

# INSPECTION REPORT

## **SUTTON C OF E PRIMARY SCHOOL**

Ely, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110802

Headteacher: Gill Gilbert

Reporting inspector: Brian Aldridge  
17454

Dates of inspection: 14th to 15<sup>th</sup> January, 2002

Inspection number: 197658

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 to 11 years

Gender of pupils: Mixed

School address: The Brook  
Sutton  
Ely  
Cambridgeshire

Postcode: CB6 2QH

Telephone number: 01353 778351

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Appropriate authority: Cambridgeshire

Name of chair of governors: Mrs Alison Penn

Date of previous inspection: 22<sup>nd</sup> September, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Sutton CE Primary School educates four to eleven-year-old children drawn from a wide range of social backgrounds in the vicinity of the school and from further a field. With 265 pupils (122 boys and 143 girls), including 26 children in the reception class (the Foundation Stage), it is about average size for a primary school. There are four pupils of minority ethnic heritage and four pupils from Traveller backgrounds; four pupils speak English as their second language, three of whom are at the early stages of learning English. Of the 71 pupils on the school's register for special educational needs, six have statements. Both of these numbers are above average. The proportion of pupils eligible for free school meals is in line with the national average but is increasing. Until this year pupils entering the school in the reception showed average levels of attainment; however, this year attainment is below average particularly in communication and literacy skills. Pupils join the school in all year groups because of its local reputation for helping pupils with special educational needs. Five teachers joined the school in the last two years and there were two temporary teachers employed in the school at the time of the inspection.

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

This is a good school where children and pupils receive a good education and achieve well. The headteacher and governors show very good leadership and management. The quality of teaching is good. The school provides good value for money.

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

- As a result of good teaching pupils make good progress.
- The leadership and management of the headteacher, subject coordinators and governors are very good.
- The personal development of pupils is very good.

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

- The standards pupils achieve in science.

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

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

Since the school was last inspected in September 1997 it has maintained a good rate of improvement. At that time standards and the quality of education required some improvement. Pupils now achieve higher standards, the quality of education, including teaching and the curriculum, is now good and the good climate for learning has been maintained. Both leadership and management and the relationship between the school and parents have also improved. The key issues have been addressed effectively. Pupils now achieve good standards in mental mathematics, are good readers and develop good independent work habits. Assessment procedures are now very good and help teachers set targets for all pupils. Teachers plan very well and give pupils plenty of challenging activities. The learning conditions have been improved by the use of noise insulation.

## 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	D	B	B
Mathematics	B	C	B	B
Science	B	C	C	B

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

The school's results in the tests for eleven-year-olds have risen faster than the national trend and have improved since the last inspection in 1997. The current Year 6 has twice as many pupils with special educational needs as the national average and, as a consequence, standards are just above average in English and mathematics. Pupils learn the basic skills of reading, writing and number effectively and they use these skills and the skills of information and communication technology (ICT) well in other subjects. By the time they are eleven, they speak clearly and are confident when talking to children and adults. Handwriting and spelling are good and pupils use punctuation well. Standards are high enough in English and mathematics but in science standards are average and are not as high as they could be. The school has set itself very challenging targets for the current Year 6 and the school's high quality assessment information indicates that it will be very difficult to achieve these targets.

Test results for seven-year-olds in English have been consistently well below average and in mathematics they were below average last year. However, inspectors found standards in this year's Year 2 to be average. Teaching has improved and pupils now make good progress in English and mathematics in all stages of their education. Children learn well in the reception class and standards are just below the early learning goals.

Pupils with special educational needs, higher attaining pupils, those who learn English as an additional language and pupils from Traveller backgrounds make good progress. This is because teachers and learning support assistants work very well together and teachers plan different levels of work. There is no difference between the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils have positive attitudes towards school and to other people.
Behaviour, in and out of classrooms	Very good generally and excellent in assemblies.
Personal development and relationships	Very good as pupils learn to take good care of one another and grow to become active citizens of their school and community.
Attendance	Attendance is unsatisfactory, although the school tries very hard attendance remains below national levels.

Pupils make a significant and powerful impact on the running of the school. The School Council makes very important decisions, helping with the appointment of the headteacher for example, and this encourages pupils see themselves as valuable members of the school's community.

