

INSPECTION REPORT

ETCHINGHAM CE PRIMARY SCHOOL

Etchingham

LEA area: East Sussex

Unique reference number: 114502

Headteacher: Mr D M Durant

Reporting inspector: Mr J Earish
23216

Dates of inspection: 16th –17th October 2000

Inspection number 225340

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Etchingham CE Primary School Burgh Hill Etchingham East Sussex
Postcode:	TN19 7PB
Telephone number:	01580 819218
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Appropriate authority:	Governing Body
Name of chair of governors:	Frank Kateley
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Etchingham CE Primary School is situated in the Etchingham and Hurst Green Ward in East Sussex. There are 102 full-time pupils on roll. This is a popular school, with many pupils travelling a considerable distance, although the majority come from the local area. Many pupils live in owner-occupied housing, with some families in rented and local authority housing. Many are from professional and managerial backgrounds. Sixteen per cent of pupils are identified as having special educational needs. This is close to the national average. One pupil has a statement of special needs, which is broadly in line with the national average. There are no pupils from homes in which English is not the first language. Three per cent of pupils are known to be eligible for free school meals. This is below the national average. The attainment of children when they start school covers a wide range but is above average overall.

HOW GOOD THE SCHOOL IS

Etchingham is a very good school. Its success is built on the very strong foundations of mutual respect, and effective partnership between staff, home and community. Pupils are very eager to learn, are interested in their work, and behave very well. The quality of teaching is very good. The headteacher, staff and governors work very well together to achieve their aim of challenging and motivating the pupils. Although the school has above average income because of its size, it provides very good value for money.

WHAT THE SCHOOL DOES WELL

- Standards achieved in English, mathematics and science are well above average by the age of seven and eleven years.
- The school monitors pupils' performance and welfare very well, and pupils are very well supported.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- Teaching is very good overall, and was very good in 48 per cent of the lessons observed during the inspection.
- The Headteacher, teachers and governors provide very good leadership, and all work very effectively as a team.

WHAT COULD BE IMPROVED

- There are no significant areas for improvement

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection, in November 1996, found Etchingham to be a good school with a very caring ethos. Since then the school has made very good improvement. New classrooms, a new library and playing field have been added. A comprehensive and detailed self-evaluation policy has been implemented, and effective measures have been taken to secure an appropriate contingency fund. The school has also achieved Beacon Status for its work in numeracy. The high standards achieved by pupils in the national tests at the age 7 and 11 years have been sustained. The quality of teaching and learning remains very good overall, despite significant changes to the teaching staff. Rigorous monitoring has been introduced to evaluate teaching and learning; the needs of pupils of different abilities are catered for, and all statutory requirements are now in place. The school is now well placed to continue to improve even 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
	1997	1998	1999	1999
English	A*	B	A*	A
mathematics	A*	B	A*	A*
Science	A*	A	A*	A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of 11 years, standards in English, mathematics and science are very high when compared to all schools, and in the top 5 per cent nationally. When compared with schools with similar intakes, standards are well above average in English and science. In mathematics they are very high and in top 5 per cent of similar schools. The trend in the school's performance in English, mathematics and science has been above or well above the national average since 1997. The school has set realistic targets for pupils' performance in 2001 and inspection evidence suggests pupils are in line to meet them. The work pupils were doing during the inspection confirmed that standards are well above average in all three subjects. Standards in information technology are also above average at both key stages. Pupils achieve well in the Foundation Stage, and very well at Key Stages 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school.	Pupils enjoy coming to school, and are responsive, responsible and eager to learn. They give of their best at all times and show very good attitudes in all they do.
Behaviour, in and out of classrooms.	Very good throughout the school in lessons, and at all other times.
Personal development and relationships.	Very good. They work and play together very successfully, and have a mature respect for each other and for adults.
Attendance.	Satisfactory

Courtesy and mutual respect are evident everywhere in the school, and pupils work and play together happily. Pupils' attitudes to learning are very good, and they have a positive effect on both the quality of the education and the standards achieved. Pupils' very good behaviour, relationships and personal development all contribute to an orderly and welcoming environment in which effective learning can take place.

