

# **INSPECTION REPORT**

## **GODOLPHIN PRIMARY SCHOOL**

Helston, Cornwall

LEA area: Cornwall

Unique reference number: 111809

Headteacher: Mr R Bond

Reporting inspector: Stephen Bugg  
15306

Dates of inspection: 14 – 16 January 2002

Inspection number: 195845

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Godolphin Cross  
Helston  
Cornwall

Postcode: TR13 9RB

Telephone number: 01736 763318

Fax number: 01736 763318

Appropriate authority: Governing body

Name of chair of governors: Mr C Windley

Date of previous inspection: 7 July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15306	Stephen Bugg	Registered inspector
13895	Angela Smith	Lay inspector
30711	Jane McNeil	Team inspector

The inspection contractor was:

Dorset School Inspection Services  
Pupil and School Improvement  
Education Directorate, Dorset County Council  
County Hall  
Dorchester  
DT1 1XJ

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

### **INFORMATION ABOUT THE SCHOOL**

Godolphin Primary School caters for pupils aged between four and eleven. It is much smaller than the average-sized primary school and currently has 93 pupils on roll. The pupils are drawn from a wide area and from a wide range of backgrounds. Over two thirds of the pupils are drawn from outside of the school's traditional catchment area. This reflects the popularity of the school. The numbers entering the school aged four fluctuates considerably. For example, there are only four pupils in Year 2. However, a significant number enter during Years 3 to 6 and there are currently 17 pupils, 12 boys and five girls, in Year 6. The proportion of pupils eligible for a free school meal, 12 per cent, is broadly in line with the national average. Twenty seven per cent of pupils are on the school's special educational needs register, of whom most have moderate learning difficulties. This is broadly similar to the national average. Three pupils, (4 per cent) have statements of special educational needs. This is well above the national average. All pupils are white and there are no pupils with English as an additional language.

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

Godolphin Primary is a very good school. Pupils enter the school with broadly average capabilities and by the time they leave attain standards that are well above average. They make very good progress in English, mathematics and science. Progress made by pupils with special educational needs is particularly impressive. The teaching is consistently good throughout the school and often very good. The pupils are very keen to learn. The long-serving headteacher provides very effective leadership and management.

Considerable numbers of pupils enter the school after the Reception class. They are quickly assimilated into the life of the school and achieve as well as other pupils. Overall, the school has very effective strategies for ensuring that all pupils get a fair deal whatever their abilities or point of entry. The school provides very good value for money.

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

- The pupils make very good progress in English and mathematics.
- The teaching is consistently good and often very good.
- The headteacher provides very good leadership and management.
- The pupils' attitudes to school are very good; they are enthusiastic learners.
- The school has developed a very good relationship with its parents.

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

- The governing body has yet to determine its role in shaping the school's future.

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

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

Overall the school has made very good progress in the period since it was last inspected in 1997. Then pupils attained broadly average standards; they are now well above. Whereas pupils were making sound progress many now make very good progress, particularly in Years 3 to 6. In addition, the provision for information and communication technology has been significantly improved and the new computers are being well used to enhance the pupils' learning in all years, particularly in English and mathematics. Planning has improved and there is consistency in the strategies used to teach the pupils in all years. All teachers

now take the lead in managing one or more subjects. They undertake their duties effectively and provide good support for their colleagues. The pupils now have better opportunities to undertake individual projects and research.

