

# INSPECTION REPORT

## **THE PRIORY PRIMARY SCHOOL**

Pamber End, Tadley

LEA area: Hampshire

Unique reference number: 116481

Headteacher: Mr David Hale

Reporting inspector: Mrs Shelagh Halley  
8203

Dates of inspection: 15 - 16 October 2001

Inspection number: 194017

Short 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:	Foundation
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Pamber End Tadley Hants
Postcode:	RG26 5QD
Telephone number:	01256 850062
Fax number:	01256 851382
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Graham Floyd
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The Priory Primary School enjoys a rural setting near the village of Pamber End, not far from Basingstoke. There are 160 pupils on roll, aged from four to eleven, with 77 boys and 83 girls. This is smaller than most other primary schools, although the school roll has almost doubled since the previous inspection. There are very few pupils from minority ethnic community backgrounds, and none from homes where English is an additional language. Seventeen pupils are entered on the school's register of special educational needs, but no pupils have statements of special educational need. Both figures are below the national average. The support supplied is of increased differentiation in school work, although all 17 pupils have individual education plans. The number of pupils eligible for free school meals is below the national average. There are no pupils from travelling or refugee families. Children enter the foundation stage (reception classes) with a range of abilities that are above the county average. There are currently 24 children in the foundation stage, attending part-time. At the time of the inspection, there were five teachers new to the school, three of them newly qualified.

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

The Priory Primary is a highly effective school where standards in the core subjects of English, mathematics and science are very high. The quality of teaching and learning is good with many instances of very good teaching. The leadership and management of the headteacher and key staff are very good. Costs are relatively high but nonetheless the school gives very good value for money.

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

- The good and quite often very good quality of teaching leads to very high standards at the age of eleven in English, mathematics and science, so that pupils achieve very well.
- The monitoring and evaluation of the school's performance are very good, especially of the quality of teaching, and lead to the setting of highly appropriate targets for development.
- The school is well resourced, and this has a positive impact on the quality of teaching and learning.
- The school's arrangements for the induction of newly qualified teachers, and other teachers new to the school, are very good.

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

- Sometimes work is not well enough matched to the needs of individual pupils.

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

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

The school was last inspected in May 1997, and the weaknesses then identified were thoroughly addressed in the governors' action plan. Planning has been reviewed to ensure that pupils' attainment is raised and the school development plan is now a useful management tool. Assessment procedures have been revised, along with the analysis of data obtained, and this is now used more effectively to track pupils' progress over time, resulting in an improvement in standards. The role of the subject co-ordinator had been developed, especially in the management function of monitoring and evaluating provision and classroom practice. Accommodation for the foundation stage has been improved, although there is still scope for more opportunities for personal, physical and creative development to be provided. Overall, there has been good improvement since the previous inspection.



## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 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*	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

The proportion of pupils attaining higher than expected levels is very high compared to schools nationally and to similar schools. Although the targets set in 2000 were challenging, the school easily exceeded them. Early indications from the 2001 tests show a further improvement, with an even greater proportion reaching the higher levels. Boys significantly outperform girls in all three subjects. The trend in improvement has been broadly in line with that nationally. The asterisk indicates that the Priory's results are in the highest five per cent of schools.

Tests for Year 2 pupils in 2000 showed that their performance was in the highest five per cent nationally in reading, and well above the national average in writing and mathematics. In comparison with similar schools, standards in reading were in the highest five per cent, with writing and mathematics above average. Girls significantly outperformed boys in writing. Early indications are that results of the 2001 tests are equally good.

In the work seen in Years 2 and 6 during the inspection, standards in English, mathematics and science were well above average. Even with their above average attainment on entry, pupils' achievement is good, and sometimes very good. The use of pupils' literacy and numeracy skills across the curriculum is very good. Pupils with special educational needs make good, and sometimes very good progress, towards the targets in their individual education plans. Children in the foundation stage are well on course to reach the national early learning goals by the end of the reception year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school expecting to work hard, and they do so.
Behaviour, in and out of classrooms	Very good. The school is a very orderly community.
Personal development and relationships	Very good. The quality of relationships is very good, following the good example set by teachers.
Attendance	Very good. Pupils are punctual and lessons begin and end on time.

