

# INSPECTION REPORT

**MALDEN PAROCHIAL C of E PRIMARY  
SCHOOL**

Worcester Park, Surrey

The Royal Borough of Kingston - upon - Thames

Unique reference number: 102587

Headteacher: Mr Colin Powell

Reporting inspector: David James  
15162

Dates of inspection: 26 - 27 November 2001

Inspection number: 195292

Short 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 aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Manor Drive Worcester Park Surrey
Postcode:	KT4 7LW
Telephone number:	020 8337 4804
Fax number:	020 8335 3098
Appropriate authority:	The governing body
Name of chair of governors:	Mr Alan Matthews
Date of previous inspection:	17 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15162	David James	Registered inspector
27635	Susan Pritchard	Lay inspector
9519	Diana Cinamon	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Malden Parochial C of E primary school is a school of average size. It serves the Parish of St John the Baptist in Malden and most pupils live locally. It is a voluntary aided school with a strong Christian ethos; it is popular in its local community and is heavily oversubscribed. Pupils' attainment on entry is above the local authority average. Pupils join the school in September; those with autumn birthdays attend full-time and the others in the morning until after Christmas when they too attend for the whole day. Of the 222 pupils, 112 are boys, a few are entitled to free school meals, seven do not speak English as their first language and eleven are from minority ethnic backgrounds. Twenty-one per cent are identified as having special educational needs; this is similar to the national average. The school's mission statement emphasises that Christian values are central to the school and the promotion of mutual respect and responsibility and care towards all.

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

This is a very good school. The school has maintained high standards for the past five years by the end of Key Stage 2 and now there are high standards by the end of Key Stage 1 as well. Teaching is very good, the demanding lessons for pupils result in very good learning. Outstanding leadership ensures a positive school ethos that can be seen in very good relationships and behaviour, and excellent attitudes by pupils to learning. The school is not complacent and consistently evaluates its success and seeks ways to maintain and improve so every pupil can achieve as well as they possibly can. The school provides very good value for money.

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

- The standards achieved by pupils are consistently high.
- Teaching and learning are very good.
- Assessment of pupils' progress and the use made of it to maximise the progress of all pupils are excellent.
- Pupils' attitudes to learning are excellent and their behaviour, personal development and attendance are all very good.
- Pupils' personal development and their spiritual, moral, social and cultural development are all very good.
- The leadership of the headteacher and key staff is excellent.
- Monitoring of success by governors and their strategic planning are very good.
- Parents are very supportive of the school and their children's learning.
- The school provides very good value for money.

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

There are no issues key to the future success of the school, however as the school is aware, improvements are still possible.

- The school should make greater and more consistent use of information and communications technology (ICT).

*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 June 1997. The school has made very good progress since then. It has successfully implemented all the key issues for action in that report. It has also successfully dealt with all the small weaknesses referred to in that report. There are now schemes of work for all subjects of the curriculum, teaching hours have been increased in Key Stage 2, pupils with special educational needs now receive their full entitlement to the curriculum and governors monitor closely the impact of spending decisions for the priorities of the school development plan. The quality of teaching has improved and the standards achieved by pupils have also improved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. Similar schools are primary schools nationally with equivalent percentages of pupils entitled to free school meals.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	C
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 table shows very high standards that are consistently well above the national average. For English in 2000 results were in the highest 5% nationally. The standards attained in 2001 were well above those of similar schools for mathematics and science and in-line with them for English. The school exceeded the targets set for it in 2001 by the local education authority (LEA). The trend of the school's results over the past five years is in-line with or above the increases nationally. Overall, the standards of work seen during the inspection were good in the Foundation Year and Key Stage 1 and very good in Key Stage 2 and pupils are achieving well. Improvement of writing is a school priority and the work seen with the oldest pupils was of a high quality.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to learning are quickly established when pupils begin school. Pupils rapidly become mature and confident learners and by the time they are in Year 6 their attitudes are excellent.
Behaviour, in and out of classrooms	Behaviour in classrooms, the playground and in the public areas of the school is consistently very good.
Personal development and relationships	Pupils' personal development is very good; relationships between pupils and with adults are consistently very good.
Attendance	Very good, it is above the national average and the school's policy is rigorously applied. Punctuality is very good and lessons start promptly.

