

# INSPECTION REPORT

## **SHUSTOKE CE PRIMARY SCHOOL**

Shustoke, Coleshill

LEA area: Warwickshire

Unique reference number: 125684

Headteacher: Mrs J Page

Reporting inspector: Mrs R Spencer  
2766

Dates of inspection: 28<sup>th</sup> and 29<sup>th</sup> January 2002

Inspection number: 197986

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## 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:	Forge Road Shustoke Nr Coleshill Warwickshire
Postcode:	B46 2AU
Telephone number:	01675 481319
Fax number:	01675 481029
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Mason
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2766]	Rashida Spencer	Registered inspector
14178	Patricia Willman	Lay inspector
17454	Brian Aldridge	Team inspector

The inspection contractor was:

SES  
32 Whitaker Lane  
Derby  
DE23 6AP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Shustoke Primary is a village school located near Coleshill, Warwickshire. Of the 187 pupils on roll (109 boys and 78 girls), over a half travel to school by bus. Pupils are drawn from a wide range of backgrounds but both the proportion of pupils with special educational need (80) and with statements (5) is well above the average. However, socio-economic indicators are favourable; only two pupils are eligible for free school meals. Two pupils speak English as an additional language and both are fluent English speakers. Attainment on entry is broadly average. There is significant mobility, particularly at Key Stage 2. The number on roll is rising and class sizes in Key Stage 2 are big even though the school accommodation has been extended. A new Year 6 classroom and an information and communication technology suite have been built since the last inspection. It is a popular rural school recognised by the local education authority as a centre of excellence.

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

This is an exciting, lively school that very effectively promotes positive attitudes to learning and behaviour. Pupils achieve high standards because teaching is of high quality. Leadership and management are exemplary. Parents and the community value the school's work highly. Very good value for money is provided.

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

- At age eleven, pupils achieve high standards in English and science because of high quality teaching.
- Leadership and management are outstanding.
- The curriculum is well designed and provides pupils with an excellent and enjoyable range of learning opportunities.

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

- Standards in mathematics at the end of Key Stage 1.

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

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

The school was last inspected in October 1997 and was judged to be effective. Improvement has been very good and the school's high standards in national tests have been maintained. The last inspection's key issues have been addressed successfully. Accommodation has been extended and is now very good, particularly for information and communication technology. Approaches to teaching have been continuously developed and the proportion of very good and excellent teaching has doubled since the last inspection. The curriculum plans have improved significantly; they are now of high quality and make a positive impact on pupils' learning. Partnership with parents has improved and is now excellent. The pace and expectation of learning at the end of Key Stage 1 have improved but can be accentuated further.

## 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	A	A	A
mathematics	A	A	B	C
science	A*	A	A	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
well below average	E

The school consistently achieves standards in the national tests for eleven-year-olds in English and science that are well above average and above average in mathematics. The standards of the current Year 6 are in line with these results. Lesson observations and scrutiny of pupils' work show that a significant number of pupils are working towards Level 5. The test results for seven-year-olds and inspection observations indicate that standards in writing are well above average, in reading they are average and in mathematics they are below average. Standards in mathematics in Year 2 are not as high as they should be and have not improved over time. The weaknesses in mathematics are due to lower expectations in matching pupils' work to the wide range of abilities represented in the year group. The school sets and achieves appropriate targets for performance in national tests in the core subjects. Pupils in the reception year make very good progress in language, mathematics and the science elements of knowledge and understanding of the world. They are taught very well and by the end of the reception year should exceed the expected standards in all areas of learning. From Year R to Year 6 pupils who are high attainers and pupils with special educational needs achieve very well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils love the school and are excited about learning. They work hard, maintain a good level of concentration and take pride in their work.
Behaviour, in and out of classrooms	Very good. Behaviour at lunchtime, playtime and assembly is exemplary.
Personal development and relationships	Excellent. Pupils are developing as highly responsible and mature citizens of their school community.
Attendance	Very good.

