

INSPECTION REPORT

THE RIDGEWAY C.E. (C) PRIMARY SCHOOL

Childrey, Wantage

LEA area: Oxfordshire

Unique reference number: 123151

Headteacher: Mr. D. Vickers

Reporting inspector: C.D.Loizou
18645

Dates of inspection: 26 – 27 February 2001

Inspection number: 230753

Short 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 Church of England
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. D.Parker
Date of previous inspection:	22 December 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the rural village of Childrey, near Wantage in Oxfordshire. It is a Voluntary Controlled Church of England Infant and Junior School. The school building has been extended and extensively refurbished after the amalgamation of two village schools. This is the first time the new school has been inspected in its current form and it is now called The Ridgeway C.E. (C) Primary School. The current headteacher ran both village schools previously and was in charge when they were first inspected five years ago. There are 62 pupils on roll between the ages of 4 and 11 years. This is well below average for schools of this type. There are three classes in the school. Children are admitted to the Key Stage 1 class three times a year, at the start of the term in which they will be five years of age. At the time of the inspection there were only three children who were under five in a mixed reception, Year 1 and 2 class. There are no pupils in the school learning English as an additional language. There are no pupils from minority ethnic communities. Five per cent of pupils are eligible for free school meals and this is well below average. Eleven per cent of the pupils are on the school's special educational register, which is below average and two have a statement of special educational needs. The attainment of the children on entry to the school is above the standards expected for children under five.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education. The pupils achieve well because the teaching is very good throughout the school. This enables them to achieve high standards in English and mathematics and in other subjects such as art and music. Standards in science are also above average but they could be higher. The pupils with special educational needs make very good progress. Standards have improved more rapidly than the national trend, reflecting the very good teaching and the good leadership provided by the headteacher, governors and staff. The school has made good progress since the amalgamation, particularly in the way that teachers set targets for the pupils and planning lessons that meet the specific learning needs of all pupils. The school provides good value for money.

What the school does well

- Standards in English and mathematics are high because literacy and numeracy lessons are very well planned and taught. Targets are set for the pupils which help the teachers to plan challenging work.
- Standards in art and music are high because the school has an effective and broad curriculum, and makes good use of teachers' skills in these subjects.
- The teaching is very well planned. It provides work that is well matched to the capabilities of the pupils.
- The support provided for those pupils identified with special educational needs is very effective because additional support is well targeted to meet their needs.
- The school is well led and managed. There are good procedures in place to monitor how well pupils are doing. The headteacher, staff and governors are clear about what needs to be done to improve further.

What could be improved

- Raise attainment in science further to reach the same high standards achieved in other subjects.
- The school does not provide an adequate programme of indoor activities for physical education or outdoor play for children under five because it does not have the facilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the amalgamation in 1998. It has maintained high standards in national tests and the most recent test results in 2000 indicate further improvement with more pupils achieving levels above those expected for their age. The school has adopted effective monitoring procedures which enable the headteacher, governors and staff to track how well the pupils do. As a result, the school is now well placed to continue to achieve high standards, especially in science. The teaching is very good. Most of the teaching seen (five out of the six lessons observed) was of a high standard. The school has managed the amalgamation of its two previous schools well, ensuring that teaching and learning are not disrupted.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	A*	A*	well above average A above average B average C below average D well below average E
Mathematics	A	A*	A	A	
Science	C	A*	B	C	

The results of the 2000 national tests for eleven-year-olds show that the pupils' achievement in English was well above the national average, and in the top five per cent of schools nationally. When compared with similar schools, it was also well above average and in the top five per cent nationally. In mathematics, attainment was well above average nationally and when compared with similar schools. In science, attainment was above average but only average when compared with similar schools. The 2000 test results for seven-year-olds also reflect high standards achieved in reading and mathematics. Standards in writing were above average. The school sets challenging targets for the pupils in English and mathematics, resulting in them achieving high standards.