## TEACHING AND LEARNING

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

Teaching is good overall; a large majority of the lessons seen were taught well and some were taught very well. In two classes, one in Key Stage 1 and one in Year 6, teaching is satisfactory. However, because relationships between most teachers and pupils are good, pupils want to work hard and they learn effectively. Teachers plan the work for the term very well and plan different levels of work for pupils who learn at faster and slower rates. This helps pupils of all abilities, pupils with special educational needs, high attainers, pupils who learn English as a second language and pupils from Traveller backgrounds to learn effectively. Work is challenging and the most skilled teachers adapt the lessons to keep pupils thinking hard. This is connected to how well teachers monitor the progress of pupils in lessons and, when they are ready, move them on to the next stage of learning. Pupils are attentive and develop good working skills. They respond well to their teachers' questions and develop good independent learning skills. All pupils confidently use ICT in their work. Pupils with special educational needs and those identified as more able learn well due to the high expectations of teachers, the use of special resources and the work of learning support assistants. A key factor in successful teaching is the enthusiasm that teachers show in lessons. Pupils like the excitement generated by some of the teachers and this helps them develop curiosity and to work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good in all stages of the school and has improved since the last inspection.
Provision for pupils with special educational needs	Teachers now plan different levels of work for pupils who learn at different rates and teachers and learning support assistants work very well together.
Provision for pupils with English as an additional language	Good; pupils make good progress in English and in the other subjects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; pupils are encouraged to accept responsibility for each other and the wider community. The school council has a significant and positive effect on the climate for learning.
How well the school cares for its pupils	Good; assessment procedures are very good. Child protection procedures are good and the staff know pupils very well.

Pupils are keen participants in the very broad range of after-school activities. Parents have seen improvements in the school since the last inspection and they think the school is doing well. Communication with parents is very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader and manager and the subject coordinators support her very well.
How well the governors fulfil their responsibilities	The governing body carries out its duties very well.
The school's evaluation of its performance	The processes and systems that the school uses are very good.
The strategic use of resources	The school plans and manages its budget in an excellent manner.

The school applies the principles of best value well. The headteacher and governors have very clear aims for the school and take their work very seriously. The school's external and internal environment is very attractive and reflects the high aims the school has for each pupil.

## 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>• Children like coming to school and their behaviour is good.</li> <li>• Children receive the right amount of work, are expected to work hard and are helped to become mature.</li> <li>• Teaching is good, children make good progress and they feel well informed about their children's progress.</li> <li>• The school works closely with parents and they feel comfortable about approaching the school.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant issues raised by parents.</li> </ul>

The inspection team agree with parents' positive views about the school. In line with parents' responses the school is reviewing annual reports. The inspection team back this work to improve the balance between positive comments and setting targets so that parents see what their children need to do in order to improve.

