

## INSPECTION REPORT

**HOOK-WITH-WARSASH PRIMARY SCHOOL**

CHURCH ROAD WARSASH

HAMPSHIRE LEA

126291

Headteacher: Mr C E Hines

Reporting inspector: Joan Walker  
25461

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> September 2001

Inspection number: 196093

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:	C of E Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Road Warsash Southampton Hants
Postcode:	SO31 9GF
Telephone number:	01489 572393
Fax number:	01489 570316
Appropriate authority:	Hampshire Local Education Authority
Name of chair of governors:	Mrs Leila Kroon
Date of previous inspection:	23 <sup>rd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of the village of Hook and Warsash and occupies a pleasant, open site with large playing fields, adventure playground, environmental studies area and playgrounds. The building is comparatively modern with several recent additions, and provides a mixture of open plan and separate classrooms. The school serves pupils aged 4 -11 from local villages and some from a wider geographic area. There is a diverse social economic background to the area although most parents are in employment. In March 2000 the school was awarded Beacon status and in May 2001, the school received a Department for Education Achievement Award for excellence for the good results achieved by its pupils in the 1999/2000 school year.

No. of full-time pupils	426	(bigger than the average)
Pupils with English as an additional language	0.3%	(low compared to national average)
Pupils entitled to free school meals	4.6%	(below the national average)
No. of pupils on the Special Needs Register	112	(above the national average)
No. of pupils with statements of special needs	3	(broadly in line with national average)
Average class size	30.6	

The attainment of the four-year-olds when they start school is generally average in most areas of learning according to the Hampshire Baseline Assessment.

### HOW GOOD THE SCHOOL IS

The school is very effective. Standards in English, mathematics and science for pupils at the end of Year 6 have been well above average for the four years from 1997 to 2000; for the past two years results have been very high in all three subjects. The rate of improvement in standards is above the national trend. In work seen during the inspection standards were well above average in English, mathematics and science by the end of Year 6. The overall quality of teaching is very good and frequently excellent. The leadership and management are excellent. Taking into account the broadly average standards of attainment of pupils upon entry to the school, the very good progress that they make, the school provides very good value for money.

#### What the school does well

- Standards in national tests taken by pupils at the end of Year 6, over the past four years from 1997 to 2000 in English, mathematics and science have been well above average; for the past two years results have been very high in all three subjects. Pupils achieved these very high standards as a result of the very good teaching.
- The leadership and management by the headteacher, deputy headteacher and other key staff are excellent. The school has an excellent school development plan and it has been a very effective tool in the school's drive to raise standards. The effectiveness of the governing body in fulfilling its responsibilities is excellent.
- The overall quality of teaching is very good and frequently excellent.
- The monitoring, evaluation, assessment and analysis of data obtained from national tests, school tests and teachers' assessments are very good.
- The school provides an excellent start for children in the Foundation Stage.
- The school works very hard to establish very good relationships with the parents. The parents have very positive views of the school.

#### What could be improved

- There are no significant weaknesses. However, there are too few opportunities for pupils to develop their investigative and independent learning skills.

*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. Since then, the school has made very good improvement. The key issues in that inspection have been addressed effectively. The school has made very good progress in improving assessment systems and they continue to be a priority in the school development plan. Accommodation has improved since the last inspection however, due to acoustic problems in Year 1, 2 and 4 classrooms there was evidence of noise distraction continuing. Hampshire LEA has plans to rectify this problem in the near future. The health and safety concerns verbally reported to governors have been fully addressed.

## 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	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the four years from 1997 to 2000, pupils' attainment in English, mathematics and science at the end of Year 6 have been consistently well above the national average; over the past two years, in all subjects, attainment has been very high against the national average. These results were in the top five per cent of schools nationally. In comparison with schools similar to Hook-with-Warsash attainment is very high in mathematics and science and well above in English.

The school's targets are suitably ambitious and have been met. Over the three years 1998 to 2000, pupils' attainment at the end of Year 2 exceeded the national average in reading, writing and mathematics.