Pupils strive to do well. They show respect for each other's work. Not being able to come to school is seen as a punishment.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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 teaching observed during the inspection was very good or sometimes excellent in just over half of lessons. Reading, writing and handwriting are taught very well and these skills help pupils to achieve high standards. The teaching of mental mathematics, at the beginning of numeracy lessons, is increasing the pupils' recall and accuracy throughout the school. Most lessons are well structured and paced, and basic skills in handwriting and presentation are exceptionally well taught. A particular strength in the teaching is the success teachers have in helping pupils to use their literacy and numeracy skills in all other subjects. In most classes the work is expertly matched to the wide range of pupils' needs. Analytical assessment and regular marking further support and extend pupils' learning. Effective teaching is characterised by high expectations throughout the lesson and a brisk pace when teaching the whole class. Questioning of high quality and teacher intervention to support pupils are both judged astutely. Consequently, the challenge offered to above average pupils and pupils with special educational needs is high and both groups of pupils make very good progress. Overall, pupils' learning is very good. It is at its best in the youngest and the oldest two classes. In some years, particularly 2 and 3, the pace of learning, though never unsatisfactory, slows sometimes during mathematics lessons and some writing activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Cross-curricular planning is a strength. Key features are that planning is based on exceptionally good knowledge and understanding of subject requirements, and of how basic skills in literacy and numeracy can enhance the pupils' knowledge and understanding of each subject.
Provision for pupils with special educational needs	Very good. Individual education plans are tightly structured with clear challenging targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Art, music and science all prompt awe and wonder; teaching enhances and uplifts pupils' spiritual awareness. Pupils are taught the knowledge and understanding necessary to live in a culturally diverse society. They are encouraged to develop a clear sense of right and wrong and consequently they become responsible members of the school community.
How well the school cares for its pupils	Very good. The well being of pupils is accorded the highest priority. School staff know the strengths and weaknesses of each pupil based on very thorough assessment and knowledge of prior learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher offers outstanding leadership and is clear about what needs to be done next. School developments are appropriately focused on raising standards.
How well the governors fulfil their responsibilities	Excellent. The governors' work is exemplary. Their approach to monitoring, their understanding of the school's strengths and weaknesses and their involvement in putting the school at the heart of the local community are models of good practice.
The school's evaluation of its performance	Excellent. The practices of analysing pupils' performance, setting targets for each staff member as part of their performance management, monitoring the quality of teaching and reporting to the staff in a supportive and constructive way have been recognised as exemplary. The school has been correctly identified as a centre of excellence.
The strategic use of resources	Excellent. There are very effective systems for developing resources and tailoring finances to meet the school's aim of raising standards.

The school's external and internal environment is very attractive and reflects the high aims the school has for each pupil. The headteacher and governors apply the principles of best value exceptionally well.

## 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>• All parents think that the headteacher provides excellent leadership.</li> <li>• Pupils love the school and attend enthusiastically</li> <li>• Teaching is very good and children are expected to work hard.</li> <li>• Behaviour is very good and children are helped to become responsible.</li> <li>• Communication is very good.</li> <li>• Homework set is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• School could offer more competitive games.</li> </ul>

The inspection team endorses parents' positive views. The school provides a good range of physical activities.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **At age eleven, pupils achieve very high standards in English and science because of very high quality teaching**