TEACHING AND LEARNING

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

Overall, the teaching in the school is very good. In just under 87 per cent of what was observed, the teaching ranged between good, very good, and excellent. No lessons were judged to be unsatisfactory. In the Foundation Stage teaching in reception was consistently good or very good. In Key Stage 1, 86 per cent of lessons were at least good, of which 57 per cent were good and 29 per cent very good. In Key Stage 2, 84 per cent of lessons were at least good, of which 50 per cent were very good and nearly 17 per cent were excellent. Teachers are enthusiastic and are very clear about what they expect pupils to learn. They ensure that lessons are interesting, varied and challenging to pupils of all abilities, including those with special educational needs. Literacy and numeracy are very well taught across the school, and the quality of learning is very good overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	The curriculum is broad and balanced and caters well for the wide range of pupils' backgrounds, interests and abilities.
Provision for pupils with special educational needs.	Provision for pupils with special educational needs is good overall, and it enables them to make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Very good. All aspects of spiritual, moral, social and cultural development make a positive contribution to the overall personal development of pupils.
How well the school cares for its pupils.	The school has very good procedures for monitoring and caring for its pupils. All adults manage pupils well, treat them with respect, and listen carefully to them. This creates a secure environment in which pupils feel valued and can thrive.

The very good curriculum is broad and balanced and meets statutory requirements. Very good links between subjects have been made so that skills learned in numeracy, literacy and information and communication technology can be developed in other lessons. The building of a new information and communication technology area has enhanced the delivery of information technology. This is being used very effectively by all teachers to raise standards. Provision for pupils with special educational needs is good, enabling all pupils to take a full part in lessons. Well-planned assemblies and religious education lessons enable pupils to reflect on their own beliefs and feelings. Arrangements for child protection, and procedures to ensure pupils' welfare, health and safety, are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	The Headteacher, teachers and governors provide very good leadership. All members of the school community work very well as a team, and are committed to school improvement.
How well the governors fulfil their responsibilities.	The Governing Body is very supportive and successfully fulfils its role as critical friend to the school. It is very well organised and fulfils its legal responsibilities by means of a very effective committee structure.
The school's evaluation of its performance.	The school is very good at analysing overall strengths and weaknesses, and in using this data to decide what needs to be done next. This includes rigorous but supportive arrangements for monitoring the quality of teaching, planning and learning. The staff and governors regularly review the school development plan to see if it is working effectively.
The strategic use of resources.	The school makes very good use of time, people, accommodation and the resources available to the school for the benefit of all pupils.

The Headteacher provides very good leadership, which gives a strong sense of purpose and direction to the school. There is also a very good standard of educational debate between teachers and governors, and all work together to provide high quality learning for all pupils. The governors successfully apply the criteria for best value in the recruitment of staff, and the quality of services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Parents feel comfortable about approaching the school with questions or problems. • Children make good progress. • Behaviour in school is good. • The amount of work some children do at home. • The school is well led and managed. • Teaching is good. • The school works closely with parents. • The school helps children to become mature and responsible. • The school expects children to work hard and achieve their best. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons. • Information about how children are getting on.

Inspectors' judgements support parents' positive views. Pupils enjoy school, and form very good relationships with their teachers and with each other. The school has worked very hard to involve parents in the life of the school, and they find it very easy to approach the headteacher and staff with suggestions and problems. Some parents do not feel sufficiently well informed about how well their children are progressing, nor do they consider that the school provides a sufficiently wide range of activities outside lessons. However, inspectors consider provision in all these areas to be at least satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in English, mathematics and science are well above average by the age of seven and eleven years.

