

INSPECTION REPORT

ST NICHOLAS CE PRIMARY SCHOOL

Hurst, Reading.

LEA area: Wokingham

Unique reference number:109972

Headteacher: Mrs Marion Morgan

Reporting inspector: D G Watts
22092

Dates of inspection: 20 – 21 November 2000.

Inspection number: 225047

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	CE Primary
School category:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	School Road Hurst READING Berkshire
Postcode:	RG10 0DR
Telephone number:	0118 9340727
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Lochman
Date of previous inspection:	25 – 27 September 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Nicholas is a small voluntary controlled Church of England Primary School in the village of Hurst. There are currently 116 pupils on roll, 62 boys and 54 girls. With further admissions in the spring and summer terms, the roll is expected to rise to 134. The percentage of pupils from ethnic backgrounds is extremely low and there are no pupils for whom English is an additional language. The percentage of pupils with special educational needs is below average as is the pupils entitled to free school meals. Pupils begin their schooling later than most pupils in the country. Most pupils at St Nicholas start the term after their fifth birthday. Pupils enter the school with a broad range of attainments but overall, attainment on entry is average.

HOW GOOD THE SCHOOL IS

St Nicholas is a very effective school. Results are well above average at the end of Key Stage 1 and the end of Key Stage 2. Pupils have extremely positive attitudes and behaviour is very good in lessons and in the playground. The quality of teaching is very good throughout the school. The headteacher and team leaders provide strong educational leadership. Effective planning and evaluation procedures ensure that the school maintains its strengths and continually improves. The school provides very good value for money.

What the school does well

- Standards are well above average in English, mathematics and science.
- Very good leadership and management by the headteacher and team leaders provide clear educational direction for the school and ensure that improvements are continually made.
- High quality teaching contributes to the high standards achieved.
- The school makes very good provision for pupils' spiritual, moral and social development and as a result, pupils' attitudes are very positive, they work hard, are keen to learn and behave very well.
- The school provides a range of rich and interesting extra curricular activities.

What could be improved

- Although the school has improved information and communications technology provision, more improvements are needed in order to broaden learning opportunities and raise standards further still.
- The quality of annual reports is inconsistent and does not sufficiently address standards attained, attendance figures or set clear targets for improvement.
- The school could communicate its high achievements in English, mathematics and science more effectively to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1995. Since then the school has made considerable improvements in numerous areas. Standards have generally improved in English, mathematics and science. Curriculum planning has improved and effective assessment procedures help to inform this. Planning ensures that pupils of all abilities are well provided for. The quality of teaching has improved. In particular, lessons are more clearly focussed so that what pupils are to learn is made clear and lessons maintain a good pace. The governing body is more involved in the life of the school and is making a significant contribution to the management of the school. The school now has effective procedures in place to monitor and evaluate its performance. An improved homework system is contributing to the school's high standards. Pupils' attitudes, relationships and behaviour continue to be very good. The high standards of musical performance identified in the last inspection have been built on further.

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	C
Mathematics	C	A	B	C
Science	A	A	A	A

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

The table indicates that the performance of the pupils in Year 6 in 2000 was well above the national average in English and science and above the national average in mathematics. When compared with similar schools, results are average in English and mathematics but well above average in science. Key Stage 1 assessment results in 2000 were well above the national average in reading, writing and mathematics.

The attainment of pupils in the work seen by the inspection team was well above average in English, mathematics and science at both key stages. The school has set suitably challenging targets for literacy and numeracy for the current year and is expected to meet them.

Pupils' attainment as they enter the school is broadly average but most make very good progress in their learning so that they achieve standards well above the national average by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested and enthusiastic about their work. They like coming to school.
Behaviour, in and out of classrooms	Very good behaviour in class and in the playground. No exclusions.
Personal development and relationships	Pupils are courteous, responsible and co-operative. They relate very well to one another and to school staff.
Attendance	Very good. Higher than the national average.

Pupils' attitudes, behaviour and relationships are one of the school's many strengths. Pupils settle into school routines quickly and display positive attitudes to learning. As pupils move through the school they respond well to increased responsibility. Throughout the school, pupils are friendly and courteous. Their ability to work collaboratively is very well developed.

