

INSPECTION REPORT

HASELOR PRIMARY SCHOOL

Haselor, Alcester

LEA area: Warwickshire

Unique reference number: 125759

Headteacher: Mrs Sine Wyatt

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 2nd –3rd October 2000

Inspection number: 225295

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: Infant and junior

School category: Foundation

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Haselor
Alcester
Warwickshire

Postcode: B49 6LU

Telephone number: 01789 488211

Fax number: 01789 488211

Appropriate authority: The Governing Body

Name of chair of governors: Mr A J Parr

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
Paul Nicholson	25406	Registered inspector
Ann Taylor	19743	Lay inspector
Lynn Lowery	13805	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE 4 6QZ

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
WHAT COULD BE IMPROVED	12
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 school is situated in the rural community of Haselor, which is two miles from the small town of Alcester and five miles from Stratford-upon-Avon. Currently, there are 99 pupils on roll (48 girls and 51 boys). Less than one tenth of the pupils live in the village; others come from a wide, surrounding area, where social conditions are mainly favourable. None of the pupils have English as an additional language. Less than five per cent of pupils are eligible for free school meals, which is low. A quarter of all the pupils have been identified as having special educational needs, which is above the national average. One pupil has a statement for special educational needs. On entry to the reception class children's attainments vary widely but are generally above average for their age. A third of pupils in Key Stage 2 have transferred to the school since the age of seven.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. The pupils achieve good standards in national tests as a result of their enthusiasm for school and the satisfactory and often good quality of teaching. The school is soundly led and managed and it provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- Pupils respond well to the school. They have very positive attitudes and relationships between staff and pupils are good. Behaviour in the classroom and around school is good.
- The school has a caring environment and there are good procedures for supporting pupils' learning, particularly for those pupils with special educational needs.

What could be improved

- In planning for the future there is insufficient focus on standards. Priorities are not clearly identified.
- For children in the Foundation Stage there is no clear planning of what is to be taught based on the nationally recognised areas of learning for young children.
- Pupils throughout the school have insufficient opportunities to develop their writing skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its previous inspection in March 1997. It has successfully managed the continued growth in pupil numbers. Major building work has doubled the capacity of the school and the number of classes has increased to four. The school has satisfactorily addressed most, but not all, of the issues raised at the last inspection. It has adopted national guidelines for each subject to assist teachers in their planning. An effective programme of professional development has been put in place to support the needs of the school and individual members of staff. As a result, the school has maintained high standards in English and science and raised them in mathematics. The role of the subject co-ordinators and the monitoring of teaching and learning have been improved somewhat but not sufficiently enough to further improve standards. The school has improved the provision for the children in the reception class by enhancing the accommodation and resources. However, there has been little progress in ensuring that teachers' planning relates closely to the appropriate areas of learning for these children. This remains a key issue for the school.

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
Mathematics	*	*	A	B
Science	*	*	B	C

Key

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

* Data has been omitted, as there were 10 or fewer pupils in the year group.

The school's performance in national tests, together with inspection evidence, confirms that pupils achieve high standards in each of the three core subjects. Comparisons with national averages vary from year to year as a result of the small number of pupils in the relevant year group. Only 1999's results are published in this report as in other years the number of pupils was too low to make reliable comparisons. The overall improvement in results over recent years (1996-1999) has been similar to the improving national trend. The pupils' performance in English tests during this period has been well above average. Eight out of every 10 pupils achieve Level 4, the expected standard for a typical 11-year-old and a third achieve the higher standard, Level 5. In mathematics results are more variable. Between 1996 and 1999 the results were above the national average. This was mainly as a result of the high proportion (a third) of pupils achieving Level 5 in 1999. In science a particularly good feature has been in the proportion of pupils achieving Level 4. This has resulted in a well above average performance over recent years. When compared with similar schools the results in 1999 were well above average in English, above average in mathematics and average in science. (National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.)

The results of national tests in 2000, for which there are currently no national comparisons, indicate a broadly similar pattern. Inspection findings reflect the high standards achieved in English, mathematics and science tests. The proportion of pupils in the current Year 6 likely to achieve or exceed the national target of Level 4 is above average in each of the core subjects. In English standards throughout the school in reading and speaking and listening are particularly good. However, standards in writing could be higher. There are insufficient opportunities for extended and creative writing. The school has identified this as an area for development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and enjoy their learning.
Behaviour, in and out of classrooms	Behaviour is good, both in and out of lessons. Pupils are polite and friendly.
Personal development and relationships	Relationships between pupils and between pupils and staff are good. Pupils are confident and keen to answer questions.
Attendance	The rate of attendance is in line with the national average.

