

INSPECTION REPORT

MONKTON CEP SCHOOL

Ramsgate

LEA area: Kent

Unique reference number: 118697

Headteacher: Mrs J Graham

Reporting inspector: Colin Parker
OIN: 16396

Dates of inspection: 15 – 17 April 2002

Inspection number: 197068

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:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	The Street Monkton Ramsgate Kent
Postcode:	CT12 4JQ
Telephone number:	01843 821394
Fax number:	01843 821394
Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend R Coles
Date of previous inspection:	10 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Monkton Church of England Primary School is a small village school with 90 pupils on roll, including 13 in the Foundation Stage. There are more boys (51) than girls (39). Some years have a more diverse spread (in Year 1 there are four boys and ten girls, in Year 2 eleven boys and two girls and in Year 4 seven boys and two girls). The school is about the same size it was at the last inspection and is oversubscribed. The local area is generally one of average income, with mainly owner-occupied housing. The proportion of pupils eligible for a free school meal is broadly in line with the national average. While the range of abilities is wide, pupils' attainment on entry is average. The nature of pupils' special educational needs includes specific learning, emotional and behaviour, speech or communications and medical difficulties. There are no pupils with a statement of special educational needs. Two pupils have English as an additional language and five are from minority ethnic groups. Overall the percentage of pupils on the register of special educational needs is about average. A teacher new to the school joined at the beginning of this term after a period of change in staffing.

HOW GOOD THE SCHOOL IS

Monkton CE Primary School is a very good school with many strengths. The school provides a warm and friendly, yet hard working environment for all its pupils and celebrates their individuality. Standards in English, mathematics and science are very high, through very good quality of teaching. The school is very well led by the headteacher, and the governing body provides effective and knowledgeable support. There is a clear commitment to continuing high standards. The school provides good value for money.

What the school does well

- The school's results are well above average.
- The leadership and management of the school are very good.
- The quality of teaching is very good.
- The climate for learning is very good.

What could be improved

- The inspection team did not find specific matters - key issues - which the appropriate authority for the school should include in its post-inspection action plan.

The school development plan, or a summary of it, replaces the post-inspection action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in February 1997, the key issues from the report have been addressed well. There have been significant and effective improvements to the way accommodation is used and the resources for physical education. The school continues to develop and is also well placed to maintain what has been accomplished. Since the last inspection standards of attainment have improved substantially. In English, mathematics and science, the school's combined results for seven year olds have progressed from average to well above average and to very high for eleven year olds. The vision to replace the mobile classrooms and have more suitable accommodation is appropriate.

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	B	B	A*	A*
mathematics	B	D	A	A*
Science	C	C	A	A

Key	
very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

For eleven year olds, standards of attainment in English are very high (in the top five per cent of schools nationally) and well above average in mathematics and science. For seven year olds, standards of attainment in reading are very high (in the top five per cent of schools nationally) and are well above average in writing and mathematics. Results also compare very favourably with similar schools. When the trend is compared with all schools, Monkton has improved at a faster rate than schools nationally. Inspection evidence supports these results in all three subjects. Work in pupils' books shows improvement through the school and good progress over time. The school sets and attains realistically high targets for English and mathematics. Very high standards are seen in the Foundation Stage, where children attain well above the levels expected for entry into compulsory education in Year 1. The school has a very good policy for the inclusion of all its pupils in all areas of provision. Pupils with special educational needs make good progress. A major contributing factor in all this is the very good quality of support from classroom assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and work. They are keen to learn and enjoy all aspects of school life.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils are unfailingly polite to visitors and are very friendly and supportive of each other. They respond very well to the very high expectations the school has of them.
Personal development and relationships	Pupils' personal development is very good. The adults in school know the pupils very well and help them to develop self-knowledge and maturity. Relationships between pupils and between pupils and staff are excellent. The pupils' enthusiasm for school and their interest and involvement in activities are excellent.
Attendance	Attendance is above the national average.

Pupils show excellent levels of enthusiasm for school; they are keen and eager to come to school and pleased to talk about their work. They show excellent real engagement in school life and are very much involved in the range of activities the school provides. They respond particularly well to the very good support, care, concern and guidance offered to them. There is an atmosphere of mutual respect, trust and care for all pupils. These factors contribute substantially to the very good climate for learning.

