

INSPECTION REPORT

SUTTON VENY PRIMARY SCHOOL

Warminster

LEA area: Wiltshire

Unique reference number: 126326

Headteacher: Mrs C Folker

Reporting inspector: Mr A Portlock
21411

Dates of inspection: October 1 – 3, 2001

Inspection number: 196877

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

School category: Voluntary controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: High Street
Sutton Veny
Nr. Warminster
Wiltshire

Postcode: BA12 7AP

Telephone number: 01985 840428

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Appropriate authority: The Governing Body

Name of chair of governors: Mr T Harding

Date of previous inspection: 21 - 24 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sutton Veny is a smaller than average primary school with 125 pupils on roll aged 4 to 11. It is situated to the south of Warminster and most of the pupils come from the village, other local communities and the local military establishment. Approximately 3 per cent of the pupils are eligible for free school meals, which is below the national average. Very nearly all of the pupils are from white ethnic backgrounds. There are 3 French speaking pupils who are learning English as an additional language. The pupils' attainment on entry to the school is above average, but because of the small number of pupils in each year group, this can vary significantly. About 28 per cent of pupils are on the school's register of special educational needs, which is above the national average. None of these pupils have a Statement of Special Educational Needs.

HOW GOOD THE SCHOOL IS

Sutton Veny is a very effective school and provides very good value for money. Excellent leadership, a very supportive and caring environment and very good teaching provide the children with a high quality education. This enables the pupils to make very good progress, and by the time that they leave the school, standards in English, mathematics and science are well-above average.

What the school does well

- Standards in English, mathematics and science are well above average and the pupils achieve very well.
- The teaching is very good throughout the school. Consequently, the children learn well which leads to very effective learning, and their very good attitudes and behaviour are evident in all lessons.
- The leadership of the school is excellent; the headteacher, staff and governors work together as an extremely effective team.
- The provision for the pupils' personal development and care is very good. It ensures that the pupils develop their self-confidence and are encouraged to take responsibility and initiative.

What could be improved

- Standards in design technology, particularly in the junior classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in April 1997 found the school to be effective with a strong commitment to high standards. Since then it has continued to make very good improvement. Standards in English, mathematics and science have improved further. The continued emphasis on literacy and numeracy as part of a broad-based curriculum is supporting the pupils' very good progress. There has been a significant improvement in the quality of the teaching since the last inspection, especially in the amount of very good teaching. All the issues from the last inspection have been tackled well. The provision for reception pupils has improved significantly and the planning and provision is now good. In mathematics, the higher attaining pupils are given demanding work. All schemes of work are in place and there are sufficient, appropriate resources to meet the curriculum needs.

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	C	A	A*	A
Mathematics	C	B	A	B
Science	C	A	A	A

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

The 2000 national test results show that by the time the pupils leave the school, standards have improved significantly over the last four years in English and mathematics and have been maintained in science, when compared with those nationally. Results in the 2000 national tests show that standards for 11-year-olds were well above average in mathematics and in science. In English, standards were in the top five per cent of all schools nationally. When compared with similar schools, standards in mathematics were above average and were well-above average in English and science. The pupils have made above average progress in mathematics compared to their Key Stage 1 results and well above average progress in English and science. The 2000 test results for 7-year-olds show that standards were well above average in reading and writing and mathematics when compared with all schools and similar schools. The 2001 test results in these subjects indicate continued improvement for both 7 and 11-year-olds. Standards in English are a particular strength. The school has continued to set itself challenging targets based upon effective assessment information and exceeds its targets. Inspection evidence supports these results in English, mathematics and science. The standards in other subjects are above average overall, except in design technology where they are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are very keen to learn. They settle quickly to their work and demonstrate very good attitudes in all that they do.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The pupils are thoughtful and polite.
Personal development and relationships	Relationships throughout the school are excellent. The pupils' personal development is very good overall. The pupils of differing ages and abilities help each other and are encouraged to do so.
Attendance	Attendance is satisfactory and there are very few unauthorised absences; punctuality is very good and the pupils enjoy coming to school.