Pupils' very positive attitudes, good behaviour and good personal development are important strengths of the school. The mutual respect shown by staff and pupils contributes significantly to the school's caring environment.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 overall quality of teaching is satisfactory and often good, particularly in Key Stage 2 and in the teaching of children with special educational needs. The school has a new teacher and during the inspection a temporary teacher taught one of the classes. Teaching ranges from unsatisfactory to very good. Most teaching (92 per cent) is satisfactory or better. Forty-six per cent of lessons are good and eight per cent very good. There is a small amount of unsatisfactory teaching amounting to eight per cent. The quality of learning is good overall. Teachers manage the pupils well and make effective use of support staff and resources. This means that the pupils are productive and work at a good pace. In most lessons planning is a strong feature, activities match pupils' abilities well and there is satisfactory challenge for more able pupils. Teachers' expectations are at times not high enough, particularly in the presentation of work. Teachers' knowledge and understanding of the subjects they are to teach is variable, particularly in the basic skills of literacy and numeracy. This results in a small amount of unsatisfactory teaching and consequently learning is adversely affected. Teachers' knowledge of what is to be taught is better at Key Stage 2 and this supports the good progress made in pupils' learning at this key stage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is unsatisfactory because it is not planned systematically to cover all the relevant areas of learning. The curriculum for Key Stages 1 and 2 is satisfactory. It meets statutory requirements and is broad and balanced.
Provision for pupils with special educational needs	The school organises its provision well. Procedures for supporting pupils' learning are effective and as a result these pupils make good progress. Support staff make a positive contribution to this provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Pupils clearly understand right from wrong and show good levels of respect towards others. There is good provision for learning about the pupils' own culture, but learning about other cultures is limited.
How well the school cares for its pupils	There is a high standard of care. Good procedures are in place to ensure the health and safety of pupils.

The school's caring environment, which includes good provision for pupils' personal development and effective procedures to support pupils' learning, is a strength of the school. It has a positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership and is well supported by the staff. Subject co-ordinators are beginning to manage the core subjects, though their role is not fully effective in monitoring teaching and learning throughout the school.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities satisfactorily, but is not yet fully involved in monitoring the work of the school.
The school's evaluation of its performance	During the period of growth the school's main focus has been on finance and premises. This has resulted in the successful growth of the school. However, the governors, headteacher and staff have not evaluated the work of the school sufficiently to clearly identify priorities and relevant actions aimed at further improvements in standards.
The strategic use of resources	The school makes very good use of its financial resources, including specific grants and funding. It has successfully financed improvements to the accommodation and resources.

The school has appropriate aims. It successfully provides a caring and friendly environment in which pupils are valued. However, it has not identified the current priorities required to maintain and then further raise standards. The school development plan is not effective in setting targets and showing how they are to be achieved and evaluated.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty-six parents completed questionnaires and 27 parents attended a meeting to discuss their views.

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good and teachers have high expectations. • The quality of teaching is good. • Children make good progress. • Children like school and it helps them to mature and become responsible. 	<ul style="list-style-type: none"> • The quality and quantity of homework set. • The amount of information received about their children's progress at school. • The range of extra-curricular activities. • The school working more closely with parents.

Parents are generally pleased with the school and agree it is a caring environment. Inspection evidence supports the positive views of the parents. The school has recently revised its homework policy and issued pupils in Key Stage 2 with homework diaries. The new policy has yet to be communicated to parents. In practice the homework given provides pupils with appropriate activities and makes a positive contribution to their learning. The school provides adequate formal and informal opportunities to discuss children's progress and annual reports provide a good level of information. For a small school there is a satisfactory range of extra-curricular activities. The links between school and parents are good and support children's learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science