1. The results of the 1999 national tests for 11 year olds in English, mathematics and science are very high. Attainment of children when they start school covers a range of abilities but is mainly above average. By the age of 11 years, standards in English, mathematics and science are very high when compared to all schools. They are above the average for similar schools in English and science; in mathematics they are very high. The school's performance for all core subjects has been above or well above the national average since 1997. The school has set realistic targets for pupils' performance in 2001, and evidence suggests they are in line to meet them. The work pupils were doing during the inspection confirmed these standards.
2. The teachers attribute the consistency in the pupils' results to their own detailed work in analysing and interpreting all the data from the previous year's tests, and to improvements in assessing pupils' performance in lessons. Assessment has been used to identify specific areas of work that need more emphasis and has resulted in 'booster groups' to help raise the numbers of pupils attaining the higher level 5 or above at Key Stage 2. This careful analysis enables teachers to focus their attention on areas that are likely to make a difference. This includes monitoring attainment to improve standards of literacy, helping pupils to achieve their potential in written tests.
3. The results for 7 year olds in the national tests for reading, writing and mathematics are also good. Compared with all schools nationally, standards in mathematics are very high, and in reading and writing they are above average. In comparison with similar schools standards in mathematics are high; in reading they are good, and in writing average.
4. Analysis of the results of the most recent tests for pupils aged seven, for which there were no national comparisons by the start of the inspection, shows that all pupils reached the national target of level 2 in reading, writing and mathematics. Fifty seven per cent reached the higher level 3 in reading, 29 per cent in writing, and 64 per cent in mathematics. This is a significant improvement on the numbers achieving level 3 in 1999. At Key Stage 2, the school target for level 4 and above was 86 per cent in English, mathematics and science. This target was attained in English and mathematics and was exceeded in science, where all pupils achieved this level. However, although 50 per cent of the cohort attained level 5 in English and science, only 14 per cent successfully reached this level in mathematics compared to 69 per cent in 1999. This was an unusual result for the school; in fact the first time this has happened. However, this was a small cohort of pupils and no fewer than 57 per cent had joined the school during Key Stage 2. Twenty nine per cent of the girls in that cohort were at Etchingham for just one year. The whole cohort was given booster sessions in English and mathematics for two terms prior to the national tests. They made good progress, and just over half of the pupils achieved level 5 in English, and very narrowly missed this level in mathematics. Inspection evidence shows that standards this year are already well above average in all three subjects.

5. By the age of seven, pupils' skills in speaking and listening develop very well. They listen carefully, and speak clearly, and are confident and fluent speakers for their age. They write neatly in a cursive script, and read confidently. Most pupils in Key Stage 2 make very good progress in all aspects of literacy. They speak very clearly and explain their reasoning or justification using complex sentences in ways appropriate to the occasion. Most read accurately and fluently, and by the age of 11 years, talk knowledgeably about what they are reading by reference to aspects of style or structure of text to support their view. Pupils' attainment in writing is also well above average. They write confidently, choosing words with great care.

6. Pupils make very good progress in mathematics throughout Key Stage 1, and achieve very good standards. For example, younger pupils develop skills in remembering and recalling number facts accurately. They then move on to more complex work with the introduction of two-digit numbers. They can recognise multiples of ten and have a good understanding of place value in hundreds tens and units. Pupils' skill in using and manipulating numbers improves at a very good rate as they progress through Key Stage 2. Throughout the key stage, pupils are asked to explain their strategies for solving numerical problems. By Year 6, pupils have very good levels of skill across most elements of the mathematics curriculum. This ranges from working with equivalent fractions, percentages, number patterns and sequences, to the analysis of data using spreadsheets.

7. In addition to skills in numeracy and literacy, pupils' skills in information technology help them to achieve very good standards in science at Key Stage 1 and 2. Pupils of all ages and abilities are able to conduct a fair test, offer hypotheses and draw simple conclusions from their work. Older pupils in particular have a good understanding of the principles of fair testing. By the time they are at the end of the Key Stage 2, pupils achieve very good levels of understanding in all areas of science. This is mainly due to the quality of teaching, particularly in investigative and experimental science.

The school monitors pupils' performance and welfare very well, and pupils are very well supported.

8. The school provides a very calm and caring environment where all adults constantly strive to create a learning ethos where all pupils flourish. The overwhelming majority of parents believe the school is helping their children become mature and responsible. Their view is supported by inspection evidence. A cheerful and stimulating atmosphere pervades all aspects of school life, and pupils are valued as individuals and treated with respect by teaching and non-teaching staff alike.

9. Central to the drive to raise standards is the effective implementation of the monitoring and evaluating policy, which enables teachers to judge the effectiveness of learning activities. This information is then used to inform planning to meet the needs of all pupils, particularly those who are higher attainers, and to identify what needs to be done next. This area of the schools' work was a key issue for action at the time of the last inspection. The issue has been tackled very effectively. Day-to-day assessment now effectively informs teachers of the progress made by individuals, and the introduction of optional tests for Years 3, 4 and 5 means that pupils' performance can now be more easily tracked.

10. The school is making very good use of detailed and careful monitoring of academic progress. All pupils have targets for improvement that are shared with parents and displayed in the classroom. There are regular meetings to discuss the progress made by individual pupils, and targets are conscientiously monitored and reviewed.

