

INSPECTION REPORT

NEWTON BLOSSOMVILLE C OF E FIRST SCHOOL

Turvey

LEA area: Milton Keynes

Unique reference number: 110405

Headteacher: Mrs E. Miles

Reporting inspector: Miss C. Thompson

22822

Dates of inspection: 4th – 6th February 2002

Inspection number: 198116

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	5 to 8
Gender of pupils:	Mixed
School address:	Newton Blossomville Turvey Bedfordshire
Postcode:	MK43 8AL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs G. Shaw
Date of previous inspection:	14 th October 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newton Blossomville is a very small village school which also serves the surrounding villages of Cold Brayfield and Clifton Reynes. It has two rooms separated by the playground and church – the old school room and the village Reading Room. The school is very popular and always oversubscribed; many parents who live out of the school's catchment area choose to send their children. There are 28 boys and girls on roll aged four to eight; they are white and have their origins in the United Kingdom. Attainment on entry is generally above average. No pupils are eligible for free school meals. Three pupils are on the school's register of special education needs as requiring a little extra help with numeracy and/or literacy. The school is fortunate to have an established staffing situation with the valuable addition of part-time, specialist teachers.

HOW GOOD THE SCHOOL IS

This is an outstanding school and, as many parents noted, pupils are privileged to be part of the happy and secure 'school family'. The high quality education helps all pupils become self-confident and responsible young people with excellent attitudes to learning. Excellent teaching promotes and sustains the highest standards and, regardless of their starting point, everyone achieves their best. All pupils are valued; the school has very effective strategies to promote educational inclusion and equal opportunities for all. Leadership and management by the headteacher are excellent. The governors and headteacher provide a very clear sense of purpose for the school, not only for pupils' education but for links with the church and its place within the community. The school provides very good value for money.

What the school does well

- Excellent teaching promotes very high standards and enables all pupils to achieve their best both academically and in their personal development.
- Leadership and management are outstanding.
- A rich, interesting curriculum, coupled with strong links with the church and community, fosters pupils' excellent attitudes and enthusiasm for learning.
- Parents hold the school in very high regard; links with parents are excellent.

What could be improved

The school has a strong culture of self-evaluation; there are no areas in which the school could, realistically, improve further. The governing body's action plan, will, however, respond to the findings of the inspection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October, 1997 when it was found to be a *good school* with some *very good and excellent features*. Since then the school has built on these good foundations and made very good improvement. All the key issues for action previously identified have been tackled very effectively. High standards have been sustained over time. Standards of teaching have improved even further and are now excellent. Leadership and management have also improved to become excellent. The governing body, headteacher and all staff share a tenacious commitment to sustaining high standards within a rich and relevant curriculum.

STANDARDS

As the number of pupils in the year group is less than ten, the results of the National Curriculum tests are not reported.

Throughout the school, pupils attain standards that are either above or well above those expected for their ages. Pupils' accomplished standards in reading, writing and mathematics are evident in their work in all subjects. High standards are also evident in pupils' art work where it is clear they develop a thorough understanding of the skills needed to make profitable use of a wide range of media. Work on display and in pupils' workbooks shows standards of presentation are very high. In information and communication technology (ICT), inspection evidence suggests that pupils of all ages are attaining standards above those expected for their age. All show great confidence in using ICT and older pupils make good use of software programs and the Internet to enhance their work.

A particularly noteworthy feature is teachers' excellent knowledge of their pupils' strengths and weaknesses; this knowledge is used exceptionally well to make sure that all pupils, regardless of their ability, achieve the very best they can.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent and a very positive influence on learning. Pupils love coming to school; they are keen and enthusiastic about their learning. They concentrate for good lengths of time and take pride in their work.
Behaviour, in and out of classrooms	Excellent. The school is a very orderly community. It is impressive to see the care and consideration pupils show for each other, staff and visitors. Pupils of all ages play and learn very well together. They have fun in and out of the classroom, but know exactly where the boundaries are.
Personal development and relationships	Excellent. Pupils can think beyond themselves. They accept responsibility willingly and are very reliable. Politeness, consideration and toleration are strengths and evident in the day-to-day life of the school. Pupils respond to their teachers' high expectations and develop a very positive 'I can.' attitude. Throughout, relationships are excellent, founded on trust and mutual respect.
Attendance	Below the national average in spite of the school's best efforts. The continual late arrival of just one pupil can distort the attendance figures for the school as well as absence caused by families taking holidays in term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Excellent	Excellent	Excellent

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.

