

INSPECTION REPORT

TILSTON PAROCHIAL CE PRIMARY SCHOOL

Tilston, Nr Malpas

LEA area: Cheshire

Unique reference number: 111284

Headteacher: Mr J Nickless

Reporting inspector: Mr F Carruthers
21285

Dates of inspection: 6-8 November 2000

Inspection number: 224783

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Church Road Tilston Nr Malpas Cheshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Pond
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tilston Parochial School is a rural Church of England Primary School, serving the parishes of Tilston, Stretton and Carden, a large but sparsely populated area. A minority of pupils travel in from isolated communities. The school roll has risen since the previous inspection from 60 to 81 and there are 14 children who attend part-time in the nursery. Pupils are from families whose parents work in a variety of professions and industries, including farming. There are no pupils from ethnic minority backgrounds and none is learning English as an additional language. The socio-economic circumstances of the pupils' families are varied but overall are broadly average. The attainment of the children on entry to the mixed reception and Year 1 class, as measured by a baseline assessment, is broad and varies year on year. Overall, there is an average spread of attainment. Ten pupils are on the school's register of pupils with special educational needs. There are no pupils with statements of special educational need. Staff who teach children in the nursery also organise nursery classes in three other neighbouring schools.

HOW GOOD THE SCHOOL IS

This is an effective and successful school with a number of very good features. Pupils have very good attitudes to learning, behave very well, make good progress and attain high standards of work by the age of eleven. This is because of the good quality of education the pupils receive, the very good support the staff give the pupils for their personal development and the very good leadership and management of the school by the headteacher who is well supported by governors and staff. The quality of teaching is good with very good teaching evident in junior-age classes and there is a good range of learning experiences provided for pupils. The school has made good progress since the previous inspection and provides good value for money.

What the school does well

- High standards of attainment by pupils at the age of eleven have been maintained since the previous inspection. Pupils make good and often very good progress, especially in the junior-age classes.
- The pupils have very good attitudes to their work, behave very well and develop very good skills of independent learning.
- The quality of teaching and learning is good. In junior-age classes, teaching is very good and this is helped by the very good arrangements by which staff teach their specialist subjects to all classes.
- There are very good cross-curricular links made between subjects such as English, mathematics, science, information and communication technology, history, geography and religious education. Staff make good use of the local area for study.
- There is a very good ethos for learning which supports very well the pupils' personal development, including their spiritual, moral, social and cultural development.
- The leadership and management of the school by the headteacher are very good. He is well supported by governors, who have a good strategic overview of provision, and by staff, who work well as a team.

What could be improved

- Pupils' performance in end-of Key Stage 1 writing tests could be higher.
- The quality of pupils' handwriting is variable, ranging from very good to unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection. Staff have fully addressed three of the four key issues and made good progress on the fourth. Current planning by teachers shows good coverage of the National Curriculum programmes of study; the management of all subjects of the curriculum is good; the school monitors how it is performing very well; and there are now good opportunities for pupils to learn about the culturally diverse nature of society. The accommodation has been improved significantly, particularly with the addition of a mobile classroom for teaching. However, despite efforts by the school, the lack of space in the main hall continues to restrict a few activities in physical education lessons. In addition, high standards in end-of-Key Stage 2 tests have been maintained and have risen in line with national trends. There has been improved provision throughout the school. For instance, nursery provision has developed well and liaison in planning between the nursery and reception class teachers has improved. The ratio of pupils to teacher in classes has improved as a result of the good deployment of part-time staff. The amount of specialist teaching has increased and this has led to higher standards in subjects such as science. As a result the quality of teaching has improved since the previous inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	A*	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A*	
science	A	B	A	A*	

Children make good progress in the nursery class and their attainment on entry to the reception year is broad. It is average overall and varies year on year. The children make satisfactory and often good progress during their reception year and this continues in Years 1 and 2. This is confirmed by a comparison of the attainment of individual children on entry with their performance in end-of-key stage tests. The pupils achieve standards by the age of seven in line with the national average in reading, well above average in mathematics but below average in writing. The pupils make good and often very good progress in the junior-age classes to achieve standards by the age of eleven which are well above the national average in English, mathematics and science. The pupils achieve very well in relation to prior attainment. This is confirmed by results of national tests in 1998, 1999 and 2000. In the most recent of these, the average points that pupils scored were higher than in the previous year, putting the school in the highest five per cent of schools with similar contexts in all three subjects.

