

INSPECTION REPORT

**RUSHWICK CHURCH OF ENGLAND PRIMARY
SCHOOL**

Rushwick

Worcester

LEA area: Worcestershire

Unique reference number: 116847

Headteacher: Mrs H Campbell

Reporting inspector: Mr A Clark
21596

Dates of inspection: 7 - 8 November 2000

Inspection number: 224223

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and junior |
| School category: | Voluntary Controlled |
| Age range of pupils: | 5 to 11 Years |
| Gender of pupils: | Mixed |
| School address: | Upper Wick Lane Rushwick Worcester |
| Postcode: | WR2 5SU |
| Telephone number: | 01905 422502 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr K Ruff |
| Date of previous inspection: | 18 November 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|-------------------------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rushwick Church of England School is a small voluntary controlled school in a village one mile from Worcester. There are 121 boys and girls in school between the ages of 4 and 11. There are no pupils from ethnic minorities. Approximately 5 per cent of pupils are eligible for free school meals, which is well below the national average. Thirteen per cent of pupils are on the register of special educational needs, which is below average. One pupil has a Statement of Special Educational Needs. At the time of the last inspection the school housed a unit for pupils with hearing impairments, which closed this year. When children start school, achievement is a little above that typical for their age.

HOW GOOD THE SCHOOL IS

Rushwick CE Primary is a successful school. The pupils achieve very high standards. The quality of teaching is good and the school is well led. The school gives good value for money.

What the school does well

- The standard of pupils' work is well above average by the age of eleven.
- The quality of teaching and learning is good.
- Provision for the pupils' spiritual, moral, social and cultural development is very good.
- Relationships and behaviour are very good.

What could be improved

- The number of seven-year-old pupils reaching the highest standards in mathematics.
- Standards in information technology throughout the school.

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 improvement since it was last inspected in November 1996. High standards have been maintained. The quality of teaching has improved. The school's planning for teaching and learning in all subjects is now good. The work for pupils of all abilities is accurately matched to their levels of attainment. Standards in information technology are still not high enough; however, this is in part because the computer equipment was destroyed by fire in 1997 and has only just been replaced. The minor health and safety issue has been addressed. Procedures to accurately assess pupils' achievement are good and consistently applied in English, mathematics and science. The School Development Plan guides the work of the school over a three year period and is now closely linked to the available budget. Targets have been set for the attainment of pupils in Year 6. They are challenging but achievable. The school is well placed to make continued improvement.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | A | A* | A | C |
| Mathematics | A | A | A | C |
| Science | B | A | A | D |

Key

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

By the age of eleven standards in English, mathematics and science are well above the national average. In 1999 the standards for English were amongst the top five per cent in the country. Generally, standards are at least in line with those of similar schools but the relatively small number of pupils taking tests means there are year on year variations. Standards are as high as they should be and pupils make good or better progress through school. The standards have improved at least as well as they have nationally. By the age of seven standards in reading are well above the national average and in writing they are above. They match those of similar schools. Although pupils in Year 2 attained the expected level for their age in mathematics in the Year 2000, fewer than average attained the higher level and standards are generally not as high as in the other subjects. The school recognises this and there are signs of an improvement in standards for the present seven-year-olds.

The current year six pupils are also attaining well in English, mathematics and science. Good work is also evident in art and history throughout the school. Pupils' attainment in information technology is not as high as it could be through the school, although there is evidence of good work in word processing.

Children under five years of age achieve well and standards are above expected levels, particularly for language and personal and social development.

The school's targets are appropriately challenging and pupils make good progress towards them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are interested in their work and sustain concentration. |
| Behaviour, in and out of classrooms | Very good. Pupils are polite, helpful and attentive. |
| Personal development and relationships | This is very good. Pupils show initiative in their work and many aspects of school life. Older pupils take particular pride in the care they show for the school animals. |
| Attendance | Good. Pupils are punctual and settle quickly to work. |

The pupils' attitudes and good behaviour are a strength of the school and contribute to the good standards achieved.

