

INSPECTION REPORT

ASTON ROWANT CE PRIMARY SCHOOL

Aston Rowant, Watlington

LEA area: Oxfordshire

Unique reference number: 123124

Headteacher: Mrs. C. Wilson

Reporting inspector: Mr. F. Carruthers
21285

Dates of inspection: 11th – 12th September, 2000

Inspection number: 224715

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant & junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: School Lane
Aston Rowant
Watlington
Oxon

Postcode: OX9 5SU

Telephone number: 01844 351671

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Appropriate authority: The governing body

Name of chair of governors: Reverend S. Hutton

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Aston Rowant in Oxfordshire. There are 85 pupils on roll aged four to eleven with a balance of boys and girls and the majority come from an area that is wider than the three local villages of Aston Rowant, Crowell and Kingston Blount. The socio-economic circumstances of the majority of families are above the national average. Few families, for example, are eligible for free school meals (3.5 per cent of the total). Children enter the mixed reception / Year 1 class in the September of the school year in which they are five. There is a wide range of attainment amongst the children on entry, as measured by a baseline assessment of their development. Overall, their level of attainment is average. Most pupils are from a white ethnic heritage. There are thirteen children on the school's register of pupils with special educational needs (fifteen per cent of the roll), which is broadly average for primary schools nationally. One pupil has English as a second language and none needs support for learning English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school with a number of very good features. Pupils have good attitudes to learning and attain high standards in their work. This is because of the good quality of education that the pupils receive, the very good leadership and management by governors, headteacher and staff and the support that the pupils receive from staff, parents and other adults in school. The school provides good value for money.

What the school does well

- Pupils attain high standards and achieve well in relation to their prior attainment.
- The school provides a very rich variety of curricular experiences, which offers the pupils a real interest in learning and helps their spiritual, moral, social and cultural development very well.
- The leadership and management of the school are very good and are based on effective teamwork.
- The quality of teaching is good and staff are deployed flexibly so that their interests and expertise are available to benefit all pupils.
- The contribution that parents and other supporting adults in the community make has a significant impact on the quality of the provision and high standards that the pupils attain.
- The staff track very effectively the progress that the pupils make, helping them to achieve as well as they can.

What could be improved

- Provision for information and communication technology and the standards that the pupils achieve in the subject could be improved.

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 progress since the last inspection.

The school has successfully addressed the three key issues at the last inspection. Provision has improved for geography in both key stages, by covering the programmes of study more fully, and for music in Key Stage 1, by specialist teaching. Standards have risen as a result. Assessment procedures have been improved and now they help the staff to track pupils' progress very well. Monitoring and evaluating how the curriculum is taught have improved. The headteacher scrutinises samples of pupils' work weekly and visits classrooms regularly to evaluate the work of the school.

High standards of attainment in English, mathematics and science have been maintained since the last inspection and the school regularly meets or exceeds its targets for attainment in English and mathematics. The quality of teaching has improved and there is now no unsatisfactory teaching. There have been very significant improvements in the premises, much of which has been carried out through the energy and effort of parents. These include a new school hall, which is also used as a classroom, additional features to classrooms, for example a porch entrance for two classes, as well as improved play areas for the pupils and gardens. The new school hall has in addition contributed to significant improvements in the organisation of the mixed age classes and in their size, benefiting the overall provision for pupils.

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*	B	A*	A*
Science	B	A	A	A

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

The attainment of the children on entry to school is broadly average and by the age of seven, pupils achieve standards above the national average in reading, mathematics and science and in line with the national average in writing. All pupils achieve well in relation to their early attainment. Pupils continue to make good progress in Key Stage 2 and, as the table indicates, their performance by the age of eleven is consistently high in all three subjects. In mathematics it is in the highest five per cent of schools nationally. Standards have been maintained during the last three years and results were high in the most recent tests in the summer of 2000. Samples of pupils' work examined by inspectors confirm these high standards. The school sets challenging targets for the pupils and is successful in achieving them. Attainment in information and communication technology by the end of Key Stage 2 is in line with the expected level but there is scope for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and to learning are good and the great majority of pupils are motivated and keen to do well.
Behaviour, in and out of classrooms	Behaviour is good and the very few pupils who display behavioural difficulties receive good support from teachers and support staff.
Personal development and relationships	Pupils grow in confidence and develop good relationships with each other and with staff.
Attendance	Levels of attendance are well above the national average and punctuality to school is good.