## 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
	1999	2000	2001	2001
English	A	B	A	A
Mathematics	B	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

*A\* means in the top five per cent of schools*

The pupils consistently attain high standards in national tests at the end of Year 6. Inspection evidence confirms that the pupils attain standards that are well above average in English, mathematics and science by the time they leave. The standards attained by pupils aged seven have risen significantly since the time of the last inspection and they are now attaining standards that are above average. Throughout the school pupils make consistently good progress, and regularly make very good progress in Years 3 to 6. The pupils' work is invariably very well presented, and the standard of handwriting and spelling is high. The pupils are given many opportunities to read aloud and for themselves and to write for a wide range of purposes. They attain well above average standards. Standards are also above average in art and geography and the pupils are now making good progress in information and communication technology. In most years at least half of the pupils taking the national tests at the end of Year 6 have joined the school after Year 3. These pupils attain similar standards and make equally impressive progress. Teachers have high expectations of the pupils, particularly of the lower attaining pupils, and the targets the school sets reflect this.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate well in lessons and take pride in their work.
Behaviour, in and out of classrooms	The pupils are very well behaved at all times.
Personal development and relationships	Pupils support one another well in lessons and when the opportunity arises show that they are to be trusted when given responsibility.
Attendance	Good.

The very good attitudes which pupils display in lessons are a key reason why the pupils make such good progress. Older pupils in particular demonstrate that they can be left to work unaided for considerable periods of time.

## TEACHING AND LEARNING

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

In almost all lessons the teaching is good and in a significant proportion in Years 3 to 6 it is very good. There are no aspects that are unsatisfactory. Consistency of approach in all aspects of teaching, from the reception to Year 6, is a key reason why the pupils' learning is so effective. The teaching of basic literacy and numeracy skills is particularly impressive. For example, the teachers very effectively manage the teaching of reading. All pupils throughout the school read to an adult each day and often spend some time discussing the contents of their reading. Handwriting and spelling are also consistently and regularly taught well in all years and teachers ensure that the pupils present their work to a high standard. Worksheets are seldom used and the teachers try to provide interesting writing activities in many subjects. Basic numeracy skills are also very effectively taught in order to ensure that the pupils become confident in calculating mentally and on paper. The teachers ensure that all pupils use appropriate computer programmes daily to improve their literacy and numeracy skills. The teachers assess and track the pupils' progress in very great detail. They use the information they gather to pinpoint the pupils' future learning. They also work closely and effectively with their learning support assistants, who in turn provide good, well-focused support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, very good in Years 3 to 6. The curriculum is broad and well balanced.
Provision for pupils with special educational needs	Very good. Teachers have very high expectations of these pupils and they invariably make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. There is very good provision for pupils' moral development and sound provision for their cultural development.
How well the school cares for its pupils	Very good. Teachers have very good knowledge of the pupils' needs within their class. Their tracking of the pupils' academic progress is excellent.

The school works very closely with its parents, and teachers expect parents to play their part in the education of their children. A number of parents give freely of their time to hear pupils read and to support other activities, including sports clubs.

Teachers make the very best use of the accommodation to ensure that the curriculum fully meets the needs of all pupils. As a result all statutory requirements are met.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management. He is very well supported by the rest of teaching staff. They provide effective leadership in the subjects they oversee.
How well the governors fulfil their responsibilities	Sound. They are very supportive of the headteacher and staff.
The school's evaluation of its performance	Very good. There are effective procedures in place to ensure that standards remain high.
The strategic use of resources	Good. Very good use is made of the limited accommodation.

All sums of money at the school's disposal are very carefully used. Frugal housekeeping has enabled the school to run with smaller than average class sizes whilst building an appropriate budget surplus. Best value is rigorously administered in all decision making. The governing body is very supportive. However, the systems currently in place are not sufficiently rigorous to support the staff or to monitor and evaluate the school's performance following the retirement of the headteacher at the end of the current academic year.

## 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 progress their children are making.</li> <li>The quality of the teaching.</li> <li>The leadership provided by the headteacher.</li> <li>The teachers' expectations that all pupils will work hard and achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>The provision for extra-curricular activities.</li> </ul>

Parents commented very favourably on almost every aspect of the school. The comment of one parent whose child entered midway through the school; *"I cannot thank the staff of Godolphin enough for their help and commitment,"* typifies the feelings of many parents. The inspection team concur that this a well-led school where the teaching is consistently good or better and the pupils as a result make good and at times very good progress. They consider that, for a school with four full-time teachers, the staff, with the support of a good number of parents, ensure that a good range of extra-curricular activities are offered to the pupils.