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.

No unsatisfactory teaching was seen. Teaching was all either good or very good. The overall quality of teaching in the school is very good. The teachers and classroom assistants work very effectively together and have consistently high expectations for the academic and non-academic lives of the pupils. Adults' knowledge of pupils, and the relationships developed, have a significant and enhancing impact on the way pupils think about learning. The school has made very good use of the national additional support for raising standards in literacy and numeracy. Literacy and numeracy are both taught very well. The effectiveness of provision is well supported through procedures for monitoring the quality of teaching. The very high quality of classroom assistants makes a very important contribution to the quality of teaching and learning. The use of assessment information, including ongoing assessment within lessons, and the tracking of pupils' progress are very good. Pupils are able to talk about or explain what they are doing and have done. The routines encourage them to manage their time well. They show interest, involvement and understanding because the tasks and activities are well matched to the needs and interests of all pupils. They show a developing ability to make links between areas of learning and to evaluate their own work. Pupils learn very well and make good progress through the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters for all pupils. There is a good range of extra-curricular activities for the size of the school. Visitors to the school, educational trips and visits, links with other schools and with local industry all enrich the education of the pupils.
Provision for pupils with special educational needs	Very good. The use, in lessons, of the targets in pupils' individual education plans is very good. The support provided by classroom assistants is very good.
Provision for pupils with English as an additional language	These pupils are very well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Excellent relationships and very good pupil attitudes contribute to this, along with a strong staff commitment to valuing all pupils as individuals. Provision for spiritual development is good. Provision for the moral, social and cultural development of pupils is very good.
How well the school cares for its pupils	Procedures for the care, protection and welfare of pupils are very good. Procedures for monitoring their behaviour and eliminating aggressive behaviour are very good. The use of assessment information to guide curricular planning is excellent. The school works very well with parents and the community. The trips, visitors and links with schools and industry give pupils a significantly enhanced view of the wider world and their place in it. The use of individual pupil targets links well with the curriculum and the school targets.

A caring ethos, which includes all pupils, is evident throughout the school. Pupils are well known to all

staff, who provide a good role model for pupils in their manner and approach. The values of care and friendship are clearly evident.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher with the support of the staff and is responsible for the very good ethos and direction to the work of the school. The recent changes to staffing have been well managed. Teaching, planning and pupils' attainment are all regularly monitored. All of the staff have several areas of responsibility.
How well the governors fulfil their responsibilities	The governing body is knowledgeable, actively involved and clear in its priorities for the school. There are effective systems for monitoring, reporting on and evaluating the work of the school and for their own development as a governing body.
The school's evaluation of its performance	There are very good systems in place for monitoring the work of the school through analysis of test results in classroom visits and pupil questionnaires. The school identifies appropriate priorities and targets very well, takes the necessary action, and reviews progress towards them.
The strategic use of resources	The school's budget is managed efficiently by the headteacher and the school's finance officer. The governors' finance committee has a very clear strategic view on the school's priorities for development. Parents make significant contributions to the school's finances and these are used well.

The monitoring of teaching is effective, and complements the priorities for improvement. Feedback from lesson observations, analysis of plans, moderation of pupils' work and professional discussion, together with a wide range of assessment data, is used to support and guide the work of the school. The recent appointment of a permanent full-time teacher has already been used to begin the reallocation of responsibilities. The principles of best value are well applied.

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 standards the school achieves; • The good behaviour and attitudes of the children; • The caring nature of the school; • The good communication between school and home; • The improvements in the physical structures of the school. 	<ul style="list-style-type: none"> • Homework; • The range of activities outside lessons; • Facilities for winter PE.