TEACHING AND LEARNING

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

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

Only a few lessons were observed during the inspection and judgements are made using these observations and other evidence including teachers' planning, discussions with staff and pupils and photographs of pupils working and of their work. In the small sample of lessons observed, forty four per cent of lessons were good, eleven per cent were very good and the remainder were satisfactory. English and mathematics are taught well. There are a number of strengths in teaching, which have an important impact on the standards that the pupils achieve. For example, particular interests and expertise of staff and adult helpers are used to good effect in subjects such as science, art, design and technology, music and religious education. Teachers have high expectations and take effective steps to bolster the progress of all pupils, including gifted and talented pupils and those with special educational needs. The staff provide many good opportunities for pupils to carry out investigations and to solve problems in mathematics and science. As a result of the good teaching, pupils achieve well, concentrate and develop good habits of independent learning. Homework is well planned and helps the pupils to consolidate what they are learning in school. Literacy and numeracy are taught well and teachers supplement how they teach the Literacy Strategy by using strategies such as reading independently to promote reading skills. The teaching of information and communication technology is good in Key Stage 1 and satisfactory in Key Stage 2. There are few weaknesses in the teaching and no unsatisfactory teaching. This is an improvement since the previous inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a very rich variety of curricular experiences for the pupils, which foster a real interest in learning and help to contribute to high standards. These include projects, festivals, performances and cultural links that enrich subjects such as English, science, art, design and technology, history and music. Provision for information and communication technology is in need of improvement.
Provision for pupils with special educational needs	Provision is good. The teachers identify at an early stage pupils who are experiencing difficulties and those who show particular talents and make good provision for them. Support staff make a valuable contribution.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects have very good features and add to the rich experiences the school offers the pupils. There is a strong emphasis on teamwork and co-operation, the school takes a full part in local church and community activities and provides many opportunities for pupils to develop socially and morally. There are well-established links with schools abroad.
How well the school cares for its pupils	All procedures for supporting the pupils are good. The monitoring of attendance and behaviour is good and assessment of pupils' progress has improved since the last inspection. The procedures are used very well to help track the pupils' progress.

The involvement of parents and other adults from the community in the life of the school makes a significant impact on the provision and high standards. This includes adults supporting the teaching in class, helping at home and providing financial support to help resource the school and to improve the premises. In addition, parents have given much time and effort to construct new facilities in the school, including a new school hall, gardens and play areas and a classroom porch.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are based on very effective teamwork among governors, headteacher and staff. The headteacher provides very good leadership for the school so that it is effective in promoting high standards.
How well the governors fulfil their responsibilities	The governing body is very effective in its role and has a very good overview of policy and provision. Individual governors contribute much to the development of the school by giving their time and expertise.
The school's evaluation of its performance	Staff monitor very well the performance of individual pupils and set challenging targets for them to achieve. Consequently, pupils' results compare very favourably with similar schools.
The strategic use of resources	Very good use is made of staff, resources and the premises to promote high standards. Specific grants, for example in relation to improving buildings, are used very effectively to support the school's aims and objectives. Governors and headteacher are very aware of and apply well the principles of best value. They take steps to ensure the efficient use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> There is very strong support from parents for all aspects of the school's work. Parents believe their children are given as much support as they need to achieve high standards in all that they do. 	<ul style="list-style-type: none"> Some parents think homework diaries may help parents to monitor homework and support their children's efforts. Some parents suggest there would be benefits to changing the current pattern of parents' meetings, so that more emphasis is given to the meeting at Easter and less to the one at the end of the summer term. A few parents think their children could move more quickly through the levels of the reading schemes that the school uses.

Inspectors fully support the positive views expressed by parents. They consider the parents' suggestions have merit and propose that the school consider them. The headteacher indicates the school is happy to do so.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards and achieve well in relation to their prior attainment.

- 1 High standards of work are a feature of this school and they are to be found across all classes and all subjects except information and communication technology. Children in the reception year soon realise that they are expected to do well and, working alongside older pupils in the mixed age class, they learn quickly to write legibly, to complete their work well and not to accept second best. Through skilful teaching, the children show significant improvement. They think about what they are trying to achieve and take note of other pupils' efforts. This was evident in an art lesson when pupils were encouraged to observe closely their features in a mirror and to draw and paint them in detail.

