

## INSPECTION REPORT

### **Stockcross CE Primary School**

Stockcross, Newbury, Berkshire

LEA area: West Berkshire

Unique reference number: 110071

Headteacher: Christine Skinner

Reporting inspector: Janet Gill  
18706

Dates of inspection: 20<sup>th</sup> September – 21<sup>st</sup> September 2000

Inspection number: 224048

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 Aided  
Age range of pupils: 4 – 11 years  
Gender of pupils: Mixed

School address: Chapel Road  
Stockcross  
Newbury  
Berkshire  
Postcode: RG20 8LD

Telephone number: 01488 608356

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Ian Valentine

Date of previous inspection: 27th March 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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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
Standards in English and mathematics	
Leadership and management	
Partnership with parents	
WHAT COULD BE IMPROVED	12
Information and communication technology	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Stockcross CE Primary School is a small voluntary-aided village school on the outskirts of Newbury. It has 99 pupils who attend full-time from Reception to Year 6. The school's catchment area includes Stockcross and the surrounding villages. Children are admitted into the Reception class each term. Attainment on entry for the present group is above average, whereas last year it was broadly average with around one third above average. At the time of the inspection only one child was already five. The school is popular and over-subscribed. There are four classes and almost an equal number of boys and girls. The background of pupils is generally above average; three pupils (three per cent) claim free school meals, which is below average. The number of pupils identified as having special educational needs is above average; 20 pupils (20 per cent) are on the register, of these four have statements. The school is now a Beacon school and has just applied to have a charter mark.

### **HOW GOOD THE SCHOOL IS**

Stockcross Primary School is a well-organised and happy community. It has improved significantly over the last five years and is a very effective school. The outstanding leadership of the headteacher, very strongly supported by the staff and the Governing Body and a very positive commitment to raising standards, result in a stimulating learning environment in which children have very positive attitudes to work and behave well. The overall quality of teaching is good; consequently pupils progress very well and achieve standards that are very high. The use of all the school's resources is excellent and despite a much higher than average income provides good value for money.

#### **What the school does well**

- The standards in English and mathematics are particularly high, owing to good quality teaching, effective use of assessment and very good provision and support for pupils with special educational needs.
- The headteacher and governors, supported by the whole staff, provide the school with excellent leadership and management.
- The partnership with parents is excellent; this has a significant impact on the standards pupils achieve and their very positive attitudes to school.

#### **What could be improved**

- Standards in information and communication technology (ICT) are not high enough and the full requirements of the National Curriculum are not currently being taught.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected previously, in March 1995, Stockcross Primary School was found to have many strengths but there were also some areas for improvement. Since then it has improved. All the areas of weakness identified in the previous report have been successfully addressed apart from one issue where standards have been maintained. The school has maintained the quality of pupils' spiritual, moral and social development, but has not significantly developed opportunities for pupils to learn about a broader range of cultures. The results achieved by its pupils, in the National Curriculum tests at the end of Year 6, have steadily risen in line with the national trend. The standards are now very high in the core subjects of English, mathematics and science. In the National Curriculum tests in 1999, standards reached were within the top five per cent in the country. In the last inspection standards in information and communication technology (ICT) were around average throughout the school. There are now greater expectations in the subject but the school does not fully meet the requirements of the National Curriculum. The school is currently addressing the situation; which has been identified as a priority for improvement. Assessment procedures are now extensive and very well developed; data is analysed carefully to aid teaching and hence leads to improvement. It was evident during the inspection that teachers carefully analyse what their pupils know and can do on a day-to-day basis. Difficulties are built into the next lesson and skilfully revisited until pupils understand a particular concept. Special educational needs provision is now very good, with pupils making very good progress. Pupils with special educational needs achieve well in the National Curriculum tests, with many gaining results in line with the national average. There are now schemes of work for all subjects; this ensures the quality and range of learning opportunities are now good. The National Literacy and Numeracy strategies have been very effectively implemented. The strengths identified in the previous report have been maintained. The desire to succeed and ensure pupils achieve their

very best means that the school is very well placed to maintain its current high standards and improve even further.

### STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A*	A*	A*	A*
Mathematics	A	A	A*	A*
Science	A	A	A*	A*

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

Since 1996 the rate of improvement has continued to rise in line with the national trend. As a result, standards when children leave the school are very high and well above those found nationally, and also well above those of similar schools. In 1999, results were in the top five per cent in the country. The school exceeded its targets in the National Curriculum Tests for 2000 in all three subjects. Progress accelerates in Key Stage 2 and all pupils, including those with special educational needs, make very good progress and achieve high standards. Children enter the Reception class generally with above average attainment. They make good progress and achieve above average standards in literacy, mathematics and personal development. Pupils in Key Stage 1 continue to make good progress, and attain standards in reading, writing and mathematics that are generally above or well above average. Results in reading and writing in the National Curriculum Tests in 2000 were above those for the previous year, but mathematics results were a little lower. Inspection evidence supports the test data.

In information and communication technology (ICT), standards are below those expected. The curriculum for information technology is not yet developed sufficiently well and it is not used throughout the wider curriculum to support learning in other subjects.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils like to come to school and show a keen interest in school life.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils are courteous and polite. There are occasional weaknesses in lessons when teaching is not as effective as the vast majority. There is a total lack of any oppressive behaviour and the school has not excluded any pupils.
Personal development and relationships	The personal development of pupils is very good. Pupils undertake a range of tasks with enthusiasm and work well independently. They work and play harmoniously together
Attendance	Attendance is good, although the school would like to reduce the number of children taken on holiday during the term time.

The pupils' very positive attitudes to school life are one of the main reasons why the pupils do so well.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
14 lessons seen overall	Good	Sound	Good

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

Over two-thirds of all lessons observed were judged to be good or very good. The vast majority of lessons were judged to be at least satisfactory. The overall quality of teaching is good with some very good features. The teachers meet the needs of all pupils well. The best teaching occurs in Key Stage 2, and in specialist lessons, such as music. The quality of teaching has been maintained since the last inspection. The National Literacy and Numeracy Strategies are being implemented very effectively. Teachers' subject knowledge is good, as is their technical competence in the teaching of basic skills. Strengths of teaching include good planning with very good use of on-going assessment, which is very effective in meeting the needs of all pupils. Teachers really know their pupils and they set work that is well matched to the pupils' ability, including those pupils with special educational needs. Skilful questioning, that is well-directed, challenges the pupils to think carefully about their work. Support assistants are well deployed to support learning, and alongside parents they have a significant impact on the pupils' standards of achievement. Occasional weaknesses include a slow pace to lessons where children are inactive for too long. As a result these pupils become restless and occasionally inattentive. The good quality teaching helps to promote children's learning. Pupils communicate well, work hard, showing good interest and concentration, only rarely do they drift away from their task.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall; it is a rich curriculum, which has breadth and balance. The effectiveness of the strategies for teaching literacy and numeracy are very good. ICT is not fully in place throughout the school and does not yet meet National Curriculum requirements
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Children are fully supported by outside agencies, their teachers and non-teaching assistants. Work is very well matched to their ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Pupils work and play in aesthetically pleasing buildings and grounds, ensuring they become fully aware of the wonder of the world around them. There is a very strong focus on social and moral development. Pupils co-operate well together, help each other and enjoy taking responsibility. Right and wrong are securely understood and children are familiar with their own culture. There are however, fewer opportunities to study lifestyles of other cultures.
How well the school cares for its pupils	The school knows their pupils well and provides good support for both personal and academic needs. Assessment procedures support learning very effectively and has a significant impact on standards achieved.

The excellent links with parents, their involvement and support have a significant impact on pupils' education and learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is extremely well led and managed. The headteacher offers outstanding leadership. She is supported exceptionally well by the governors, senior teachers and all staff. They form a very strong and effective team with a clear focus to continue to improve and determined to maintain high standards in all areas of school life.
How well the governors fulfil their responsibilities	Governors are very clear and positive in relation to their roles and responsibilities. They are fully aware of the strengths and weaknesses in the school. The Governing Body fulfils its duties well and is fully aware that they do not currently meet statutory requirements in ICT.
The school's evaluation of its performance	The school evaluates its performance very effectively. It has a clear view of its work and effectively analyses what works and why. It has developed very good systems for analysing the school's results and using these to set future targets. This has had a significant impact on improving standards.
The strategic use of resources	The school's financial resources are extremely well targeted to meet the needs of pupils and staff, and to raise standards. The school provides good value for money.