## **PART B: COMMENTARY**

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

#### **As a result of good teaching pupils make good progress.**

1. According to both the last set of national test results for eleven-year-olds and the inspection observations, pupils leave the school attaining above average standards in English and mathematics. Inspectors observed lessons in all parts of the school and conducted a careful scrutiny of pupils' work both of which indicated that, as a result of good teaching, pupils make good progress throughout the school. Of the lessons observed, teaching was at least good in three-quarters with some very good and excellent examples; the others were satisfactory. Pupils make good or better progress in three lessons out of four.
2. The improvement of teaching and learning since the last inspection is especially praiseworthy because the proportion of pupils who have special educational needs, particularly those with statements, has risen sharply. The proportion of pupils who have special educational needs is now above the national average as is the proportion who have been assessed as requiring a statement of special educational needs. The proportion of pupils who have special educational needs in the current Year 6 is twice the national average.
3. Using the national strategies for literacy and numeracy teachers make sure that pupils learn the basic skills of reading, writing and number. Teachers are very capable in this area of their work. Inspectors observed many examples of pupils improving their skills in these important areas. Teachers take good care to ensure pupils know the sounds that letters have and how they combine to make words. This is clearly shown in pupils' reading. Even from the youngest age pupils are encouraged to sound words and build their words correctly. In a good lesson in the reception class a very good session on word sounds using picture cards introduced the communication and literacy session. The young children in this class were excited and enthusiastic and recognised a range of sounds shown on the picture cards. In their individual and group reading, teachers keep track of how well pupils are doing and every opportunity is taken to practise these sounds. This results in above average standards of reading and good library and research skills in older pupils. The same sort of painstaking efforts are seen in numeracy lessons where teachers give pupils a range of methods to help them solve problems. Pupils use their skills and strategies well and teachers regularly ask pupils to explain their methods. For example, in a very good mathematics lesson in Year 3/4 the teacher asked what is  $90+90$ ? When pupils replied 180 they were asked to say how they knew and they explained that  $100+100=200$  and that 90 was 10 short of 100; therefore,  $200-20=180$ .
4. Pupils listen well to each other and their teachers and support workers. Some teachers provide very good models for pupils when speaking. They make sure they say their words clearly and at times stop pupils to repeat words they have mispronounced or to encourage them to reorder their words so that their sentences make sense. In a mathematics lesson in a Year 1/2 class, the teacher skilfully helped pupils to use the correct word order as they compared numbers. This was an excellent lesson with plenty of challenging work for all pupils. The lesson had a pace to it which made pupils enthusiastic to do well and kept them working hard. In this lesson, as in others seen, the teacher and learning support assistant worked very well together to help pupils learn more effectively. For example, at the end of the lesson pupils were asked to show with their thumbs how well they thought they had done. Nearly all of the pupils held up their

thumbs to show they thought they had mastered comparing and ordering numbers. One pupil held his thumb horizontally to show that he wasn't sure how well he had done and that he did not understand how to select a number to place between a small and a large number. As the teacher told the pupil not to worry, the learning support assistant found the child's work and quietly handed it to the teacher who quickly ran through the exercise. When the other pupils were preparing for playtime the teacher with great tact showed the pupil how well he had done and raised his confidence. All smiles, the pupil left the classroom with his classmates.

5. Pupils' progress is good because teachers plan very well, making sure that pupils receive a good balance of work, whatever their learning capabilities. For example, in the top numeracy set in Year 6, the class teacher took great pains to use the targets set out in pupils' special educational needs plans. The teacher responded very well to pupils' needs as the lesson went on and ensured that all pupils, however quickly they learned, made good progress. Teachers plan how to use learning support assistants very well. It was not unusual for teachers to plan two starters to lessons so that all pupils could be very involved in 'warming up' their thinking skills in literacy or numeracy. This helps pupils who learn at different rates to make as much progress as they can because the teachers and support assistants tailor their questions to what the smaller groups of pupils need to learn next.
6. Teachers plan lessons very well. Ensuring that there is work suited to pupils' needs and interests helps pupils to be keen, to show a sense of curiosity and to work hard. In the great majority of the lessons seen pupils produced a good amount of work. The analysis of work carried out during the inspection showed that there are some variations in the amount and quality of pupils' work. This is linked to the expectations of pupils and is also shown on the quality of marking. For example, in the Year 1/2 classes, marking in one class is exemplary, good in one and just satisfactory in another. In the class where marking is of a very high standard, pupils are given very clear instructions about how to improve their work, a very good understanding of what they have done well and there are also notes added as a reminder to the teacher about how the pupil achieved the objective of the lesson. In some books where marking is just satisfactory, most work is marked with a tick and very little help is given to pupils about the next stage of their work. The headteacher and governors are aware of the variations; this aspect of the school's work is an important part of its plan to develop teaching and learning.
7. A further key element of the successful teaching is the very strong relationships pupils form with their teachers. Where this is highly successful, pupils work very hard, concentrate for extended periods of time and mirror their teachers' enthusiasm. This was clearly shown in a range of subjects; in information and communication technology, science, English and mathematics lessons inspectors observed teachers carrying pupils with them. Brisk and well-delivered introductions contain plenty of information, new and previously covered. They ensure that pupils have to think hard and, when working, share their ideas with their partners or group members. This helps pupils learn more productively. They see learning as a social experience, helping them develop as caring individuals as they support one another.