1. Compared to all school and to schools with similar intakes, last year's National Curriculum test results for eleven-year-olds were well above the average in English and science. Taking the three years 1999-2001 together, results show that standards remain consistently high in English and science. The proportion of pupils achieving the higher Level 5 in these two subjects makes a significant contribution to the very high standards.
2. The quality of teaching is very good overall. Excellent teaching was observed in the early years and in the top junior classes. High quality teaching explains why all pupils, including the high attainers and pupils with special educational needs, make very good progress overall. There are a number of key elements of the teaching that help explain why such high quality learning is evident in so many classes. Teachers:
  - have high expectations;
  - possess secure subject knowledge;
  - intelligently plan a very good range of challenging learning opportunities, and
  - bring a sense of excitement to their work.
3. The teaching of literacy is well focused. Speaking, listening, reading, writing and handwriting are taught with great thoroughness. Pupils articulate words clearly, speak confidently and share their opinions and ideas willingly. Pupils have highly developed reading skills by the end of Year 6. They are confident and mature, appreciating the author's humour and skills in depicting characters and events. All read with very good expression, and with good understanding of punctuation and how writing is structured. They involve the listener fully and communicate their enjoyment expertly. Pupils offer thoughtful explanations as to why they prefer certain books and styles of fiction. They enjoy both reading and writing poetry, and talk knowledgeably about authors and poets. Higher attaining pupils can select specific paragraphs and sentences to illustrate their preferences. They understand how to use books and other sources, such as historical documents and the Internet, for research purposes. Throughout the juniors pupils learn well how to plan their writing. They are capable of writing in a wide range of forms and accurately select the most appropriate. These include poetry, narrative prose and historical accounts, and records of scientific experiments and observations. Examples of very good writing were seen in Year 5 work on Shakespeare's *Midsummer Night's Dream*. It showed they understood how Shakespeare uses meaning to convey a powerful message. Their understanding of his humour and verses, such as *'Our beautiful queen is enamoured of a hairy beast'*, or Bottom saying to Titania, *'Thy ears so cute, are as sweet as my heart'*, illustrate how well their skills have been developed. Pupils are successfully taught to give explanations for their opinions and to interpret the meaning of text. Examples of interesting comments on the personality of characters are found in many books. For example, pupils gave their opinion of a character called Maxwell – *'Maxwell is big headed and bossy. He tells us he speaks in a 'commanding tone'. He never listens to people wiser than him and he is arrogant'*.
4. Most pupils have mastered technical skills, such as handwriting, spelling and grammar. Their work is beautifully presented in all subjects and, even in draft form, pupils take very good care to ensure that work is neat and improvements made are clearly delineated. Drawings and diagrams

in mathematics, science and design and technology are meticulously executed and labelled correctly.

5. Expert and effective teaching makes a very strong impact on the pupils' learning and the progress they make. Pupils' learning is greatly assisted by the high expectations teachers have for all pupils including high attainers and pupils with special educational needs. Teachers' marking is a strength. All work, including homework, is carefully marked. Each week teachers agree in advance what particular aspect of learning needs a critical focus. This is explained to the children so that they are also aware of it. The pace of lessons is brisk; the structure of the lesson is carefully tailored to deliver the content of the subject and literacy strategy expectations are implemented appropriately. Plenaries at the end of the lesson are used very well, especially when teacher and pupils discuss what has been learnt.
6. This was exemplified in an excellent English lesson in Year 6 on journalism. This lesson demonstrated the exceptional skills of the teacher who unfolded step-by-step how journalists use language and layout to attract the attention of the reader. Her challenging questions about the differences between tabloids and broadsheets led to a lively discussion and improved the pupils' understanding of how information can be presented in different ways. The teacher challenged the pupils further by asking them to explain why the headline 'Oarsome' was used to describe a lone yachtswoman and her journey. She was able to explain why and when writers used puns. Teaching specific language conventions in context rather than in isolated exercises enables pupils to make important links. Pupils were challenged to identify how many facts are hidden in five headline words and, when they offered an explanation of words such as 'exalted' as 'happy' these suggestions were rejected because they did not convey exact meanings. Not a single pupil's attention was diverted for 65 minutes. They debated and laughed, and they were competitive and enthusiastic.
7. Progress in scientific knowledge, understanding and investigation is very good throughout the school. Science is taught expertly as part of the cross-curricular approach. The school promotes very effectively the teaching of science through first hand investigations. This was well demonstrated in a science lesson with younger pupils when the teacher asked them to look carefully at two parcels of different size. Pupils were asked to estimate the weight and suggest what might be in them. There was great excitement when the very large parcel, containing a huge wasp's nest, was found to be lighter than the smaller one. Pupils learnt that mass is not related to size. Amazement followed as pupils overcame their initial reluctance to hold the nest and examined it very closely with magnifying glasses. Very cleverly the teacher drew out similarities and differences between how wasps make their nest by using plant material and how wet sand is used to make a flower pot and how both form a clear, strong construction.
8. High standards in science are partly attributable to the skilful integration of subjects and the widespread use of first hand experience linked to problem solving. These qualities are exemplified in the school's use of its wildlife area which contributes to pupils' good understanding of life processes and living things. Pupils in the Year 3 class studied birds, their diet and their habitat. They made bird seed cakes and hung them outside. They observed which birds were attracted and recorded their findings. The following day, in their literacy lesson, they recorded their observations again but this time using the past tense. They discussed in their PSHE lesson the value and importance of environmental conservation.