## **PART B: COMMENTARY**

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

#### **The pupils make very good progress in English and mathematics**

1. The pupils make good progress during their first three years at school. The number of pupils entering the school in the Reception class each year varies significantly. For example, the current Reception class has 17 pupils whilst only four entered in 1999. (They are now in Year 2.) The standards attained by pupils in the end of Year 2 national tests therefore fluctuate considerably. However, inspection evidence, as well as the school's detailed tracking information on each pupil, indicates that despite fluctuating standards, they generally make good progress.

2. Progress accelerates in Years 3 to 6 and, by the time they leave, the pupils attain standards that are well above average. The school's records indicate, and inspection evidence confirms, that all pupils make very good progress. The progress the lower attaining pupils make is very impressive. For example, over the past three years all pupils attaining below the nationally expected standard in the end of Year 2 tests have progressed to attain at least the national average by the end of Year 6, and on occasions higher. A significant number, often as many as half of the eventual year group, enter the school during Years 3 to 6. Records indicate that they also attain high standards and inspection evidence and discussions with parents identify that these pupils are quickly assimilated into the school and very often make rapid progress. Boys attain equally as well as girls. In the current Year 6 there are significantly more boys than girls. Scrutiny of the work of all pupils indicates that writing standards are well above average and that the quality of the boys' work is equal to that of the girls.

3. The pupils attain high standards in reading. Vital to the progress the pupils make are the systems and procedures that all staff have agreed and implemented to ensure that the basic literacy skills are well taught. For example, throughout the school the first half-hour of every day is given to purposeful reading activities. From the outset the pupils are encouraged to look at and discuss the contents of books. All pupils share or read a book with the teacher, a learning support assistant or other adult, every day. Those who have difficulties with their reading have additional time allocated. They are also expected to read at home as well, and where this does not occur sharp and immediate reminders are written into the pupils' home/school log.

4. Similarly, pupils make good progress in developing their handwriting, and the quality of presentation of the pupils' work throughout the school is very impressive. Sufficient time is given to practising handwriting skills and pupils are always expected to present final work to their highest standard. Spellings are set each week and pupils are regularly tested on these. As well as focusing on teaching basic grammar, spelling and handwriting skills the pupils are also given good opportunities to write for a range of purposes. Whilst literacy lessons are used well to widen the pupils' writing skills, the teachers also provide a very good range of opportunities in other subjects. For example, worksheets are seldom used in history, geography, science, and design and technology. Instead the pupils are required to write logs, diaries and accounts as well as hypothesising and evaluating the results of experiments and projects.

5. Throughout the school there are many examples of the high quality of the pupils' writing. For example, on the school's "golden wall" one girl in Year 6 had started her poem:

*"Autumn struts along the peaceful paths,  
Leaving paths of reddened and golden wonder"*

6. By the time they leave the pupils attain equally impressive standards in maths and make very good progress. The scheme of work is thorough, based on the National Numeracy Strategy, and is closely followed by all staff. The teachers expect all pupils, except those with a statement of special educational needs, to work to the level of the higher attainers. Because they receive high-quality help from the learning support assistants they invariably succeed. They are taught a range of strategies for undertaking mental calculations and are regularly given times tables to learn at home. Consequently by the end of Year 4 almost all are able to confidently demonstrate their ability to work with numbers mentally.

7. Pupils are thoroughly prepared for the national tests. A significant part of many lessons, particularly for the oldest pupils, is spent understanding how to interpret questions in order to accurately calculate answers. Teachers spend a considerable amount of time testing the pupils and assessments are regularly used to identify areas where the pupils lack confidence or understanding. Consequently by the end of Year 2 and Year 6 the pupils have been fully prepared to achieve to the best of their capabilities. In the current Year 6 half of the pupils (an equal mix of boys and girls) are working at the higher level (Level 5) whilst almost all of the remainder are on track to attain the nationally expected level, Level 4.