**The leadership and management of the headteacher, subject coordinators and governors are very good.**

8. The headteacher is a very good leader. She identifies accurately the strengths of the school and those aspects of the school's work which need to be improved. She does this by making regular checks on the quality of teaching, seeing where improvements

need to be made and supporting teachers to ensure that they maintain high expectations. She has given the school stability during a period of high staff turnover over the past two years. Her steadying influence and her calm and reassuring manner help to maintain the high quality working atmosphere of the school. She brings to her work a clarity of purpose and intellectual rigour that keeps the school on track. Her work rate, style and effective systems support subject managers in their own work.

9. The coordinators for literacy and numeracy have been in post for less than a year. Their work, and that of the coordinator for information and communication technology (ICT), is of very good quality. These managers know exactly what they want to achieve in their subjects and how they will achieve it. They keep very good quality records which track the progress pupils make and enable the coordinators for literacy and numeracy to have a very accurate picture of attainment in each year group. The school uses this information to set accurate targets for groups of pupils and to compare the school's performance with that of other schools. The very good quality assessment procedures ensure that learning is constantly reviewed and that improvements that need to be made are acted upon. Coordinators look carefully at teachers' planning and trace the improvements. They discuss with the headteacher any changes that need to be made and then check to see if there have been improvements. The coordinator for ICT has helped oversee the introduction of a new ICT suite and continues to work hard to ensure its success.
10. The school's finances are managed very well and the governors, headteacher and subject co-ordinators plan budgets based on accurate information and the priorities that they have identified in their evaluations. Co-ordinators have a responsibility to bid for funding based on needs analyses. For example, they use assessment information to ensure that they equip the school to cater for pupils' needs that come to light during reviews of pupils' progress. They plan their monitoring visits in conjunction with the headteacher and ensure that their findings are communicated effectively.
11. The work of the governors is very good. They oversee the school's work in a thorough and sensitive manner. They are ambitious for the school and its pupils and are keen to see the school as a thriving part of the local community. They have gained information about the effectiveness of the school from a range of sources which include their own monitoring visits, looking at pupils' performance and comparing results, and regular high quality reports from the headteacher and subject co-ordinators. In their discussions they provide very good support for the headteacher and staff but question proposals and decisions so that at all times they keep the work of the school under review and offer helpful suggestions. They understand the complexity of the school's work and work hard to involve parents and pupils in decision making. The governing body is in the process of appointing a deputy headteacher. They have a very good level of knowledge about the skills and attributes they would like to see candidates possess and a very clear view of the school's requirements. They have a very active and effective role in the school's development. While they act as advocates for the pupils and the school they keep an alert and watchful guard to ensure that the school is working as effectively and efficiently as possible.

**The personal development of pupils is very good.**

12. Pupils behave very well in their day-to-day work in the school and their behaviour is excellent in assemblies. They develop very sensible and sensitive relationships with each other and their teachers, which enable them to work well together and to take responsibility for their own work. Inspectors saw many examples of pupils helping one another and setting up and clearing their workspaces and resources. From the earliest

days in school children and pupils are shown how to store and look after their equipment. They develop a very good understanding about how to help one another and how to be polite and courteous, for example, during discussions. However, teachers are also very skilled at encouraging pupils to behave and apply themselves. During assemblies and in discussions, teachers ask pupils if they can answer a question and if they know; 'Could you please fold your arms to show me'. This, not only ensures the teacher has very clear signals about who thinks they can answer but also encourages pupils to behave well and listen carefully when answers are being given. Assemblies are used to encourage pupils to think about the deeper meanings behind everyday aspects of life. They are taught to distinguish between right and wrong and make their own choices about how they should behave. Inspectors saw no incidents of teasing and saw many examples of pupils going out of their way to be helpful and to include other pupils in their games or work.

13. In this school pupils want to work hard and try as many activities as they can. Many pupils have very positive attitudes to their work and teachers use this positive thinking to good advantage. They require pupils to work hard, to look upon new opportunities as being exciting and challenging and to realise that learning is never ending. They take advantage of the many after-school activities that teachers run for them, showing great enthusiasm.
14. Pupils develop a sense of responsibility for each other and for their school. The governors, headteacher and staff see the school council as being very important to the life of the school. Pupils participated in the appointment of the headteacher, asking difficult questions, and their views and opinions were noted by the governing body and acted upon. Because pupils see that their opinions matter, they form very clear points of view about the school and their position as pupils. For example, during discussions pupils gave well-argued and reasoned judgements about the school's facilities and what should be done to improve the present picture. This helps pupils see themselves as active and valued members of their school and community whose opinions are highly valued and in turn ensures that they take on responsibilities within their school and for the wider village community.