TEACHING AND LEARNING

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

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

The quality of teaching is good. The teaching was at least satisfactory in all lessons seen. In 87 per cent of lessons the quality of teaching was good or better, including 17 per cent where it was very good teaching. The teaching of literacy and numeracy is good. The teachers set work which is very closely matched to the needs of pupils of all abilities. The teachers are not yet making enough use of computers in all subjects to develop pupils' skills. Teachers have very good relationships with the pupils and allow them to become independent and make choices and decisions about their work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | The curriculum is wide ranging and planned to meet the needs of pupils of all ages and abilities. |
| Provision for pupils with special educational needs | This is very good. Individual learning plans are very effective. |
| Provision for pupils' personal (including spiritual, moral, social and cultural) development | This is a strength of the school and supports personal development, behaviour and receptiveness to good teaching. All adults in school are good role models. |
| How well the school cares for its pupils | There is a very caring ethos supported by the aims and policies of the school. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher leads the school very well and provides a clear educational direction supported by all staff and the governing body. |
| How well the governors fulfil their responsibilities | The governors effectively monitor the school's developments and fulfil their statutory duties. |
| The school's evaluation of its performance | Good use is made of national and other statistical data to assess the school's performance. The headteacher monitors and supports improvements in teaching effectively. |
| The strategic use of resources | This is good. The staff and governors make effective use of the school's budget to improve the quality of teaching and maintain 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 enjoy school and make good progress.• Good teaching.• The school expects pupils to work hard and achieve highly. | <ul style="list-style-type: none">• Information for parents.• Senior staff do not always pay sufficient attention to parents' individual concerns.• The amount of homework. |

The inspection evidence fully supports the positive views of the parents. The evidence does not, however, support the parents' negative comments. The quality of information provided for parents is very good for all aspects of school life and particularly for curriculum issues. Leadership and management is good and drives the school forward. Some parents expressed concerns that their problems were not properly listened to by key staff. The inspection evidence indicated that records are kept of parents' worries and appropriate action taken. The teachers regularly set challenging homework for pupils and this has a positive effect on learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standard of pupils' work is well above average by the age of eleven.

1. By the age of eleven standards in English, mathematics and science are well above the national average and pupils make good progress through the school. The pupils' basic skills are well developed and confidently used. Over the last four years very high standards have been maintained and overall they have improved at least as well as they have nationally. In English, in 1999, pupils' attainment was amongst the top five per cent in the country. In English and mathematics the standards are at least as high as those of similar schools. In science the standards are also well above the national average but not as strong when compared with similar schools. As the school is smaller than average and the number of pupils taking national tests is relatively low, there will be year-on-year variations in results. There is no evidence of underachievement. The percentage of pupils achieving the higher levels in national tests is well above average in all three subjects.
2. In English, pupils' speaking and listening skills are very good. They use a rich and appropriate vocabulary throughout the school. For example, in Year 6, they discuss how 'imperative' it is that their reports are accurate. Pupils are very focused in discussions and comments are always pertinent to the main issues. A particular strength of speaking skills is that pupils develop a good understanding of the technical vocabulary for their subjects. For example, Year 4 pupils discuss how 'impermeable' or 'permeable' certain materials are in science with assured confidence. Year 6 pupils discuss the English content of their written work using terms such as 'connectives' and 'future and past tense' with mature ease. A Year 3/4 pupil accurately used the word 'lustre' in describing a rock in science. Regular and meaningful discussion is promoted by very effective questioning by teachers to promote deeper understanding. Pupils understand many conventions of grammar. For example, seven-year-olds explain that sentences do not make sense without a verb. Reading skills are very good. The majority of pupils read regularly from a wide range of fiction and non-fiction. They understand the structure of work that is written for different purposes. In Year 5 and 6, pupils know that a newspaper report must be based on 'first hand evidence', that it may make use of 'statistics' and will try to 'persuade' you. The depth of understanding is high for the majority of pupils. Those with special educational needs make good progress in reading through structured and stimulating teaching.
3. Pupils' writing skills are very good. Handwriting is neat and fluid. Between the ages of six and seven, the pupils develop clear, joined up handwriting and this progresses well. Standards of spelling are very good. These basic skills enable pupils to write confidently at length in all subjects. The teachers have high expectations for the completion of written work and pupils write a lot in lesson time. This is complemented by regular homework to extend and develop English and writing skills. The pupils' good vocabulary is evident in their written work. They regularly use good connectives such as 'eventually' and 'afterwards'. They vary the tense of their writing to suit its purpose. Above all, writing is interesting and lively in prose and poetry.
4. Standards in mathematics are high. In particular, pupils' understanding of number and their speed and recall of basic number facts are very good. By Year 6 they answer multiplication and division sums quickly and accurately and know many combinations of numbers. They use this knowledge effectively, allowing them to discuss different strategies for solving number problems without spending too long on simple calculations. The pupils use a range of strategies to tackle a mathematical problem. They have a strong awareness of mathematical reasoning. For example, when solving a problem involving a list of two and three digit numbers they sensibly 'round them' up to produce an accurate estimate to check their answers against. They use their skills without prompting and clearly explain their reasoning to the class. Again, pupils use a rich and appropriate vocabulary. Year 5 pupils use terms such as 'sequence', 'proportion' and 'ratio' with precision.