High standards are evident in the current mixed Years 5 and 6 class and are the result of the good quality of teaching, especially in junior-age classes, where the staff teach their specialist subjects very well. The school sets challenging targets based on accurate assessment of individual pupils' prior attainment and is successful in achieving them. Very good standards of work were evident in a scrutiny of pupils' writing, mathematical and scientific work in junior-age classes. Pupils in the junior age group write well in a range of subjects and projects. Standards of handwriting, however, are more variable between classes generally and range from very good to unsatisfactory. The pupils make good use of their skills in information and communication technology to present their work, to analyse data, for instance about traffic volume through the village of No Man's Heath, and to create artwork. Standards in design and technology are very good as a result of the quality of specialist teaching. The school has won a number of awards in regional contests in this subject. Work seen in history and geography is of a similarly high standard and there is a strong emphasis on studying aspects of the local environment and pressures on its successful survival. Pupils with special education needs make good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to learning are very good and pupils are keen to do well.
Behaviour, in and out of classrooms	Behaviour both in the classroom and around school is very good. This results in the quality of learning in classes being good, as pupils concentrate well and respond well to questions.
Personal development and relationships	Pupils develop very good relationships with each other and with staff and they grow in confidence and independence.
Attendance	Levels of attendance are in line with the national average and levels of unauthorised absence are below the national average.

TEACHING AND LEARNING

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

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

Overall, 31 per cent of the teaching is very good, 50 per cent is good and the remainder (19 per cent) is satisfactory. There is no unsatisfactory teaching. This is an improvement since the previous inspection. Teaching is very good in junior-age classes,

where specialist teaching by staff in English, mathematics, science, art and design, design and technology and music contributes very well to the achievement of pupils. The teachers have high expectations of what pupils can achieve and they ask challenging questions. Teaching of skills of literacy and numeracy is very good in this key stage and good overall in school, although the teaching of handwriting does not lead to a consistently neat and joined style being used by pupils in their work. The teaching in the nursery and reception year is good and staff have a good understanding of the demands of the curriculum for the Foundation Stage of children's learning. Teaching in the infant-age class is satisfactory overall and 40 per cent of lessons observed were good. The teacher who takes this age group for most of the week is new to school and at the time of inspection was still getting to know the pupils. This is why the quality of teaching in this key stage is not yet as high as elsewhere in school. Through the good deployment of teaching and support staff, most of whom work part-time, teaching is enhanced and group sizes reduced. This helps the staff to plan for work in the mixed age, mixed ability classes. Teachers make good links between subjects and keep good track of how pupils are progressing in lessons. The teaching of pupils with special educational needs is good and the pupils are well supported by class teachers, support staff and the peripatetic teacher who visits weekly to take individuals and groups of pupils. As a result of the good teaching, the quality of pupils' learning is good. Pupils concentrate well in lessons and have a good understanding of their own strengths and areas to improve. As well as being taught by their class teacher, younger pupils in the mixed age classes benefit from having older pupils as role models in the class and this helps their progress. Pupils with particular talents are challenged by the very good level of teachers' questioning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a rich variety of learning experiences for pupils. In the Foundation Stage, the recommended areas of learning are covered well and in junior-age classes especially there is very good cross-curricular work covering art and design, history, geography, information and communication technology and science. There is a good range of extra-curricular activities, including sports, music and a French club.
Provision for pupils with special educational needs	Provision is good and well managed by the co-ordinator. Pupils' individual education plans are detailed and maintained well, providing challenging targets and a clear record of progress made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good and this is an improvement since the previous inspection. Christian values are central to the school and there are good opportunities for the pupils to develop socially and morally. Good progress has been made in developing the multi-cultural awareness of pupils in subjects such as religious education, art and design, English and information and communication technology.
How well the school cares for its pupils	Staff promote a very good ethos for learning. They support the pupils' personal development very well and value their individual contributions to the life of the school. Procedures to assess the pupils' progress, monitor their attendance and promote good behaviour are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school as well as contributing to the very good quality of teaching in Key Stage 2. The staff, including teachers, support staff and the secretary, work very well as a team and contribute much to the good management evident.
How well the governors fulfil their responsibilities	Governors carry out their roles well. They are very ably led by the chairman and there is a good range of expertise among members.
The school's evaluation of its performance	The senior managers monitor the effectiveness of the school very well, through very good analysis of data about individual pupils' progress and comparative information about the performance of schools nationally and in Cheshire.
The strategic use of resources	The senior managers make very good use of available funding to promote the quality of provision. For instance, spending on teaching staff is effectively targeted at reducing class sizes. Specific grants, for instance in relation to the accommodation, are similarly used well. Governors and headteacher apply principles of best value to all purchases and service level agreements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents value the work of the school highly. They believe the school is a happy place in which pupils make good progress and become confident and independent.• They report that the school is a welcoming place for parents. Staff are very approachable and listen to parents' views.	<ul style="list-style-type: none">• No issues were raised.