TEACHING AND LEARNING

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

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

The quality of teaching is consistently very good throughout the school. Teaching is a major strength of the school and this contributes to the well above average standards achieved. In the lessons seen, 68 percent were judged to be good and 32 percent were judged to be very good. Teachers' are knowledgeable and enthusiastic about the subjects and this inspires pupils and sustains their interest. Lessons are well planned and teachers make it clear what pupils are to learn. Instructions and explanations are clear which enable pupils to gain knowledge. High quality questioning is a feature of the teaching. This challenges the pupils and checks their understanding. Very good relationships and pupil management leads to high standards of behaviour. Work is well matched to the different ages and abilities of pupils ensuring that all pupils including those with special educational needs make very good progress. The careful matching of work to the different abilities and ages is another strength of the teaching particularly in mixed aged classes. Learning resources are generally well used but the use of information, communication technology to support learning is an under used strategy at present.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good quality curriculum is provided. Planning has been updated to meet new National Curriculum requirements. The school has implemented the National Literacy and Numeracy strategies well.
Provision for pupils with special educational needs	Very good. Pupils are very well supported and most make very good progress. Additional staff and a range of effective approaches contribute the school's effective SEN provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development are very good. Cultural development is good.
How well the school cares for its pupils	Pupils are well cared for. Staff know pupils as individuals. Appropriate systems are in place for child protection and health and safety.

The curriculum is well planned and pupils' performance is carefully assessed. Assessments are used well to plan the next stages of teaching and learning. A very good range of extra curricular activities enhances the curriculum. A number of parents assist in the classroom, accompany pupils on visits and help to run extra curricular activities. A 'meet the teacher' initiative helps to form a good rapport between parents and the school. The school provides useful guidance on reading and starting school. An evening to explain the National Numeracy Strategy was useful and informative. St Nicholas has an effective homework system which is well supported by parents and contributes significantly to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and team leaders provide strong leadership. Team work is a strength.
How well the governors fulfil their responsibilities	Governors are well informed about educational issues and are actively involved in school life. They fulfil their statutory duties very well.
The school's evaluation of its performance	The school has effective systems for monitoring and evaluating its performance. This ensures that improvements are continually made
The strategic use of resources	Very good. Funding is spent wisely and is carefully matched to the school's needs and priorities.

The strong leadership has a positive impact on standards achieved and the quality of teaching. The staff are extremely committed and work effectively as a team in maintaining and raising standards by providing high quality learning experiences for all the pupils. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school and behave very well. • Teachers are committed and teaching is good • The school promotes positive attitudes and values. Pupils are expected to work hard and do their best. • The school is well led and managed • Pupils make good progress and the school is successful in helping children become mature and responsible. 	<ul style="list-style-type: none"> • The school does not work closely enough with parents • There is not enough information on how well children are getting on

The inspection team agrees with the strengths identified by the parents. The team does not agree that the school does not work closely enough with parents. The school has a number of systems and strategies in place which help to establish an effective partnership between the school and parents. The school offers parents the opportunity to discuss their children's progress each term. However, annual reports to parents often lack specific comment on pupils' attainment and rate of progress in subjects. Targets set in the reports to help pupils improve is not sufficiently well developed across the school at present.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in English and science and above average in mathematics.