1. The pupils achieve high standards in their National Curriculum tests. The results of end of Key Stage 1 tests/tasks for 1999 and 2000 show that all pupils achieved Level 2, the expected standard for a typical seven-year-old, in reading, writing, mathematics and science. In 1999 this was very high in comparison with all other primary schools. In reading nearly half of the pupils went on to achieve the higher standard, Level 3. This was well above the national average. In mathematics and science approximately a quarter of pupils achieved the higher standard, which was above the national average. In writing no pupils achieved the higher level, which was below the national average and indicates that standards in writing should be higher (see paragraphs 20-22). In comparison with similar schools these results were well above average in reading, above average in mathematics but below average in writing.
2. The results for 2000 showed a broadly similar pattern in Key Stage 1, though national comparative data is not currently available. The high standards in reading, mathematics and science were maintained. Standards in writing improved, with a third of pupils achieving the higher standard.
3. An analysis of end of Key Stage 2 National Curriculum tests results is more difficult because of the very small numbers of pupils taking the test in recent years. In 1999, when there were sufficient pupils to make reliable comparisons, the results were well above the national average in English and mathematics and above average in science. Most pupils achieved Level 4, the expected standard for a typical 11-year-old, in each subject. Almost a half achieved the higher standard, Level 5, in English. A third of pupils achieved the higher standard in mathematics and science. In comparison with similar schools the 1999 results were well above average in English, above average in mathematics and average in science. The pattern of results for 2000, which was a small group of pupils, was broadly similar.
4. Inspection evidence indicates that standards in reading continue to be high throughout the school. Pupils are developing good phonic skills and use a good range of strategies to read unfamiliar words. Most read fluently and with expression by the time they are in Year 6. Pupils make good use of fiction and non-fiction books in the school and class libraries. They know how books are classified and confidently use index and contents pages to locate information. Reading is well supported within school through group reading in literacy lessons and individual support from teachers and support staff. It is also well supported at home as parents listen to their children read frequently. Reading diaries for younger pupils form a good link between school and home. Skills in speaking and listening are very well developed. Teachers give pupils many opportunities to develop their speaking and listening skills, for example, in literacy lessons. As a result almost all pupils speak confidently and are good at listening. By the end of Key Stage 2 pupils clearly express their views, for example, when discussing their favourite books and when reporting back to the class their findings in science.
5. A scrutiny of pupils' writing indicates that they have an appropriate understanding of punctuation and grammar. For example, pupils in Key Stage 1 are beginning to use capital letters and full stops correctly to show sentences. However, the higher standards achieved in 1999 and 2000 are not evident in pupils' current work.

Teachers' expectations of what younger pupils can achieve are not always high enough. Older pupils produce writing of an appropriate standard, as when writing about the book and film 'The Secret Garden'. However, pupils are not sufficiently developing different forms of writing such as stories, poems, diaries and notes to ensure that as many as possible will achieve the higher standard. Throughout the school insufficient attention is currently being given to developing writing skills in other subjects (see paragraphs 20-22).

6. In mathematics pupils have a clear understanding of number and make good progress in developing their numeracy skills. Pupils in Key Stage 1 have a good knowledge of place value and most can order numbers up to 100. By Year 6 pupils successfully use their numeracy skills to solve problems. When calculating estimates they round-off numbers and prices and use a range of mental and written methods. The grouping of pupils by ability in numeracy lessons is effective and having a positive impact on learning. Most pupils are on target to achieve the expected level by the end of the key stage and a third or more should reach the higher level.
7. Skills and knowledge in science are well developed. For example, pupils in Years 3 and 4 understand how shadows are formed and use relevant terms such as 'translucent', 'transparent' and 'opaque'. By Year 6 pupils carry out experiments and are secure in their understanding of fair testing. Most pupils are working at the expected level for their age and many are working towards the higher standard. This was observed when pupils showed good levels of understanding while testing how much air was trapped between the particles of different soils when measuring the amount of water they absorbed.