11. Pupils on the special educational needs register also receive very good support. Each child has targets and strategies linked to his or her individual education plans. A number of pupils who are underachieving receive additional support in literacy and numeracy. Pupils in Key Stage 2 who are identified as more able learners are given booster lessons in mathematics and English.

12. Monitoring of pupils' personal development is based on the very good knowledge which all staff have of the pupils. The school is a caring community, where teachers show a high commitment to their pastoral role and provide effective support for pupils with personal problems. Of particular note are the care and concern shown by all staff and pupils to ensure children with physical handicaps are successfully integrated within the classroom and the general life of the school. Pupils were observed cheerfully including a pupil confined to a wheelchair in their playground games. The work of the school is further enhanced by the full use it makes of outside agencies.

13. The school is increasingly aware that the needs of all pupils cannot be met during the school day alone. The provision of after school clubs and activities has been increased to cater for a wide range of ages and interests. A number of these clubs now use outside agencies or talented parents to supplement the skills and aptitudes of the teaching staff. It is a school policy to make provision for any activity in which pupils express an interest. Parents are put in touch with other local providers if the school is unable to make suitable arrangements.

Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.

14. Throughout the school, pupils' attitudes to learning are very good and have a positive effect on both the quality of their education and the standards of work that they achieve. Their behaviour, relationships and personal development are also very good, and all contribute to an orderly and welcoming environment in which effective learning can take place.

15. Attitudes to work are very good. Without fail, pupils settle well at the beginning of lessons and await the teachers' introduction with eager anticipation. They listen carefully to the teacher, concentrate well and keenly watch any demonstrations so that they can follow instructions correctly. For example, during an excellent Year 5/6 mathematics lesson using graphs and spreadsheets, the pupils were able to draw conclusions based on a systematic analysis of the data and they didn't want the lesson to end. They confidently shared ideas with each other, and recorded their results neatly and systematically. The majority of pupils show a real desire to improve their work.

16. Consistently high standards of behaviour in lessons and when moving around school, during assembly and throughout the day, make a strong contribution to the creation of a very positive learning environment. Pupils learn from a very early age to distinguish between right and wrong.

17. Relationships in the school are very good. The school operates as a harmonious community in which pupils of different ages, gender, and ability work and play happily together. The ability of the

teaching and support staff to work as an effective team provides a very good role model for pupils. The openness, warmth and mutual respect, which permeate the school, promote a purposeful climate in which effective learning can take place. Visitors to the school are made to feel very welcome.

18. Pupils respond well to the many opportunities for their personal development, which include classroom and whole-school responsibilities, extra-curricular activities and residential visits. They willingly take responsibility for duties which support the smooth running of the school. For example, they help to prepare the hall for assembly, have responsibility for putting out the games at playtime, and clear away after both. Also, pupils are able to reflect on their own work and evaluate what they have achieved. For example, in a Year 2 science lesson about forces, pupils were able to explain the principles behind a fair test they devised to compare the speed and directions of moving objects. The pupils also show great respect for resources. Their attitude was particularly impressive when they were working in the new information and communication technology room.

Teaching is very good overall, and was very good or better in 48 percent of the lessons observed during the inspection.

19. Throughout the school, teachers prepare their lessons thoroughly by identifying precise learning objectives, grouping the pupils carefully, varying the activities, choosing the best methods to use, and deciding how to assess what the pupils learn. A brisk pace is set, and learning activities are well matched to pupils who learn at different rates. Teachers constantly monitor how pupils are progressing, and use questions well to support the slower learner as well as to challenge the higher attaining pupils. These features, together with the teachers' enthusiasm and their positive attitude to discipline, contribute significantly to the high standards achieved and the very good progress that pupils make. No significant weaknesses were observed in the quality of teaching during the period of the inspection.

20. The school's emphasis on teaching literacy, numeracy and information and communication technology through all subjects helps significantly to raise standards, and literacy and numeracy skills are taught very well. Teachers monitor pupils' progress carefully, and are skilled at providing for their individual needs. Teachers use their good subject knowledge to plan carefully, providing interesting and stimulating activities which challenge all pupils.

21. One teacher's excellent subject knowledge and her enjoyment of teaching mathematics to Year 5/6 created great excitement when pupils were developing skills in handling data. The exceptionally clear delivery, using a 'PowerPoint' presentation, created an atmosphere of anticipation for analysing databases and spreadsheets. Pupils quickly settled to their tasks, and were able to interrogate the databases and draw simple conclusions based on the evidence. The excellent use of praise and encouragement, and of careful planning, enabled pupils who learn at different rates to sustain concentration and play a full part in the lesson. Information and communication technology was also well used to explore the use of spreadsheets as a tool for analysing data and solving mathematical problems.