- 2 By the end of Key Stage 1, the pupils write in a clear print and can re-tell stories with a good awareness of the sequence of events. They assemble their own information books on topics that interest them, such as ponies, frogs and the solar system. They understand the function of a contents and an index page and include them in their topic books. Pupils of all levels of attainment can correctly spell a good range of common words. In mathematics, the pupils display a ready facility with large numbers up to and above one hundred. They develop a good understanding of the respective values of digits in a number such as 352 and, as a result of good teaching, get really enthusiastic in quick-fire mental exercises. In science and design and technology, the pupils carry out many investigations and make a variety of models, often writing short sentences about what they did and what they have learnt. Pupils' skills with computers are good by the end of Year 2 and they all display confidence handling equipment and running programs. Assessment of pupils at the end of Key Stage 1 reflects the good standards seen in their books and pupils achieve in line with or better than levels expected of pupils nationally. Achievement over time is good.

- 3 This good progress continues in Key Stage 2 so that by the age of eleven, most pupils' attainment is well above what is expected of pupils nationally. Pupils read accurately, fluently and with good expression. They write well in all subjects of the curriculum and take part in many interesting projects, festivals and competitions to promote high standards of writing. Speaking skills are significantly above those expected nationally of pupils in Years 5 and 6. Standards of work seen in the pupils' mathematics books are consistently high and pupils are able to tackle challenging problems involving probability, factors, equivalent fractions, the properties of complex shapes and algebra. They can construct a variety of types of graphs and know how to interpret them. In science, teachers have high expectations of what the pupils can understand and the investigations they carry out are completed with careful observations and a good level of discussion about conclusions. Much of the work is aimed at the pupils being challenged to think at a high level about what is happening, when, for example, water is boiled or frozen or when substances dissolve and a solution becomes saturated. Often as a result of imaginative use of outside specialists, the pupils are encouraged to make and do at a standard well above expectations. For instance, an advisory teacher from the county extended the potential of the pupils' work in design and technology by providing a wide range of materials for them to use over and above those already in school. This led to the pupils producing well-finished working models involving levers, cogs and pulleys.

The school provides a very rich variety of curricular experiences which offers the pupils a real interest in learning and helps their spiritual, moral, social and cultural development very well.

- 4 This is perhaps the key feature explaining why the pupils achieve as well as they do. It is the view of the headteacher that the effectiveness of the school 'lies in the quality of learning that our children receive through an extended curriculum.' The range of visits, visitors and special events is extensive and supports all subjects as well as the pupils' spiritual, moral, social and cultural development. The chair of governors described these experiences as 'lots of seeds planted here,' which provide a positive stimulus for learning.
- 5 Visiting poets and writers encourage the pupils' writing. Frequently their work is highly praised in local and national competitions. To prepare for a visit to Shakespeare's Globe Theatre in London, staff familiarised the pupils with the play, Macbeth, enacting scenes from the play. During their visit, when the pupils toured the theatre, members of the company helped them to refine their work and the pupils performed scenes on stage. This experience motivated the pupils to find out more about the playwright and provided the stimulus for much further research. Visits to the Ashmolean Museum, a butterfly farm and the Royal Institution for a Christmas lecture along with the school's involvement in many environmental projects are just a few of the many ways science is enhanced. Younger pupils have designed and made shoes in a project involving the support of a shoe manufacturer. Their work of high quality was displayed in a local shoe shop. Developing their historical awareness, the pupils have taken part in Civil War enactments, dressed up as soldiers, innkeepers and pike men from the Elizabethan period and visited a number of local manor houses in their study of history. Specialists from the county's computer unit have visited to add to the pupils' skills in information technology. Some of the most exciting work has involved multi-media events. One of particular note in the summer term was supported by a performing arts group and English Nature and involved art, sculpture, poetry, music, dance and drama, which led to an outdoor performance for parents on the Chiltern Hills. It is events such as this that help to provide spiritually uplifting experiences for the pupils.
- 6 All pupils go on residential visits in Years 4, 5 and 6, where teamwork helps their social development. The pupils take part in a range of outdoor activities including canoeing, walking and abseiling. The activities enhance the pupils' physical skills very well. The pupils learn about basic materials for survival and carry out field studies of local rivers and the coastline of North Devon. Their work in geography is enriched as a result. The school is well involved in local and parish events, such as the May Day festival. The pupils dance around the Maypole and learn about local Morris dancing. They find out more about the village church with the chair of governors who is the ordained local minister. The school has forged extensive links with schools in Italy, France and Germany and staff have visited the schools in a four-way partnership. Staff from abroad have visited Aston Rowant. From this pupils have developed a real understanding of life at school in these countries, completed projects and exchanged correspondence and pictures. French children visiting London last year came to school. Many of these events help to promote the pupils' personal development and in particular their self-confidence.
- 7 The pupils take part in many team games such as football in a cluster of local teams, musical productions and plays. All pupils in Years 4, 5 and 6 take lessons in how to play the recorder, learning traditional musical notation as they do. Pupils have the opportunity to learn other instruments individually too. Parents praise the way the school encourages the pupils to take part in this wide variety of opportunities and they report how well the pupils do when they go on to secondary schools as a result of what they learn in their primary school.