The pupils have a very clear understanding of the importance of improving their work and their very good attitudes and effort are key features in sustaining the high standards achieved. There are very high expectations of the pupils' behaviour and, as a result, the pupils work hard and enjoy 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 quality of the teaching is very good. Of the 17 lessons observed during the inspection, all were at least good, with two-thirds very good. The teaching of the basic skills, especially in literacy and numeracy, is very good. Teachers ensure that pupils are clear about what they are to learn and what they need to do to improve. The teachers acknowledge that the children learn in many different ways and plan interesting and varied lessons. The pace of learning is very good. There are many opportunities for the pupils to use literacy and numeracy skills in other subjects. The pupils with special educational needs and English as an additional language, as well as the more able pupils, are very well taught, allowing them to make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is broad and there are many opportunities for the pupils to use and develop their literacy and numeracy skills in other subjects.
Provision for pupils with special educational needs	The pupils with special educational needs are identified early and there is good provision to support them.
Provision for pupils with English as an additional language	There is good provision to support the pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal development is very good. The pupils have many very good opportunities to extend their social skills and to gain an understanding of right and wrong. The provision for the pupils' spiritual and cultural development is good.
How well the school cares for its pupils	The school very effectively supports and helps the pupils. The staff are very caring and work hard to ensure the pupils' welfare. There are extensive procedures for tracking and monitoring the pupils' progress.

There is a very positive partnership with parents. The school provides a very effective, broad and balanced curriculum that is appropriate to the needs of all pupils. All statutory requirements are met. The teaching of literacy and numeracy is particularly well planned

and gives all pupils a firm foundation that is built upon throughout the school. The basic skills of literacy and numeracy are consistently developed in other subjects. Lessons are planned carefully with very clear learning intentions and these are shared with the pupils. There are good opportunities for the pupils to take part in extra-curricular activities, including a residential visit for older pupils, visitors into school and visits out of school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. Excellent support is provided by the senior management team in giving a clear direction to the school. All staff with management responsibilities are committed to improving standards.
How well the governors fulfil their responsibilities	The governing body is very well informed about the needs of the school, including the strengths and areas for development. They work hard to ensure continuous improvement.
The school's evaluation of its performance	The school has established very effective procedures for assessing and evaluating its performance and these have a significant impact upon the improving high standards.
The strategic use of resources	Resources are used well and budgets are set following careful consideration given to the school's priorities. Effective use is made of special grants to support the pupils' learning.

The leadership and management of the school has many strengths. The headteacher, governors and senior staff work as an extremely effective team and are very well supported by the other members of staff. The headteacher and staff have developed very effective procedures for monitoring and evaluating the work of the school. These monitoring procedures allow the management team, governors and teachers to evaluate the progress the pupils are making and to set appropriate targets for improvement. The governors, under the effective leadership of the Chairs of the committees, are continually improving their knowledge of how well the school is doing. The headteacher and governors use the results of the monitoring to set clear targets for development. The headteacher has worked very hard to make the school a friendly, welcoming place and the parents say that they feel happy coming into the school. The school is involved in many local and national initiatives, such as the Investors in People and the Education Extra Award for out-of-school activities. The school's involvement in these initiatives has helped it to improve the quality of teaching and management and supports its strong commitment to high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school and they are expected to work hard and achieve their best. • The teaching is good and the children make good progress. • The school is approachable and is well led. • The school helps the children to become more mature and responsible. • The very good behaviour. 	<ul style="list-style-type: none"> • The amount of homework provided.

Inspectors agree with the parents' positive views. The pupils are encouraged to read at home and undertake planned work linked to the school's homework policy. Most parents at the meeting felt that the amount of homework was sufficient, although some would have liked more, especially for older pupils. The parents agree that additional work is given to support those pupils who need it. The homework set during the inspection was appropriate. There is a home-school book that provides an effective link, including homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average and the pupils achieve very well.