In the work seen during the inspection, standards for pupils in Year 6 were well above expectations in English, mathematics and science. They were also above in music and well above in information and communication technology. Standards of work seen for pupils in Year 2 were above in English and well above expectations in mathematics. In both key stages standards were above in music. Pupils with special educational needs make very good progress, as do pupils with English as an additional language.

Provisional results for the year 2001 show results in both key stages to be above those for 2000.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: pupils are eager to come to school and to be involved in all the school has to offer.
Behaviour, in and out of classrooms	Overall, behaviour in lessons and around the school is very good.
Personal development and relationships	Relationships throughout the school are very good and pupils are always polite. Personal development is good. However; the school does not provide enough opportunities for pupils' to develop more independence in their work.
Attendance	Very good.

Around the school and in class, pupils are very helpful and responsive. They are confident in their manner and show a real enjoyment for school.

## 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.*

The overall quality of teaching in the school is very good and frequently excellent. All teaching observed was good or better. Twenty-five per cent was excellent, fifty per cent very good and twenty-five per cent good. The quality of teaching in English and mathematics is very good and, at times, excellent. Particular strengths of teaching in all subjects and throughout the school include teachers' enthusiasm and their use of imaginative strategies to capture pupils' interest and inspire and motivate learning. Teachers have very good subject knowledge, pupils are managed very well, tasks are matched to the pupils' capability and the teachers have very high expectations for all pupils. There are no significant weaknesses in teaching. The skills of literacy and numeracy are very well taught. The school meets the needs of all pupils very well, including those pupils with special educational needs and for those pupils with English as additional language. Skilled educational support assistants work closely with the teachers and all pupils are given very good support. Pupils apply themselves to their work in all lessons, are very productive and work at a brisk pace. However, pupils need more opportunities to develop their own line of enquiry and to organise their own learning. Particular strengths in pupils' learning include their powers of concentration and enthusiasm. They rise very well to the challenges that their teachers set them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and there are good links between subject areas.
Provision for pupils with special educational needs	Very good.
Provision for pupils with English as an additional language	Pupils with English as an additional language speak English very well and no specific provision is required for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The staff provide very good role models. There are very clear codes of behaviour and a strong Christian ethos.
How well the school cares for its pupils	The school takes very good care of its pupils. The staff have very good knowledge of all pupils.

The school and the parents share common expectations about the school and the very good relationships, which are established are a strength of the partnership. This leads to parents being very supportive of the school and develops a sense of belonging to the school and to the wider community. All areas of the curriculum meet statutory requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide excellent leadership and management. The headteacher provides very clear direction and support.
How well the governors fulfil their responsibilities	This is excellent. The governors are eager and able. They work hard for the school and are well aware of its strengths and weaknesses.
The school's evaluation of its performance	The school evaluates its performance very well. Monitoring and evaluation of national tests, school tests and teachers' assessments are used very effectively and action is taken to further improve pupils' learning.
The strategic use of resources	This is very good. Specific grants are used effectively to support further improvement initiatives.

The accommodation in the classrooms is adequate. However, the space for Year 1 and 2 pupils is somewhat restricted and, as resources allow, this accommodation needs to be improved.

## 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>• Teachers' high expectations for their children.</li><li>• The good teaching.</li><li>• The leadership and management of the school.</li><li>• Behaviour is good.</li><li>• They feel confident to approach the school with any concerns.</li></ul>	<ul style="list-style-type: none"><li>• A small minority of parents have concerns over homework.</li></ul>

The inspection team agrees with parents' positive comments although they find that teaching is very good rather than just good. Inspectors find that homework is regularly set and satisfactorily supports pupils' learning.

## **PART B: COMMENTARY**

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

**Standards in national tests taken by pupils at the end of Year 6, over the last four years from 1997 to 2000 in English, mathematics and science have been well above average; for the past two years results have been very high in all three subjects. Pupils achieved these very high standards as a result of the very good teaching.**

1. In the 2000 national tests for pupils at the end of Year 6, attainment in English, mathematics and science was very high compared with the national average. It is a similar picture over the last four years, with pupils leaving the school over three terms ahead of pupils nationally in English, mathematics and science. Compared with the results from schools having a similar proportion of pupils known to be eligible for free school meals, the 2000 results were very high compared with the average in mathematics and science and well above average in English.