Inspection evidence confirms that in all the subjects inspected attainment was above average at the end of both key stages. Standards at the end of Key Stage 1 are well above average in reading, writing, mathematics and science. Standards in English and mathematics are well above average at the end of Key Stage 2. Standards in art and music are above those expected at age 7 and 11. The pupils achieve well and make good progress throughout the school. The pupils make very good progress in English and mathematics lessons because the teaching is usually of high quality. The pupils with special educational needs make very good progress because learning assistants work closely with them in lessons, ensuring that they participate fully in class discussions and improve their learning when supported during group work. From the foundation stage the pupils have a good grasp of numbers and shapes and they learn letter sounds early, enabling them to read, write and count effectively. In art, the pupils produce work of a high standard. In music, the school utilises the expertise of its staff and the peripatetic music service to provide effective music teaching, enabling a large number of pupils to achieve high standards in their singing and music playing. Standards are high in literacy and numeracy

because the teaching is very good. Good use is made of computers across the school, especially when the pupils use word processors and software to combine text and pictures. In science, most pupils achieve the standards expected for their age and many achieve higher standards. However, more pupils have the potential to reach the higher levels if clear targets were set for them in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils work hard and enjoy their lessons.
Behaviour, in and out of classrooms	The pupils' behaviour is very good in lessons and at other times. They are polite and courteous and respond well to the challenges set by the teachers.
Personal development and relationships	Very good. The pupils have opportunities to take on responsibility and enjoy this. Relationships throughout the school are very good.
Attendance	Very good. There is little unauthorised absence.

The pupils develop independence and confidence. When given opportunities, they persevere with tasks and problem solving exercises with enthusiasm and endeavour. The teachers set high expectations by ensuring that the pupils are attentive and prepared for their work. There are very good opportunities for the pupils to participate in discussions and when working in groups they co-operate and work hard. The pupils are punctual and keen to come to school. This is reflected in the above average levels of attendance and the prompt start to lessons.

TEACHING AND LEARNING

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

In five of the six lessons observed the teaching was very good and one lesson was judged to be good. This high standard of teaching enables the pupils to make rapid progress. Learning support assistants work with individuals and groups of pupils and this ensures that they make the progress that is expected of them. In English and mathematics lessons the learning targets set for the pupils are in the teachers' planning and are understood by the pupils, helping them to work towards practical goals and objectives. The teaching pays close attention to improving the pupils' work. For example, when the pupils are engaged in independent and group work, the teacher circulates and ensures that all the pupils are on task, often marking or correcting work, discussing the work and asking probing questions. The teachers plan their lessons carefully and ensure that the main teaching points are explained. Literacy and numeracy are very well taught across the school resulting in high standards. Science lessons are well taught because there is scope for the pupils to plan their own investigations and organise their thinking. Learning targets in science are not as well defined as they are in English and mathematics so that some pupils who have the potential to reach the higher levels in science tests fall short of this. The school has no hall and, as a result, dance and gymnastics are taught in one of the classrooms. The space is very limited and is not adequate for the school to improve standards in physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned, balanced and relevant to all the pupils. It is enhanced by the high quality of literacy, numeracy, art and music lessons.
Provision for pupils with special educational needs	This is very good and is well managed. The school provides appropriate programmes and very good support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. School assemblies are interesting and varied, offering the pupils time for reflection. The school is successful in developing the pupils' understanding of right and wrong and encourages them to help, support and co-operate with each other.
How well the school cares for its pupils	There are good procedures to ensure the well being of all the pupils. Teachers monitor the pupils' work and their personal development closely.

The curriculum is well planned and supports the school's aims to raise the level of achievement for all pupils. There are practical and relevant activities that enable the pupils to experience a range of academic, personal, social and physical skills. The children under five are provided with some experience of outdoor play but the school's facilities are limited. A good range of extra-curricular activities and clubs is offered by the school and run by staff supported by volunteer helpers. Year 5 and 6 pupils recently attended a residential field-study visit to North Devon. The space for teaching is limited and does not lend itself to raising the standard of work in physical education. Good use is made of school assemblies to evoke thoughtful discussions and to share the good work that is being done by the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. He is well supported by the Key Stage 1 teacher and staff who work as a team. There is purposeful and clear planning which aims to improve standards further.
How well the governors fulfil their responsibilities	The governors provide good support. They are knowledgeable and effective in helping the school to improve.
The school's evaluation of its performance	There are good monitoring procedures in place. The staff share good practice and plan together checking and tracking pupils' progress as well as the school's curriculum provision to identify further areas for improvement.
The strategic use of resources	Satisfactory overall with some shortcomings because of the lack of a school hall. Good use is made of the space available in classrooms and

	the library.
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The headteacher, governors and staff have managed the school well through the difficult period of major refurbishment and the amalgamation of the two schools. Working as a team, they are very committed to achieving high standards in all aspects of the school's work. The headteacher and staff monitor the pupils' work and lessons closely, resulting in clear attainment targets for pupils in English and mathematics. The governors and staff work closely to identify areas for further development. As a result, they understand the needs of the pupils and the school as a whole, enabling them to identify priorities clearly in the school development plan. These include further improvements to the school building so that better facilities can be provided for indoor physical education as well as the provision for outdoor play for children under five.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children make good progress. • The teaching is good. • The school expects the children to work hard. 	<ul style="list-style-type: none"> • Pupils' behaviour. • The balance and consistency of homework. • The school to work more closely with parents.