Inspectors fully support the positive views expressed by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High standards of attainment by pupils at the age of eleven have been maintained since the previous inspection. Pupils make good and often very good progress, especially in Key Stage 2.

1. Children make good progress in the nursery class and their attainment on entry to the reception year is broad. It is average overall and the proportion of pupils with special educational needs varies from year to year. The children make satisfactory and often good progress in the reception year and this continues in Years 1 and 2. This is confirmed by a comparison of the attainment of individual children on entry with their performance in end-of-Key Stage 1 tests. The pupils make good and often very good progress in junior-age classes to achieve standards by the age of eleven that are well above the national average in English, mathematics and science. The pupils achieve very well in relation to prior attainment. This is confirmed by results of national tests in 1998, 1999 and 2000. In the most recent of these, the average points that pupils scored were higher than in the previous year, putting the school in the highest five per cent of schools with similar contexts for results in all three subjects. High standards are the result of the good quality of teaching, especially in the junior-age classes where the staff teach their specialist subjects very well.

2. By the age of eleven, the pupils have very good speaking and listening skills. Many are articulate in class discussions and display good levels of maturity in their responses. Very good standards of work were evident in the eleven-year-old age group in a scrutiny of pupils' writing, mathematical, and scientific work. Pupils write well across a range of subjects and projects. For instance they write well about Egyptian artefacts and complete detailed accounts of the design process they use for making toys with cams and novelty moneyboxes. They write imaginatively about newts in a cross-curricular topic on the local environment and they compose letters, which show a very good level of maturity, to an international footwear manufacturer, indicating their concern about reports of poor employment practices. They have very good skills with numbers and by the end of Year 6 are confident when handling decimal numbers, fractions and percentages. In science, the pupils display very good levels of analytical thinking. This was evident in one lesson where pupils were considering all the factors which might thwart their attempt to make a fair test of the sound insulation of various materials. They took into account the quantity of material, the strength of the sound signals they were using, making contrasts between volume and pitch, and how well they packed the material around the signal.

3. The pupils have good skills in information and communication technology and present their work well, create artwork and analyse data. For instance, the pupils are currently undertaking a detailed analysis of the impact of a road by-pass near the village and they present statistical information very well in the form of bar and line graphs. Standards in design and technology are very good as a result of the quality of specialist teaching. The school has won a number of awards in regional contests in this subject. Work in history and geography is of a high standard. Pupils gain a good understanding of the local environment as they track the watercourse of the local stream into the River Dee and ultimately into Liverpool Bay and the Irish Sea. Their files indicate a very good standard of work.

The pupils have very good attitudes to their work, behave very well and develop very good skills of independent learning.

4. The pupils have very good attitudes to learning and concentrate well in lessons. They are interested and responsive in oral sessions and, when they work independently or in groups, they remain on task discussing the activity sensibly and making appropriate suggestions to one another. Behaviour is very good in lessons. Around school, pupils are helpful and show concern for other pupils, particularly those younger than themselves. They take on responsibilities well and assist with a number of daily routines. Parents report that the pupils develop enquiring minds and become good at researching facts and information for themselves, using books, CD-Roms and the Internet. This level of self-confidence is also noticed by staff at the associated high school and is the result of the interest the staff generate in issues that have real relevance for the pupils in the village and the wider locality.

The quality of teaching and learning is good. In Key Stage 2 classes, teaching is very good and this is helped by the very good arrangements by which staff teach their specialist subjects to all classes.