The principles of best value are well understood, and implemented by both the headteacher and governors. The quality of the school's administrative arrangements is very good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Excellent partnership</li> <li>• Communication between school and home</li> <li>• They feel comfortable approaching the school with comments or suggestions</li> <li>• Caring ethos of the school</li> <li>• Provision for special educational needs</li> <li>• Progress made by their children</li> <li>• Leadership and management of the school</li> <li>• Their children like coming to school</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency of homework and more information about how to support their children</li> <li>• Provision for the more able children</li> <li>• The limited range of out of school activities provided by the school</li> </ul>

Parents are very supportive of the school; they think it is a very good school. Links with parents are excellent and a strength of the school. Inspection evidence supports all parents' positive views. Generally homework is set regularly, but there are occasions when it is not as good as it could be. The provision for all children, including the more able is very good. Work is well matched to pupils' ability in lessons. There are opportunities for children to achieve highly, as a significant number gained above average levels in the National Curriculum tests. A few parents thought that the school did not provide sufficient out of school activities, inspectors judged there to be a wide range of activities on offer to all children.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards of English and mathematics are particularly high by the time pupils leave the school at eleven.**

1. The determination of the headteacher, governors, staff and parents to promote a very positive ethos for learning in the school, and a shared commitment to high standards, has made a significant contribution to the particularly high standards reached by the pupils when they leave the school at eleven. All pupils throughout the school make at least good progress in English and mathematics. The rate of progress accelerates at Key Stage 2 and pupils make very good progress, including those with special educational needs. In the 1999 National Curriculum Tests, the results were very high, compared to the national average and of those of similar schools. The number of pupils reaching the higher Level 5 was very high in comparison to the national average. Early analysis of the National Curriculum data for the 2000 tests, indicate that the school has again surpassed its targets. The vast majority of pupils reached the average grade in both English and mathematics with well over half reaching the higher Level 5.
2. High standards are attributed to very effective assessment procedures, target setting, successful implementation of the National Literacy and Numeracy Strategies and highly effective provision for pupils with special educational needs. Assessment was an issue in the last inspection report. The school has worked hard to address this issue and there are now very good systems in place with regular whole school assessment taking place throughout the year. Various tests and assessments are held twice a term and moderation takes place between staff to agree National Curriculum levels. Assessment takes place for all subjects, including the foundation subjects. Very effective day-to-day assessment takes place as illustrated in a Year 3 lesson where the teacher's careful assessment of pupils' strengths and weaknesses early in the week, was used to inform work for subsequent lessons. Very effective assessment in a mathematics lesson ensured that pupils who had some difficulty with place value previously, had by the end of the session a good understanding of the concept. Effective and detailed analysis, alongside the careful assessment of pupils' strengths and weaknesses, is used to set targets and inform planning for individuals as well as highlighting areas for development throughout the school. Through this process writing was identified as an area requiring development. There is now a higher focus on writing and a dedicated writing session now takes place outside the Literacy Hour. The school was pleased that the percentage of Key Stage 1 pupils gaining an average grade and above in writing has risen significantly in the 2000 National Curriculum tests. Despite an improvement, the school is not complacent and during the current term the focus for assessment and moderation for literacy is to be non-fiction writing. The school is determined to ensure that pupils are given good opportunities to write in a wide variety of styles and to continue to raise standards throughout the school.
3. The National Literacy and Numeracy Strategies are having a positive impact on standards. Teachers' subject knowledge is particularly good, as is their technical competence in the teaching of basic skills. This has been clearly illustrated by the vast majority of pupils, including those with special educational needs reaching at least the national average. Teachers know their pupils' capabilities very well and they work hard to meet their pupils' academic needs. This helps them to make very good progress. Provision for pupils with special educational needs has improved since the last inspection. There are now making better progress than at the time of the last inspection. This is due to the very good liaison between outside agencies, teachers, class teachers and their support workers. All those involved with the pupils work together successfully to ensure that programmes of learning are implemented and monitored well. The school is very efficient in managing its resources, such as special educational needs funding to ensure that they attract very good support from the outside agencies and train their own support staff to implement the work effectively.

