money previously spent on a computer system was not an effective use of resources, but the school identified exactly what it needed and sought expert advice. In practice the system has not delivered what was stated and the school suffers from trying to use inappropriate equipment.

- 11 Another example of the impact of the leadership on standards is the very thorough analysis of how each child performs, not simply in the tests for 11-year-olds but throughout the school. There are detailed records and the information gained by assessing pupils is used effectively to guide their learning, for example high ability groups are given greater challenge, others work in 'booster groups', others are given carefully targeted support for any special educational need. As a result of the clear focus given by the leadership the whole school community knows that there is a constant drive to improve standards and pupils know that they are expected to work hard, which has a positive impact on the very good progress they make.

There is a very positive climate for learning.

- 12 The emphasis on each pupil reaching the highest standards possible is a strong feature of the school and filters through almost all activities. However this does not detract from the school's determination to provide good opportunities for pupils enjoy a wide range of activities, to develop as individuals and to understand their contribution to society. There is a broad range of learning activities, such as the first rate art and pottery sessions where pupils take pride in the colourful models of human figures, glazed tiles and Indian pots they produce. Pupils also enjoy music, drama and contributing to projects such as the large Millennium Wall Hanging to be completed before Christmas.
- 13 The wide range of out-of-school activities open to pupils enriches their experience and pupils do well in a range of sporting activities such as football, netball, rugby and swimming. Pupils support the lower school choir well and make a positive contribution to the school's concerts, including their Christmas concert. Residential visits to Sheldon in Devon for Year 5 pupils and Lakeside, Cumbria for Year 6 pupils make a valuable contribution to pupils' personal development and maturity. The school makes very good provision for pupils' social and moral development. Staff have a personal interest in each pupil and work hard to help them understand right from wrong and the impact they have on others. Pupils are expected to apologise for inappropriate behaviour and often to write a letter to the person they may have offended, as when two Year 3 pupils wrote to a visiting adult to apologise for 'showing off'.
- 14 Pupils gain increasing independence and maturity as they move up through the school and take on responsibilities willingly; for example some act as dinner monitors, where they help lunchtime supervisors manage the lunch queues and clear tables. Other pupils from Year 6 or Year 5 act as door monitors at playtime, letting pupils who have permission into the school if they know the secret code given to them by an adult. There is a good system of 'shadowing', where each Year 6 pupil is asked to support a Year 3 pupil when they start school. This almost always works well and a number of Year 3 pupils said 'If we've got a problem we go to our shadow and they sort it out.'
- 15 Another opportunity to develop increasing independence and responsibility is through the School Council, where pupils elect representatives from every class to serve on this decision-making body. For example, pupils are currently considering whether to change the rules for school uniform and introduce trousers for girls as well as boys. This illustrates a real trust in the pupils' ability to take responsibility and gives council members invaluable decision-making experience.
- 16 Overall there is an atmosphere of busy, active learning throughout the school, with little groups working with adults or alone in different areas of the school, with a sense of purpose. An example of how pupils are trusted, and how well they respond to that trust, was when a Year 5 class was dispatched in small groups to work on computers

in all the Year 3 and 4 classrooms, while Years 3 and 4 pupils were at Assembly. They behaved with complete responsibility, working hard to complete their task before the younger pupils returned. When the computer system crashed they controlled themselves admirably and did the best they could by collaborating with others on the few computers that did work.

WHAT COULD BE IMPROVED

Standards in information and communication technology.