During the inspection, the headteacher, full time classroom assistant and three part-time specialist teachers were observed. (The part-time teachers had changed their working patterns in order to be in the school for the inspection.) In all lessons, teaching was nearly

always excellent and, if not - very good. The high proportion of excellent teaching is commendable; very few schools in the country achieve this standard. Learning in Newton school is challenging, often inspirational and fun; pupils of all ages and abilities achieve their very best because learning opportunities are nearly always tailored to their individual needs. Teachers have excellent subject knowledge and understanding, particularly in how to teach basic literacy, numeracy and scientific skills in meaningful and interesting ways. As a result, pupils delight in reading, make very good progress and use their reading skills very effectively to extract information from reference books or articles found on the Internet. Basic skills such as letter sounds are taught exceptionally well with great attention paid to details such as making sure the youngest pupils hold their pencils correctly and form their letters and numerals appropriately. Basic number bonds are taught and reinforced very well through board games so that the youngest pupils soon learn to double numbers and do simple calculations such as $3 + 2$ or work out what number they need to get to win their game. In science, teachers put strong emphasis on allowing pupils many practical and carefully structured experiences so that they develop very good foundations for future learning. Similarly in music where highly skilled teaching and pupils' total practical involvement in lessons, mean they develop musical skills at a very good rate. Excellent links with parents means that they know how to help their child at home with homework and this has a strong impact on the standards achieved in the school. Strong links with the community are a valuable and important aspect in pupils' learning and personal development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Strong emphasis is placed on literacy and numeracy with many very effective strategies for developing these key skills through other subjects. Excellent use is made of visits, visitors, specialist teachers and the local community to enrich and enliven the curriculum.
Provision for pupils with special educational needs	Very good. Small teaching groups, skilled teaching and the care and sensitive support of the whole school community means pupils have good self-esteem and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. All staff provide excellent role models and present superb opportunities for pupils to reflect on what makes things, people or events special. Teachers set high expectations for considerate behaviour, independence, making choices and showing initiative.
How well the school cares for its pupils	The pastoral care in the school is excellent. Each pupil is known and valued as a unique member of the school community. Their progress is carefully noted and challenging targets set for individuals to ensure they achieve their best.
How well the school works in partnership with parents	Excellent. Parents hold the school in very high regard. Their contribution to their child's learning has a significant impact on progress and is valued by the school. The school has excellent systems in place to let parents know what is going on in school and how they can help.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher has created a very strong team spirit amongst all those who work in the school. The headteacher provides a very clear sense of direction for the school with a strong commitment to sustaining high achievement for all. Management is highly effective, especially in deploying specialist teachers. There is a strong culture of self-evaluation which informs the strategic planning for the school. The principles of best value are applied very well.
How well the governors fulfil their responsibilities	Governors fulfil their role very well. They are closely involved in the work of the school. They are committed to sustaining high standards and keeping the school as a vital part of the community.
The school's evaluation of its performance	Highly effective. The school makes excellent analyses of National Curriculum test results and any other tests that are used. The results of the analyses are used to pinpoint areas for development. In the limited time available to her, the headteacher checks on the quality of teaching in the school and highlights good practice to be shared with all staff. The excellent teaching by part-time subject specialists benefits pupils and all staff.
The strategic use of resources	Excellent. The school makes full use of all monies it receives and takes advantage of any educational initiative funding on offer. The under-spend is earmarked to sustain staffing levels.

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 love coming to school. • Standards are high; children are expected to work hard and do their best. • All staff are very helpful and approachable and 'always have time to listen'. • School is like a big family. • Parents feel valued and are kept well informed about their child's progress. 	<ul style="list-style-type: none"> • A small number of parents felt there were not enough activities outside lessons. • Their children are so enthusiastic about Wednesday assemblies that several parents stated they would also like the opportunity to attend.

Parents are extremely supportive of the school and have many very good things to say about it. Inspectors entirely agree with parents' positive comments. The only negative point raised by a small number of parents in their response to the questionnaire was they felt they would like to see better provision for activities outside lessons. Taking into account the very limited number of staff to supervise dinners and run clubs, it would be unreasonable to expect staff to give more time than they already do in running two recorder clubs, a maths club and a football and games club. When clubs are taken by the football coach, for example, teachers are always on hand to ensure the safety and security of pupils. Parents would be very welcome at Wednesday worship.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Excellent teaching promotes very high standards and enables all pupils to achieve their best both academically and in their personal development.

