

INSPECTION REPORT

DUCKLINGTON (C OF E) PRIMARY SCHOOL

Ducklington

LEA area: Oxfordshire

Unique reference number: 123107

Headteacher : Mr P D Killick

Reporting inspector: Mrs Janet Watts
1945

Dates of inspection: 30 - 31 January 2001

Inspection number: 197204
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: Church of England (Voluntary Controlled)
Age range of pupils: 4-11
Gender of pupils: Mixed

School address: Ducklington C E Primary School
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Ducklington
Oxon
OX8 7US

Telephone number: 01993 703651

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Appropriate authority: The governing body

Name of chair of governors: Mr R Parker

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ducklington C of E Primary is a slightly smaller than average size primary school; there are 161 boys and girls on roll. They are taught in seven single age-group classes. All pupils are now educated in a building which is on a single site. The school serves a village community on the outskirts of Witney, Oxfordshire. Most of the pupils are of white, European ethnic background. There are four pupils who speak English as an additional language. Entitlement to free school meals is well below the national average. The proportion of pupils on the register of special educational needs is lower than average whilst the number of pupils with Statements of Special Educational Need, of whom there are two, is in line with the national average. Attainment on entry to school is slightly above average. Ducklington Primary integrates ten pupils from Springfield Special School; a teacher and support assistants from Springfield work with these pupils.

HOW GOOD THE SCHOOL IS

This is a good school with a number of very good features. It is a school which is well focused on securing a high quality education and raising standards. The improvement in standards has been at a greater rate than that found nationally over the last three years, especially in English and science. The school is well led by the headteacher, ably supported by a good teaching team and an effective governing body. There is very good, well managed integration of the pupils from Springfield Special School and both the schools and the parents are very positive about this example of educational inclusion. Many recent initiatives at Ducklington have focused on raising the levels of pupils' achievements, particularly in English, mathematics and science. Overall the school gives good value for money.

What the school does well

- Provides good quality teaching, especially in mathematics, science and in some aspects of English, so promoting high standards. This includes the highly skilled learning support assistants who give very good support to individuals and small groups.
- Promotes good quality speaking and listening skills, supporting pupils' knowledge and understanding across a wide range of subjects.
- Promotes high expectations of pupils' behaviour, which is very good both in and around the school. They respond well to lessons and enjoy coming to school.
- The very good quality of the relationships between teachers and pupils, learning support staff and pupils, and between the pupils themselves.
- The commitment of the headteacher and staff to improving their own professional expertise as teachers, especially through the implementation of a classroom observation programme. Professional feedback and constructive criticism is offered to and accepted by teachers.

What could be improved

- Continue to improve the quality of writing, especially the pupils' handwriting skills and their skills with the presentation and layout of their recorded work.
- Not all classrooms are well organised to create a positive and supportive environment for learning; this limits pupils' independence and their progress with their skills of personal organisation.
- Involve pupils more in self-assessment, setting their own individual targets, and the progressive development of the subject skills they need to achieve these targets.
- There are not enough opportunities for outdoor play for those children who are aged up to five, to meet the requirements of the curriculum for physical development in the Foundation Stage; these children do not have a secure outdoor play area.

Nearly all these areas for improvement have already been identified by the school as requiring attention; they will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Improvement overall has been good. Governors, headteacher and staff are involved appropriately at a strategic level. Management structures are much more effective and there are clearer lines of delegated responsibility. Finances are linked suitably to the school's priorities. Policies and procedures to ensure pupils' health and safety and their welfare have been improved and implemented successfully. Registration procedures and the recording of absences are satisfactory and statutory requirements are now met. Observation of teachers' performance in classrooms is undertaken regularly and a very good policy for performance management has been implemented.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	B
mathematics	B	B	A	B
science	A*	A	A*	A