### **Leadership and management are outstanding**

9. The headteacher offers outstanding leadership and is clear about what needs to be done next. She is also an excellent teacher. This exceptionally talented headteacher understands how pupils learn, how assessment helps to improve planning and how to evaluate the impact of teaching on learning and standards. The headteacher has a clear vision for the continuous professional development of teachers. Teachers have good opportunities to develop and refresh their skills, including time away from full-time teaching. The headteacher monitors the teaching, provides written feedback, which is constructive, team-teaches and sets individual performance targets linked to the overall targets set for the school. The individual needs of teachers and the corporate needs of the school are clearly identified, balanced and met well. Teachers speak enthusiastically of how well they are supported. This school provides a model of good practice for performance management and appraisal and the school is recognised by the local education authority as a centre of excellence in this regard.
10. The headteacher scrutinises pupils' work systematically. She analyses assessment diagnostically, ably supported in this area by the deputy headteacher. Her knowledge of each teacher's strengths and weaknesses, and her own understanding of how the curriculum can be planned as a result of her analysis, enables her to meet her high standards and expectations. She knows how to teach exceptionally well and knows how pupils can learn and can take risks. All these elements explain why this school provides an excellent education for pupils.
11. The work of the governors is exemplary. They are fully involved in the school's development planning, have an accurate knowledge and understanding of its strengths and weaknesses and act as challenging, critical friends. Their own processes of monitoring particular subjects and aspects are well mapped and closely followed. The headteacher keeps the governing body well informed and helps it to further develop and enhance its skills in monitoring and evaluation.

**The curriculum is well designed and provides pupils with an excellent and enjoyable range of learning opportunities**

12. The school's medium-term plans now show skilful and methodical planning that integrates the teaching of skills and the teaching of knowledge and understanding from different foundation subjects into a series of linked lessons. Plans are designed, in particular, to apply to other subjects and consolidate pupils' literacy, numeracy and information and communication technology (ICT) skills. Topics, which include contributions from a range of foundation subjects, are allocated substantial blocks of time, which enables a range of different investigations to be started and completed. In the reception class, the planning shows a careful balance between teaching children the basic skills of speaking, listening, reading, writing and number and experiences which help them learn about the wider world and different cultures, as well as develop their creative and physical skills. For example, in one lesson children thought about the forthcoming Chinese New Year celebrations. In a varied and dynamic lesson all the children practised their counting skills, talked about what they had learnt about the Chinese New Year, solved the problems that arose during their work and listened well to each other as they discussed how to solve a problem of posting an A4 envelope. They wrote a letter and addressed an envelope with names that were recognisable in text with well-formed letters and numbers. The 'Post Office workers' stamped and posted the letter but the A4 envelope would not fit through the slot! After some discussion, which was very well led in a subtle and discreet fashion by the teacher, the children folded the envelope and popped it into the box.
13. Pupils are encouraged from an early age to make choices and to explain them. Therefore, some groups talked about the type of paste they selected and used to stick newspapers onto their large-scale model of a dragon's head, complete with bulging eyes and horns. Another child

loaded a painting program onto the computer and drew a finer breathing dragon with skill and dexterity. Some made cards to celebrate the Chinese New Year. When asked if it mattered that cards were made back to front, the reply was; *'That's how Chinese make their books'*. Children made very good progress in this lesson; they increased their independence and learnt new information, they tasted new food and they were involved. Their behaviour was excellent. Their attitude to learning was positive because it was based on enjoyment and fun.