5. Overall, 31 per cent of the teaching is very good, 50 per cent is good and the remainder (19 per cent) is satisfactory. There is no unsatisfactory teaching. This is an improvement since the previous inspection. The teaching in the nursery class and in the reception year is good and staff have a good understanding of the demands of the curriculum for the Foundation Stage of children's learning. Provision in the nursery is enhanced by a good range of resources and equipment and by the quality of the teacher's planning, which is well linked to that of the teacher in the reception year group. Teaching in the infant-age class is satisfactory overall and 40 per cent of lessons observed were good. The teacher who takes this age group for most of the week is new to school and at the time of inspection was still getting to know the pupils. This is why the quality of teaching in this key

stage is not yet as high as elsewhere in school. Through the good deployment of teaching and support staff in the key stage, most of whom work part-time, teaching is enhanced and group sizes reduced. This helps the staff to plan for work in the mixed age, mixed ability class. Provision is improving in this respect. For example, last year, for English lessons involving infant-age pupils, the groups were re-organised to improve their effectiveness so that Years 1 and 2 were taught together, instead of Years 2 and 3. This has meant that the class teacher's planning is simplified and she does not have to plan work which is appropriately challenging for both infant and junior-age pupils. This year the teaching of mathematics has been similarly made more efficient. Teaching is very good in the junior-age classes, where specialist teaching by individual teachers in English, mathematics, science, art, design and technology and music contributes very well to the achievement of pupils.

6. The teachers have high expectations of what the pupils can achieve and they ask challenging questions. This was particularly evident in geography, science and mathematics lessons. The teaching of skills of literacy and numeracy is good overall in school and very good in junior-age classes. Teachers make good links between subjects. For example, artwork involving observational drawings of training shoes was linked to the letters that the pupils wrote to a footwear manufacturer. The teachers keep good track of how pupils are progressing in lessons. This is done by providing close support for pupils and giving good written feedback on assignments. The teaching of pupils with special educational needs is good and these pupils are well supported by class teachers, support staff and the peripatetic teacher who visits weekly to check on progress and take individuals and groups of pupils.

7. As a result of the good teaching, the quality of pupils' learning is good. Pupils concentrate well in lessons and have a good understanding of their own skills and areas for improvement. Learning in lessons has good pace and pupils work well independently and in groups. As well as being taught by the class teacher, younger pupils in the mixed age classes benefit from having older pupils as role models in lessons and this helps their progress. Pupils with particular talents are challenged by the very good level of teachers' questioning and often they are taught with older age groups so that they are provided with work which stretches them.

There are very good cross-curricular links made between subjects such as English, mathematics, science, art and design, information and communication technology, history, geography and religious education. Staff make good use of the local area for study.

8. There is a rich variety of learning experiences for pupils. In the Foundation Stage, the recommended areas of learning are covered well and teachers' planning shows that the children are able to choose from a range of activities. There is a good balance between adult-directed activities and self-chosen activities. In the reception classroom, a baker's shop provided a stimulating role play area in which the children took great delight in baking in the 'oven', taking orders and serving customers. This aspect fitted in very well with other activities based on the story of The Gingerbread Man. In both infant and junior-age classes, there is very good cross-curricular work, which covers the requirements of the National Curriculum well. Topics are taught on a cycle and links between subjects are clearly outlined in the teachers' planning. For example, pupils in Years 1 and 2 make class books on themes and ideas they cover in project work. In the junior-age classes, scientific work on sound is linked well to music and design and technology, when pupils make their own musical instrument.

9. The immediate locality around school provides very good opportunities for learning. The school has established within its grounds a safe outdoor area for children under five, a wild copse and pond for scientific study, as well as an adventure playground. Staff make good use of these facilities. Nearby is a stream which provides opportunities for the study of rivers and the school itself, the village and the parish church provide a focus for investigation in art, geography, history and religious education.

There is a very good ethos for learning, which supports very well pupils' personal development, including their spiritual, moral, social and cultural development.

10. Because Christian values drive the work of the school and staff know the pupils very well, the pupils' personal development is very good. Staff value the pupils' contributions in lessons and this encourages a mutual respect. Collective worship has a clear focus on promoting the pupils' spiritual and moral development and in subjects such as English and religious education, as well as cross-curricular topics, there are good opportunities for pupils to consider issues of importance to the environment, how human beings should treat one another and the animal world and about the quality of life. Throughout the school, pupils are encouraged to take responsibility for their own behaviour, to be vigilant to the needs of others, especially those younger than themselves, and to respect each others' and their teachers' views. Rules about good behaviour are implicit rather than explicit and pupils respond well. Since the last inspection the school has promoted the pupils' awareness of different cultures well, through links with schools in Africa and Australia and by making good use of electronic mail to correspond with children in different schools. Visitors to school have included those from different cultures and resources have been enhanced to reflect the multi-cultural dimension of society.