Key

well above average A

above average B

average C

below average D

well below average E

The results show that in 2000, pupils at age 11 attained well above average standards in English and mathematics and science when compared to schools nationally and above average when compared to similar schools. In science the pupils' results were well above those of similar schools; the A* shows they were in the highest five per cent nationally. The school's results have shown an upward trend during the past three years. In the work and lessons seen during the inspection, the current Year 2 and Year 6 pupils were attaining average standards in English, mathematics and science. The Year 6 pupils have made good progress in English and science particularly since they were aged seven, as a result of good teaching. When they were younger, their levels of attainment were relatively low in these subjects. Across the school, standards of speaking, listening and reading are good. Many of the current Years 3 and 4 pupils are attaining above average standards in English,

mathematics and science. The current Year 5 pupils are attaining average standards. There are differences within age groups and the school's provision recognises and makes adjustments for these differences. For example, Year 6 pupils receive additional teaching in literacy and numeracy, so ensuring that they make as much progress as possible. The school's target setting processes are improving and are now satisfactory. Previously, targets set have been insufficiently challenging. Standards in other subjects for pupils aged seven and eleven are broadly average. Children aged up to five achieve above average standards in literacy and mathematics. Overall, pupils make good progress through the school and achieve well, due to the good teaching they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; the pupils respond positively in lessons. They enjoy coming to school and are keen to answer questions. Not all pupils take enough pride in their work and its presentation.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, both in lessons and around the school. This has a most positive effect on their achievements.
Personal development and relationships	There are very good relationships between teachers and pupils. Pupils respect one another and the adults who teach and support them.
Attendance	Attendance is good and above the national average. Pupils are punctual.

The pupils' positive attitudes, very good behaviour and responses are a strength of the school, as are the very good relationships at all levels.

TEACHING AND LEARNING

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

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

Of the 21 lessons seen, the teaching was good in 60 per cent of lessons, very good in 20 per cent and satisfactory in 20 per cent. No unsatisfactory teaching was observed. Good and very good teaching was observed in English, science and mathematics. In the best lessons, teachers question the pupils thoroughly and elicit high quality responses from them, challenging them intellectually. Lessons are meticulously planned and the lesson objectives and purposes are shared with the pupils. Teachers make their expectations clear of what pupils could and should achieve, and consequently pupils learn well and make good progress. Work is very well matched to the needs of groups and individuals. The National Literacy Strategy and the daily mathematics lesson have been particularly well implemented and teachers are extremely confident and knowledgeable about these strategies; literacy and numeracy are well taught across the school with the exception of writing, especially handwriting. Pupils of all abilities learn well and make generally good progress, but most especially those with special educational needs who are often very well supported by skilled learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Broad and well balanced at Key Stages 1 and 2, although the progressive development of skills is not planned for and assessed consistently. Current provision for aspects of physical development for the children aged under five does not yet meet requirements.
Provision for pupils with special educational needs	This is good. Pupils with special educational needs are effectively supported by teachers and support staff; the pupils make good progress
Provision for pupils with English as an additional language.	These pupils are well supported and very well integrated into the life of the school.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Satisfactory overall; provision for social and moral development is good. Provision for spiritual and cultural development is satisfactory. The pupils are very aware of their own cultural heritage, but too little attention is given to preparing pupils for living in a multi-cultural and ethnically diverse society.
How well the school cares for its pupils	Good; the headteacher and staff know the pupils well and value and respect them. The school ensures the health, safety and care and protection of its pupils.

The curriculum meets statutory requirements, although the curriculum for children up to the age of five does not make enough provision for their physical development. The literacy hour and the daily mathematics lesson have been implemented very successfully and this is having a positive impact on standards. Good use is made of educational visits and visitors to enrich the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership is provided by the headteacher, ably supported by the staff and governors. Staff morale is high and there is a strong sense of teamwork.
How well the governors fulfil their responsibilities	Good; the governing body is effective in its strategic role. Governors know the school well through their programme of focused visits.
The school's evaluation of its performance	Good overall; the school is very good at judging the performance of the teaching staff. It is now beginning to use results and assessment data more rigorously to measure how well it is doing, particularly in the core subjects.
The strategic use of resources	There is good use of resources, carefully directed to give pupils maximum benefit in the classroom. Overall, the school provides good value for money.

There is very well managed and effective provision for the professional development of staff. Governors make sensible and well informed decisions about the best use of all available resources, although there are few formal systems in place to judge the extent of best value.