22. Another teacher's very good subject knowledge and her enjoyment of teaching literacy to children under five created great excitement when reading a story from a 'Big Book'. The teacher was well organised, and used her imagination to turn the recognition of sounds into a game which really excited the pupils' interest. Words were well chosen so that pupils of all abilities could participate, and very good use of questioning quickly established what they could do and understand. Many were able to write simple words phonetically, and some made plausible attempts at more complex words. The teacher's skilful interaction with the pupils enabled them to make very good progress because they understood exactly what was expected of them, and they enjoyed what they were doing.

23. In a very good Key Stage 1 science lesson about forces, the teacher shared the learning objectives with the pupils and encouraged them to reflect on the ways in which they learn. The teacher used questions particularly well to challenge and stimulate enthusiasm. She began by asking pupils: 'Why did we do that?' 'How can this experiment be improved?' ... 'Is this a fair test?'' Are you certain?'' What will happen if we change the slope of the track?'' Will the mass of the car make a difference to the distance it will travel down the slope?' She continually checked the pupils understanding, but allowed them to make mistakes so they could work out where they had gone wrong. This helped to deepen the pupils' understanding of their work, and sustained their interest and enthusiasm without losing the sense of fun.

The Headteacher, teachers and governors provide very good leadership, and all work very effectively as a team.

24. The headteacher provides very good leadership, which gives a strong sense of purpose and direction to the school. He is personally committed to building an effective partnership between the school, the home and the community. Each classroom is a friendly, stimulating and challenging environment in which individual interests, talents and differences are respected and celebrated. There is a high level of commitment to the development of the school, and all members of the school community, including staff, governors and parents, work together with a shared sense of vision and pride.

25. The headteacher effectively manages change. A very good example is the way in which the staff have worked together to develop strategies for monitoring and evaluating planning and for scrutinising pupils' work, so that the curriculum can be developed and standards raised. The headteacher and subject co-ordinators regularly visit classrooms to monitor standards, and there are thorough evaluations of statutory assessment tasks. Also, the timetable is adjusted each term to enable pupils in mixed aged classes to experience the full breadth of the national curriculum programmes of study. All these help to provide a clear picture of the pupils' progress, which in turn leads to the development of appropriate action plans and targets to improve the quality of teaching and learning.

26. The governing body is very supportive and successfully fulfils its role as critical friend to the school. It is well organised and fulfils its legal responsibilities by means of an effective committee structure. Governors take a keen interest in the work of the school, and contribute substantially to its effectiveness. They have high levels of expertise and are very well organised and thorough in their approach. For example, the headteacher regularly submits papers to the governors for discussion

before policies or procedures are drafted and adopted. Governors have trust in the headteacher but expect him to be fully accountable to them.

WHAT COULD BE IMPROVED

27. There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. There are no significant issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	40	40	13	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)	102
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	16

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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	7	7	7
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	94(100)	94 (100)	100 (93)
	National	82(80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	7	7	7
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (93)	100 (100)
	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	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	92 (67)	92 (67)	92 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	92 (78)	92 (67)	92 (89)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	85
Any other minority ethnic group	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)	5.8
Number of pupils per qualified teacher	17.6
Average class size	25.5

Education support staff:

YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	91

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.

Financial information

Financial year	1999/2000
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	£
Total income	200406.00
Total expenditure	250229.00
Expenditure per pupil	2478.00
Balance brought forward from previous year	7842.00
Balance carried forward to next year	12471.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	20	5	0	0
My child is making good progress in school.	59	32	5	2	0
Behaviour in the school is good.	50	41	7	0	2
My child gets the right amount of work to do at home.	50	41	5	2	2
The teaching is good.	73	16	2	5	5
I am kept well informed about how my child is getting on.	64	23	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	20	5	2	0
The school expects my child to work hard and achieve his or her best.	70	18	2	2	7
The school works closely with parents.	50	39	7	2	2
The school is well led and managed.	75	14	9	0	2
The school is helping my child become mature and responsible.	66	23	5	5	2
The school provides an interesting range of activities outside lessons.	33	44	16	0	7