### **The teaching is consistently good and often very good**

8. In the 20 lessons observed the teaching was judged to be very good in a quarter and good in almost all others. In a short inspection in a small school percentages can be misleading. For example not all teachers were observed teaching English and mathematics. However, evidence gained from observing lessons, scrutinising the pupils' work and talking to pupils and parents indicates that the teaching of literacy and numeracy, particularly in Years 3 to 6, is regularly very good.

9. The consistency of the teaching is impressive. The four full-time and one part-time teacher have agreed and implemented strategies and policies, which they all adhere to in their teaching. There are many examples of how this works. For example, the first half hour of each day follows a regular pattern, well understood by all pupils, including those very new to the school. During this time pupils are to be seen reading quietly or to an adult, practising handwriting or using the computers to complete their daily mathematics or spelling task. In all lessons the teachers manage the pupils' learning very effectively. There is almost never any need to admonish pupils and because the teachers understand the need to vary activities the pupils remain very focused, even during the long session at the beginning of the day.

10. All teachers plan very thoroughly and closely follow the school's agreed schemes of work. They are confident in their ability to teach literacy and numeracy, and most English and mathematics lessons follow a similar pattern to that prescribed in the National Literacy and Numeracy Strategies. During these lessons the teachers almost always use the learning-support assistants well, in particular to help those pupils who find the tasks particularly challenging. Whilst the teachers often make reference to what the pupils need to do to improve, the best lessons are also fun. For example, in a Year 2/3 maths lesson the pupils involuntarily interrupted at regular intervals with shouts of delight as they completed tasks within the allotted time.

11. The assessment strategies the teachers use are exemplary. The pupils' work is regularly marked to a high standard. Positive comments are often added and, on those

occasions where it is necessary, admonishment is given with a request for work to be completed or redone. Teachers are aware that praising pupils increases their self-esteem. They therefore regularly display the pupils' work and present them with certificates in assemblies. Testing is very well used. Reading and spelling ages are regularly checked and a range of other diagnostic tests given to check on the pupils' progress. Where a lack of progress is identified immediate steps are taken to address the problem. The teachers' record-keeping is very detailed and thorough.

12. The teachers have very high expectations of the pupils, particularly of those who find the work difficult. Although class sizes are smaller than average, in all classes there are pupils from at least two year groups and in some three. This makes it very difficult to set work which challenges all of the pupils in the class. However, teachers are skilled at doing this. Whilst covering broadly the same work with the whole class they are adroit at asking a range of questions within the lesson which are pitched at the level of the individual child. They also set tasks pitched towards the needs of the average and higher attaining pupils and make sure that the lower attainers are well supported so that they have every opportunity to attain equally high standards. This works well.

13. Throughout the school the relationships between teachers, learning support assistants and the pupils are very good. Pupils are expected to work hard at all times and to present their work to the best of their abilities. However, because they are given good support and the tasks they are set are challenging and interesting the pupils respond very well to what is asked of them. As one of the pupils in Year 6 who had been in the school less than two years said *"I really like this school, the teachers give you lots of help and you quickly catch up on things you couldn't do before."*

### **The headteacher provides very good leadership and management**

14. The headteacher has led the school very effectively for many years. He retires at the end of the current academic year after leading the school for 30 years. He has a clear view of what makes the school successful and why many parents from outside the school's traditional catchment area choose to send their child to the school. He sees as central to this the need to keep class sizes smaller than the average and to ensure that all pupils achieve to their potential. It is through his very effective leadership and management therefore that the school is largely successful in meeting its key aim: *"To achieve excellence in teaching and learning to ensure that each child achieves the highest standards by exciting a desire to learn..."*