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 teaching is good • Their child likes school • The school expects their child to work hard and achieve • Their child is making good progress • Behaviour is good • The school is well led and managed • The school is helping their child become mature and responsible 	<ul style="list-style-type: none"> • More information about how the curriculum is taught • A minority of parents would like to work more closely with the school to know how their child is progressing • More extra-curricular activities

Inspectors support parents' and carers' views about the aspects of the school that please them most. Overall, the parents have a very positive view of the school. All of the parents who responded to the questionnaire considered the quality of teaching in the school to be good. Inspectors judge that there is a good range of extra-curricular activities, though provision is only for 7 to 11-year-olds, in common with most schools. The school has identified, rightly, the need to set more precise and challenging targets for individuals; inspectors consider that parents are too little involved at relevant stages of this process so that they can be better informed about their child's progress. Parents spoke highly of some of the curriculum workshops they had experienced and would like more information about the curriculum and how it is taught.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Provides good quality teaching, especially in mathematics, science and some aspects of English, so promoting high standards. This includes the highly skilled learning support assistants who give very good support to individuals and small groups.

1. Across the school, 60 per cent of the teaching is good, 20 per cent is very good and 20 per cent is satisfactory. Teachers' planning is meticulous; they prepare very well structured lessons and ensure that the work and activities the pupils are asked to do are very carefully matched to their needs. This helps individuals to learn new things confidently or, when appropriate, to practise and consolidate their learning. Teachers probe pupils' understanding through highly skilled questioning, for example 'Can you explain why you think that?' or 'Can you tell us a little more about the strategies you used for working out your answer?' or 'What do you think is the reason for that?' or 'Do you think that there may be more than one way to do that?'. Teachers make good use of the highly developed skills of the learning support staff, who work very effectively with individuals and groups of pupils. The work of the learning support staff makes a significant contribution to standards and progress, especially for those pupils with special educational needs.
2. Pupils make good progress in acquiring literacy skills. Those in Year 2 understand the purposes and use of both fiction and non-fiction texts. They read and interpret instructions carefully and they are beginning to use dictionaries capably to check spellings. Many of the Year 3 pupils confidently spell three syllable words; these pupils are also able to understand and explore the concept of a myth, prior to writing their own version. Years 5 and 6 pupils can predict possible story conclusions. Some are able to draw inferences and understand the implicit as well as the explicit meaning from the text. They discuss characters in the stories they have read with some maturity. Across the school, most pupils read accurately and often with good expression, thanks to the good models demonstrated by their teachers.
3. In mathematics, the Year 2 pupils are becoming increasingly sophisticated when sorting and classifying properties and assigning objects to the correct sets, using Venn diagrams. They use the correct mathematical terminology, for example, to describe the properties of shapes. Year 4 pupils can devise a range of strategies used when they are solving problems, and explain the mathematical thinking underlying the strategy. The Year 6 pupils are able to calculate percentages, and deal with fractions and decimals confidently. They demonstrate good computational skills and mental strategies when dealing with large numbers up to 1,000.
4. In science lessons, Year 2 pupils can record simple observations about similarities and differences in themselves; they enter and record the appropriate data carefully. Year 6 pupils know the difference between mass and weight and recognise the force of gravity and resistance to forces. After carrying out a range of tests, some are able to interpret the results correctly. In both Year 2 and Year 6, recorded work in the pupils' science books demonstrates a good range of scientific knowledge, vocabulary and scientific experiments.
5. Teachers are very conversant with the literacy and numeracy frameworks and handle the subject matter and teach the relevant skills with great confidence and flexibility, related to the assessed needs of their pupils. Almost always, teachers set high expectations and drive the lesson along at a good pace, so that pupils achieve well.

Promotes good quality speaking and listening skills, supporting pupils' knowledge and understanding across a wide range of subjects.

6. Teachers promote these skills consistently. Teachers encourage pupils to use the correct vocabulary associated with a subject, for example in mathematics when explaining their answers and developing their oral/mental numeracy skills. When the teaching is very good, pupils are prompted by the teacher to be rigorous in their thinking and their explanations, and to improve their mathematical strategies even further by suggesting refinements or alternatives. In this way, the best teaching requires the pupils to think in some depth.
7. The youngest children, those aged under five, are taught carefully to listen to each other, to their teacher and to listen well to instructions. This lays the foundation for good, careful listening skills throughout the school.
8. In science, pupils are invited to put forward their ideas and offer explanations using correct scientific language; older pupils understand and can explain the meaning of a simple hypothesis, an investigation and an experiment.
9. In English, pupils are encouraged to articulate their thinking and respond thoughtfully, so supporting their writing skills. Throughout the school, pupils listen carefully and respond well; they have good speaking and listening skills.