The inspection findings support all of the parents' positive views of the school. The homework provided across the school is satisfactory. The school is improving its links with parents who are well informed about the work being done in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are high because literacy and numeracy lessons are very well planned and taught. Targets are set for the pupils which help the teachers to plan challenging work.

1. Literacy lessons are well organised. Teachers ensure that there is sufficient pace and challenge for all the pupils. The pupils respond enthusiastically to stories and class discussions. For example, Year 3 and 4 pupils enjoyed listening to an extract from Ted Hughes' "Iron Man". The teaching focused on the key objectives of the lesson, so that the pupils could identify adjectives in the text to improve their writing. The teaching follows a well planned sequence so that pupils are introduced to different texts, stories and poetry to evoke class discussion, helping them to focus on sentences and words. In Years 5 and 6 for example, the pupils read poetry and this was followed with a productive question and answer session enabling the pupils to recognise the rhythm of the poems. This led to further scrutiny of the text which resulted in the pupils suggesting alternative rhyming words and identifying the different moods that can be created through the rhythm of the poem.
2. In mathematics lessons teachers start with very effective and challenging mental arithmetic sessions. All the pupils are involved and they enjoy the challenge of trying to find the right answer and explaining their methods to the rest of the class. Year 1 and 2 pupils can quickly count in 2's, 5's and 10's and then count even and odd numbers in sequence forwards and backwards. The children in the reception year are making very good progress, joining in and learning to identify numbers to 20 and beyond. After these sessions the teachers plan work for pupils to do in groups. The pupils enjoy the challenge of practical investigations involving numbers and apparatus. Year 2 pupils particularly enjoyed thinking of their own questions, organised as puzzles, for other pupils to work out. They thought of "mystery numbers" that were "higher than" and "lower than" an "in between" two numbers using numbers up to 500 and 1000. The teaching is well organised and challenges pupils of all ages and abilities. The individual and group activities are very closely matched to the pupils' capabilities. Year 2 pupils recognise that numbers up to 100 are odd if the "unit" digit is odd. Some explain that odd numbers cannot be divided or shared equally and the teaching leads them through a logical sequence of activities and explanations so that they have a good understanding of the reasons for this.
3. Every half-term the teachers test what the pupils have learned in literacy and numeracy. This enables the teachers to check if each pupil is making enough progress. The headteacher and staff meet to discuss the pupils' performance on the tests to see which aspects need further improvement. Attainment targets are then set for literacy and numeracy which are tested again at the end of the next half-term. By testing and analysing in this way the teachers have a clear idea of how well the pupils are doing and plan effective lessons to ensure that the pupils reach their targets. The pupils are made aware of their targets and teachers often remark in their records or in the pupils' books how well the pupils are doing. Records of achievement are kept which help to keep parents informed about their children's progress in English and mathematics. The high standards achieved in the national tests are an indication of how effective these procedures are.

Standards in art and music are high because the school has an effective and broad curriculum, and makes good use of teachers' skills in these subjects.