5. Pupils, including those with special educational needs, attain a good mathematical understanding across all areas of the National Curriculum. They have a good understanding of ratios and fractions. They identify patterns in number squares and express their findings in algebraic equations. In Years 4 and 5 pupils produce a range of graphs and charts from their own surveys on local traffic conditions. They have a good understanding of the scales used in the graphs and the accuracy and care in measurement are of a very high standard. They then produce challenging questions about their graphs for other pupils. Pupils make confident use of calculators in extended multiplication and division work. However, other than for data handling, pupils do not make enough use of information technology. Learning in mathematics arises from a good concentration on developing skills through fast-paced and challenging teaching. Pupils are given many opportunities to apply their skills in science and other subjects.
6. The standards reached in science are well above average and a high proportion of pupils are working at higher levels of understanding. A significant strength in this work is the practical 'hands-on' approach the pupils develop. Pupils devise their own experiments to monitor evaporation. They draw on a good understanding of fair testing and a logical approach to investigating. These skills are strongly in place by Year 4 when pupils are testing the permeability of different rocks. They use resources such as pipettes carefully with a good awareness of different measures. Teachers encourage pupils to focus on important issues: 'Try to pin down exactly what you mean.' Observational skills are good and pupils use a range of recording techniques effectively.

The quality of teaching and learning is good

7. Throughout the school good, and sometimes very good, teaching makes a significant contribution to the quality of learning and standards achieved. The good features are common to all teachers and reflect the strong leadership and good examples set by the headteacher and deputy headteacher.
8. Teachers match work very closely to the learning needs and earlier attainment of individual pupils. This is particularly important because there is more than one age group in every class. It represents an improvement to the quality of teaching from the last inspection. In a literacy lesson in Year 3/4, for example, the more able Year 4 pupils used a thesaurus to improve the writing from other children in the group, while the less able changed selected words from past to present. At the same time able Year 3 pupils identified phrases in the past and present tense using the computer. The lessons often enable pupils to explore their own ideas in science and mathematics, for example, and consequently the more able rise to the challenge and work to a very high standard. In the reception/ Year 1 class the teacher and teaching assistant effectively allow the youngest children to experience learning through appropriately steady steps and stimulating opportunities whilst challenging the Year 1 pupils. For pupils with special educational needs, teachers make very effective use of clear individual learning plans to make sure that pupils are challenged and make good progress. The needs of gifted or particularly talented pupils are recognised by the school. They work where appropriate with older pupils and are encouraged to participate in a wide range of activities to challenge and delight. For example, mathematical activities set extended and complex problems and an art club produces work of a very high standard. The headteacher is involved in a local education authority initiative to develop greater opportunities for such pupils within the field of music and the arts.
9. Teachers make good use of a prompt revision of earlier learning at the start of lessons. In science in Year 3/4, for example, pupils recalled the work they had covered in classifying rocks by different features. This led to a chance for pupils to use and extend the vocabulary they had learned and provide a basis for that lesson's experiment. In a Year 1\2 physical education lesson a good revision of what a sequence is allowed pupils to build on previous learning.
10. There are very good relations between teachers and pupils. There is a very strong sense of purpose. The pupils know they are at school to learn to a high standard. As a result, all pupils,