1. The school and parents are proud of the standards that are achieved. Overall the pupils make very good progress. The pupils' attainment on entry varies; it is generally above average. From this beginning, the children in the reception class make good progress in their achievements. The pupils' progress is maintained as they move through the infants and juniors and is very good overall. The work that the pupils were doing during the inspection confirms these high standards and achievements.
2. In reception, the children develop interest and enjoyment in language and are given a very good foundation in reading and writing. They recall their favourite characters in Cinderella and Red Riding Hood. They enjoy their work using rhyming words ending in 'og' and 'at' and are keen to pick out initial letters, such as, 'w' in wicked witch. Year 1 pupils confidently count backwards, using numbers to 10. They put words in the correct order to make sentences. They know that they need a capital letter to begin a sentence. They understand that some foods are healthier than others are able to give examples of these. With the support of the teacher, they construct a pictogram to show their favourite foods and can use this to say which are the most and least popular. By the age of seven, they recognise that some stories are fairy tales. They understand how their story frameworks help them to write a story and nearly all write confidently in sentences. Spelling is mostly accurate and the pupils have effective ways of finding out how to spell words they do not know. Most pupils' writing is joined and legible and they present their work neatly. They know what to do to improve their work. One pupil stated that he needed to improve his use of speech marks. The pupils recognise number patterns and discuss how the numbers increase by one or more numbers. They can double numbers and use this knowledge to add numbers that are nearly the same. One boy said, "Double 3 is 6 and so if I want to add 2 and 3, I take one from 6 and get 5." A girl added, "I know two fives are 10 and (for 5 + 4) I took away one to get 9." The pupils have a clear understanding of the importance of their senses in being aware of the world around them. They explore the different senses and what happens if any become impaired. The pupils discuss how blind people use sound and touch to help them move around. One pupil said, "If you touch something it tells your brain and you know how it feels and what it is."
3. In junior classes, younger pupils understand the difference between fiction and non-fiction books. They read confidently from different books and discuss how different punctuation marks affect the way that they read. They use dictionaries to locate words and to find the meanings. They know how to use contents and indexes to locate information in non-fiction books. They identify acute, obtuse and right-angles. One girl mixed up acute and right-angles but others explained to her what she should do and she quickly understood. A higher attaining pupil said, "*Protractors are for measuring angles*" when his group was discussing how you measure angles. The pupils have a good understanding of the thermal properties of some materials. They use their knowledge to think how they would use these materials for clothing in cold weather. The oldest junior pupils discuss how instructions are organised. They give and write clear instructions, such as, "*Never run across a train track*" and they know that '*should*' and '*must*' are imperative words. They can identify the key information in a text. They are very confident and are very effective when speaking and listening. This is seen in many lessons and situations. A group of Year 6 pupils discussed a set of historical pictures and put these in time order. They used a wide variety vocabulary and effectively listened to each other in order to make their decisions. The pupils understood the need to use a formula for calculating the area of a shape. They are eager to answer and in response to the teacher asking how she had remembered the information she replied, "*I'm using the notes I made.*" They

have a secure knowledge of number and use it very effectively. They use words precisely and with understanding.

The teaching is very good throughout the school. Consequently, the children learn well which leads to very effective learning, and their very good attitudes and behaviour are evident in all lessons.

4. The quality of the teaching is very good. Of the 17 lessons observed during the inspection, all were at least good, with two-thirds very good. This is a significant improvement since the last inspection, especially in the amount of very good teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills very well.
5. The school meets the needs of all pupils very effectively. The teachers of the youngest pupils develop the children's interest and enjoyment in language and give them a very good foundation of basic skills in speaking and listening, reading and writing. Young pupils who have just started in Year 1 as part of their work on houses, explained clearly how they had made roof shapes for the windows they were putting in to allow light into the loft room and indicated the need for gutters and aerials. Teachers encourage the children to improve by encouraging them, for example, in a physical activity catching balls, the teacher challenged a group of reception children, "If you find that easy, try it with one hand." The children willingly accept the challenge and strive to improve their performance. Older infant pupils concentrate well when story writing; they use the learning prompts sensibly in order to help them improve their work. When discussing number problems, the pupils are eager to answer with mostly sensible, accurate responses; they are willing and confident enough to have a go even when they are not sure of an answer. In Year 3, the pupils are encouraged by the teacher to use accurate mathematical vocabulary when they are talking about angles and how to measure them and are set homework to extend their knowledge. Older junior pupils develop their ideas very well and the teacher ensures that all pupils are involved in the learning. They are keen and very confident to contribute their ideas in discussions.
6. The pupils with special educational needs are well supported by teachers and support staff in the classrooms or when withdrawn for specific work. They have individual learning targets and the work is well planned to meet their needs. There are 3 French speaking brothers, who are very effectively integrated into the school and supported. Higher attaining and gifted pupils are given challenging work. The teachers ensure that in any whole class discussion, a number of questions are directed at individual pupils and that they provide sufficient challenge for them
7. There is very much a team atmosphere in the school. All of the members of staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Excellent relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence. In lessons, the pupils' behaviour is very good and at times excellent. They enjoy their work and work hard to complete their tasks. They work sensibly on their own or with other children, supporting them when necessary in a thoughtful way. Older pupils show initiative and are given good opportunities to do so both in lessons and at play and lunchtimes.
8. Teachers are willing to learn new skills and to work together to do this. For example, the school is involved in a scheme, helping the teachers to reflect on their work. The teachers' commitment to improvement is shown in their willingness to attend residential training at the end of the school year to review and preview the needs of the school.