Pupils are enthusiastic learners, in lessons they concentrate very well and work hard. The very good relationships result in good co-operation between pupils when they learn in pairs and groups. Some excellent examples of collaboration between older pupils were seen. Pupils are good listeners and most are confident speakers. They are keen to answer questions, contribute their ideas and participate in discussions.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	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.*

All teaching observed was at least satisfactory; much of the teaching seen was good or very good and some was excellent. The consistent and very good use made of rigorous assessment of pupils' progress to meet their needs is impressive. It is fundamental to the very good teaching and the very good learning throughout the school that includes all pupils. Lessons are very well planned and structured, pupils know what they are expected to learn and what tasks are expected of them. Teachers recap on previous learning and what has been learned during lessons. Teachers have high expectations of pupils. Parents appreciate the school's high expectations of children to achieve their best; it is the most positive result from the parental questionnaire. As a result pupils have excellent attitudes and are involved in their learning. Literacy and numeracy are consistently taught well. The school uses the national strategies, but modifies them to meet the needs of its pupils. There is a good emphasis on the application of these basic skills. Very good use of pupils' knowledge of other subjects of the curriculum is often made during English and mathematics lessons.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The National Curriculum is covered thoroughly; in addition pupils have very good opportunities for music and to learn to swim. The many clubs enhance the curriculum.
Provision for pupils with special educational needs	The provision for pupils is very good indeed. The assessment of pupils needs is outstandingly thorough and pupils receive very good help.
Provision for pupils with English as an additional language	Very good, the few pupils for whom English is an additional language are mostly fluent in English and make good progress. Teachers are aware of those who are not fluent and give them the help they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' personal, spiritual, moral, social and cultural development is planned into the curriculum. The personal, social and health education programme makes a significant contribution. Although the subject of a separate inspection and report, this report must note the strong Christian nature of the school community and that its ethos makes a significant contribution to pupils' development.
How well the school cares for its pupils	The school's arrangements for the monitoring and support of pupils' academic and personal development and for their welfare are all very good.

The previous inspection judged that pupils' spiritual development was very good and that the high moral, social and cultural standards were strengths of the school; this inspection finds these aspects of the school remain strengths. The school's system for assessment of pupils' progress is excellent. In addition to monitoring pupils' academic progress, their interests and personal learning styles are logged. The assessment and records for pupils with special educational needs are impressive. Pupils with special educational needs receive equal access to the curriculum, which is an improvement since the previous inspection. The formal monitoring systems are complemented by the very good relationships between children, and adults who know the pupils very well. This results in very good care for pupils. Eleven clubs extend the curriculum. Pupils also have opportunities to learn musical instruments. The way work is planned for pupils often includes more than one subject and this enhances the curriculum. The school swimming pool also means all pupils can learn to swim.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and key staff are excellent. There is an insistence on the maintenance of high standards and clear direction given in a context of self-evaluation and improvement for the whole staff.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well, they take strategic decisions and monitor carefully the success of the school, yet manage to be supportive of it at the same time.
The school's evaluation of its performance	The school's evaluation of its own performance and using the information to take effective action to maintain high standards and quality of provision for pupils are excellent. There is highly effective monitoring and support.
The strategic use of resources	The school's strategic use of resources and the application of the principles of getting best value for the school are very good.

There is rigorous monitoring of the quality of teaching and learning and an emphasis on continuous improvement. The headteacher is clearly the leader yet enables other key staff to contribute as well. He has forged a strong team. The headteacher and governors have steadily enhanced the accommodation to the benefit of pupils and there are good plans for further improvements. Governors also ensure the school gets best value from its spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects their children to work hard and to achieve their best</li> <li>• The school is well led and managed</li> <li>• Behaviour is good</li> <li>• Their children like school</li> <li>• The school is helping their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Information about how their children are getting on</li> </ul>

Inspection evidence agrees with all the positive views, and shows that these are strengths of the school. However, inspection evidence disagrees with the negative points made by a few parents. The criticism of homework is twofold; some parents say there is not enough while others complain of too much homework and too much pressure on them and their children to do it. Inspection finds that reasonable amounts of homework are consistently set, checked and that it does contribute positively to the progress pupils make. There are ample opportunities for parents to discuss pupils' progress with teachers at the formal evenings and informally with teachers. Pupils have targets for improvement and these are shared with parents and the reports to parents contain good information about what has been learned, the progress made and what can be done to improve. Overall, parents are very supportive of the school; they join in social events, raise funds and help around the school. The school and parents work very well together to the great benefit of pupils.