The inspection findings support the positive views of the parents. The inspection team considers that in general pupils have the right amount of work to do at home, and that for its size the range of activities outside lessons is appropriate. While the accommodation for physical education remains less than ideal, the school has successfully compensated for some of the drawbacks with additional outside provision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school's results are well above average

1. For five years 1997 to 2001, the end of school results for English, mathematics and science have improved at a rate faster than schools nationally.
2. English subject test results for eleven year olds and reading results for seven year olds over the last four years have been maintained at above average levels with very high attainment in 2001. The 2001 result puts the school in the top five percent of all schools and in the top five percent for similar schools and by prior attainment. In writing, standards by the age of seven have improved over the last four years and 2001 results were well above average. Very high standards are seen for reception age children. They attain well above the levels expected for entry into compulsory education in Year 1 and link well with the early stages of the National Curriculum.
3. Pupils' speaking and listening skills are very good. Pupils have a wide vocabulary and teachers develop this through good questioning and encouragement of extended answers. Most pupils throughout the school answer questions or offer comments during lessons and listen to the answers of others. This is all part of the excellent relationships and consideration for others that are seen throughout the school. Pupils feel confident about offering answers and questions.
4. Pupils enjoy reading and read very well. They are developing a critical appreciation of a range of books, and work in literacy lessons is developing these skills very well. Pupils have the skills to make the most of their reading and older pupils use these effectively for research in other areas of the curriculum. The school has a systematic and effective approach to pupils of all ages reading to an adult in school time. All pupils are heard read regularly. More support is given to those at earlier stages and to those who make slower progress. The adults make, and use very well, records of pupils' strengths and weaknesses in reading, such as the use of intonation for speech and for exclamation marks. This focus places a high value on reading and contributes to the very high results.
5. Pupils write for a wide range of purposes both within English and across the curriculum. Their skills and techniques are effectively developed through literacy lessons and they have regular opportunities to apply these in more extended pieces of work. These include letters, reports and parody. The school has made very good use of the national programme of additional support for the teaching of literacy (Early Literacy Support, Additional Literacy Support and Booster). This is improving pupils' attainment and progress.
6. The 2001 mathematics results for eleven year olds are high in comparison with all schools nationally and by prior attainment, and in the top five percent in comparison with similar schools. Attainment in the end of school results in mathematics dipped in 2000. The situation was effectively analysed and the remedial action taken contributed to the improved results the following year. Apart from this, recent performance in mathematics has been at a high level for both seven and eleven year old pupils. Children under five also attain high levels for their age. By the time they enter compulsory education in Year 1 many are already working on the early stages of the National Curriculum. Work throughout the school shows how these levels of performance are being maintained. Teachers' good knowledge of the National Numeracy Strategy enables them to successfully plan appropriately demanding work

for pupils. The additional support organised and funded by the school is made available to identified Year 2 and Year 6 pupils. It has a significant impact on the attainment and progress of those pupils involved. As with the support for literacy, the high quality of provision in these sessions and the enhancing relationships between pupils and adults is a significant factor in their success.

7. Attainment for eleven year olds in science has improved significantly from average in 2000 to well above average in comparison with all schools nationally for 2001. Performance in science is also well above average in comparison with similar schools and by prior attainment. Teacher assessments for seven year olds in 2001 show the school's performance was very high for pupils reaching or exceeding the national benchmark level 2. The school provides booster sessions for all Year 6 pupils in the summer term. These are very well regarded by the pupils. They are very effective in drawing together aspects of their work from earlier in the school and also give them a valuable overview of their knowledge, skills and understanding in the subject. This informs the process of targeting action in areas for improvement.
8. The detailed data for the 2001 results indicate possible issues. For seven year olds boys' writing results are very strong and above those for girls. Teacher assessments for physical science show lower attainment than for other aspects of the subject. These apparent anomalies have been investigated by the school as potential areas for action. In both cases it was concluded that they were the result of transient effects including the differences in the cohort and no further action was needed. The findings of the inspection team support this evaluation.