particularly the seven to eleven-year-olds, take pride in presenting their work carefully and accurately to please themselves and their teachers. Teachers expect work to be presented to a high quality. This is evident in homework as well as day-to-day lessons. Pupils become very independent and confident. Teachers let the pupils find out for themselves and test their own ideas.

11. The teachers do not let pupils rest on their laurels but ask them probing questions and insist on accuracy. They often ask questions to make pupils use more imagination, such as 'It is a suitable word but is it very interesting?' In mathematics in Year 5, pupils were closely questioned to be sure that they understood the difference between proportion and ratio. The careful questioning encourages pupils to be increasingly self-critical and to evaluate their own work and that of others in a challenging way.
12. With the teacher, pupils decide on targets to be achieved in English and mathematics and these are regularly referred to in lessons. Targets are shared with parents, although they are not consistently written into the annual reports for parents.
13. Most lessons are conducted at a fast and challenging pace, particularly mental and oral work in mathematics. Introductions are kept brief and purposeful and teachers ensure pupils are clear about the purpose and direction of the lesson. Very occasionally, however, there is not enough intervention by the teacher to move some pupils on to the next stage of learning. In a mathematics lessons, the average ability pupils successfully mastered the skills being taught some time before the end of the lesson and continued practising the same task for longer than necessary. However, the challenge is generally high for the majority of pupils.
14. Overall, teaching is stimulating and imaginative.

Provision for spiritual, moral, social and cultural development is very good.

15. The aims of the school are very clearly based on caring and Christian principles and this underpins all its work.
16. The quality of collective acts of worship is very good. The topics are well chosen to be stimulating and thought-provoking to all pupils. The headteacher emphasises how amazing our world is and how God cares for everything in it. Pupils are fully involved and are reflective in their prayers. The quality of work on display and the enthusiasm of the headteacher reinforce the sense of wonder about the world. Thought-provoking questions form part of a display in the hall: 'Who made God?' and 'Why do we have to die?' The school is not afraid to address difficult issues.
17. This awareness of the wonder of life is linked to the development of the pupils' cultural development. They are actively involved in charity work to support the digging of wells in Africa. Pupils throughout the school researched the wonders of water and the planet. They express their concern for the planet through well-written poems, stories and artwork. They explore different historical cultures. The Year 6 pupils understand the religious significance to the Ancient Egyptians of symbols such as scarabs and their artwork linked to this is very exciting.
18. Social and moral development is intrinsic to the school and leads to the very good behaviour and attitudes to learning. Pupils work in many different groups, both in the classroom and out. There is a strong sense of family, with older pupils taking good care of younger ones. Social awareness is discussed in class and ideas are positively displayed to reinforce this. For example, in Year 1\2, there is a display of 'Good things to say to one another' that the children have suggested. Discipline is good and pupils are trusted. Children under five are effectively motivated by the teacher and teaching assistant to develop good social routines. The staff join in the children's role-play, asking questions to allow children to achieve a greater social awareness.

Relationships and behaviour are very good.