1. The school is staffed by the headteacher, who teaches almost full time, a full-time teaching assistant/secretary and a part-time teaching assistant. In addition, the headteacher and governors make exceptional use of the school budget to employ several part-time specialist teachers. These teachers share their expertise not only with pupils but with staff, thereby enriching the learning experiences for everyone.

2. Underpinning the excellent teaching in Newton school are the headteacher's strong leadership which has created a remarkable team spirit amongst all who work in and support the school and the commitment by this team to fulfilling the school's aims to:

- provide a caring, co-operative environment enabling children to feel happy and secure;
- enable pupils to work to their full potential and to ensure a high quality education for all;
- encourage pupils to become independent and confident children with a sense of responsibility.

The teachers' and teaching assistants' strong team spirit and commitment towards meeting these aims shines through all their work, whether it is in lessons, taking lunch with the pupils, sharing special occasions with the community or at play.

3. Excellent understanding of each pupil's capabilities and stage of personal development means teachers' planning ensures all pupils are moved on to the next stage of learning at the optimum point and no time is wasted. It may also mean, for example, that a pupil who is capable, but perhaps not as confident as some, is set to work with a group or pair where they are encouraged to take on the role of leader.

4. Relationships are excellent. Teachers and teaching assistants have very high expectations of their pupils and provide a framework in which there is a high level of challenge but with enough subtle support to ensure they succeed and develop a very positive 'I can.' attitude to all their tasks. Teachers and teaching assistants also provide excellent role models so that older pupils, quite naturally, become helpful 'teachers' of the youngest, thus reinforcing their own learning. This feature was noted in an excellent session where Year 1 pupils were learning to use letter sounds they knew to make words using their 'word fans'. Through the school's excellent understanding of each pupil's capabilities, the teaching assistant was able to set just the right amount of challenge for individuals to move them at a good rate. Reception children in the group were also set suitable tasks to make words and Year 1 pupils were expected to 'help and check, quickly' to see if they were right. The involved discussions between pupils demonstrated that the oldest had a very secure understanding of how to use letter sounds to help them spell and that they could explain clearly to their friends how to go about similar tasks. These discussions also showed a very mature sense of responsibility and that Year 1 had obviously learned from their teachers how to give supportive help and praise for effort.

5. Pupils' personal development is nurtured in the day-to-day life of the school. Older pupils are expected to (and do so very willingly) help the younger. All pupils take responsibility for tidying up and clearing away after lessons or setting out equipment for use in lessons. During inspection, pupils were encouraged to look and listen for signs of spring and, as a result, were very keen to show visitors the emerging and 'brand new' snowdrops and crocus in the school garden. Examination of pupils' work shows Year 1 pupils were encouraged to write about 'What I find wonderful' and had responded with the wonder of how tadpoles turn

into frogs. In their response to 'What is the sun?', Year 2 and 3 pupils had written 'The sun is a large golden ball in God's hand.', and 'The sun is a giant sphere with thousands of heaters inside'. Pupils are encouraged to think beyond themselves, as when they were writing to Santa Claus. One Year 3 pupils wrote, 'Please give the children in Afghanistan a stream full of determination to live'. Another, younger pupil had asked for the children to be given '... a sack full of love and a safe place to live'.

6. High standards in reading, writing, mathematics and science are promoted through excellent teaching. Teachers have an excellent understanding of how to teach the basic skills of these subjects in a very efficient, meaningful and enjoyable manner. Correct number and letter formation is taught at an early age so that pupils are well equipped to write and record. A key feature is that skills are taught systematically as pupils are ready to move to the next stage. For example, letter sounds are taught in a suitable order so that pupils soon begin to write and read simple words by 'sounding out' the letters. Pupils who are confident to have a go at more complex spelling are encouraged to do so and learn to check their attempts with a dictionary.

7. All teaching encourages pupils to 'have a go' or 'see what happens' and praises them for effort. In mathematics for Reception and Year 1 pupils, a very effective emphasis is placed on ensuring pupils develop a thorough and practical understanding of basic addition, subtraction, multiplication and division by playing number games. Skilled questioning in these sessions challenges pupils to 'find another way to get the answer' or 'what would happen if ...?'. In an excellent mathematics lesson observed for a small group of Year 3 pupils, pupils were set very challenging mental maths questions such as 'What do you need to add to 38 to get to 60?' or 'What is the best way to add 24 and nine?'. Questions were closely matched to pupils' abilities to ensure a high level of challenge. In an inspirational Year 2/3 science lesson on electrical circuits, pupils joined hands to make a circuit with specific pupils playing the part of the battery, connectors and two parts of the switch. Learning in this lesson was moved along at great pace with highly skilled questioning moving pupils on in their thinking. After the very practical introduction, pupils worked quickly and confidently in pairs to construct a circuit with a switch and then moved on to making a game which lit up a bulb if the twisted metal wire was touched. Pupils' very good writing skills are used very effectively when they write up their experiments.