The leadership and management of the school are very good and are based on effective teamwork.

- 8 All aspects of the leadership and management of the school are very good and contribute well to helping the pupils to achieve high standards. There is an established ethos of achievement which is shared by all staff. The headteacher has a firm commitment to teamwork and encourages all teaching staff and, whenever possible, support staff to take a full part in decision-making and the consultation process. Over and above her duties as headteacher, she is a highly respected classroom teacher and this is very evident in discussion with governors, parents and pupils. Her teaching commitment has recently been reduced as a result of better funding for small schools and this has provided her with good opportunities to check the work of the school. She regularly monitors the teachers' planning, samples pupils' work on a weekly basis and visits classrooms to support staff and add to the provision. The teaching staff have a good degree of responsibility for the subjects they manage and keep themselves up to date with developments through in-service training so that all staff benefit from their expertise and the quality of the provision is maintained.
- 9 The governing body has a very good overview of policy and practice and a number have specialist skills, which they use well in their roles on the governing body and to support the teaching. For example, governors who have a background in business contribute to financial planning and one governor teaches techniques of drawing and painting to groups of older pupils each week. Many governors visit school on a regular basis and have provided much time and energy to assisting in the development of the provision.
- 10 Planning for school improvement is very detailed and well focused on the school's needs. The county procedures are followed and these provide a good framework by which the school can evaluate its current situation and monitor how well the plan is being implemented. The school makes very effective use of specific grants to support the provision. For example, a plan to extend the main building by adding a small room for group work and for confidential interviews is being financed by saving specific grants from previous years to accumulate sufficient funds for the project. The school puts to good use all grants from its church controlled status and from the parent body to maintain and develop the premises. The governing body and headteacher follow good practice in resourcing the school according to the principles of best value and are careful to monitor how efficiently it is run compared with other schools in rural settings.

The quality of teaching is good and staff are deployed flexibly so that their interests and expertise are available for the benefit of all pupils.

- 11 There are a number of strengths in teaching, which have an important impact on the standards that the pupils achieve. For example, teachers have high expectations and take effective steps to bolster the progress of all pupils, including gifted and talented pupils and those with special educational needs. The staff provide many good opportunities for pupils to carry out investigations and to solve problems in mathematics and science. Specific specialisms of staff are used very well to teach the pupils. The reception / Year 1 class teacher, for example, has very good knowledge of the early years curriculum and has kept up to date with current developments in the Foundation Stage, the areas of learning and early learning goals. As a result, planning for the youngest children is of a consistently high standard. This teacher also uses her specialist knowledge of Judaism to teach all pupils in school about the traditions and customs of the faith. As a result, pupils develop a good understanding of significant festivals in the religious calendar of Jewish people and have the opportunity to cook and sample prominent dishes associated with the festivals. A part-time specialist teacher now teaches music to all classes and the staff's own expertise supports her work well. For example, staff teach recorders to all pupils in Years 4, 5 and 6. Where staff in Key Stage 2 classes have particular strengths and interests, these are used to good effect. One member of staff has strengths in science, art and design and technology, teaching the latter subject to both classes. The headteacher's strengths in language, mathematics and physical education complement these. As a result of the good teaching, pupils achieve well, concentrate and develop good habits of independent learning.

The contribution that parents and other supporting adults in the community make has a significant impact on the quality of the provision and the high standards the pupils attain.