Pupils sustain concentration throughout lessons, are absorbed in their tasks and eager to do well. They communicate well with each other, and have mature skills of cooperation and negotiation.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 and learning is good overall; a significant proportion of very good teaching was seen in each phase and there was no unsatisfactory teaching. This is a substantial improvement since the last inspection. Particular strengths in teaching and learning are the teachers' high expectations of what pupils can achieve and the very good relationships, which make teachers' management of pupils easy and have a positive effect on the quality of learning. The teaching of English and mathematics was good overall, with a substantial proportion of very good teaching. The school has successfully adopted the National Literacy and Numeracy Strategies and uses them well to raise standards in teaching and learning. The use of pupils' literacy and numeracy skills across the curriculum is very good. However, occasionally teachers do not sufficiently adapt work to suit the needs of individual pupils, either the highest attainers or those with special educational needs. There are insufficient opportunities for pupils to use information and communication technology in all subjects of the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by a good programme of visits and visitors, and by a good range of after-school clubs.
Provision for pupils with special educational needs	Good. Their needs are identified early and they are given good support. Sometimes, targets in the individual plans of pupils who have special educational needs do not set out clearly measurable expectations of how the child will make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Social and moral development is very good. Although the act of worship now meets statutory requirements, it does not always address the spiritual needs of pupils, and religious education does not yet make its full contribution. The school does not do enough to prepare pupils for life in a culturally diverse society.
How well the school cares for its pupils	Very good. The school takes very good care of its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by his deputy head and hardworking staff, leads the drive to raise standards very effectively.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the strengths and relative weaknesses of the school.

The school's evaluation of its performance	Very good. The headteacher, staff and governors have correctly identified most areas for development.
The strategic use of resources	Very good. Governors make prudent financial decisions to benefit pupils.

The headteacher, along with his senior staff and hardworking teachers, has done much over the last few years to improve standards of attainment, teaching and learning at the school. With the governors, he has co-operated with local and national initiatives and has enhanced the reputation of the school in the local area through careful self-evaluation and identification of areas of possible weakness. The subject co-ordinators play a significant part in the monitoring and evaluation of curriculum provision. Governors apply the principles of best value effectively when making large purchases or hiring expensive services. The carefully accumulated surplus has recently been spent on improving security and providing new resources for learning.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress</li> <li>• Behaviour in the school is good</li> <li>• Their children get the right amount of homework</li> <li>• The teaching is good and the school expects children to work hard and achieve their best</li> <li>• They would feel comfortable about approaching the school with questions or problems</li> <li>• The school is well led and managed and is helping children become mature and responsible</li> <li>• The school provides an interesting range of activities outside lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents think the school's partnership with parents could be strengthened through better communication</li> </ul>

Inspectors agree with parents' very positive views. They also agree with the small number of parents who wish for stronger communication links with the school, to explain more clearly what they are doing and why.

## **PART B: COMMENTARY**

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

**The good and quite often very good quality of teaching leads to very high standards at the age of eleven in English, mathematics and science, so that pupils achieve very well**