9. The teachers use their very good knowledge of the pupils and the subjects that they are teaching to plan appropriate and challenging work. Although the pace of lessons is brisk, there is always time for a sense of fun and enjoyment. The teachers have very high expectations of work and behaviour and use a wide range of teaching methods to develop the pupils' skills and understanding. They ensure that all pupils are made aware of what they are expected to learn in the lesson and they involve the pupils in assessing what they have achieved. This ensures that the pupils have a very clear understanding of what they need to do to improve their work. The learning assistants support the teachers very well and the pupils benefit greatly from the attention they receive.
10. There are clear links between the quality of teaching and the standards achieved. The school makes very good use of the national frameworks for literacy and numeracy and the headteacher has identified how positive the introduction of the numeracy framework has been in raising the pupils' achievements in mathematics.
11. The quality of teaching ensures high standards in reading, writing, speaking and listening, and numeracy, and this contributes significantly to the pupils' learning in other subjects. This can be seen in the way that the teachers develop and reinforce specific subject vocabulary in all lessons.

The leadership of the school is excellent and the headteacher, staff and governors work together as an extremely effective team.

12. The leadership and management of the school has many strengths. The headteacher continues to provide outstanding leadership and vision, as she did at the last inspection. The headteacher, senior management team and governors work as an extremely effective team in giving a clear direction to the work of the school. All staff with management responsibilities are committed to improving the pupils' standards and understand their roles in bringing this about. The leadership focuses upon what needs to be done to improve and to offer the best education for its pupils. Since the last inspection, this has resulted, for example, in the significant improvements made in the quality of teaching and the way in which the school has used the literacy and numeracy strategies in effective and imaginative ways to ensure that the pupils are making very good progress.
13. The headteacher, with other teachers, use very effective procedures for monitoring and evaluating the work of the school. The management team, governors and teachers use these to evaluate the progress the pupils are making and to set appropriate targets for improvement. This ensures that pupils of all abilities are challenged and has a significant impact upon the improving high standards. The pupils are fully involved in what they need to do to improve their standards. Recognition of the school's commitment to raising standards can be seen not only in the standards achieved by the pupils in national tests but also in the initiatives that it has successfully been involved in. These include, the National Teaching Awards, Investors in People, Business of the Year Award, School Improvement Award and Education Extra Award for out-of-school activities. The headteacher identifies the commitment made in working towards the Investor in People Standard as significant in leading to improvement in school policies, procedures and practices.
14. The governors, under the effective leadership of the Chairs of the committees, are continually improving their knowledge of how well the school is doing. They are very well informed about the needs of the school through, for example, reports from each co-ordinator on the progress in their subject. The governors use this information in setting their priorities for improvement. The governors willingly involve themselves in school activities and demonstrate pride in the achievements of the school. The headteacher and governors use the results of the monitoring to set clear targets for development and

understand and apply best value principles. For example, they compare the work of the school with other schools when making decisions in order to see if there are more effective and efficient ways of providing resources for the school. Resources are planned for well, including the use of special grants. Budgets are set following careful consideration given to the school's priorities. The overriding factor is how the resources are used to support the pupils' learning. The headteacher has worked very hard to make the school a friendly, welcoming place and the parents say that they feel happy coming into the school.

The provision for the pupils' personal development and care is very good. It ensures that the pupils develop their self-confidence and are encouraged to take responsibility and initiative.

15. There is very good provision for the pupils' personal development and the pupils are very keen to learn. The staff effectively promote the school's aims and values and this is reflected in the pupils' very positive attitudes to their work. The pupils are made partners with their teachers in their learning. All staff, teaching and non-teaching are encouraged to be involved in tracking pupils' academic and personal development. The pupils' self-esteem and confidence is very effectively developed, for example a very young French speaking child proudly showed the class his books in both French and English. The youngest pupils come eagerly into the classroom, organise themselves and sit confidently waiting for the register to be taken and the work to begin. They select their activities confidently and their behaviour is very good. They respond with interest to class discussions and enthusiastically answer questions and ask others. They are aware of their own progress and are confident to talk about what they are doing and learning from an early age. Infant and junior pupils increasingly develop a very clear understanding of the importance of improving their work and their very good attitudes are key features in sustaining the high standards achieved. All members of the school community encourage the pupils to take responsibility for their own learning and to show initiative.
16. The pupils take pride in their achievements and have many opportunities to extend their social skills and to gain an understanding of right and wrong. For instance, older pupils talk enthusiastically about their role in supporting and caring for younger pupils at playtimes. Behaviour in lessons and around the school is very good. In lessons the pupils are eager to participate in the class session and settle quickly and quietly to their tasks. They discuss their work and stay on task throughout the lesson. The pupils are friendly, polite and show a respect for each other. Achievement awards are eagerly sought by the pupils. Recognition and rewards for achievement in and out of school are celebrated in the end of week assembly that is well attended by parents and friends of the school.
17. Relationships throughout the school are excellent. The headteacher, teachers and other staff are very good role models for the pupils. Children from all age groups say that they enjoy school. The reception children quickly learn to relate well to adults and this is helped by the induction to school provided by the joint provision with the pre-school group. Older pupils play well with each other. One group of young pupils playing with a car racing game set up in the playground were supported very well by an older pupil wearing the distinctive 'playtime buddies' yellow cap. A group of Year 6 pupils talked confidently and with enthusiasm about the school and the work they have been doing. One pupil said, *"The teachers make sure that we work hard but it is enjoyable and interesting. They make it clear what we have to do and why we are learning something."*
18. The provision for the pupils' spiritual development is good. Opportunities, such as assemblies, stories and discussions, encourage the pupils to reflect upon other