- 17 Standards are well below average in information and communication technology throughout the school, in sharp contrast to most other areas of the National Curriculum. A key issue for improvement in the last inspection report was to improve the provision in this area and the school made significant efforts to do so. It sought expert advice on the computers and operating system needed and laid out clear instructions on what was needed. However, the system that has been installed does not meet the needs of this educational establishment, with the result that staff are continually trying to create ways of making it useful for pupils. This has undermined staff confidence and had an adverse impact on the standards pupils achieve.
- 18 The comparatively new, very knowledgeable co-ordinator, who joined the school within the last year, has provided useful guidance and training for teachers, who have followed this up by working on their own computers at home. Consequently staff confidence and enthusiasm for information and communication technology is much higher than at the time of the last inspection. However, the regular malfunction of the system, as in one Year 5 lesson where the network crashed as pupils worked in groups to practise setting up a simple spreadsheet, has a negative effect on the standards pupils achieve.
- 19 The school has already identified information and communication technology as a priority for improvement and recognises that it does not currently meet legal requirements for delivering the National Curriculum in this subject. The headteacher and co-ordinator are committed to raising standards in this area and have the subject expertise, supported by the co-operation of teachers, to enable them to succeed.

Standards in writing, including handwriting.

- 20 Although the school achieved well above average results in the English national tests for 11-year-olds in 2000, pupils' achievements in writing were much lower than their reading results. This follows a national trend, and in fact the school's writing results were still slightly above the national average. However, the difference between reading and writing is too great and standards of writing are not sufficiently high.
- 21 The school has already identified this problem as a result of its detailed analysis of results and of the joint observation of classroom teaching carried out by the headteacher and literacy co-ordinator. There are clear plans to raise standards in writing, some of which have already been started, such as the whole school training of teachers by the literacy co-ordinator, where she encourages teachers to provide more examples of good writing and punctuation, together with explanations as to why they take a particular approach. The school also has good plans to investigate other approaches to teaching writing in order to raise pupils' writing to the same high standard as their reading.

- 22 The standard of handwriting throughout the school is also not as good as it should be. Pupils receive regular handwriting practice in Year 3, but there is not a handwriting policy and handwriting is not taught consistently throughout the school. Consequently pupils adopt different styles of writing and standards of presentation vary from class to class. In addition, too many pupils do not use 'joined up' handwriting, which impedes their progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 23 In order to improve the standards of attainment and quality of education further, the governors, headteacher and staff should:
- 1 Raise standards in information and communication technology by:
 - a) providing sufficient opportunities for pupils to work with computers that have reliable educational software;
 - b) Implementing the very good plans for each year group developed by the co-ordinator;
 - c) continuing the programme of staff training to build teachers' confidence and expertise further.

(paragraph references 10, 17, 18, 19)
 - 2 Raise standards in writing by:
 - a) continuing the programme of staff training in the teaching of writing;
 - b) developing a handwriting policy that is implemented consistently throughout the school.

(paragraph references 1, 2, 20, 21, 22)

(The school has already identified these issues in its School Improvement Plan)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	37%	42%	21%	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		250
Number of full-time pupils eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	31	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	27
	Girls	27	25	29
	Total	52	52	56
Percentage of pupils At NC level 4 or above	School	85(87)	85(85)	92(87)
	National	75(70)	71(69)	84(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	28
	Girls	26	22	28
	Total	52	50	56
Percentage of pupils At NC level 4 or above	School	85(87)	82(85)	(9288)
	National	71(68)	71(69)	79(75)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	1
White	246
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: Y3 – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	22.32
Average class size	31.3

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	134

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	463,579
Total expenditure	473,194
Expenditure per pupil	1,795
Balance brought forward from previous year	23,159
Balance carried forward to next year	32,665

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	7	0	2
My child is making good progress in school.	44	47	5	0	3
Behaviour in the school is good.	32	47	12	2	7
My child gets the right amount of work to do at home.	19	61	17	2	2
The teaching is good.	41	53	2	0	5
I am kept well informed about how my child is getting on.	17	63	14	5	2
I would feel comfortable about approaching the school with questions or a problem.	42	47	7	2	2
The school expects my child to work hard and achieve his or her best.	59	37	2	0	2
The school works closely with parents.	17	63	15	5	0
The school is well led and managed.	37	53	8	0	2
The school is helping my child become mature and responsible.	41	47	7	2	3
The school provides an interesting range of activities outside lessons.	27	53	12	3	5