Pupils respond well to the school

8. Pupils have very positive attitudes to their work. From an early age pupils show interest in their activities. Although young children in the reception class find it difficult to sit still, they listen carefully and are very keen to answer questions. They enjoy activities such as when learning the initial letter sound 's' by discussing 'seven slithering snakes'. Older pupils listen attentively and are interested in their work. They are keen to answer questions and eagerly take part in practical work in science lessons. They sustain good levels of concentration. When teachers' expectations are high pupils take pride in the presentation of their work. The enthusiasm shown by the staff ensures that pupils are attentive in lessons.
9. Relationships between pupils are good. They encourage and support each other. Young children are taught to take turns and are beginning to co-operate with each other. For example, they take part in appropriate conversations while 'caring for the baby' in the puppet theatre. Older pupils collaborate well in small groups, as when taking part in practical activities in science lessons. Relationships between staff and pupils are also good. Pupils relate well to staff and they value their support. The calm and caring approach of staff has a positive impact on learning.
10. Pupils' behaviour in the classroom and around school is good. They are friendly, polite and well mannered. Occasionally pupils are fussy at the beginning of lessons or when 'squeezed' into the library for assembly. However, they become attentive and quickly settle to tasks once the lesson has begun. Pupils play sensibly together, sharing games equipment and taking turns. The pupils' good behaviour and very positive attitudes are a significant factor in the good progress they make. The school has a caring environment.

11. The schools' caring environment makes pupils feel safe and secure. Teachers know their pupils well and this ensures that their individual needs, both academic and social, are well catered for. Members of the support staff play an important role in creating the caring ethos within the school. For example, during the inspection they dealt sympathetically with a child who had sand in his eye and one who was feeling ill. Members of staff encourage pupils and praise their efforts, which results in pupils not being afraid to answer questions for fear of being wrong. Members of staff regularly remind pupils to show respect to others and not to laugh if someone makes a mistake. There is an effective system for identifying pupils who require additional support. Those with special educational needs benefit from clear learning targets in their individual education plans and good quality teaching from the specials needs teacher. Learning support assistants make a positive contribution to pupils' learning. This results in these pupils making good progress in their learning. The school has also begun to identify more able pupils and is looking at ways in which it can challenge them and improve their level of progress. The school has good procedures for child protection and ensuring the health and safety of pupils and staff. Governors carry out regular safety checks. Parents see the school as a caring community.

WHAT COULD BE IMPROVED

In planning for the future there is insufficient focus on standards. Priorities are not clearly identified

12. Overall, the leadership and management of the school are satisfactory. There are many strengths, but also some weaknesses. The headteacher and governing body have recognised the need to change the emphasis of their work to ensure the continued success of the school.
13. Governors, headteacher and staff share common values, which are based on excelling in all they do and valuing everyone's efforts. The governors and headteacher have successfully managed the rapid growth in pupil numbers. They have ensured a good level of staffing, have increased and improved the accommodation and have ensured sufficient good quality resources are made available. The governors, through their finance committee, monitor the budget very well. They make very good use of the funding and grants made available to them.
14. The governors have recently identified correctly the need to develop their management structure and have set up a pupils and curriculum committee. However, at present their role in shaping the direction of the school is limited. Governors have little first hand knowledge of the needs of the school that could be gained through, for example, a programme of focused classroom visits.
15. Key management issues from last inspection, which were to develop subject co-ordination and the monitoring of standards, have been partially addressed. The headteacher has successfully begun a programme of monitoring teaching. Subject co-ordinators are in place for some, but not all, of the subjects. This has been made more difficult as a result of staff changes. However, the role of co-ordinators has not been fully developed to ensure that teaching and learning is monitored across the school in all subjects. The identification of areas for development, essential if further improvements are to be made, is not being effectively carried out.
16. The school's development plan is not being used effectively to clearly identify priorities for improvement. Its major focus has been on the development of the building and resources. There has been insufficient focus on identifying areas for

development in teaching and how to maintain and then further improve standards. This has added significance given the recent changes in the teaching staff. The plan does not take a long-term view of the school's development. It does not identify clear priorities for the school together with action plans to show how the targets are to be reached or how progress towards achieving them will be monitored and evaluated. The effectiveness of the work of the school is therefore limited and improvements in the quality of teaching and learning required to maintain high standards are not assured.

For children in the Foundation Stage there is no clear planning of what is to be taught based on the nationally recognised areas of learning

17. At the time of the last inspection a key issue for the school was to improve the provision for children under five. Planning was not related to the desirable outcomes for children of this age and they were given too few opportunities to explore and develop their independent and collaborative learning. Resources at the time were inadequate to support this learning. The school has improved the accommodation for these children by enlarging the reception classroom and giving it access to an outdoor play area. Resources have been greatly improved. However, a curriculum to ensure the systematic development of children's skills and knowledge has not been put into place. Furthermore, there are no effective procedures for monitoring children's experiences and recording their progress.
18. The introduction in September 2000 of the Foundation Stage for children aged three to the end of the reception year provided new curriculum guidance to schools. The amended areas of learning and their early learning goals should now provide the basis for the school's missing curriculum. A weekly planning cycle that will ensure progression through the areas of learning and reflect the ideas contained within the guidance's 'stepping stones' is not in place. There is no effective system for recording children's progress towards the early learning goals to ensure activities are well matched to the children's needs and that they are well prepared to begin Key Stage 1.
19. The school's annual report to parents for children in the reception class is currently based on the National Curriculum subjects for older pupils. The current format does not reflect the areas of learning for these children.