4. It was not possible to see any art lessons during this short inspection but evidence of pupils' recorded work displayed in classrooms and around the school shows that standards in art are high. All the teachers have a particular interest and expertise in the subject and this is reflected in the broad range of artwork seen across the school. Reception children, Year 1 and 2 pupils have produced a very good collage as part of an imaginative theme related to weaving. The display shows that the pupils have thought about objects and artefacts in every day life which can represent the techniques involved in weaving, for example, a tennis racket, twisted knots and plaits. The teacher has made very good links with language using phrases such as "Scrunch pictures" to represent very good three-dimensional effects with paper and weaving techniques. In Year 3 and 4, the pupils have studied mosaics and produced very good quality paper mosaics. They have also used creative writing as a stimulus to illustrate, using pictures, their writing on "Imaginary Worlds". The pupils throughout Key Stage 2 have studied different printing techniques and this is effectively linked to some good quality art and mathematics work when studying the effects that shapes produce when they tessellate. The pupils have also produced very effective paper sculptures showing high standard throughout. The sculptures represent faces or masks and the pupils have paid great attention to detail using a range of techniques to produce different effects with paper. For example, hair and beards are represented by curling the paper and very detailed folds and joins help to enhance the images the pupils wish to represent. All the work displayed around the school demonstrates that the teaching is secure and knowledgeable and that art is a strength in the school's curriculum.
5. The school has maintained high standards in music since the last inspection. There is a good balance of music provision which includes the additional teaching provided for specialist instrumental tuition by peripatetic music teachers. All of the teachers plan good music lessons and music is used to enhance lessons across the curriculum, for example, as a stimulus for art and dance lessons. In a very good music lesson, Year 3 and 4 pupils made very good progress learning how to use the pentatonic scale using xylophones and glockenspiels. The teacher used very good techniques to focus on some complex clapping rhythms, resulting in the pupils listening attentively and following the rhythms. The pupils in Key Stage 1 made good progress when learning to use percussion instruments. They were able to distinguish between long and short sounds, appraising each other's performance to make a sequence of sounds. In addition to music lessons taught by class teachers, the school provides high quality teaching for a significant number of pupils who are learning to play brass instruments, recorders, the violin and clarinet. Two pupils played a delightful duet in one assembly and demonstrated music playing of a high standard. There is a high demand from pupils and parents for this high standard of instrumental tuition.

The teaching is very well planned. It provides work that is well matched to the capabilities of the pupils.

6. The teaching is very good. Very good lessons were seen in all classes. The work being planned for the pupils is very well matched to their capabilities. In all of the lessons seen, the teaching was of high quality. This standard of teaching is having a positive impact on pupils' learning and their achievement. The teaching of the children under five in the Key Stage 1 class is consistently very good. The teacher has a good understanding of how young children learn and provides a good balance of structured and adult-led sessions as well as appropriate free

choice practical activities and role play. The learning assistant and teacher work well as a team, ensuring that work is well planned with clearly defined areas of responsibility for each adult when focusing on individuals or groups of children. There are three age groups in the class which places greater demands on the teacher because she has to prepare work that is matched to each age group as well as ability. She does this very well, combining her extensive expertise and knowledge of how children learn with practical and effective planning systems that enables her to provide work for all the pupils and to monitor their progress. For example, in a very good mathematics lesson the teacher started with the whole class, questioning at different levels so that all three age groups were involved and challenged with mental arithmetic tasks. The pupils were then divided into specific groups so that the tasks were appropriate to their age and development. The planning is sharp and effective and is helping the pupils to improve their learning at each level. The seamless transition from whole class activities to focused group work is done very well and is a particularly strong feature of the teaching.

7. The teaching in the rest of the school is very good. Lessons are well taught with very good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. The teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. In all the lessons seen, the teaching encouraged the pupils to ask questions and explain their methods, as for example, in a very good Year 3 and 4 English lesson where the pupils searched for adjectives in the text, using good reading skills to skim the text quickly and discussed their ideas with their partner or the teacher.

The support provided for those pupils with special educational needs is very effective because additional support is well targeted to meet their needs.

8. The provision for pupils with special educational needs is very good throughout the school. The targets set out in the pupils' individual education plans are clear and appropriate. Learning support assistants (LSA) sit with pupils in lessons, ensuring that they participate in class discussions. They provide highly skilled support, for example, in the Key Stage 1 class, the LSA supported a group of pupils whilst the class teacher discussed the work with other groups. This provided the focused support that all of the pupils needed to make progress. A similar arrangement supported the teaching in a very good science lesson in Year 3 and 4. The teaching allowed opportunities for all of the pupils to ask questions and explain what they were thinking as they investigated how best to separate solids using sieves and filters. Additional support is provided in classes and for most lessons. Teachers and support staff work well as a team. The planning includes provision for pupils who need help and guidance, especially during independent and group work.

The school is well led and managed. There are good procedures in place to monitor how well pupils are doing. The headteacher, staff and governors are clear about what needs to be done to improve further.