2. The work seen during the inspection, show that standards in English, mathematics and science are very high. In English the medium term planning is very good and incorporates the National Literacy Strategy and much more. For example, the school encourages pupils to study Shakespeare's work, ensuring all pupils are really extended in their learning. Much work has gone into improving pupils' grammar and punctuation. Guides for progression in sentence structure and in punctuation have been written and are used throughout the school. Shakespeare has been introduced into Year 3 and is already up and running in Years 4, 5 and 6. Now each year group has a half term Shakespearian module. Pupils have had the opportunity to see several Shakespearian plays to their evident pleasure. Children in the reception classes make a very good start in their reading and writing skills. Many can write their own names and know the letters and sounds of the alphabet. Pupils in Years 1 and 2 are progressing very well in improving their sentence structures, for example, they use more adjectives to make their sentences more interesting. In a Year 6 class pupils were extending their knowledge of skimming and scanning text and identifying key comprehension skills; for example, in interpreting and understanding what was literal, implicit or evaluative within the text. The school is planning to focus on pupils' writing, speaking and listening skills this year.

3. In mathematics pupils' mental agility is very good. In an excellent mathematics lesson in Year 6 pupils were extending their knowledge of percentages and probability. Teaching was carried out with a very good sense of humour and amusing incidents were included. For example, the pupils were asked what was the probability of someone coming into the classroom during the lesson with a cat on their head. Pupils thought it was highly unlikely to happen, at which point the learning support assistant came in with a toy cat on her head. Such lively teaching means pupils concentrate and try very hard to respond to questions and this enables a very good rate of learning to develop concepts and understanding and of what underpins them. Pupils in Year 1 and 2 have good mental recall of addition and subtraction facts to twenty and many of two digit numbers and use this knowledge to solve problems and puzzles in their investigations. In the reception classes children can count to twenty and more able children can count much further.

In the majority of lessons observed there were good links with literacy, information and communication technology and with pupils' spiritual, moral, social and cultural development.

4. In science, younger pupils have good levels of knowledge of basic life processes and use appropriate scientific vocabulary for the main parts of plants and of the human body. Older pupils' knowledge of air resistance and friction is above average. For example, they have very good understanding of the effects of air resistance. In one lesson they investigated dropping small parachutes and testing out their initial hypothesis about the speed of descent. As the lesson progressed pupils became increasingly accurate in their predictions and reasoning. Pupils' investigative and independent learning skills are less developed than other learning skills. There are not enough opportunities for older pupils to extend their personal study and research skills.

**The leadership and management by the headteacher, deputy headteacher, and other key staff are excellent. The school has an excellent school development plan and it has had a good impact on raising standards. The effectiveness of the governing body in fulfilling its responsibilities is excellent.**

5. The headteacher's leadership gives this school an excellent educational direction. The headteacher and deputy headteacher complement one another very well, with each having different strengths. The roles of other key staff are well developed and defined and support the aims and values of the school. The governing body is eager and very able. It works hard for the school. The school development plan underpins the clear direction of the school and is very detailed and practical and is linked very well to raising standards.

6. The headteacher has developed thorough systems to ensure that this school is very successful. He has very good teaching skills. This means that when he is monitoring the quality of teaching throughout the school, he knows what makes an excellent lesson. His leadership ensures that the school's aims are well reflected in the life of the school. The deputy headteacher has a different but equally effective style of teaching. She is very hard working. All teachers have been monitored teaching literacy and numeracy and this has had a positive effect in raising not only the standards of teaching but of pupils' learning. Teachers are provided with detailed feedback when monitored. Other schools involved in the Beacon project with this school, have benefited enormously from their involvement; so much so that one school has reported their national tests results have improved by twenty per cent in one year.

7. The governing body has a wide range and depth of expertise. The chair of governors takes a very keen interest in the school and visits it regularly. All governors work well with the headteacher, and an appropriate range of committees are in place. The committees meet regularly and all decisions are recorded and reported back to the main body of governors. The governors' role in helping to shape the direction of the school is excellent. Through a first class school development plan, they have prioritised areas for development accurately. The governors have a good awareness of the school's performance, know the challenges that it faces and ensure that all statutory requirements are fully met.