1. In the 2000 National Tests for seven year olds, (SATs) results were well above the national average in reading, writing and mathematics. Reading results at Key Stage 1 have gradually improved since 1996 although there was a slight dip in results in 1999. Since 1997, results in writing have shown steady improvement. Mathematics results fell in 1997 and again in 1998. There was a slight improvement in 1999 and a marked improvement in 2000 where results are among the top five percent of schools in the country. In the 2000 National Tests for eleven year olds, results were well above the national average in English and science and above average in mathematics. English results at Key Stage 2 show a steady improvement since 1996. Mathematics results fell to national average levels in 1998. The results improved in 1999 and then dipped slightly in 2000. Results in science have shown steady improvement except for a slight fall in 1998. The decline in results in 1998 in both mathematics and science can be attributed to the fact that this was a small cohort of Year 6 pupils with a higher than usual number of pupils with special educational needs.
2. The inspection findings are that standards are well above average in English, mathematics and science at both key stages. There are several factors contributing to the high standards achieved. These subjects are well led and managed by enthusiastic co-ordinators. Curriculum planning is consistently good and ensures that pupils' knowledge, understanding and skills are developed in a clear and systematic way as they move through the school. The teaching in these subjects is good and frequently very good. Work is well matched to pupils abilities, particularly in mixed age classes and this helps to ensure that pupils make very good progress. The school has implemented the National Literacy and Numeracy strategies very well.
3. The inspection did not specifically focus on standards in reading but evidence from the test results and lesson observations indicates that standards are well above average. The school pays close attention to the teaching of phonics at Key Stage 1 and pupils are encouraged to read a wide range of texts. The school has effective strategies to develop pupils' writing. In Year 2, for example, the teacher inspired the pupils by showing a range of landscape photographs from the UK and exotic places. The teacher modelled some expressive and descriptive writing to guide the pupils. Working in small groups or individually, the pupils produced accurate and imaginative writing based on a scene. Ideas were developed in a sequence of imaginative sentences. In the best pieces, pupils accurately described the scenes and expressed their views and feelings using a wide-ranging vocabulary. In Years 5 and 6, pupils' listened to Joanna Rowling, the author of Harry Potter books on Desert Island Discs. Pupils produced interesting accounts of the programme emphasising the main points. Simple and complex sentences were well structured into paragraphs. Spelling and punctuation were accurate. The school provides plenty of opportunities for pupils to write for different purposes and to different audiences.
4. In mathematics, pupils in Year 2 select appropriate methods to solve money problems. Mathematical vocabulary and the ability to work collaboratively are well developed. Pupils in Year 4 try different approaches when solving problems. They know and recognise that 2 simple fractions can have the same value. In this class ICT was used effectively to support pupils' work on fractions but generally this approach is under used. In Year 6, pupils show a clear knowledge and understanding of coordinates. The most able pupils interpret and use coordinates in all quadrants.

Very good leadership and management by the headteacher and team leaders provide clear educational direction for the school. Effective monitoring, evaluating and planning ensure that improvements are continually made.

5. The leadership and management of the school are very good. The experienced headteacher provides clear educational direction for the school. She is very well supported by key stage and subject leaders who also provide clear leadership and direction in their areas of responsibility. The high commitment and teamwork among the staff ensures that they work well together in maintaining and raising standards, and providing a high quality education for all pupils.
6. The governors are well-informed about educational issues and are clearly aware of their role and responsibilities. A number of governors are actively involved in the life of the school. They fulfil their statutory duties very well. There is an appropriate range of committees who meet on a regular basis. A conscientious and effective clerk contributes significantly to effectiveness of the governing body. The literacy and numeracy governors have a clear knowledge and understanding of these national strategies. Through attending training, consulting staff and observing teaching and learning in the class rooms, they have a clear picture of how well these strategies are implemented at St Nicholas. The governing body consists of members with a wide range of expertise and this is used wisely to support the management of the school. For example, a financial director assists in the monitoring of spending.
7. The school has effective systems in place to monitor and evaluate its performance. National Curriculum test results and other assessments are carefully analysed and appropriate targets are set with the local education authority. The under achievement of boys, pupils with special educational needs and pupils achieving below average standards are closely monitored. Teachers' weekly curriculum plans are evaluated by the teachers themselves. The headteacher views these plans and the evaluations, which provides her with an overview of the curriculum and a review of how well the plans are implemented. The school has established a programme of classroom observations in order to monitor the impact of teaching on pupils' learning. Constructive feedback is given to each teacher after observations. School improvement planning has improved since the last inspection. Longer term strategic planning has been taken into account. The annual improvement plan is a clear and detailed document setting out appropriate priorities. Each priority is carefully costed. Financial planning and control are effective. The school provides very good value for money.

High quality teaching contributes to the high standards being achieved.