## **WHAT COULD BE IMPROVED**

### **The standards pupils achieve in science.**

15. In most areas of work, inspectors saw pupils achieving well although in science pupils make only satisfactory progress. In this subject there are not enough opportunities for pupils to learn how to investigate and set up their own experiments. Pupils cover the curriculum each year and in the lessons seen completed their tasks as diligently as in other subjects. But the lack of opportunities to plan experiments and choose how to carry out an investigation means that, for example, few of them could talk in any depth about controlling aspects of tests.
16. This was illustrated in science lessons in Years 1/2 and Year 6 and in discussions with pupils. In one lesson in Year 6 pupils set up a test to find the best conditions for growing mould on cheese. Too often the teacher over praised pupils for finding places to store the cheese without concentrating on how the tests would be fair. Bags were opened, allowing any air-borne microbes to enter the bag. Bags were moved around the room, again altering the variables and pupils could not identify the elements needed when writing up their tests. In this lesson not enough was expected of pupils, particularly high

attainers. In Year 1/2 the lesson concentrated on the language aspects of describing the properties of materials and did not concentrate sufficiently on the scientific process.

17. Progress in the subject is being hampered by the lack of clear leadership. At the moment the role of science co-ordinator is being shared on an interim basis while the headteacher and governors seek to add fresh impetus to the subject by making an appointment in the near future.
18. The quality of the lessons and of the discussions, during which pupils found it difficult to talk with any assurance about testing and investigating, are reflected in the test results for eleven-year-olds. These are average and below those for English and mathematics. A lower proportion of pupils also attain the higher level 5 in science than in the other two subjects.

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

18. In order to improve standards and the quality of the school's work, the governors, headteacher and staff should:
  - \*Raise attainment in science.
    - Improve the range and quality of practical learning opportunities in science by ensuring that;
      - teachers plan science lessons which concentrate on investigation and experimentation;
      - pupils have opportunities to design and conduct their own tests and investigations;
    - Follow the school's plan to appoint a science co-ordinator at the earliest opportunity. (Paragraphs 15-18)

\* The school is aware of this issue and has begun to address the issue identified by the inspection team.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	12	5	0	0	0
Percentage	5%	11%	58%	26%	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### 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)		265
Number of full-time pupils known to be eligible for free school meals		53

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		71

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	5.8
National comparative data	5.6

School data	0.7
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
	2001	15	22	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	20	18	21
	Total	31	29	34
Percentage of pupils at NC level 2 or above	School	84 (66)	78 (79)	92 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	8
	Girls	19	21	15
	Total	30	34	23
Percentage of pupils at NC level 2 or above	School	81 (71)	92 (71)	62 (74)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	17	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	23
	Girls	14	13	16
	Total	30	30	39
Percentage of pupils at NC level 4 or above	School	75 (68)	75 (68)	98 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	20
	Girls	15	14	17
	Total	30	30	37
Percentage of pupils at NC level 4 or above	School	75 (52)	75 (72)	93 (76)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	
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)	11
Number of pupils per qualified teacher	22.7:1
Average class size	26.5

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

Total number of education support staff	12
Total aggregate hours worked per week	193

*FTE means full-time equivalent.*

### **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	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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

### **Financial information**

Financial year	2000-2001
	£
Total income	495,555
Total expenditure	498,476
Expenditure per pupil	1,876
Balance brought forward from previous year	23,933
Balance carried forward to next year	21,012

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	4	0	0
My child is making good progress in school.	48	48	3	1	0
Behaviour in the school is good.	25	70	5	0	0
My child gets the right amount of work to do at home.	26	52	16	3	3
The teaching is good.	49	49	0	0	1
I am kept well informed about how my child is getting on.	48	42	5	3	1
I would feel comfortable about approaching the school with questions or a problem.	79	18	1	1	0
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	55	38	4	3	0
The school is well led and managed.	68	30	0	0	1
The school is helping my child become mature and responsible.	53	40	5	0	1
The school provides an interesting range of activities outside lessons.	45	38	11	0	5