Pupils throughout the school need more opportunities to develop their writing skills

20. Standards in writing throughout the school are lower than those found in other aspects of English such as reading and speaking and listening. Through monitoring pupils' results in National Curriculum tests the school has identified this as an area for development. For example, in end of Key Stage 1 tests (1999) no pupils achieved the higher standard, Level 3, in writing whereas over a half of the pupils achieved it in reading. Scrutiny of pupils' current work shows that their technical skills in terms of spelling, punctuation and grammar are well developed. It is their ability to write sustained pieces with a coherent structure and vocabulary chosen for variety and interest that is not developed so well. They are given few opportunities to plan and review their ideas while producing pieces of extended writing. This is mainly because little time is given to pupils to practise these skills. This is partly because of the structure of the literacy lesson, which is more suited to short pieces of writing and exercises that give practice in certain skills.
21. In the Foundation Stage and Key Stage 1 the balance of activities within the literacy lesson is often heavily towards teacher input with a focus on information and copy-

writing. There are insufficient opportunities for pupils to write and develop their own ideas. The additional half-hour per week recently introduced in Key Stage 2 for extended writing has not yet made an impact on standards. An adequate time is spent on English and increasing it further will reduce the time for other subjects and this may have a negative effect on their standards. However, opportunities to develop writing in other subjects such as history, geography and religious education are missed. Pupils have written with empathy in history. For example, they wrote about conditions in an Andersen shelter as part of their work on the Second World War, but there are currently too few opportunities such as this.

22. The standard of handwriting and presentation throughout the school is lower than it should be. Insufficient attention is given to developing a legible style. Pupils present their work well when teachers' expectations are high, for example, when recording science experiments. However, teachers' expectations are often too low and pupils have not developed an awareness of the importance of clear and neat presentation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. To build on its many strengths the governors, headteacher and staff should now:
- (1) ensure there is a clear focus on further raising standards by:
 - developing the roles of the governors, headteacher and subject co-ordinators in identifying areas for development;
 - using the school development plan to identify clear priorities for school improvement, set challenging targets and monitor and evaluate progress towards them;
 - (2) develop a relevant curriculum and effective assessment, recording and reporting procedures for children in the Foundation Stage;
 - (3) develop pupils' writing skills by:
 - providing more opportunities throughout the school for pupils to engage in extended and creative writing;
 - developing writing skills in other subjects such as history, geography and religious education;
 - improving the standard of handwriting and presentation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	46	38	8	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)	99
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

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	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9
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
	2000	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 or above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 or above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	7	3	10

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	** (87)	** (87)	** (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	** (93)	** (93)	** (93)
	National	70 (68)	72 (69)	79 (75)

** Data omitted as comparisons with national averages are statistically unreliable as a result of there being 10 or fewer pupils in the year group.

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	96
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.44
Number of pupils per qualified teacher	18
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	57

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	248,800
Total expenditure	231,598
Expenditure per pupil	2,388
Balance brought forward from previous year	20,054
Balance carried forward to next year	37,256

Results of the survey of parents and carers

Questionnaire return rate 68.6%

Number of questionnaires sent out	67
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	2	0	0
My child is making good progress in school.	39	52	7	0	2
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	26	35	37	0	2
The teaching is good.	46	46	7	0	2
I am kept well informed about how my child is getting on.	36	33	27	2	2
I would feel comfortable about approaching the school with questions or a problem.	54	35	9	0	2
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	28	57	15	0	0
The school is well led and managed.	35	52	11	2	0
The school is helping my child become mature and responsible.	42	56	0	0	2
The school provides an interesting range of activities outside lessons.	13	48	22	9	9

Note: Totals for each question may not equal 100 per cent as a result of rounding off of numbers.