Promotes high expectations of pupils' behaviour, which is very good both in and around the school. They respond well to lessons and enjoy coming to school.

10. The pupils respond very well to the school's expectations of behaviour, which they perceive as fair and reasonable. Good behaviour is rewarded through a series of certificates and celebrated during assemblies. The pupils' behaviour is also very good when they are unsupervised, for example when moving around the school and in the cloakrooms. Many of the older pupils respond thoughtfully and sensitively to the younger ones. Many of the pupils were observed being very courteous and polite. The pupils listen especially well to one another and respond thoughtfully to comments and questions from other pupils in the class. Even the very youngest pupils are taught the importance of taking turns and behaving well.
11. In lessons, pupils listen carefully to instructions, settle to tasks and activities sensibly and apply themselves well. As a result, little time is wasted and the pupils work hard and achieve well. Teachers manage and organise the pupils very well and make clear to the pupils their expectations of good behaviour. Overall, the school's ethos in promoting positive learning and achievement is underpinned by its policy for behaviour management.

The very good quality of the relationships between teachers and pupils, learning support staff and pupils, and between the pupils themselves.

12. Throughout the school, there are very good relationships between teachers and other adults who support pupils; pupils and adults demonstrate a great deal of mutual respect. All adults provide excellent role models and exemplify courtesy and good manners, so supporting the school's values and enhancing the pupils' personal development. These very good relationships mean that pupils listen carefully to their teachers and to other adults. Pupils readily accept constructive criticism and listen to the guidance that is offered; consequently, their learning improves and they achieve well.

The commitment of the headteacher and staff to improving their own professional expertise as teachers, especially through the implementation of a classroom observation programme. Professional feedback and constructive criticism is offered to and accepted by teachers.

13. A detailed and thorough programme of classroom observation was introduced following the last inspection as part of the school's response to a key issue in the previous report. Regularly, teachers are observed teaching the literacy hour and the daily mathematics lesson by the English co-ordinator and the mathematics co-ordinator. Science planning and assessment are monitored by the science co-ordinator and plans are in hand for direct observation of lessons. An agreed observation schedule is used and constructive advice is offered as part of the individual feedback to teachers. As a result of these processes, teachers concerned are able to further develop their professional skills and the co-ordinator for the subject is able to monitor and evaluate the quality of pupils' learning and their progress in the subject across the school. It also provides a focus for sharing good practice in the school and exchanging teaching strategies and methods. Teachers have become very confident in delivering the literacy and numeracy strategies and this has had a most positive effect on pupils' learning, progress and the standards they attain. It has also been instrumental in building a reflective, professional team of teachers and keeping staff morale high. The headteacher also observes staff teaching and this is most useful as a moderation exercise. Each teacher has a job description, which reflects both the priorities of the school as defined within the school development plan, and personal priorities and targets for development. Overall, the policy and its attendant processes have given strong direction to the work of the school, improved the quality of teaching and had a direct impact on improving standards.

WHAT COULD BE IMPROVED

Continue to improve the quality of writing, especially the pupils' handwriting skills and their skills with the presentation and layout of their recorded work.

14. The school has recognised deficiencies in the range and quality of the pupils' writing, through the process of sampling and assessing pupils' work. Standards in writing, especially handwriting, are not as high as they are in reading, speaking and listening. The current emphasis on improving writing needs to be maintained. Joined handwriting is not taught early enough. Older pupils, especially, are not using a joined, legible style of handwriting. There is no agreed set of criteria as to when pupils should begin to use pen rather than pencil, and many of the current Year 6 pupils continue to use pencil even in their handwriting books. Pupils do not always know when it is important to set out a well written and careful piece of work, for example when writing a

letter or presenting work for display. Some of the handwriting on the displays around the school does exemplify good handwriting skills, but these are not developed consistently. The layout of work in mathematics books is sometimes untidy and when this happens it is detrimental to pupils' mathematical understanding; when figures are formed incorrectly, then answers can be mis-read.

Not all classrooms are well organised to create a positive and supportive environment for learning; this limits the pupils' independence and their progress with their skills of personal organisation.