14. Because pupils can see links between subjects learning is usually very effective. Teachers are able to help pupils make these links because they plan meticulously, have very secure subject knowledge and understand how pupils learning can be facilitated. Pupils, in turn, remember and recall facts quickly and accurately because both teaching and learning are done in a context. They then begin to apply their learning and skills in different contexts themselves. Again, this was well exemplified in a Year 4 ICT lesson. Pupils used computers to explore respiration systems and answered complex questions on how lungs work. Their work was researched well. They used their skimming and scanning skills to locate information from an Internet site. They answered questions by using correct scientific vocabulary, such as oxygen, carbon dioxide and alveoli. Their subject knowledge is well above average and they work well together. They learn how the blood transfers oxygen from the lungs to all parts of the body. In each theme pupils learn to make connections. Hence, when pupils are learning about rivers in geography, they also conduct scientific investigations into how minerals dissolve in water and the effect of evaporation and condensation.
15. In Year 5, pupils employed their research skills by using reference books to look for Tudor motifs before planning their designs, which were to be realised in marzipan. As in all classes, pupils work diligently and set up their design with a straightforward simplicity, which could be easily transferred to the almond paste. In another lesson in the same year group, pupils composed tunes for verses from *A Midsummer Night's Dream*. Pupils worked extremely well, focused on the task of using chords and repeated patterns of notes, and musical notation to record their compositions.
16. The quality of art and design and music is very high and pupils reach very high standards. Artwork is displayed throughout the school to a very high standard. Pencil drawings of habitats found in a pond, as part of the science lesson, are accurately and beautifully drawn. Singing in assemblies is delightful and uplifting. Pupils enjoy singing and often the choir acts as a counterpoint for the hymns. In a sensitive and imaginative arrangement of the Lord's Prayer, the choir sang as other people listened with reverence. The curriculum is planned so carefully that not a single opportunity is lost to enhance pupils' learning.

## **WHAT COULD BE IMPROVED?**

### **Standards in mathematics at the end of Key Stage 1**

17. Both inspection evidence and the results of last year's national tests for seven-year-olds indicate that standards in mathematics, at the end of Key Stage 1, are below average. They are well below those of school's with a similar intake and have not improved over time. Progress at the end of Key Stage 1 is satisfactory rather than good, because the pace of lessons is slow and a little ponderous. Explanations take too much time and at times the mathematical point is missed. For example, 'near doubling' was illustrated by the number statement  $4+5=9$  rather than  $4+4=8$  and  $8+1=9$ , thus building on pupils' knowledge of doubles. Expectations are not sufficiently high. Scrutiny of pupils' work in Year 1 shows work which covers a wide range of topics; pupils attempting to add and subtract in two-digit figures, simple problem-solving using time and money,

and recognising fractions, such as whole, half and quarter. The quality and quantity is good. Pupils make good progress, however, there is little evidence to suggest that pupils' learning is consistently built on their prior knowledge and understanding. The planning for lessons was not always as well matched as it should have been to the wide range of ability represented in the class and pupils who learn faster than others had the task of colouring shapes when they could have been asked to work faster at more challenging work. The three parts of the lesson identified in the national numeracy strategy are not always well differentiated and the plenary session does not identify what has been learned and consolidate learning effectively.

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

18. The headteacher, governors and staff should:

(1) **Raise standards in mathematics at the end of Key Stage 1 by:**

- providing more inspiring lessons which increase the pace of learning;
- improving the quality and focus of daily lesson plans;
- implementing the numeracy strategy fully.

## 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	18

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	3	4	0	0	15
Percentage	13	40	20	27	0	0	100

*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**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	187
Number of full-time pupils known to be eligible for free school meals	2

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	80

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	1

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

#### **Authorised absence**

%
---

#### **Unauthorised absence**

%
---

School data	4.7
National comparative data	5.6

School data	0.0
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
	2001	17	9	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	8	9	8
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	92 (84)	96 (84)	92 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	8	8	8
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	88 (84)	92 (80)	92 (96)
	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	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	15	11	15
	Total	29	26	31
Percentage of pupils at NC level 4 or above	School	94 (96)	84 (93)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	13	11	15
	Total	26	25	30
Percentage of pupils at NC level 4 or above	School	84 (86)	81 (93)	97 (89)
	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	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	160
Any other minority ethnic group	

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

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

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

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

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

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	22.8
Average class size	26.7

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

Total number of education support staff	8
Total aggregate hours worked per week	149

*FTE means full-time equivalent.*

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

Number of teachers who left the school during the last two years	4.1
Number of teachers appointed to the school during the last two years	5.6
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.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	424,303
Total expenditure	404,474
Expenditure per pupil	2,141
Balance brought forward from previous year	15,513
Balance carried forward to next year	35,342

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

### **Questionnaire return rate**

Number of questionnaires sent out	187
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	31	0	0	1
My child is making good progress in school.	59	38	0	0	3
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	42	41	8	6	3
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	55	34	11	0	0
I would feel comfortable approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	59	40	1	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	77	23	0	0	0
The school provides an interesting range of activities outside lessons.	55	36	5	4	0