## **PART B: COMMENTARY**

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

#### **The standards achieved by pupils are consistently high.**

1. The school consistently achieves high standards that are well above the national average for all subjects in the national tests at the end of both key stages. The results also compare very favourably with those of similar schools. The maintenance of high standards for at least the past five years by the end of Key Stage 2 is an achievement in itself and the school's results are at least in-line with the national trends of improvement over the past four years. Standards by the end of Key Stage 1 have improved and are now high as well. However, the school is far from complacent and seeks to improve wherever it can. For example, there is current training for and the beginnings of work on accelerated learning techniques with analysis of pupils' interests and learning styles.
2. There is a consistent emphasis on monitoring and supporting the quality of teaching for learning. The school analyses its achievements and takes action. Pupils' attainment in writing in the national tests for 2001 is a good example. At both key stages its results for writing were well above the national average and those of similar schools at Key Stage 1, but in-line with similar schools at Key Stage 2; the school has set itself a target of improving writing by increasing the number of pupils who attain the higher levels in the national tests. During the inspection very good and excellent teaching of writing was seen with pupils being challenged to produce high quality work. For example, some pupils in Year 6 were using computers as word processors to rewrite letters in the style of solicitors' letters to threaten action against the recipients.
3. All pupils are consistently expected to make good progress and as a result, almost all achieve the learning expected of them. Pupils who have special educational needs receive good support to meet their needs. The few pupils for whom English is an additional language also make good progress and unlike the national trend, there is no significant difference between the achievements of boys and girls. The very good teaching results in very good learning and the high standards attained.

#### **Teaching and learning are very good.**

4. No unsatisfactory teaching or learning was seen during the twenty-three lessons observed. Of the lessons seen, teaching was satisfactory in 9%, good in 52%, very good in 30% and excellent in 9%. In addition to the direct observations made of teaching, inspectors used evidence from the standards and quality of pupils' work, teachers' plans, assessments and records to judge the overall quality of teaching. Teachers plan lessons very thoroughly, prepare and use learning resources very well and ensure their classroom assistants give very good support to the groups they work with. Teachers have high expectations of pupils to work hard and to improve their knowledge and skills. The objectives for the lesson are shared with pupils, are often referred to during the lesson and always used afterwards to review what has been learned and the progress made. Teachers question pupils with skill to test their knowledge and increase their understanding. Teachers usually give tasks for pupils to be completed by deadlines and in some classrooms challenges are set as well.
5. Pupils' learning is very good. As a result of the way they are taught, pupils know what they are expected to learn and the tasks they have to do. Pupils are very well motivated; they respond to the high expectations of them to do as well as they can and so work hard, behave very well and participate fully in lessons. They listen very well and are keen to answer questions and volunteer their ideas. Pupils co-operate well in pairs and in small groups and this enhances their learning.

**Assessment of pupils' progress and the use made of it to maximise the progress of all pupils are excellent.**

The school's system of assessment of pupils' progress underpins the very good teaching and learning and the high standards pupils achieve. It is a comprehensive and rigorous system that is used effectively. Pupils are assessed on a large number of measures throughout their time in the school. The assessments are a mixture of the statutory national tests, voluntary national tests and nationally recognised tests that are statistically reliable and valid. The results of these assessments are used to predict pupils' progress and eventual success. In addition to these tests, teachers' assessments of pupils' progress are used extensively so that their work is compared to the levels described by the National Curriculum. Teachers are confident in the accuracy of their own assessments that are often lower than the results of the national tests. This shows their high expectations of pupils who are not assigned the levels within the National Curriculum until teachers are sure their judgements of pupil's attainments are secure.

6. Teachers also assess pupils' short-term progress from lesson to lesson and many examples were seen of assessment of progress being used to target specific help for groups of pupils. Lessons normally begin with reference to pupils' previous learning and go on to build upon their existing knowledge and understanding. Good links are often made between different subjects of the curriculum. This enables pupils to use their knowledge and skills to increase their understanding. An example is Year 5 and 6 pupils in a mathematics lesson working on time zones using a twenty-four hour clock; to complete the tasks they were set they had to use their knowledge of geography as well as mathematics and many could explain the sequence of time differences from their scientific knowledge of the rotation of the earth. Targets are set for pupils and shared with them and their parents. Pupils know what is expected of them and what they need to do to improve. In addition to the assessment of their academic progress, there are records of pupils' interests and learning styles. It is impossible to overstate the importance of the excellent system of assessment and its application to teaching and learning in understanding the success of the school.