8. Homework is another feature in the school which has a strong impact on pupils' high achievement. Parents are fully aware of what is expected for homework and the school values the help given by them. The amount of reading pupils do at home and the interest they show in finding things out on the Internet is commendable and contributes to the very good progress made. The school recognises that families may have to take holidays in term time but it is always agreed that pupils keep a diary of their holiday. The standard of these diaries is impressive and it appears that the exercise is enjoyed by pupils and parents alike.

Leadership and management are outstanding.

9. At the heart of the success of the school is the excellent leadership of the headteacher. She has a very clear vision and sense of purpose for the school, for its place in the community and for its close links with the church.

10. In such a small school, the options for delegation are non-existent. However, it is a tribute to the headteacher's leadership qualities that she has recruited and retained a high performing team. All staff involved with the school, both teaching and non-teaching, give so generously of their time to take on extra responsibilities which enrich the learning opportunities in the school. Inspectors were very impressed that part-time staff volunteered to alter their busy schedules in order to come in to school to teach during the two day inspection. The headteacher manages the difficult task of providing firm leadership and being the leader of the teaching team extremely well; she provides an excellent role model for teaching.

11. Management is excellent. Within the extremely limited time available to her, the headteacher monitors the quality of teaching on a formal basis which is used profitably for statutory performance management. More beneficial is the informal monitoring done on an almost daily basis when the headteacher works alongside teaching assistants or part-time teachers. She has a crystal clear picture of the strengths in the teaching in the school. Specialist teachers are deployed extremely well and are an important factor in the high standards and achievement in the school. Communication between all staff is informal but excellent. The headteacher is a member of a group of headteachers of small rural schools. As such, she is able to take advantage of joint training for herself and staff to ensure good, up-to-date professional development opportunities which, in turn, benefit pupils.

12. Even though the school nearly always achieves high standards in National Curriculum tests, there is no complacency. However, with small groups of pupils taking these tests, there can be great differences in results from year to year because just one pupil counts for a significant percentage. The performance of one or two pupils can have a significant effect on results. Differences in results do not come as a surprise to the school because it has excellent systems for tracking pupils' progress and setting challenging targets. All pupils are known very well by all staff. The expectations for each pupil to achieve their best are founded on a secure understanding of their performance in each subject and, very importantly, a close understanding of their unique personalities.

13. Central to the smooth running of the school and excellent communication is the full-time teaching assistant/secretary; she is excellent in both roles. Parents hold her in very high regard. She manages the day-to-day office work most efficiently, knows parents, pupils, teachers and members of the community well so that any concerns or enquiries are dealt with immediately. In her role as teacher with groups of pupils she is exceptional and a vital and valued member of the teaching team.

14. Governors fulfil their roles very well and are very supportive to the headteacher and staff. They visit very regularly and have a very good understanding of what goes on in the school. They are not complacent and are committed to maintaining the high standards achieved. They act as a critical friend to the school and question if there are better ways of doing things or ways of securing better value for money. They take advantage of local education authority training and are closely involved with the work of the school. The school's budget is managed most effectively. The current under-spend is earmarked to sustain staffing levels.

A rich interesting curriculum, coupled with strong links with the church and community, fosters pupils' excellent attitudes and enthusiasm for learning.

15. The school is very successful in teaching the 'basics' of reading, writing and mathematics. Pupils use and extend these skills though the school's topic approach to subjects such as history, geography, science and religious education. This approach is extremely successful in the school although it involves a great deal of work for teachers to ensure that the requirements of the National Curriculum are covered and that there is an appropriate build up of skills such as learning to use maps in geography and learning to look for sources of evidence in history. However, when subjects are integrated under a heading, for example, 'light and dark', aspects of many subjects are interwoven, making learning extra interesting and fun.

16. Within the topic of 'light and dark', Year 2/3 pupils had learned about Grace Darling and her bravery. Their writing skills had been extended very well by writing accounts of her rescue attempts when the 'waves were tugging at their legs', and the 'thunder boomed and lightning zig-zagged across the sky' or writing an invitation for her to attend Buckingham Palace to receive a medal. Pupils' learning had been enhanced by a visit from a member of the community who is an ex-lighthouse keeper to talk about his work. Similarly, a visit by another member of the community, an accomplished artist, had enriched pupils' understanding of using shading and lighting effects in their water colours. In response to this specialist input, standards of work produced by these pupils were exceptional.