8. The quality of teaching is one of the many strengths of the school. In the lessons seen during the inspection, 68 per cent were good and 32 per cent were very good. Very good lessons were observed in English, mathematics, science, music and religious education. The teachers not only have a secure knowledge and understanding of the subjects but possess a commitment and enthusiasm which motivates pupils and sustains their interest. Teachers plan their lessons well. Learning objectives are clearly identified and shared with the class before the lesson and revisited at the end. Key Stage 1 teachers use the acronym WILF (What I'm Looking For) to help pupils to know what they are expected to learn. The setting of clear learning objectives and sharing these with the pupils is a significant improvement since the last inspection. Lessons are well structured and tasks are well matched to the different ages and abilities of the pupils. Special educational needs pupils are very well supported and provided for. These approaches ensure that pupils of all ages and abilities make very good progress. The careful matching of work to the different abilities and ages is another strength of the teaching particularly in mixed aged classes. Teachers' instructions and explanations are clear which enables pupils to gain new knowledge and understanding. Skilful questioning is a strong feature of the teaching. This is used effectively to challenge pupils thinking and to check their understanding. Pupils respond to the challenges and are keen to demonstrate their knowledge. Teachers at St Nicholas know their pupils very well. Strong relationships have been established. High expectations are promoted in terms of work and behaviour. Teachers manage their classes very well and this results in positive attitudes and high standards of behaviour throughout the school.

9. Lessons are well structured and maintain a good pace ensuring that pupils are productive and learning time is maximised. This represents an improvement since the last inspection where the pace in some lessons was judged to be too slow. Quality learning resources are selected and used well to support and enhance pupils learning. Learning support assistants and voluntary parent helpers are well deployed and contribute significantly to pupils' learning. During the inspection, some lessons used ICT to aid learning, however this is an under used strategy and opportunities to support learning through ICT are missed. Teachers' mark pupils work regularly and provide constructive feedback to help them to improve their work. Throughout the school, homework is used well to extend and reinforce what is learned in school. Parents' involvement and support in homework is very good. The school's homework system and the support pupils receive from their parents is having a positive impact on standards and pupils rate of learning.

The school makes very good provision for pupils' spiritual, moral and social development and as a result, pupils' attitudes are very positive, they work hard, are keen to learn, work together and behave very well.

10. The school is based on a very positive Christian ethos. Spiritual development is strong and there are ample opportunities for pupils to reflect on the wonders of the world in lessons and assemblies. At a recent visit to Salisbury Cathedral, Year 5 and Year 6 pupils in discussion and their writing described the awe, wonder and mystery when visiting such a building. Pupils not only described their observations but also expressed their feelings.
11. The moral development of pupils is also very good. Pupils have a well-developed sense of right and wrong. All adults in the school are good role models for the pupils. The high standard of pupil management and outstanding relationships between pupils and staff results in high standards of behaviour being achieved. Issues such as care and respect for the environment are effectively addressed in science and assemblies. Pupils demonstrate good knowledge and a clear sense of responsibility in this area.
12. Pupils are friendly and courteous. Attitudes to school and learning are very good. They work hard and can sustain concentration for long periods. Pupils relate well to each other and to adults in the school. Most pupils are able to work well co-operatively or independently as required. As pupils progress through the school they are given more and more responsibilities. They respond positively to this.

The school provides a rich and interesting range of extra curricular activities

13. For a school of this size, an exceptionally wide range of interesting extra curricular activities are offered. These enrich the formal curriculum and contribute significantly to pupils' development. The clubs are popular with pupils and parents. The chess club play against other schools. The netball club is taken by a parent who is extremely well qualified in this area and pupils receive good coaching. The junior choir consists of 60 members. In addition to this main choir, there is a chamber choir of 12 pupils. The performance of the chamber choir is particularly impressive. They tackle demanding pieces extremely well. The school also runs recorder groups. During the inspection the chamber choir and recorder groups were practising for a December performance at St Nicholas church. The teaching of singing and recorders is very good. During the inspection, art and football clubs were also seen in action. A mathematics club is offered in Year 5 and 6 in the autumn and spring terms. There is also a ICT club which is developing a web site. In the summer term, the school offers country/Maypole dancing, cycling proficiency, athletics, cricket and rounders. The school competes against other schools in athletics, football, netball, cricket and rounders.

WHAT COULD BE IMPROVED

Although the school has improved information and communication technology provision, further improvements are required in order to broaden learning opportunities and raise standards further in this subject.

14. Since the last inspection, the school has improved provision for ICT. Curriculum planning has improved and the school has used a National Grid for Learning grant well in resourcing this subject. The school has just begun a programme of training for staff using New Opportunities Funding. Staff are enthusiastic about this new training but as it is at an early stage it has not yet had a full impact on raising standards in all areas of ICT. Pupils attain standards expected for their ages in word processing and data handling at both key stages. However, further improvements are required. At the end of Key Stage 2 there are no opportunities in the areas of monitoring and control. The school has identified this as an area for improvement. While ICT was used in some lessons to support other areas of the curriculum, this strategy is underused at present. The school should seek to raise standards in ICT to the high levels achieved in English, mathematics and science.