**Pupils' attitudes to learning, their behaviour, personal development and attendance are all very good.**

7. Pupils have excellent attitudes to learning and many good examples of co-operation and collaboration were seen. For example, in Year 6, pupils working together in a group divided up the work into small sections and each took a part before putting it all together again, this was said to be "time efficient." Pupils also work well together to share equipment. They respect and respond well to other adults who work with them as well as their teachers. Home and school work together very well in applying shared values and the importance of learning. These excellent attitudes to learning were seen in a lesson in Year 4 when pupils listened carefully to each other to discuss bullying and appropriate responses and strategies to deal with it. Attendance is very good. It is above the national average and the school takes a very good and very firm stance on unauthorised absence.

**Pupils' personal development and their spiritual, moral, social and cultural development are all very good.**

8. The school has maintained these strengths since the previous inspection. A separate inspection by the Diocesan Board will report specifically on religious education and worship, but this report must acknowledge the importance and positive impact of the school's ethos as a strong Christian community and recognise it as a very important reason for its overall success. Parents at the meeting with inspectors were very clear that the values of the school were in accord with their own and in their questionnaire returns were very positive about how the school helps their children to become mature and responsible adults. Many examples were seen during the inspection of pupils knowing what is the right thing to do and according respect to others and caring for them.

The few pupils who are from ethnic minority backgrounds and those for whom English is an additional language play a full part in the life of the school.

### **The leadership of the headteacher and key staff is excellent.**

9. The headteacher, supported by key staff and governors has complete knowledge of all aspects of the school. During the inspection, governors, parents and staff all ensured inspectors knew of his effective leadership and its importance to the continued success of the school. Of the co-ordinators interviewed, all said the support they receive is excellent. The strengths in the headteacher's leadership are the emphasis on self-evaluation for the school through monitoring the quality of teaching for learning, analysing successes and refusing to be complacent. There is a very good, effective working relationship with governors who also play an important role in monitoring. Local education authority and diocesan inspectors and advisers are welcomed into the school to help. The constant search for improvement can be seen in the current work on accelerated learning, the emphasis on more pupils attaining higher grades in writing, the longer term plans to improve ICT and the school's buildings and facilities. The school buildings have been steadily improved with the help of parents and governors. Plans are at an advanced stage for a nursery to be added to the building and for a computer suite to follow.
10. The headteacher is adept at securing additional funds for the school as the result of successful bids. These are deliberately targeted to have the maximum effect on pupils' progress and their use is monitored. Their positive impact is the result of very good monitoring so priorities are clear. Recent examples are for classroom assistants in every classroom and the employment of a "booster teacher" who works specifically with particular groups in two classes to maximise pupils' progress.
11. The headteacher also ensures that key staff play important roles and supports them in their work. The deputy headteacher is the assessment co-ordinator and her role in such a vital aspect of the school's success is acknowledged and supported. The other member of the senior management team is the Key Stage 1 co-ordinator and she is supported in planning for an enlarged Foundation Stage. The recent award of Investors in People clearly shows the support and development side of the headteacher's role and its importance in developing the staff as well as monitoring their performance. The enthusiasm of the headteacher and his persistent emphasis on improvement are very important reasons for the success of the school.

### **Monitoring of success by governors and their strategic planning are very good.**

12. Governors play an important role in the continued success of the school. Inspectors met with the Chair and four other governors and were impressed by their close knowledge of the school, their involvement in monitoring its success and their longer term plans for the future success of the school. Governors monitor progress towards the implementation of the school's development plan each term, closely monitor the impact of spending decisions and have good plans for the future of the school. With the headteacher they ensure the school gets best value for money. This is an improvement since the previous inspection. The programme of past and future building works to improve the school is a good example of their strategic role. School funds have been carefully saved to contribute towards the nursery.

### **Parents are very supportive of the school and their children's learning.**

13. Parents at the meeting were very supportive of the school and more than half returned their questionnaires; these were also very positive as were the individual parents spoken with during the inspection. The most striking things are; the values of home and school and the local community are in accord, that parents very strongly believe the school expects their children to work hard and achieve the best they can and that the school is helping their children to become mature and responsible. At the pre-inspection meeting, parents said the school works well with them and only five per cent disagreed in their responses to the questionnaire. The school's relationship with parents is very good and home and school work together to maximise pupils' progress. Parents raise substantial funds for the school, the studio and changing rooms provide additional teaching space and improved conditions for pupils are very good examples of the help they provide.