- 12 Parents have very positive views about the school and governors, parents and other adults contribute very well to the quality of education provided. A governor teaches drawing and painting skills and other adults support well the teaching of science and design and technology in Key Stage 2 classes and all aspects of work in the Foundation Stage and Key Stage 1. A parent teaches French for a weekly half hour to pupils in Years 5 and 6 and other parents run extra-curricular clubs such as football and share their knowledge and experience well with pupils. For instance, one parent helps to develop pupils' understanding of what it is like to live in Germany and another helps them understand about the Islamic faith.
- 13 A particular strength of the parental support is its practical nature. Parents raise significant amounts of money through the work of the very active Parent and Teacher Association and funding is used to add considerably to the school's resources, including the part-time salary of the music specialist. Funds have also been raised to develop the premises. Parents do not confine their efforts to raising money. They have given their time and expertise to the building of a new porch to one building, the provision of gardens and play areas for pupils and, most significantly, the school hall, which doubles as a classroom for pupils in Year 2. This improvement, planned, paid for and created by the efforts of the parents, provides the school with the convenience of a large space for assemblies and performances as well as an extra classroom. As a result of government funding to improve staffing levels in reception classes, the school has been able to use the extra classroom to create an additional class and at the same time improve the ratio of pupils to teacher and remove the mixed age class which spanned Years 2 and 3. Parents express their appreciation of this improvement in the school's provision since the previous inspection. Staff have used the extra flexibility it provides to improve their teaching of individuals and groups of pupils.

The staff track very effectively the progress that the pupils make, helping them to achieve as well as they possibly can.

- 14 A key issue at the last inspection was to make sure pupils' attainment and progress were systematically assessed and assessments used to plan pupils' work. The school has made very good progress in this respect. All staff regularly assess pupils' progress according to school policy, making good use of standardised testing and optional standard assessment tests in English and mathematics. They use post-topic testing in science and a range of other subjects and a checklist to track skills in information technology.
- 15 Staff identify at an early stage children in the reception class who display difficulties in learning or behaviour. They track the children's progress well, drawing upon parental support to help them make progress. In addition, staff recognise particular talents the children exhibit. As the pupils move through the school, they are given good levels of support by teachers, the special educational needs assistant teacher, support staff and other helpers. Talented pupils are given opportunities to extend their learning by following individually designed learning plans, by working in mixed age groups with the special educational needs assistant teacher and by working with older pupils in specific subjects. All staff have high expectations of what pupils can achieve and these expectations and examples of good practice add significantly to the standards the pupils of all levels of attainment achieve.

WHAT COULD BE IMPROVED

Provision for information and communication technology and the standards that the pupils achieve could be improved.

- 16 One subject in which pupils' attainment could be improved by the age of eleven is information and communication technology. Pupils' attainment is broadly in line with the level expected of pupils at this age. The school has added to provision of hardware and software regularly since the last inspection and, at the time of this inspection, is about to receive grants to upgrade facilities and improve aspects of provision such as Internet access. The subject is a key feature of the current school improvement plan and, in addition to upgraded hardware and software, includes specific training for all staff. Staff are keen to build on the good progress evident in the five to seven age range in order to raise standards for pupils aged seven to eleven.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 17 Governors and staff should
- (1) implement the intentions stated in plans in the school improvement plan to improve provision for teaching information and communication technology and raise pupils' attainment further in the subject by the end of Key Stage 2. (paragraph 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
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	11	44	44	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)	85
Number of full-time pupils eligible for free school meals	3
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	13
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	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	80 (77)	80 (92)	100 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	80 (92)	90 (92)	90 (92)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (79)	100 (79)	100 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (86)	100 (93)	100 (93)
	National	69 (65)	69 (65)	75 (72)

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	67
Any other minority ethnic group	3

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 refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	19.3
Average class size	22.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	52

FTE means full-time equivalent.

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

Financial information

Financial year	1999 – 2000
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	£
Total income	151 738
Total expenditure	146 943
Expenditure per pupil	2070
Balance brought forward from previous year	1396
Balance carried forward to next year	6191

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	5	0	0
My child is making good progress in school.	59	35	5	0	0
Behaviour in the school is good.	62	30	8	0	0
My child gets the right amount of work to do at home.	46	51	0	0	3
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	59	35	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	78	19	0	0	3
The school works closely with parents.	62	32	5	0	0
The school is well led and managed.	57	30	14	0	0
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	38	49	14	0	0