The leadership and management of the school are very good

9. The highly dedicated headteacher provides very good educational direction and vision for the school. All staff are encouraged to accept responsibilities, which they do willingly, knowing that support is available if required. This leads to high levels of teamwork throughout the school. They analyse test results and performance data well to evaluate strengths and weaknesses in teaching and learning. Teaching and learning are monitored regularly, and the information from this is used well to bring about improvements to the quality of teaching and standards of work. A clear programme of staff meetings is fully in place to provide a constant review of the school's provision. Performance management has been undertaken. Staff have been set targets which are based on the monitoring of their teaching.
10. The strength of the teamwork among all members of the school is a major factor in the standards that pupils achieve by the time they leave the school. Even though the number of staff is small, each teacher not only undertakes the co-ordination of several subjects or aspects, but also supports other colleagues in their co-ordination responsibilities.
11. The governing body is very well informed and has its finger on the pulse of the school. Governors have good systems for monitoring the work of the school and committees are very effective in their roles. Through their knowledge and drive, governors have worked with the headteacher to bring about improvement to the fabric of the school. The governing body ensures that it fulfils its statutory duties. The relationship between the headteacher and the governors is very good. Within the performance management programme, the headteacher has targets set by the governors. Governors have a very clear understanding of the strengths and areas for further development of the school. At the last inspection the management and efficiency of the school were judged to be good; leadership and management are now very good. The school has responded well to the previous inspection, and the key issues have

been addressed successfully. Frequent contact with the school is a notable feature of the of the governors' strategy. Long-term strategic planning is a strength of the school's leadership.

12. The team spirit between teachers and support staff is very good. The procedures for the induction of new staff are good. The governors, the headteacher and all the staff of the school share a high level of commitment to improvement, and the school's capacity to sustain its achievements and for further improvement is good.
13. The school makes very good use of its financial resources, grants and other funding. Educational priorities are supported through the school's very good financial planning. The headteacher and the governors ensure that financial administration systems are very good. The school ensures that specific grants are used for their designated purposes. It monitors the effectiveness of its spending well in all areas and governors are fully informed. The principles of best value are applied well to further the opportunities open to all pupils.
14. Monkton Church of England Primary School is a very effective school. Considering its context, the level of education that it provides, the standards that it achieves and the money that it spends, the school gives good value for money.

The quality of teaching and learning is very good

15. There have been significant improvements in the quality of teaching since the last inspection. No unsatisfactory teaching was seen. All the lessons observed were either good or very good.
16. Teaching in English and mathematics is very good and results in the consistently high standards seen in these subjects. The way teachers involve pupils during the oral part of the mathematics lesson generates great enthusiasm and pupils respond keenly with generally quick and accurate answers. In literacy, pupils are taught not only the basic skills, but also how they can apply these across a range of subjects. Teachers are skilful at asking the sort of questions during lesson introductions and in the plenary session at the end of the lesson that will give them a clear picture of pupils' levels of understanding. Teachers are careful to use accurate technical vocabulary and expect pupils to respond in the same terms. Teachers prepare their lessons thoroughly, and are skilful at identifying clear learning intentions. These are shared regularly with the pupils to give them an understanding of why they are learning these things. Lessons have a brisk pace, which maintains pupils' interest. A good feature of many lessons is where teachers organise pupils into ability groups, not only in English and mathematics, but other subjects. This is a successful way of providing well for pupils of all abilities.
17. The teachers work very effectively with the classroom assistants who are a very valuable resource for the school. The planning for the work they take on and support clearly sets out the learning and activity involved. There are good systems for recording observations and passing on evaluation comments. The work of the classroom assistants has a substantial impact on the attainment and progress of pupils both through work in the classroom and with separate groups, such as Early Literacy Support. The classroom assistants demonstrate high levels of skill to support pupils' learning and enhance their attitudes to themselves and to their learning.
18. The teachers know the national strategies for literacy and numeracy well and use them thoughtfully and purposefully to teach the skills of literacy and numeracy. They encourage pupils to judge the success of their own work, and that of others, and set

targets for improvement. They take full account of the targets set out in individual education plans for pupils with special educational needs.