1. The quality of teaching and learning is consistently good throughout the Priory Primary School. There is a general expectation that pupils will work hard from the moment they arrive and pupils respond to this very well. Pupils' attainment on entry is above the county average, but the high standards reached by the age of eleven in English, mathematics and science show that they achieve very well and make good and very good progress. Teachers have very good subject knowledge and a clear insight into their pupils' abilities so that they generally set tasks that are highly suited to individual needs and skills. Lessons are organised well and there is very little learning time lost. Teachers explain to pupils at the beginning of the lesson what they are going to learn so that they all know what is expected. This learning intention is referred to during lessons and recapitulated at the end of lessons, particularly in numeracy and literacy hours, so that pupils have a good knowledge of how they are progressing. Teachers question very effectively, adapting the vocabulary and difficulty of the problems they are setting to the individual abilities of pupils, allowing them to display their knowledge and understanding and to explain their thinking. Teachers provide quite detailed and very good written guidance for teaching assistants and they give good support and evaluative feedback to both pupils and class teachers. When pupils leave the school they are very well prepared for the next stage of their education partly because of the school's successful efforts to encourage their self-esteem.
2. Teaching and learning in English is good and leads to attainment of standards which are very high, reflecting the results of national tests. Speaking and listening are particular strengths and teachers make sure pupils have every opportunity for class and group discussions in all lessons. Higher attaining pupils are very articulate, easily able to use words such as 'pseudonym' and 'genre' naturally and accurately. By the age of eleven, pupils of all abilities contribute to the teacher's explanation of abridgement and how it is carried out. Although there is no written policy for drama, some use is made of role-play to extend pupils' skill in speaking. Pupils are given opportunities to visit theatres, speak with authors, poets and illustrators at the regular book days, and all pupils have the chance to perform in public in assemblies and school productions. This increases their confidence and encourages them to improve their own work.
3. The standard of reading is very high in Years 2 and 6. The more able seven-year-olds proof-read texts accurately and make the appropriate amendments in spelling and grammar without difficulty, working independently of their teacher, and confidently using word-books. The majority of seven-year-olds spell common words accurately and some make good use of correct punctuation. Pupils with special educational needs, discuss the text they are reading and suggest synonyms for words they do not like. Home/school reading records show a good dialogue with parents, which makes a positive contribution to the quality of pupils' learning.
4. Teachers have adapted the National Literacy Strategy very effectively and have ensured sufficient time for the teaching and practice of extended writing. As a consequence, pupils of all abilities use some interesting vocabulary in their writing for a range of different purposes and audiences. Average attainers extract the main points from a text and make notes for future use. They revise their work and organise their sentences into coherent, well-structured paragraphs. Higher attainers write well-developed stories including correctly punctuated conversation and lively language. Eight-year-olds understand that adjectives describe objects and people. Eleven-year-olds read clearly, fluently, and accurately with good expression and understanding. Pupils of all abilities produce a good quantity of written work in various subjects of the curriculum. For example, average attainers collate work from a number of sources to write about Ancient Greek life-styles. They write fluently and add diagrams to make their conclusions clearer. Their writing shows they have a very good understanding of the difference

between formal and informal letters, direct and indirect speech. The highest attainers are competent writers. Their work is technically correct, they are comfortable in a range of genres and some even write in dialect. They show that they can see both sides of an argument in persuasive writing and, in playwriting, write colloquially for effect. As a result of teachers' good cross-curricular links, pupils' writing across the several subjects is of high quality as, for example, when writing curriculum vitae for a rabbi, or explaining how the landscape shaped St Lucia and how the British Empire developed. Teachers' insistence on good presentation is well rewarded, since handwriting and presentation of work are strengths in pupils' work.

5. The quality of teaching and learning in mathematics is good at Key Stage 1, and very good at Key Stage 2. Teachers convey their enthusiasm for the subject and pupils enjoy the quick-fire mental activities which begin the numeracy hour. The scrutiny of past work shows that teachers set work in all aspects of mathematics and provide many opportunities for pupils to use their newly acquired skills and understanding in investigations and mental arithmetic tests. Their marking is generally encouraging, evaluative and developmental and there is little difference between the standards of work produced by higher and average attainers. Teachers pick out common mistakes during the plenary session and give pupils the opportunity to explain the problems they experience and how they solve them. Pupils of all abilities generally work well and productively, responding to their teacher's high expectations of behaviour and achievement. By the age of eleven, pupils' workbooks can only be described as immaculately presented, with clearly written conclusions about their investigations and well-presented graphs drawn from their data handling. Teachers generally make good use of assessment results to set tasks which are well suited to their pupils' needs and enable them to achieve well.
6. The quality of teaching and learning in science is never less than satisfactory and more often, very good. The quality of class and group discussions is particularly good, with the class teacher valuing contributions from all pupils and using them to generate further, more complex discussion. Since teachers make their lessons so interesting through very good choices of resources and methods, pupils are very well behaved and attentive. Teachers have excellent relationships with their pupils, and there is a mutual respect and trust between teachers and pupils, which ensure there are very few problems with management or discipline. Seven-year-olds made a very good scientific enquiry into plant help in the local neighbourhood, understanding that different plants need different environments, suggesting several types of seed dispersal and learning to compare conditions for growth. Eight-year-olds present their findings in graphs and draw conclusions from them; for example, when stretching elastic bands, one of the lower attainers was easily able to explain, 'the stronger it is, the more it holds up the weight.' Pupils confidently predicted results and were delighted when they were proved right. The teacher's good use of assessment through questioning in this lesson made it possible for her to adjust the lesson because pupils found it harder than she expected. Ten-year-olds had a very good recall of personal research they had made into outer space, the moon landings and the planets of the solar system. The teacher encouraged them to share their knowledge and build upon it in the subsequent lesson very effectively. Her very good choice of resources and methods enabled pupils of all abilities to achieve very well, extending and deepening their knowledge and understanding of the moon's orbit of the earth and its consequences. Lessons of this very high quality ensure that pupils achieve very high standards in science. The after-school club extends and deepens the knowledge and understanding of pupils who are particularly interested in science.