8. The headteacher and all staff have identified priorities for development and work together efficiently to improve standards further. The headteacher, deputy headteacher and staff are fully involved, along with the governors, in agreeing priorities in the school development plan. Developments in the curriculum have been effectively managed and there is a range of appropriate schemes of work to ensure pupils build on their knowledge, skills and understanding as they move from one year to another. Roles and responsibilities have been appropriately allocated and all co-ordinators have a good understanding of the subjects and areas they lead. Learning support assistants are very well managed to enable them to use their experience and expertise effectively. They work very well to support the pupils and teachers and are much valued by the school and parents. Pupils work hard and this is reflected in the national test results and in their workbooks.

9. The school's administrative staff provide strong and effective support, which ensures the smooth day-to-day running of the school. Financial administration is very good. The budget is carefully targeted towards school improvements, and governors are provided with very good budget reports. There is an appropriate 'Best Value' policy and governors debate all expenditure fully.

10. The school places great emphasis on the importance of the unique nature of every individual. As a result the school strongly promotes the safety, security and well being of its pupils. Relationships are very good and are firmly based on respect and care for all. Pupils treat each other with due consideration and kindness. This creates a happy and purposeful community where pupils develop confidence in coping with all aspects of school life. Therefore pupils have very positive attitudes to work. The school pays due regard to the health and safety of all its pupils.

11. Accommodation in many classrooms is cramped. For example, space in Year 1 and 2 is somewhat restricted, especially during whole class sessions in literacy and numeracy, and as resources allow improvements should be made. Due to acoustic problems in Year 1, 2 and 4 classrooms there was evidence of noise distraction. Hampshire LEA plans to rectify this problem in the near future.

**The overall quality of teaching is very good with some excellent teaching.**

12. The quality of teaching was at least good or better in all the lessons observed. In Years 1 and 2 teaching in over seventy per cent of lessons was very good. In Years 3, 4, 5 and 6, it was thirty-eight per cent very good and thirty per cent excellent. In the reception classes fifty per cent was very good and fifty per cent excellent. Teaching for the youngest children is closely linked to the Early Learning Goals.

13. In the reception classes and at both key stages teachers are confident and have good subject knowledge. They prepare and plan very well. Work is clearly linked to school policies, schemes of work and, in the case of Key Stage 1 and 2, the National Curriculum. Tasks are well matched to the different levels of pupils' capabilities. Teachers are well organised, have clear objectives and very high expectations. They promote good standards of presentation and interact well with

the pupils, questioning and encouraging them to make progress in their learning. Very good use is made of time and all teachers are committed, very hard working and caring. Pupils are managed very well and behaviour and discipline are very good.

14. There is very good day-to-day assessment of what the children can and cannot do in the reception classes. Staff meet regularly to assess pupils' progress and use this information to plan the next step for each child's learning. At Key Stage 1 and 2 the quality of day-to-day feedback to pupils is very good and teachers' encouragement supports further learning. Co-ordinators check subject plans and share their expertise with colleagues. Teachers know their children very well and are totally aware of the needs of their pupils. Very good provision is made for pupils with special needs.

15. Where teaching is very good, lessons are well structured with open-ended questioning, clear explanations are given, teachers have high expectations and effective use is made of time and resources. Where teaching is excellent, teachers' planning shows clearly what is to be taught and learnt and this ensures that pupils know what is expected of them in lessons and their learning is extremely focused. A good range of appropriate teaching methods are used. These include whole-class teaching, group and individual work involving practical, investigative and problem-solving activities. These teaching approaches motivate pupils and gives them the chance to work co-operatively and collaboratively, thereby contributing significantly to their personal development. Teachers use time and resources very efficiently. These lessons move at a brisk and punchy pace and teachers' use lively presentations to catch pupils' interest and thus drive pupils' learning forward. For example, in an excellent numeracy lesson in Year 6 the pace was very brisk and business like. Pupils knew the aims of the lesson and exactly what they had to do. No time was wasted, even when pupils were working independently. There was a 'buzz' to pupils that revealed how engaged and stimulated they were by the tasks they had been set. These pupils enjoyed mathematics and mirror the enthusiasm of the teacher. There was plenty of direct teaching to reinforce key points. This lesson had urgency and purpose. An overall strength of teaching throughout the school is the very good relationships between the staff and pupils. This ensures all pupils, whatever their capabilities are fully involved in lessons and feel valued. Teachers deploy support staff effectively to support pupils' learning. The quality of teaching of literacy and numeracy is very good and is well taught throughout the school. Homework is regularly set and has a positive impact on standards. Resources are well deployed throughout the school.