people's lives and points of view. In one assembly the pupils reflected upon what makes a good friend. The pupils are taught very effectively to understand the difference between what is right and wrong and a sense of fairness. There are good opportunities to develop an understanding of their own community and of people in other places. The pupils show initiative in organising and raising funds for various causes. Visits out of school and visitors into school enhance their understanding of the wider world, including an annual residential for Year 5 and 6 pupils. For example, during the inspection the local Bishop brought along a visiting Bishop from the Sudan to speak to the children in assembly.

WHAT COULD BE IMPROVED

Standards in design technology, particularly in the junior classes.

19. The school provides a very effective, broad curriculum that is appropriate to the needs of all pupils. This is enriched by a variety of clubs and additional activities and an annual residential visit, as well as visitors to the school and visits out of school. As with many schools over the last few years, the time given to non-core subjects, such as art and design technology, was reduced in order to provide time for raising literacy and numeracy standards. This has produced significant improvements in these areas. However, whilst most of the non-core subjects now have sufficient time to carry out the planned work in sufficient depth, the time allocated for art and design technology is insufficient. The planned work for art and design technology meets the statutory requirements, but particularly in design technology, the limited time has affected the standards attained. It is not possible to make a judgement on the standards of making skills, as insufficient work was available and no lessons were seen that involved construction. However, the eleven-year-old pupils' understanding of the design process is less secure than when they discuss the work they have done in, for example, history and geography, where they have very good levels of understanding and knowledge. From the samples of work there was evidence of planning and evaluating but not at a sufficiently high and expected level.
20. The school is aware of the situation and has developed additional opportunities to extend the pupils' understanding, for example, on the annual residential visit they are involved in control technology activities. The subject co-ordinator is also aware of the need to look at ways of linking design technology more closely with work in other subjects. A review of the subject and scheme of work is to be carried out later in the term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to raise the pupils' quality of education further, the governors, headteacher and staff need to:

- (1) **Improve standards in design technology, particularly in junior classes, in order to allow the pupils to attain similar high standards to those achieved in other subjects by:**
- Providing sufficient time for design technology in junior classes.
 - Ensuring that the design aspects of the subject are developed fully.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	6	0	0	0	0
Percentage	0	65	35	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. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	0	125
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	5	4	4
	Total	13	12	12
Percentage of pupils at NC level 2 or above	School	100 (88)	92 (100)	92 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	4	4	4
	Total	12	11	12
Percentage of pupils at NC level 2 or above	School	92 (100)	85 (100)	92 (100)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	10	9	10
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	100 (81)	95 (90)	100 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	9	8	9
	Total	220	18	21
Percentage of pupils at NC level 4 or above	School	91 (81)	82 (81)	95 (90)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	0

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)	6
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	55

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.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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 / 01
	£
Total income	315868
Total expenditure	295284
Expenditure per pupil	2710
Balance brought forward from previous year	-16254
Balance carried forward to next year	4330

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	0	0	2
My child is making good progress in school.	56	40	0	2	2
Behaviour in the school is good.	59	39	0	0	2
My child gets the right amount of work to do at home.	33	45	18	0	4
The teaching is good.	76	22	0	0	2
I am kept well informed about how my child is getting on.	52	38	4	0	6
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	71	24	2	0	2
The school works closely with parents.	54	40	2	2	1
The school is well led and managed.	80	18	0	2	0
The school is helping my child become mature and responsible.	74	22	0	0	2
The school provides an interesting range of activities outside lessons.	44	35	10	0	5