15. He has managed the school's finances very well and is very careful in spending the money allocated to him. The management of the school's budget is very effective. All expenditure is very carefully monitored and nothing is wasted. Best value is rigorously sought and has been for many years. Because he has continued to teach Year 5/6 four full days each week, this has enabled the school to finance the fourth teacher and to keep the class sizes in the 18 – 23 range. Careful management of the school's finances has also enabled the school to employ an appropriate number of learning support assistants, to improve the quality of resources, most noticeably for ICT, whilst at the same time building an appropriate budget surplus. The headteacher's teaching is of a high standard and he has submitted himself to the same monitoring activities as the rest of the staff. He is prepared to lead by example.

16. Despite the heavy demands on his time the headteacher appropriately fulfils the tasks required of him. The school's procedures for monitoring and evaluating its performance are all in place and working very well. Regular observations of the lessons identify teachers' strengths and point out areas for improvement. The school's improvement plan identifies an

appropriate range of areas for improvement for a school of this size and sensibly focuses on improving and retaining the standards in reading, writing and mathematics. The administration of the school runs smoothly and the headteacher works well with an experienced and well-organised administrative assistant. There is a sense of good order in all aspects of the daily work of the school.

17. More tasks are now delegated to other staff than at the time of the last inspection. The school's senior teacher is providing very good leadership in English as well as effectively overseeing developments in the Reception year and Years 1 and 2. Other staff have not been long in post, but they too are developing their leadership skills with the support of the two senior teachers. Relationships throughout the school are very good and all adults, including parents, speak highly of the headteacher's leadership. There is considerable concern about how the school may change after he retires. It is clear that he will be greatly missed.

### **The pupils' attitudes to school are very good, they are enthusiastic learners**

18. Pupils of all ages have very good attitudes to their work. Many demonstrate a maturity in their learning beyond their years. They are attentive in lessons and keen to participate. They are always enthusiastic, and are often on the edge of their seats in their desire to answer questions or to demonstrate to the class. When given the opportunity to take part in assemblies they do so with gusto. At other times they show that they are able to sit quietly when listening and watching others. They quickly develop very good listening and speaking skills.

19. They work very well when left to do so independently. For example, almost all of the pupils are expected to complete a set programme each day on the computer in order to support their work in English and mathematics. They know the system very well. They follow each other, in order, to the computer without being prompted and complete the task in silence. They seem never to be distracted even when required to work in the hall during assemblies. At times classes are split into two groups; for example, half the class being taught computer skills whilst the remainder complete a library task. On such occasions those working with the support of the learning support assistant work as well as those working with the class teacher.

20. Pupils support one another well. This is particularly noticeable amongst the older pupils, who often work quietly in tandem with their classmate or as a member of a small group. For example, in mathematics and science lessons they quietly discuss the task set in order to support each other. However, at the same time there is friendly rivalry, with each trying to complete at least as much as others in their group. Younger pupils also work well together and in a Year 4/5 science lesson it was noticeable that boys and girls closely discussing how best to undertake an experiment before beginning.

21. The pupils take pride in their work. They are keen to show the work they have completed in their books and to discuss tasks they have completed and that are displayed around the school. They take great care over the presentation all of their work, whether written, mathematical calculations or work in other subjects such as design and technology and art.

22. They behave very well in lessons and around the school. There is seldom a need for any form of admonishment. Pupils show respect for one another and for all adults who support them. Overall, their positive attitudes to their school work are a key factor in why they achieve so well.

## **The school has a very good relationship with its parents**

23. The parents are very supportive of the school and hold it in high regard. Approximately two thirds of the pupils who attend the school live beyond its traditional geographical boundaries. Parents state that the school has a very good reputation within the area and many are keen to send their children to it. In particular, parents of pupils with special educational needs consider that the school provides their children with a very good education.