**The headteacher and governors, supported by the whole staff, provide the school with excellent leadership and management.**

4. The headteacher is an outstanding leader and, with the governors, has an exceptionally clear vision for the school. Their planning for the use of resources is always focused on raising attainment and this has a significant impact on pupils' progress and their subsequent achievements. Excellent financial management ensures the resources available to the school are spent very wisely in relation to educational priorities. There are extremely clear plans for the future, for example, retaining the extra infant teacher and targeting funding to provide the ICT suite. The staff and governors realised the weaknesses in their provision and teaching for ICT, and through the school development plan have set out their proposals for resources and training over the next three years. To supplement their budget the school approached the Education Business Partnership for help to obtain sufficient machines to enable them to resource the new suite. Excellent use is made of staff time, accommodation and resources. The use of specialist teaching, purchasing the support of outside agencies to provide for pupils with special educational needs is particularly effective and has a marked impact on improving standards.
5. Governors are very well informed about all aspects of school life and they make a significant contribution to the overall effectiveness of the school. They are very well aware of the strengths and weaknesses of the school and have an extremely strong commitment to maintain the excellent ethos and high standards in their popular successful school. The headteacher, staff and governors have developed very good systems to analyse what works and why. Results of National Curriculum Tests are analysed carefully and targets set for individual pupils' performance and areas for development identified. This has been particularly effective in guiding pupils' educational development and has a positive impact upon pupils' achievements.
6. The many strengths from the previous inspection have not only been maintained but they have significantly improved. The school has taken positive steps to address the key issues raised in the previous report in relation to assessment, special educational needs, schemes of work and the monitoring of teaching and learning. The headteacher monitors both teaching and learning and is aware, as are the co-ordinators, of the need to extend this role to the curriculum co-ordinators. The school has maintained the quality of pupils' spiritual, moral and social development but has not yet significantly improved opportunities for pupils to learn about a broad range of cultures.

**The partnership with parents is excellent; this has a significant impact on the standards pupils achieve and their very positive attitudes to school**

7. Parental involvement in the children's learning is excellent and has a significant impact on their attainment and progress. The school has maintained the excellent partnership with parents reported previously. It recognises the importance of effective liaison between home and school, and the active role parents can play in their children's education. The quality of information to parents is excellent; parents appreciate the regular newsletters and feel they are very well informed. Parents are very supportive, they consider their children are making very good progress and are very happy with the education and opportunities provided by the school. The school offers every opportunity for parents to become involved in their child's learning. Where adults are able to respond and work in the classroom, for instance by working with children on mental mathematics, this is having a significant contribution to pupils' learning. A number of dedicated adults are regularly volunteering to help in the classroom in many aspects of the curriculum, outings, clubs and the day-to-day activities in the school. Parents are valued by the school and are well briefed and trained for these activities. They appreciate being encouraged to be involved in supporting their children's learning and in school life.
8. The school operates an 'open door' policy, and parents can meet with the headteacher and teachers to discuss any matters of importance and concern. They particularly like the Parents' Surgeries, where parents can book an appointment to meet with staff to discuss their children's progress. In this way any problems are sorted out immediately and efficiently. The level of parental support has a significant impact on facilities and resources offered by the school, and education provided for pupils. Various fund raising activities are very well supported, especially those that involve the children. The parents value being included in the weekly achievement assembly. During the inspection an assembly took place, all parents and children present enjoyed the opportunity to acknowledge pupils' achievements in public. This has a significant impact on the social and moral development of the children, where they have the opportunity to be recognised for both academic and personal achievements.