19. The pupils' relationships with staff and other pupils are very good. The pupils warmly welcome visitors to the school, such as local clergy and school inspectors. There is a shared responsibility for promoting the well-being of pupils and this contributes to the caring ethos. Pupils respond to this by behaving very well and acting responsibly. This broadens the pupils' learning opportunities because they can be trusted. Many aspects of the pupils' personal development are strategically planned to improve their sense of responsibility and to take more initiative. For example, care of pets is shared throughout the school. By Year 6 they take full responsibility for the rabbit and guinea pig, establishing feeding routines, cleaning out the hutch every day and spending time with them. In addition, they are responsible for maintaining records of the foods they eat, working out costs and displaying information and pictures about them.
20. Other pupils enjoy the opportunity to create their own quizzes for raising money for charity. They use the school photocopying machine and similar equipment responsibly.
21. Pupils are very polite and courteous. They listen very attentively in assemblies and in the classroom. Their behaviour is exemplary in the playground with older pupils taking care of younger ones. A few parents expressed dissatisfaction with pupils' behaviour but there was no evidence of this through the inspection or in further discussions with other parents, staff and pupils. Overall, the quality of pupils' behaviour is a strength of the school.

WHAT COULD BE IMPROVED

The percentage of seven-year-old pupils reaching the highest standards in mathematics.

22. By the age of seven standards in mathematics are not as high as they could be. The results of national tests are not as good as those for reading and writing and were below the national average in 2000. They are below those of similar schools. The reason for this is that although the majority of pupils attain level 2, which is the expected level for their age, few pupils attain the higher level 3 in tests, indicating that the more able pupils are not being challenged sufficiently. The school is well aware of the issue through analysis of test results and its own assessments. Over the last year a new mathematics co-ordinator has been appointed. There is also a new teacher for Year 1 and 2 pupils. Until the introduction of the National Numeracy Strategy the school has not had a sufficiently detailed plan to make sure that pupils consistently build on their previous learning, although they have covered the requirements of the National Curriculum. The National Numeracy Strategy is now providing such guidance, although it is only in its second year of operation and has not yet been fully tailored to the needs of the school.
23. The standards of work of the current Year 2 pupils indicate some improvement in the percentage of pupils working at a higher level and the quality of teaching is good. At this early stage of the year pupils are learning at a good pace. Work is suitably challenging for pupils of all abilities and there are good procedures for assessing pupils' progress. Consequently, there are already signs of improvement. In the school's analysis of strengths and weaknesses they identified number and the use of mathematics as areas for improvement. Pupils are using a good range of strategies to solve number problems involving money and are confident in explaining them. More able pupils retain numbers in their heads and count on, sometimes in 10s or 2s, until they reach the required answer. They can do the whole process in their heads quickly. They add in pence and quickly and accurately convert to pounds. The pupils with special educational needs are making particularly good progress in their understanding of addition. Pupils of all abilities are making good use of resources, such as number squares, dice and number lines, to develop their skills. However, some of the middle ability pupils spent too long completing a task they quickly learned to make the best possible use of their time. In Year 1 and reception, pupils are making good progress. Their skills in addition and subtraction and their ability to write numbers and match to the appropriate value are above expectations.

24. Overall, with the quality of teaching and improved planning, standards are set to rise. The teaching and learning need to be closely monitored to make certain pupils are fully challenged and that progress is consistent.

Standards in information technology throughout the school.

25. The standard of work for the oldest pupils and across the school is close to levels typically found in many schools in some areas of information technology. However, it is not as high as the standards reached in other subjects such as English and mathematics. Pupils have not had enough experience of using computers as many machines were damaged in the school fire and have only recently been replaced. They have little experience of using other technology equipment such as video equipment or digital cameras and scanners but they are confident in the use of calculators and tape recorders.
26. By the time pupils leave school they have a sound understanding of the use of computers as a tool for research and use CD-ROMs to research the Ancient Egyptians. They are at a very early stage in the use of the Internet. However, their rate of learning is quick. For example, they soon accurately used terms such as 'browse', 'search' and 'website' appropriately on their second time in the new suite. The teacher made an assessment of pupils' relevant experience of the Internet at home and grouped pupils so that they supported each other effectively. Very few pupils had any depth of understanding of how to explore the Internet without direction. A strength of the teaching in this lesson was the way in which the teacher gave clear initial instructions and then allowed the pupils freedom to explore and investigate its potential. Pupils' skill in using the keyboard indicates a lack of familiarity.
27. Skills in word processing are largely at expected levels. When writing about the Egyptians pupils vary the style of writing to suit the content. They set work out in paragraphs and justify the text. They are beginning to amend their work by cutting and pasting the text and setting out in a newspaper style. In Year 4/5 pupils used the word-processor to good effect in writing letters of concern over the building of a local by-pass. Graphs are produced from the pupils' own data but there is little use of spreadsheets.
28. The planning for information technology is satisfactory. The school is using national planning guidance to build skills progressively. They identify links with work in other subjects to ensure that learning is meaningful. Teachers have received recent training in information and communication technology. However, they are not making enough use of computers and other information and communication technology equipment to fully develop skills and challenge the most able.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve standards still further the governing body, headteacher and staff should:
- monitor, evaluate and improve long-term planning to ensure pupils build on their earlier learning in all aspects of the mathematics curriculum at Key Stage 1; (Paragraphs: 22-24)