15. Some classrooms are very well presented and organised, with tools, equipment and books well organised and readily accessible to pupils, so that they can make sensible and informed choices and can return equipment they have used to the correct place. Whether pupils are aged four or eleven, such systems promote their personal organisation skills and their independence. Not all classrooms are organised in this way, however, and pupils are not always able to access or return equipment or resources to carefully labelled shelves or cupboards. Consequently, some classrooms become muddled and untidy. There are few whole school agreements about what constitutes a good and supportive learning environment, conducive to pupils' independence.

Involve pupils more in self-assessment, setting of their own individual targets, and the progressive development of the subject skills they need to achieve these targets.

16. The school has recently started to review its procedures for individual target setting; it is in place in some classes, with quite rigorous self-assessment and self-checking, but these features are not developed consistently. There are few opportunities for pupils to discuss and set their own personal targets, or to negotiate what it is that they must do to improve their work. Pupils' work is assessed by the teachers, but pupils do not regularly critically evaluate their own performance, or assess whether they have reached the targets. Marking of pupils' work, for example, rarely makes reference to these targets.
17. Pupils and parents are not regularly involved in reviews with the teacher, so that the next set of targets for improvement can be agreed and shared, and the necessary skills and knowledge learned. Individual targets are often displayed in classrooms, but as yet there is no whole school agreement about how these are arrived at and at what stage pupils assess their degree of success and progress towards them.
18. Whilst classes do use the library and some pupils are taught information retrieval skills, or skills such as note taking as part of literacy, history or geography lessons, these skills are not developed consistently across the school. There is little planning for or assessment of the progressive and systematic development of skills across the curriculum. Information and communication technology skills are taught, but not yet included in the planning for each subject, even though information and communication technology is able to support an extensive range of subjects.

There are not enough opportunities for outdoor play for those children who are aged up to five, to meet the requirements of the curriculum for physical development in the Foundation Stage; these children do not have a secure outdoor play area.

19. Currently, the school has no secure outdoor play area designated for the use of children aged up to five years old. There are plans in hand to develop the school grounds (linking possibly with the local pre-school group) to include the provision of a secure area. Whilst the children have time for physical activities in the school hall, there is no specialised apparatus or equipment for these youngest children. They do not have large wheeled toys, tricycles or other 'ride-on' toys or climbing equipment. Such provision is a requirement to support the children's physical development within the Foundation Stage curriculum, so as to develop their motor skills, spatial awareness and co-ordination.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Continue to give the necessary attention to improving standards of writing, especially handwriting and the presentation and layout of pupils' recorded work. (Paragraph 14)
- (2) Agree a statement which makes clear the school's expectations of classroom organisation, so as to provide pupils with a supportive learning environment. (Paragraph 15)
- (3) Create further opportunities for pupils to be involved in self-assessment and the setting of challenging individual targets; this should include planning for and assessing their levels of skills in all subjects. (Paragraphs 16-18)
- (4) Provide a secure outdoor play area, together with suitable equipment and resources, to properly support the physical development of those pupils in the Foundation Stage. (Paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	62	19	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	161
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

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	0

Attendance

Authorised absence

	%
School data	3.7
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	7	21	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	25	25	27
Percentage of pupils at NC level 2 or above	School	89 (79)	89 (79)	96 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	24	27	28
Percentage of pupils at NC level 2 or above	School	86 (76)	96 (86)	100 (76)
	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	15	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	22	18	22
Percentage of pupils at NC level 4 or above	School	100 (93)	82 (71)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	19	18	22
Percentage of pupils at NC level 4 or above	School	86 (85)	82 (81)	100 (88)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	158
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	22.7
Average class size	23.0

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	344974
Total expenditure	403910
Expenditure per pupil	2508
Balance brought forward from previous year	63032
Balance carried forward to next year	4096

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	5	0	0
My child is making good progress in school.	43	51	5	2	0
Behaviour in the school is good.	35	62	2	0	2
My child gets the right amount of work to do at home.	34	60	5	2	0
The teaching is good.	43	57	0	0	0
I am kept well informed about how my child is getting on.	34	51	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	28	9	0	0
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	42	42	17	0	0
The school is well led and managed.	47	47	3	3	0
The school is helping my child become mature and responsible.	42	51	6	0	2
The school provides an interesting range of activities outside lessons.	18	42	24	10	6