The leadership and management of the school by the headteacher are very good. He is well supported by governors, who have a good strategic overview of provision, and staff, who work well as a team.

11. The headteacher provides very good leadership for the school as well as contributing to the very good quality of teaching in the upper junior-age class. He is fully involved in all aspects of the life of the school, including curricular planning, decision-making and monitoring of standards and the quality of the provision. He is readily available to speak with parents and they praise his willingness to listen, to act and be supportive. The headteacher has a very good grasp of the performance of the school, how effective it is and how well the pupils are achieving. He regularly analyses data on the performance of individual pupils over time and compares the school's end-of-key stage test results with those in other Cheshire schools, with schools in similar rural situations and with results nationally. School development planning is good and includes long-term projections and clear costings. Monitoring of teaching regularly takes place. The headteacher both formally and informally visits classrooms and staff share findings in order to improve the quality of the provision.

12. The staff, including teachers, support staff, and the secretary, work very well together and contribute much to the very good management. For its size, the school has an above average complement of staff and this is because many members work part-time and jobs are shared. Planning the curriculum, managing subjects and organising daily routines are very good and help in the smooth running of the school.

13. Governors make a good contribution to the management of the school. They are very ably led by the chairman who has good expertise for the role, is well involved in decision-making and supports the school in a number of practical ways, in particular provision for information and communication technology. Business is conducted very efficiently through committees and governors are regularly kept updated on the progress of targets in the school development plan. There is a programme of termly visits to classrooms for governors, who select an aspect, such as literacy, or a topic, such as the older pupils' study of rivers, to pursue. This helps the governors to maintain personal contact with staff and pupils.

WHAT COULD BE IMPROVED

Pupils' performance in end-of-Key Stage 1 writing tests could be higher.

14. The performance of seven-year-olds in the national writing tests has remained below average since the last inspection, in contrast with their better performances in reading and mathematics. From an analysis of work in the current Year 2, pupils are performing at a level more in line with expectations for their age. In the past, however, there has been too much emphasis on pupils completing worksheets, which involved single answers or short phrases, rather than writing independently and at length. This has had a detrimental effect on individual pupils' writing skills, which the school is now aware of and is taking steps to address. The teacher's planning for the mixed age class includes good opportunities for the pupils to write at greater length.

The quality of pupils' handwriting is variable, ranging from very good to unsatisfactory.

15. Across the school, the pupils' handwriting is variable. While many write with a neat, joined style, there is a significant proportion of pupils, especially amongst the boys, whose handwriting is an immature print and who do not have sufficient consistency and flow necessary for school work and later life.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. Staff should:

- take steps to improve pupils' performance in writing in the end-of-Key Stage 1 tests, through putting greater emphasis on pupils' independent writing (paragraph 14);*
- teach handwriting in a way which improves the consistency with which pupils use a clear, joined script (paragraph 15).

*This features in the current action plan for literacy.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	50	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)	7	81
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	10

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	2	13	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	60 (86)	67 (86)	86 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	60 (86)	86 (100)	67 (86)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Data on the number of pupils at NC level 2 or above has been omitted because the number of boys taking the tests is fewer than ten. Results should be interpreted cautiously when cohorts are small and it is inadvisable in such cases to place too much emphasis on one year's results.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	4	7

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (83)	100 (83)	100 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (83)	100 (83)	100 (83)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. Data on the number of pupils at NC level 4 or above has been omitted because the total number of pupils taking the tests is fewer than ten. Data on the percentages of pupils at NC level 4 or above has been included, even though there are fewer than ten pupils, because all pupils attained or exceeded the expected national level. Results should be interpreted cautiously when cohorts are small and it is inadvisable in such cases to place too much emphasis on one year's results.

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	71
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	1	1
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)	4.9
Number of pupils per qualified teacher	16.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	27

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	7

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	35
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	212373
Total expenditure	217095
Expenditure per pupil	2068
Balance brought forward from previous year	19183
Balance carried forward to next year	14461

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	18	4	2	0
My child is making good progress in school.	62	36	0	0	2
Behaviour in the school is good.	56	40	2	0	2
My child gets the right amount of work to do at home.	40	42	9	0	9
The teaching is good.	80	18	0	0	2
I am kept well informed about how my child is getting on.	53	45	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	69	29	0	0	2
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	76	22	0	0	2
The school provides an interesting range of activities outside lessons.	51	33	5	0	11

Parents raised no other issues.