**The monitoring and evaluation of the school's performance are very good, especially of the quality of teaching and learning, and lead to the setting of highly appropriate targets for development**

7. The headteacher has a very clear idea of what he wants for the school and has taken much effective action since the previous inspection, taking a strong lead in raising standards of teaching and learning, attainment and achievement. He is well supported in this by his deputy head, his hardworking and committed staff, and his governing body. There is a timetable of regular monitoring of the quality of teaching, which is validated by the local authority inspector. Inspection evidence shows that this monitoring is rigorous, evaluative and developmental and that teachers value the guidance and support they are given. Since being notified in 1998 of its

selection as a school whose implementation of the National Literacy Strategy will be monitored and evaluated, the school has administered tests in literacy for the past three years. The attainment data received from these tests have been very useful in tracking the attainment of individual pupils. The school's very good policy for performance management includes targets for pupils and teachers, and management targets for each member of staff. There is a very effective and regular pattern of planning at key stage, whole staff and management meetings. The school conducts a thorough review of management and organisation on an annual basis.

8. The headteacher has adopted a range of structures for monitoring, evaluating and reporting back to the governing body on the quality of teaching, and there is an annual whole school monitoring plan which involves the headteacher, governors, all staff (teaching and non-teaching), Her Majesty's inspectors and local education authority inspectors. All results of national testing are thoroughly analysed so that particular strengths can be emphasised and relative weaknesses addressed. This annual cycle of formal monitoring and feedback on teaching and standards forms part of the school's management plan. The school's priorities, published in the prospectus, are broken down into smaller objectives relating specifically to classroom activities. The governing body has well established committees with clear terms of reference which are reviewed annually. Their roles and responsibilities are clearly defined, meetings have a specific agenda and are well managed. A number of longer serving governors have become very good 'critical friends' with much expertise and experience in finance, building, personnel and health and safety matters. The school development plan is clear and manageable and is appropriately focused on raising standards. From the school's very high standards of attainment, it is evident that this has a very positive impact on the work of the school.

### **The school is well-resourced, and this has a positive impact on the quality of teaching and learning**

9. The school has made a deliberate decision to keep class sizes small in order to maintain the high standards of attainment and achievement among pupils. Additionally, the provision of extra teachers and classroom assistants ensures good support for less highly attaining pupils. This helps pupils make better progress than they might otherwise have done because the numbers are smaller and more individual tuition can be given. For example, relatively low attaining pupils are withdrawn appropriately from literacy sessions to develop and practise their skills in reading and spelling in order to improve their achievement in all aspects of English.
10. Resources for learning are also very good, with more than generous provision, particularly for the core subjects of English, mathematics and science. There is an abundance of textbooks and equipment, and plenty of artefacts for geography, history and religious education. The library and classroom collections are well stocked with a good range of quality fiction and, unusually in a primary school, quality newspapers are available daily. Reference books are well labelled and a simplified classification system helps pupils to find the books they need for their personal research to improve their skills of independent learning. The library is well used by staff and pupils to extend learning and foster a love of books and reading for enjoyment. The reading schemes have a large and eclectic selection of texts, and are very well stored throughout the school. The displays around the school are a good celebration of pupils' achievements and in most classrooms are an effective enhancement of the learning environment. Good quality reproductions of artistic works also inspire and encourage pupils to achieve well and improve their own work. However, books and displays do not sufficiently reflect multicultural Britain or positive role models of those from ethnic minorities.