**The monitoring, evaluation, assessment and analysis of data obtained from national tests, school tests and teachers' assessments are very good.**

16. There have been significant improvements in assessment procedures since the last inspection, when this was a key issue for action. Class teachers and the senior management team gather a wide range of assessment data. Informal monitoring and observing take place as members of the senior management team observe the pupils in the playground and lunchtime periods, visit planning meetings and classrooms, look at displays, timetables and resources and talk informally to

staff. Information gained and observed is evaluated, discussed and reviewed at senior management level and with the whole staff. The school sees monitoring and evaluation as an integral part of the whole school approach to effective learning and teaching. The headteacher has successfully introduced systems to analyse results of both national and non-statutory tests and assessments. He and the governors have also made good use of data on national and similar local schools to identify what they need to do to improve further.

17. The teachers and support staff constantly assess children in the reception classes, and results are used to inform future planning and ensure children make very good progress. Baseline assessment, carried out at the beginning of the term in which the children begin school, is very good. It is constantly reviewed to assess progress. The teachers and support staff have a very good knowledge and understanding of each child's strengths and weaknesses, including their ability to work co-operatively and sustain interest in the set tasks. This is very good practice.

18. Assessment procedures for pupils aged five to seven years are very good and day-to-day assessment is used successfully to plan lessons that cater for the pupils' varying needs. Pupils' progress is assessed and recorded. Assessment for pupils aged seven to eleven years is also very good. In both key stages very good attention is given to marking, and comments are frequently written in pupils' books to help them to improve further.

19. All planning is monitored and feedback is given to teachers. The senior management team works with the headteacher to undertake regular classroom observations. Subject managers regularly review a wide range of pupils' work, and a scrutiny feedback form is completed for each class. The school has a clear framework for monitoring and evaluating all aspects of its work. Value added analysis shows pupils make very good progress and subsequently forms the basis for formulating the school improvement plan indicating focused areas for development. School targets are based on data and are realistic but very challenging.

### **The school provides an excellent start for children in the Foundation Stage**

20. The provision, quality of teaching and learning in the Foundation Stage are strengths of the school. There are very good induction procedures that include home visits by the teachers and support staff and are much appreciated by the parents. These practices help children to settle securely into school. Most children attend part-time for a short period before attending full-time. Attainment on entry to the reception classes is generally average for children of a similar age. This is confirmed by the careful assessment of the children during the autumn term. A very good foundation across all areas of learning is provided. By the time the children come to the end of their reception year, the majority have achieved the Early Learning Goals in all areas of learning. Many children achieve above expected levels.

21. The quality of teaching is very good or excellent with fifty per cent being very good and fifty per cent excellent and this has a significant effect on children's



learning. The teaching is based upon very good planning that identifies clear learning targets in all areas. Groups of children are organised extremely well and have good access to resources, which fosters the purposeful working atmosphere and the very good behaviour of the children. Children show increasing levels of concentration, initiative and independence for their age because the teachers and support staff encourage this. There are very good assessment procedures for tracking children's progress, which the staff use successfully to plan the next step in children's learning. Support staff are deployed effectively in lessons and make a positive contribution to children's learning.

**The parents have very positive views of the school. The school works very hard to establish very good relationships with the parents.**

22. Inspection evidence supports parents' very good views of the school. The quality and format of annual reports to parents and other information are very good. The school publishes regular newsletters, 'Warsash Link', ensuring that parents and governors are fully informed and reminded of current events and issues. Parents feel this information is very good and has proved beneficial in developing and strengthening the links between them and the school. Regular parents' meetings are held and are well attended.