- ensure that pupils of all abilities are constantly challenged during mathematics lessons throughout the school; (Paragraph: 23)
- make certain that pupils are making effective and regular use of a wide range of information and communication resources. (Paragraphs: 25-28)

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 | 7 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 18 | 69 | 13 | 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) | | 121 |
| Number of full-time pupils eligible for free school meals | | 6 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with Statements of Special Educational Needs | | 1 |
| Number of pupils on the school's special educational needs register | | 16 |

| 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 | 8 |
| Pupils who left the school other than at the usual time of leaving | 3 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| 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 | 10 | 7 | 17 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 10 | 10 |
| | Girls | 6 | 6 | 7 |
| | Total | 16 | 16 | 17 |
| Percentage of pupils at NC level 2 or above | School | 95 (96) | 94 (96) | 100 (96) |
| | National | (82) | (83) | (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 10 | 10 |
| | Girls | 6 | 7 | 7 |
| | Total | 14 | 17 | 17 |
| Percentage of pupils at NC level 2 or above | School | 82 (88) | 100 (79) | 100 (100) |
| | National | (82) | (86) | (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 13 | 11 | 24 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 12 | 13 |
| | Girls | 10 | 9 | 10 |
| | Total | 22 | 21 | 23 |
| Percentage of pupils at NC level 4 or above | School | 92 (94) | 88 (89) | 96 (94) |
| | National | (70) | (69) | (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 12 | 13 |
| | Girls | 10 | 9 | 10 |
| | Total | 20 | 21 | 23 |
| Percentage of pupils at NC level 4 or above | School | 83 (94) | 88 (89) | 96 (94) |
| | National | (68) | (69) | (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 112 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 6.2 |
| Number of pupils per qualified teacher | 20 |
| Average class size | 24 |

Education support staff: Y[] – Y[]

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 92 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1999-2000 |
| | £ |
| Total income | 273210 |
| Total expenditure | 262652 |
| Expenditure per pupil | 2020 |
| Balance brought forward from previous year | 24247 |
| Balance carried forward to next year | 34804 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 128 |
| Number of questionnaires returned | 76 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 50 | 42 | 8 | 0 | 0 |
| My child is making good progress in school. | 41 | 53 | 4 | 3 | 0 |
| Behaviour in the school is good. | 23 | 60 | 15 | 3 | 0 |
| My child gets the right amount of work to do at home. | 23 | 60 | 15 | 3 | 0 |
| The teaching is good. | 55 | 39 | 1 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 55 | 25 | 11 | 7 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 55 | 25 | 11 | 7 | 3 |
| The school expects my child to work hard and achieve his or her best. | 54 | 42 | 3 | 0 | 1 |
| The school works closely with parents. | 33 | 41 | 18 | 7 | 1 |
| The school is well led and managed. | 34 | 37 | 11 | 11 | 8 |
| The school is helping my child become mature and responsible. | 38 | 51 | 4 | 3 | 4 |
| The school provides an interesting range of activities outside lessons. | 41 | 49 | 5 | 3 | 3 |