### **The school's arrangements for the induction of newly qualified teachers, and other teachers new to the school, are very good**

11. Unusually for the Priory Primary, the school has three newly qualified teachers and two teachers new to the school at the beginning of the school year. The school employed all the newly qualified teachers for the last three weeks of the summer term prior to them taking up their appointments to familiarise them with the school, its staff and routine procedures. They also had the opportunity of observing teaching in all year groups, which was of great benefit to

them all. During the summer holiday, they went into school to organise their classrooms so that they were well prepared for their new classes. It is planned that they should also have the opportunity to observe good practice in other local schools to extend their experience. In accordance with local authority guidelines, they have been allocated appropriate non-contact time and have attended induction events and helpful courses such as that on how to manage and deploy non-teaching staff. The school's trained induction tutor – the deputy head - provides effective support and guidance and meet regularly with the newly qualified teachers to help them set their own teaching targets and to deal with any possible problems before they become burdensome. Other teachers new to the school were also employed for a short period of time before they took up their appointments. All teachers new to the school find the staff handbook useful guidance on school procedures and routines. They have all found the existing staff very welcoming and supportive and, when their teaching has been observed, have found the feedback both evaluative and developmental. All have settled quickly and happily in their new posts and the school values their new ideas and contributions.

## **WHAT COULD BE IMPROVED**

### **Sometimes work is not well enough matched to the needs of individual pupils**

12. Teachers generally adapt work sufficiently well to suit the needs of individual pupils at both ends of the learning spectrum, both the relatively lower attainers and the very able. However, in some of the lessons observed and in the past work examined, it is clear that not enough attention is always paid to individual needs and skills. For example, although most pupils in the school are high attainers, there is little evidence of adaptation of tasks for those who need extra support in mathematics. Most adaptation is in terms of how much work the pupils will complete and how much support they need. In addition, marking of the work of pupils with lower achievement is not always helpful, showing pupils what they need to do to improve. In one lesson, instructions for higher attaining pupils were not clear enough for them to complete the work without additional explanation from the teacher. In English, not all work is well matched to pupils' abilities, there is unmarked work and unfinished work on too many occasions, particularly among average and lower attainers. In one lesson, the teacher did not direct questions effectively to all abilities, so that some pupils did not achieve as well as they could, particularly in expanding their answers from one word or one phrase. Greater efforts are made in science lessons, especially for the lower attainers. This lack of sufficient differentiation between tasks and expectations was also seen in lessons in information and communication technology and religious education and has an occasionally detrimental effect on the quality of learning for some pupils.

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

13. To further improve the very good quality of education offered, the headteacher, senior staff and governors should:
  - (1) Ensure that work is always sufficiently matched to the needs of all pupils by:
    - modifying teachers' planning, with the use of assessment, to set work which suits pupils' varying needs and skills. (*Para. 12*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	7	5	0	0	0
Percentage	0	43	33	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	165
Number of full-time pupils known to be eligible for free school meals	12

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	17

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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#### 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	10

## Attendance

### Authorised absence

	%
School data	3.4
National comparative data	5.2

### Unauthorised absence

	%
School data	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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	10	10	10
	Total	24	23	24
Percentage of pupils at NC level 2 or above	School	100 (96)	96 (96)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	10	10	10
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	7	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	7	7	7
	Total	22	23	23
Percentage of pupils at NC level 4 or above	School	96 (100)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	7	7	7
	Total	21	23	23
Percentage of pupils at NC level 4 or above	School	91 (100)	100 (100)	100 (100)
	National	70 (68)	72 (69)	79 (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	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	162
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)	8
Number of pupils per qualified teacher	20
Average class size	23.5

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	112

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	446922
Total expenditure	449491
Expenditure per pupil	2809

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	140
Number of questionnaires returned	98

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	0	1	0
My child is making good progress in school.	55	42	1	1	1
Behaviour in the school is good.	59	38	1	0	2
My child gets the right amount of work to do at home.	42	56	1	1	0
The teaching is good.	56	40	2	1	1
I am kept well informed about how my child is getting on.	36	51	7	5	1
I would feel comfortable about approaching the school with questions or a problem.	61	34	4	0	1
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	45	39	13	2	1
The school is well led and managed.	73	24	0	0	2
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	61	35	4	0	0