19. The teachers and classroom assistants manage pupils well and insist on high standards of behaviour. They understand the importance of creating a purposeful working atmosphere and give explicit attention to it. There is mutual respect between adults and pupils and proper work habits are established and developed. This extends to non-academic aspects of the curriculum including personal development. For example in the class of older pupils protocols and strategies have been agreed and are used when the class tackles personal issues that require turn taking and a non-evaluative approach. The teachers stress the importance of self discipline and have expectations of mature behaviour appropriate to the age of pupils.
20. To ensure a good match between teaching and learning, pupils' progress is continually assessed. These assessments are made by teachers and classroom assistants. Teachers use a comprehensive and over-arching system of assessment data and pupil tracking to link pupil targets to school improvements. Targets are set that are realistic and challenging and progress towards them is regularly checked. Testing is used regularly to check on how accurate these assessments are, and the results of these tests are added to the information used for tracking pupils' progress. The system is also used to identify and monitor the performance of groups of pupils including boys and girls and higher ability pupils.
21. Decisions about the progress of individual pupils are not based only on the results of tests and assessments. The information gathered through the continuous assessment of pupils' progress by class teachers and classroom assistants is also taken into consideration. The established teachers and classroom assistants know the children very well. This has been achieved through sharing life at school together based on excellent relationships and through the way they look for gains in learning, gaps in knowledge and areas of misunderstanding in their day-to-day work with pupils. The work with younger children on the assessment of their well-being and involvement was of high quality. It has become a key part of the successful management of the children's early learning experiences that underpin later development. The school is already looking ahead to consider adjustments in the assessment, recording and reporting system, especially for when national baseline assessment is introduced.

The climate for learning is very good

22. The pupils' enthusiasm for school and their interest and involvement in activities are excellent. In recent years pupils have been successful in a range of activities beyond the National Curriculum. These have included art and design (national Christmas card design winner), poetry writing (Pfizer Poetry Book), design and technology (Bridge Project), and drama (Alice and the Sound of Music).
23. Pupils are encouraged to think and to express their thoughts and feelings from the time they first enter the school. They develop confidence, initially because they can recognise they can try things in the highly supportive atmosphere that surrounds them. Steadily this builds into self-confidence, which is combined with very good behaviour and self-discipline to produce highly motivated learners.
24. The very positive attitude of the pupils comes through in all aspects of their work in the school. There is a well-defined ethos of valuing all as individuals and this underpins all the work of the school. The adults in the school are highly effective role models for relationships and attitudes. The explicit provision for personal development through

timetabled lessons shows the pupils how non-academic matters are important and valued.

25. Pupils are valued as individuals in lessons by teachers and classroom assistants and at other times in their interactions with support staff. Their individual targets for academic and personal development focus appropriately on their next steps and confirm what they have achieved so far.
26. The expectations for good behaviour are the same from Reception to Year 6, and pupils rise to this. Behaviour is very good in lessons, around the school and at break times. Relationships between pupils are excellent. Teachers encourage this and build well on it through the group work in lessons. They mix well across the year groups and show sensitivity and support for each other. For instance, older pupils were seen to collect lunch boxes from younger pupils so they could go straight out to the playground apparatus at lunchtime. The inspection certainly confirms parents' views that pupils' behaviour and attitudes are very good.
27. In combination, these aspects are an important factor in the very good climate for learning in the school. In turn this contributes to high performance in academic results, to the very good personal development of the pupils and will help to sustain its achievements and to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The inspection team did not find specific matters – key issues – which the appropriate authority for the school should include in its post-inspection action plan.
29. The school development plan, or a summary of it, replaces the post-inspection action plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	8	0	0	0	0
Percentage	0	47	53	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	88
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 (100)	93 (100)	100 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (89)	100 (89)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (67)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	91 (67)	100 (58)	100 (92)
	National	72 (70)	74 (72)	82 (79)

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

Test and examination date is excluded from the report and parents' summaries if the year group is ten or fewer. This also

applies to year groups of boys and girls separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	74
Any other minority ethnic group	1

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)	3.4
Number of pupils per qualified teacher	26
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	73

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	221,997
Total expenditure	210,900
Expenditure per pupil	2,343
Balance brought forward from previous year	-1,685
Balance carried forward to next year	9,412

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	30

Percentage of responses in each category

One person counts as just over 3%

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	3	3	0
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	57	37	0	0	7
My child gets the right amount of work to do at home.	30	54	13	0	3
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	37	57	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	37	3	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	27	67	7	0	0
The school is well led and managed.	63	33	3	0	0
The school is helping my child become mature and responsible.	63	30	3	0	3
The school provides an interesting range of activities outside lessons.	10	40	33	10	7

Other issues raised by parents

- Need for a better hall and replacement of mobile classrooms.
- Lack of facilities for winter PE.
- Unsettling effect of supply teachers during the Spring Term 2002 before permanent appointment of full-time teacher for this term.