### **The school provides very good value for money.**

14. Pupils who enter the school consistently score above the local authority average on the baseline tests, but not at the highest levels. The school consistently maintains high standards; it is very effective at maximising the progress of all of its pupils and makes very effective use of its funds and additional grants it receives.

### **WHAT COULD BE IMPROVED**

#### **The school should make greater and more consistent use of information and communications technology (ICT).**

15. The school is aware of the need to improve its use of ICT. It is a priority in the school's curriculum and management plan. Following a review with the help of the local education authority adviser, much has been achieved over the past year and there are good short and medium term plans for further improvements. Good use of ICT was seen during the inspection, particularly at Key Stage 2. Pupils used the Internet to search for and download information in a science lesson in Year 3 and an English lesson in Year 5. Teachers' plans show that the use of ICT is being integrated into the curriculum; for example, this includes the use of control technology in Reception and Year 4. Pupils from Year 6 were taught the skills of using spreadsheets and this was linked to the use of formulae and finding the areas of rectangles. These are examples of very good use of ICT. However, in some lessons in both key stages, opportunities to use ICT were not planned or taken although the work for pupils could easily have made use of computers. An example is pupils writing letters and stories. The school has a strong tradition of music, but this does not yet extend to the use of computers.
16. The school's current practice is satisfactory and there are good plans for the future that are being implemented. There is an up-to-date policy and scheme of work, detailed assessment of coverage of the curriculum and the progress made by pupils have begun, equipment has been brought up-to-date and software reviewed and catalogued. Teachers have been trained as part of a national programme and have laptops for their own work. There are medium term plans for a computer suite. Currently the use of ICT is not consistent across the school and it is capable of further improvement.

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

17. In the context of this very good school there are no issues that could be referred to as being key for its future success. However, in order to improve further still the governors should send to parents that part of the school development plan, or summary of it, to do with the improvement in the use of ICT (*Paragraphs 16 and 17 above*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	12	2	0	0	0
Percentage	9	30	52	9	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

Number of pupils on the school's roll (FTE for part-time pupils)	YR– Y6
Number of full-time pupils known to be eligible for free school meals	222
	5

FTE means full-time equivalent.

#### Special educational needs

Number of pupils with statements of special educational needs	YR– Y6
Number of pupils on the school's special educational needs register	1
	42

#### English as an additional language

Number of pupils with English as an additional language	No of pupils
	13

#### Pupil mobility in the last school year

Pupils who joined the school other than at the usual time of first admission	No of pupils
Pupils who left the school other than at the usual time of leaving	1
	1

### Attendance

#### Authorised absence

	%
School data	3.0%

#### Unauthorised absence

	%
School data	0.8%

National comparative data	5.6%
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National comparative data	0.5%
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*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
		2001	17	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	17
	Girls	16	16	16
	Total	33	31	33
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	16	16	16
	Total	31	33	33
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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
		2001	18	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	15	14	15
	Total	32	30	33
Percentage of pupils at NC level 4 or above	School	94 (88)	88 (82)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	14	13	14
	Total	28	29	32
Percentage of pupils at NC level 4 or above	School	82 (82)	85 (82)	94 (91)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	4
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	211
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.96
Number of pupils per qualified teacher	22.3
Average class size	31.2

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

Total number of education support staff	6
Total aggregate hours worked per week	91

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.48
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	506,481
Total expenditure	490,709
Expenditure per pupil	2,171
Balance brought forward from previous year	18,124
Balance carried forward to next year	33,896

## Results of the survey of parents and carers

Questionnaire return rate: 58%

Number of questionnaires sent out	222
Number of questionnaires returned	128

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	1	0
My child is making good progress in school.	52	40	6	1	1
Behaviour in the school is good.	63	34	3	0	0
My child gets the right amount of work to do at home.	36	52	9	2	1
The teaching is good.	51	44	2	1	2
I am kept well informed about how my child is getting on.	48	49	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	54	35	7	2	2
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	44	49	5	0	2
The school is well led and managed.	70	27	2	0	1
The school is helping my child become mature and responsible.	59	36	3	0	2
The school provides an interesting range of activities outside lessons.	36	55	5	0	2