The quality of annual reports is inconsistent and do not sufficiently address standards attained, attendance figures or set clear targets for improvement.

15. The school produces annual reports to parents each summer. The format and content of the reports is not consistent across the school. Some reports have a section on technology that is designed to cover both design and technology and information, communication and technology. Comments in each subject area do not always indicate what standards have been attained or the pupil's rate of progress. Reports are generally stronger in commenting on work covered, and pupils' attitudes, behaviour and personal development. Target setting to help pupils to improve is not consistent across the school. In some reports, target setting is absent. In others, targets are too bland to assist effective learning. With a number of reports, attendance information is missing. At present, annual reports to parents do not comply with statutory requirements.

The school could communicate its high achievements in English, mathematics and science more effectively to parents.

16. The school publishes its national curriculum test results in newsletters and the prospectus. While this information indicates the percentage of pupils at each level, the data does not give sufficient information as to how well the pupils are performing in relation to the national average or to similar schools. At the Parents' Meeting, prior to the inspection, parents were generally unclear as to how the school's standards compared with other schools.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In the context of the school's many strengths, the headteacher, governors and staff should carry out the following actions in order to raise standards and improve the quality of provision further still.

- (1) Continue to raise standards in information and communication technology by
 - a) further raising staff expertise through the planned in-service training
 - b) using information and communication technology to support other subjects more fully
 - c) provide appropriate opportunities for monitoring and control at Key Stage 2 as identified in the school's improvement plan.

(paragraph 14)

- (2) Improve the quality of annual reports to parents by
 - a) providing a format for reporting which is consistent across the school
 - b) commenting on standards achieved in national curriculum subjects
 - c) including clear information on pupil attendance
 - d) providing clear and specific targets to help pupils' learning.

(paragraph 15)

- (3) Communicate the school's high standards more effectively to parents by providing information that compares the school against national averages and similar schools.

(paragraph 16)

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	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	32	68	0	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	Y1– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	116
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	17

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	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

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
	2000	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	9	9	9
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	92 (86)	92 (91)	100 (86)
	National	84 (82)	85(83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	9	9	9
	Total	22	24	22
Percentage of pupils at NC level 2 or above	School	92 (86)	100 (86)	92 (91)
	National	84 (82)	88 (86)	88 (87)

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
	2000	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	9	9	9
	Total	15	15	17
Percentage of pupils at NC level 4 or above	School	83 (89)	83 (94)	94 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	9	9	9
	Total	15	17	17
Percentage of pupils at NC level 4 or above	School	83 (83)	94 (89)	94 (94)
	National	70 (68)	72 (69)	80 (75)

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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
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: Y1 – Y6

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	18.7
Average class size	23.2

Education support staff: Y1– Y6

Total number of education support staff	6
Total aggregate hours worked per week	71

Financial information

Financial year	1999/2000
	£
Total income	224,333
Total expenditure	239,236
Expenditure per pupil	2044
Balance brought forward from previous year	15,518
Balance carried forward to next year	615

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	2	0	2
My child is making good progress in school.	67	23	5	0	5
Behaviour in the school is good.	58	38	2	0	2
My child gets the right amount of work to do at home.	45	41	14	0	0
The teaching is good.	61	31	3	0	5
I am kept well informed about how my child is getting on.	39	42	16	0	2
I would feel comfortable about approaching the school with questions or a problem	59	25	14	2	0
The school expects my child to work hard and achieve his or her best.	66	31	2	0	2
The school works closely with parents.	39	31	17	5	2
The school is well led and managed.	61	30	5	0	5
The school is helping my child become mature and responsible.	63	31	2	0	5
The school provides an interesting range of activities outside lessons.	47	28	13	5	7

Other issues raised by parents

A significant number of parents are concerned about the planned change to the local education authority's admissions policy where children will be accepted into the school earlier. This will lead to an increase in pupil numbers and the reorganisation of some classes. The school does receive pupils later than most primary schools at present. The school and governors are addressing this matter through appropriate channels.

Parents commented positively on the commitment of the teachers and the good reputation that the school has in the village and the wider area.