17. Photographic evidence and examination of pupils' previous work shows how beneficial the strong links with a bee-keeping member of the community are. The older pupils become extremely knowledgeable about bees and honey from first-hand experiences. Bee-keeping and honey production also fit well with the history topic of Roman Britain. The school has its own beehive and pupils have suitable safety suits to wear when visiting or observing the bees. Pupils' reports and accounts of beekeeping are very high quality. Over time, several national prizes have been won by pupils in honey competitions and report writing.

18. The vicar is a member of the governors and a highly respected and loved visitor to the school. Pupils say that they love her assemblies and parents expressed their willingness to attend these too. Strong links with the church and the community are particularly evident at the main Christian celebrations. Such occasions in the adjacent St Nicholas church provide pupils with opportunities to develop self-confidence in speaking to a big audience. Evidence from the Christmas production video shows pupils rise to such occasions, speak clearly and, for their age are extremely self-confident. All pupils use their musical talents to full advantage on these occasions. At Harvest time, the community and school celebrate together. Harvest gifts are then sold to raise money for the Hospice. At Christmas, the community are invited to school for Christmas tea which is prepared and served by pupils. The school Christmas production is valued highly by the community and the church is packed. School sports days are another village occasion when pupils and members of the community join together. The school has a 'leavers' day' in the summer term to which parents and the community are invited; it is always well attended.

Parents hold the school in very high regard; links with parents are excellent.

19. In their response to the pre-inspection questionnaire, all parents who responded strongly agreed that the school sets high expectations for their children to work hard and achieve their best. Twenty-four questionnaires were sent out and 19 were returned. In other areas, such as 'I am kept well informed about my child's progress' and 'The school works closely with parents', parents were in one hundred per cent agreement. The only area where a small number of parents tended not to agree with was 'The school provides an interesting range of activities outside lessons'. Inspectors found that for such a small school staff the range of activities provided outside lessons is very good.

20. In their meetings with inspectors, parents were keen to state that they feel the school treats all children as individuals and that standards in all subjects are high. Several parents commented that they felt privileged that their child could attend Newton school and are very pleased to see the close links with the church. Parents are particularly supportive of the headteacher and teaching assistant and recognise how hard they work to make their child's education interesting and exciting as well as teaching the 'basics' very well.

21. Parents feel very well informed and state that 'staff always have time to listen'. The school provides regular information about work to be covered and how mathematics and literacy are taught in the school. Parents know that they are always welcome to ask for clarification. The termly meetings to discuss events and general concerns is much appreciated by parents; they feel it is very useful. Parents appreciate the Tuesday opportunity to look at their child's work. On Fridays, parents and younger members of families join in the whole school 'Treasures' session. In this session, older pupils present well prepared talks on a given subject and younger ones show and talk about things such as a favourite toy.

22. The thriving parents' association – Friends of Newton School (FONS) raises considerable amounts of money to support the work of the school in such ways as purchasing lap-top computers, paying for school visits and visitors and playground equipment. Their next venture is organising the after-school French club. The Friends work hard to involve not only parents but the whole community and in this they are very successful.

WHAT COULD BE IMPROVED

23. The school has a strong culture of self-evaluation; there are no areas in which the school could, realistically, improve. The governing body's action plan, will, however, respond to the findings of the inspection.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	2	0	0	0	0	0
Percentage	80	20	0	0	0	0	0

Care should be taken when interpreting these percentages as each lesson represents ten percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	28
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3

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	0
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Results of National Curriculum test results are not published because there are less than ten pupils taking the tests.

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	24
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	1.4
Number of pupils per qualified teacher	20
Average class size	28

Education support staff: YR – Y3

Total number of education support staff	3
Total aggregate hours worked per week	37.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	2000/2001
	£
Total income	106 254
Total expenditure	94 296
Expenditure per pupil	3 367
Balance brought forward from previous year	7 876
Balance carried forward to next year	13 567

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	24
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89	11	0	0	0
My child is making good progress in school.	84	16	0	0	0
Behaviour in the school is good.	89	11	0	0	0
My child gets the right amount of work to do at home.	79	16	5	0	0
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	74	26	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	95	5	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	89	11	0	0	0
The school is well led and managed.	95	5	0	0	0
The school is helping my child become mature and responsible.	89	11	0	0	0
The school provides an interesting range of activities outside lessons.	32	53	16	0	0