23. The school works hard to establish a very good partnership with parents. A large number of parents help in classrooms and the school values this help. Parents are appreciative of the open door policy and feel it is very effective. Inspection evidence indicates that class teachers are happy to assist parents with any concerns. At the parents' meeting all those attending were extremely supportive of the school and felt the school dealt with problems or concerns quickly and efficiently. One parent explained in detail how thrilled she was at the way the school had helped and supported her and her son, who has special needs.

24. When children enter school, the parents are immediately involved in their children's learning. The school expects parents to take an interest in the children's learning, and to give them every support, and the majority of parents do so. The school and parents share common expectations about the school, and the very good relationships that are established in the reception classes permeate throughout the school. Parents support school events well and attend class assemblies. There is an active and supportive Parent, Teacher and Friends Association who not only raise money for the school but help at functions and events throughout the year.

## **WHAT COULD BE IMPROVED**

**There are no significant weaknesses. However, there are too few opportunities for pupils to develop their investigative and independent learning skills.**

25. Pupils throughout the school have very good attitudes to work and life in the school generally. They respect the importance of learning, and apply themselves willingly to the tasks set for them. Their behaviour is very good in the classroom and around the school. Given that these important foundations are in place, there are too few opportunities for pupils to take responsibility for organising their own learning and improving their investigative skills. As a result, many pupils are over-dependent on teachers telling them what to do and do not readily access their own resources, such as information books or the computer to assist their independent learning. There was evidence that this is happening in some classes but not frequently enough.

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

**Give more opportunities for pupils to improve their investigative and independent learning skills by:**

- (1) giving more opportunities for pupils to take responsibility for organising their own learning and developing their investigative and independent learning skills. (Reference can be found in Paragraph 4).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
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	6	12	6	0	0	0	0
Percentage	25	50	25	0	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		426
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		112

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.14
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	32	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	31	32
	Girls	28	28	28
	Total	59	59	60
Percentage of pupils at NC level 2 or above	School	98 (88)	98 (92)	100 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	32	32
	Girls	28	28	28
	Total	60	60	60
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (91)
	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	37	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	36	37
	Girls	26	26	26
	Total	62	62	63
Percentage of pupils at NC level 4 or above	School	98 (97)	98 (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	36	36	37
	Girls	26	26	26
	Total	62	62	63
Percentage of pupils at NC level 4 or above	School	98 (97)	98 (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	2
Black – African heritage	0
Black – other	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	380
Any other minority ethnic group	2

*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)	15
Number of pupils per qualified teacher	23.7
Average class size	30.6

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

Total number of education support staff	17
Total aggregate hours worked per week	285

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
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.*

### ***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.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	851433
Total expenditure	847062
Expenditure per pupil	1980
Balance brought forward from previous year	56003

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

### **Questionnaire return rate**

Number of questionnaires sent out	429
Number of questionnaires returned	151

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	5	1	
My child is making good progress in school.	60	34	3	1	1
Behaviour in the school is good.	56	40	2	1	1
My child gets the right amount of work to do at home.	41	48	9	2	
The teaching is good.	72	25	3		
I am kept well informed about how my child is getting on.	56	34	8	2	
I would feel comfortable about approaching the school with questions or a problem.	72	23	3		1
The school expects my child to work hard and achieve his or her best.	74	24	1	1	1
The school works closely with parents.	56	36	7	1	1
The school is well led and managed.	74	23	1	1	2
The school is helping my child become mature and responsible.	68	26	4		2
The school provides an interesting range of activities outside lessons.	53	36	2	3	6

### **Summary of parents' and carers' responses**

The majority of parents are extremely pleased with the standards that the school achieves and the provision it makes. They think the results in national tests this year are excellent. They believe that the quality of teaching is very good and their children really enjoy coming to school, as there is always something interesting or unusual happening. Parents feel the headteacher is very respected by the children and he very approachable and quickly sorts out any problems that parents take to him. Provision for special educational needs pupils is particularly appreciated. The majority of parents feel that there is good discipline in the school. The school has very high expectations of its pupils and parents support the school in its aims and values.