9. The headteacher provides good, effective leadership. He leads by his very good example in the classroom. There is a determination, which is being greatly influenced by the dedication of the headteacher and all the staff, to help the pupils succeed. This is an inclusive school where everyone is valued and everyone can succeed. Amongst the many improvements since the two schools amalgamated, the staff have ensured that there has been little disruption to the curriculum and to lessons. There are effective assessment procedures in place. The results of these assessments are recorded and used to track the pupils' progress. All the staff look at pupils' work and the planning. They discuss and share ideas during their regular meetings.

There is a good balance of formal and informal procedures which helps the school to run smoothly. Routines are well organised, for example, as many pupils travel to the school and go home using the school bus, there are well organised procedures to ensure that this is organised with minimum disruption to other school activities. The staff work very hard to ensure that after-school clubs and activities go ahead and that arrangements are made for those pupils who live a considerable distance from the school.

10. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They are visible and involved in the work of the school, often helping and participating in school events. They have a clear insight into the work of the school and the progress that the pupils are making. The governors and staff have a clear picture of the strengths of the school and have identified areas for further development. The school development plan outlines clear priorities and the governors play their full part in ensuring that the school continues to evaluate how well it is doing. The extensive building programme and relocation of the school after the amalgamation has meant that there has been considerable upheaval and disruption while the pupils and staff become accustomed to their new school. The governors and staff, with the support of parents and pupils, have worked together during this time and this has ensured that the high standards achieved in the past have been maintained.

WHAT COULD BE IMPROVED

Raise attainment in science further to reach the same high standards achieved in other subjects.

11. Although last year's national test results for 11-year-olds and the current inspection findings show that science standards are above average, they are not as high as those in English and mathematics. Compared with similar schools, last year's science results also show that standards were only average and that the same pupils who scored very high standards in English and mathematics did not perform as well in the science tests. The pupils' performance is regularly assessed in English and mathematics but this is not the case for science. The school recognises that the assessment and tracking of pupils' in science is in need of further development. As a result, those pupils who have the potential to reach the higher levels in science are not being sufficiently challenged. Targets are not set for pupils in science. It is, therefore, difficult for teachers to predict what pupils are likely to achieve or to provide specific science tasks which will help the pupils achieve the standards they are capable of in the national tests.

The school does not provide an adequate programme of indoor activities for physical education or outdoor play for children under five because it does not have the facilities.

12. The school's accommodation is limited, especially for physical education. There is no school hall or appropriate large gymnastics apparatus. This limits the scope for the pupils to engage in a full programme of gymnastics, dance and indoor games. The lack of an adequate hall space also disrupts lessons because school assemblies, lunchtime meals and activities all take place in one of the Key Stage 2 classrooms. There are appropriate outside play areas, including a space for children under five, but this is not sufficient to enable the children to use climbing apparatus or use wheeled toys regularly in line with the recommended good practice set out in the Foundation Stage Curriculum for children under five years of age.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the good work being done, the school should now:

- * **Raise standards in science further so that:**
 - all the pupils achieve the standards they are capable of;
 - targets are set which help teachers monitor the progress of the pupils in science.(Paragraph 11)

- * **Improve the accommodation and facilities in the school so that an adequate and full programme of physical education can be provided. Also ensure that children under five have regular access to outdoor play using large apparatus, wheeled toys and climbing equipment.**
(Paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	6
Number of discussions with staff, governors, other adults and pupils	4

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	83	17				

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)	62
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7
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	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	2.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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			8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (88)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (88)	100 (88)
	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			3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	62
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	3.4
Number of pupils per qualified teacher	18
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	85

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	132,925
Total expenditure	172,773
Expenditure per pupil	2,787
Balance brought forward from previous year	65,978
Balance carried forward to next year	26,130

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	62
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	31	21		
My child is making good progress in school.	68	25	7		
Behaviour in the school is good.	3	48	21	21	7
My child gets the right amount of work to do at home.	18	61	18		4
The teaching is good.	46	54			
I am kept well informed about how my child is getting on.	41	48	10		
I would feel comfortable about approaching the school with questions or a problem.	66	28	7		
The school expects my child to work hard and achieve his or her best.	57	39	4		
The school works closely with parents.	52	38	7		3
The school is well led and managed.	38	45	17		
The school is helping my child become mature and responsible.	45	48	7		
The school provides an interesting range of activities outside lessons.	34	52	3	10	

Other issues raised by parents

The parents are pleased that their children attend a small school. They say that the school fosters a supportive working atmosphere because the staff know their children very well. Concerns about behaviour were expressed and these were noted for inspectors to check during the inspection. Parents are not sure whether the school has a behaviour policy.