24. Parents are fully involved in their children's learning. A good number of parents help in the school. In particular they hear pupils read and a number help with extra-curricular activities such as sports clubs. In addition, pupils are regularly set work to do at home. Teachers' records indicate that almost all pupils read regularly at home, either to their parents or to another adult. They also regularly learn spellings, complete mathematical tasks and do other written work. The home/school partnership works well and almost all pupils complete the tasks set.

25. Parents are kept well informed about how well their child is doing. School reports provide good information and there are regular opportunities to discuss children's progress with the class teacher. In addition individual targets are set for pupils and these are shared with parents. Overall, parents consider that the school provides them with good information about how well their children are doing and all parents answering the questionnaire said that the school expects the pupils to work hard and to do their best.

26. The school works closely with the local pre-school playgroup, and parents are appreciative of the smooth transfer into school. Prior to starting at the school in the Reception class children attending the playgroup spend two mornings a week in the school in preparation to starting their education at the school under the Early Year's Scheme. This system works well.

27. Overall the school works very closely with parents, thereby ensuring that the pupils make the most of their time there.

## **WHAT COULD BE IMPROVED**

### **The governing body has yet to determine its role in shaping the school's future**

28. The governors are fully supportive of the headteacher and the staff and are well aware of the school's successes and areas for development. There have been a number of changes in the governing body, although a few, including the chair of governors, have given the school good service over a number of years. In the recent past there has been more change and this is likely to continue. The pattern of meetings and the level of monitoring have been sufficient in the past to enable the school to run smoothly. However, with the forthcoming retirement of the very experienced headteacher the systems in place are not sufficiently robust to see the school through the next phase of its development.

29. Insufficient consideration has been given to how the governors can best be involved in monitoring the school's work and evaluating its successes. Few governors have undertaken recent training, particularly in how best to undertake their school self-review responsibilities. The governors are well aware of the importance of making the right decision when appointing a new headteacher. However, they have yet to consider how they might best organise themselves in order to ensure that they monitor the new headteacher's needs and provide effective support where required.

30. It is important that these issues are carefully addressed by the governing body so that the school does not put into jeopardy the very good standards, relationships and quality of education that the school currently provides.

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

**The governing body should now:**

- (1) Determine its role in shaping the school's future by:
  - Ensuring they put in place effective strategies by which they can evaluate the school's strengths and weaknesses;
  - Ensuring the new headteacher is provided with effective support in the leadership and management of the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	4

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	12	3	0	0	0
Percentage	5	20	60	15	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.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y7
Number of pupils on the school's roll (FTE for part-time pupils)		82
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y7
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		22

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	11
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.1

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.2
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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	5	5	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	5	5	5
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	90 (82)	90 (73)	100 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	5
	Girls	5	5	5
	Total	8	10	10
Percentage of pupils at NC level 2 or above	School	80 (73)	100 (73)	100 (73)
	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	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	9	9	9
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	94 (100)	88 (85)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	9	9	9
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	94 (100)	88 (92)	100 (100)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	82
Any other minority ethnic group	

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

### ***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.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18:1
Average class size	21

#### **Education support staff: YR – Y7**

Total number of education support staff	8
Total aggregate hours worked per week	113

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001
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	£
Total income	19,707
Total expenditure	20,672
Expenditure per pupil	2738.81
Balance brought forward from previous year	40,124
Balance carried forward to next year	36,159

### ***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)	0.2
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	82
Number of questionnaires returned	38

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	21	8	0	0
My child is making good progress in school.	74	21	3	0	3
Behaviour in the school is good.	45	50	3	3	0
My child gets the right amount of work to do at home.	45	45	8	0	3
The teaching is good.	79	18	0	3	0
I am kept well informed about how my child is getting on.	63	26	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	66	24	11	0	0
The school is well led and managed.	66	32	3	0	0
The school is helping my child become mature and responsible.	66	29	3	0	3
The school provides an interesting range of activities outside lessons.	11	58	21	5	5