## **WHAT COULD BE IMPROVED**

**Standards in information and communication technology (ICT) are not high enough and the full requirements of the National Curriculum are not currently being taught.**

9. The previous report indicated that the standard achieved by most pupils in information and communication technology (ICT) was similar to the expected levels and statutory requirements were met. There are, however, greater demands in the National Curriculum for ICT now and the full requirements of the National Curriculum are not currently being taught. Consequently many pupils do not reach the required standards in ICT.
10. The school and governors identified the weakness and realised that there were insufficient resources to teach the subject, staff did not have the required expertise, and ICT was not used to support learning throughout the curriculum. In their determination to secure the best possible resources and be assured that pupils reach high standards a three-year action plan was drawn up as part of the school development plan. This was linked to funding from the National Grid for Learning and resources from the Education Business Partnership. Additionally, as part of the school's Standards Fund Grant, which supports small school joint initiatives, funding was available to secure the services of ICT advisory staff who have recently taken up their posts in the school. The ICT staff will be deployed to train and offer support to the small schools of West Berkshire, in the bid to improve standards. Due to excellent financial management and planning the ICT suite has now been set up with a good range of computers, which are suitable for whole class lessons. The co-ordinators have worked hard to begin to implement what is to be taught using national guidance from the Qualifications and Curriculum Authority (QCA) and have received initial training, this is to be extended to all teaching and support staff.
11. During the inspection the suite had just started to be used. The enthusiasm of the teachers and support from the ICT advisor are already having an impact on pupils' learning and the high motivation and interest the pupils displayed. In the two lessons observed the pupils worked very well together, helping and supporting one another. They became very involved in their work and many were quite disappointed when they had to go out to play. At the start of one lesson pupils gasp with delight as their teacher demonstrates what can be achieved with a graphics program. Pupils are supported well by staff and with very good questioning techniques pupils are prepared to 'have a go' and find out for themselves. A good example of assessment was seen during the lessons when teachers are determining what their pupils know and can do. Pupils were assessing themselves and their partners on a skills checklist when using graphics and text. The range of pupils' abilities is very wide, but assessment information helps the teacher to plan future lessons.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

12. Standards of attainment are high in the core subjects but they are not as high as they should be in information and communication technology (ICT). The curriculum for ICT is not developed sufficiently well and is not used to support learning throughout the wider curriculum, as a result, standards of achievement are below those expected by the time pupils are eleven.
13. In order to improve standards in information and communication technology (ICT), the headteacher, staff and governors should ensure the planned improvements in ICT are implemented by:
  - (1) ensuring that statutory requirements are fully met;
  - (2) improving teachers' subject knowledge and expertise;
  - (3) implementing a clear scheme of work and assessment procedures to ensure that ICT skills are taught progressively and to the required level throughout the school;
  - (4) purchasing further resources (software) as funds become available;
  - (5) identifying opportunities for the use of ICT to support learning in other subjects.

## PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	50	21	7	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	99
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	20

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.1%
National comparative data	5.4%

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.

### Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	8	5	13
<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	7	6	7	
	Girls	5	5	5	
	Total	12	11	12	
Percentage of pupils at NC level 2 or above	School	92 (92 )	85 (92 )	92 (92)	
	National	82 ( 80)	83 (79)	87 (84)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	7	7	7	
	Girls	5	5	5	
	Total	12	12	12	
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (92)	92 (93)	
	National	82 (81)	86 (85)	87 (86)	

### Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	9	4	13
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	9	9	
	Girls	4	4	4	
	Total	13	13	13	
Percentage of pupils at NC level 4 or above	School	100	100	100	
	National	70 (65)	69 (59)	78 (69)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	9	9	
	Girls	4	4	4	
	Total	13	13	13	
Percentage of pupils at NC level 4 or above	School	92	92	100	
	National	68 (65)	69 (65)	75 (71)	

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

NB results not published for Key Stage 2 in 1998 as there were only 10 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	98
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### Teachers and classes

#### Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	19.4
Average class size	24.8

#### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	75

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	1998/1999
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	£
Total income	226944
Total expenditure	222373
Expenditure per pupil	2527
Balance brought forward from previous year	15695
Balance carried forward to next year	20266

## Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	32

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	72	25	3	0	0
Behaviour in the school is good.	78	22	0	0	0
My child gets the right amount of work to do at home.	44	47	6	0	0
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	53	47	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	0	0	3
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	66	34	0	0	0
The school is well led and managed.	88	13	0	0	0
The school is helping my child become mature and responsible.	72	25	0	0	3
The school provides an interesting range of activities outside lessons.	41	41	16	0	3