

# INSPECTION REPORT

## **TITCHMARSH C E PRIMARY SCHOOL**

Titchmarsh

LEA area: Northampton

Unique reference number: 121994

Headteacher: Mrs M Cleaver

Reporting inspector: Mrs H E Davies  
21687

Dates of inspection: 20<sup>th</sup> - 22<sup>nd</sup> November 2000

Inspection number: 224370

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | First School  |
| School category:             | Voluntary Controlled                                |
| Age range of pupils:         | Four to Nine  |
| Gender of pupils:            | Mixed   |
| School address:              | School Lane<br>Titchmarsh<br>Kettering<br>Northants |
| Postcode:                    | NN14 3DR  |
| Telephone number:            | 01832 732874  |
| Fax number:                  | N/A   |
| Appropriate authority:       | The Governing Body                                  |
| Name of chair of governors:  | Mr P Garnham  |
| Date of previous inspection: | 08/7/1996   |

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Titchmarsh C of E Primary School is situated in the pleasant village of Titchmarsh near to Thrapston. Pupils attending the school come from the village and from further afield. The school is smaller than other primary schools with 69 pupils on roll, 39 boys and 30 girls. The percentage of pupils eligible for free school meals is well below average. The percentage of pupils with special educational needs is also well below average. No pupil has a statement of special educational needs. At present no pupils speak English as an additional language. Children start school in the year that they become five, initially attending school on a part-time basis. At the time of the inspection there were 16 children under 5 in the reception class. Pupils transfer to middle school at the end of Year 4. Attainment on entry to the school is usually average; for many children it is above average. There are four teachers who are responsible for, a reception class, a Year 1 class, a Year 2 class, and a mixed age Year 3 and 4 class. The Year 1 and Year 2 classes share a classroom. Class teachers share their curriculum expertise by teaching their specialist subjects to other classes. This means that all staff know all the pupils well. The headteacher teaches the Year 2 class for the equivalent of four days per week. A past member of staff teaches that class for the equivalent of the other day. Improvements to the building are underway however; there is no school hall. Numbers have increased slightly since the previous inspection and the school now has four rather than two classes.

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

The school achieves very high standards in most of its work. Pupils are keen to learn. There are no significant problems with behaviour and attendance is excellent. The teaching is always satisfactory, most is good, with some that is very good and a little that is excellent; virtually all pupils make good progress. The headteacher sets a very good example to others with her high standard of teaching. There are good arrangements to support all pupils and to care for them well. The school has a strong partnership with parents and carers which enhances pupils' learning. The school is governed well. Governors know what the strengths of the school are and identify clearly areas for development. High standards have been maintained since the previous inspection. Titchmarsh School provides good value for money.

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

- Governors provide effective support for the headteacher, who leads and manages the school very well.
- Standards are well above average in reading, writing and mathematics at the end of Key Stage 1 and by the end of Year 4 when pupils leave the school.
- Pupils have very good attitudes to school and they respect each others feelings and opinions.
- Links with parents are strong and this has a positive impact on pupils' learning.
- Teaching is always satisfactory, most is good, some is very good and a little is excellent.

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

- The school could raise standards in information and communication technology throughout the school.
- The accommodation could be improved further so that standards in physical education are raised.
- The school could provide a safe secure outside play area for children in the foundation stage.

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

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

When the school was last inspected in July 1996, it was found to be a good school. Since that time, the school has maintained its good features and improved other areas, including links with parents and their involvement in extending their children's work outside of school. The school acknowledges that there is still scope for further improvement, as standards in information and communication technology are not as high as in the other core subjects. Work to improve the building and provide a new classroom, an office and ICT room has just begun. However, a permanent hall will not be available until phase 2 of the extension plan.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1998          | 1999 | 2000 | 2000            |
| Reading         | A             | A    | A    | C               |
| Writing         | B             | A    | A    | A*              |
| Mathematics     | A             | A*   | A    | A*              |

| Key                |    |
|--------------------|----|
| Top 5%             | A* |
| well above average | A  |
| above average      | B  |
| average            | C  |
| below average      | D  |
| well below average | E  |

When children enter the school in the year of their fifth birthday, attainment is usually at least average and for many it is above average. Most children will achieve the early learning goals by the time they start the National Curriculum in Year 1. They have a good start to their education. By the age of seven, pupils achieve standards in reading, writing and mathematics that are well above average when compared to all schools. When compared to similar schools standards are in the top 5% in writing and mathematics, in reading they are broadly in line with similar schools. These very good standards are maintained at Key Stage 2. By the time pupils leave the school at the end of Year 4, standards are still well above average in reading writing and mathematics. Trends over the past four years show that standards at the end of Key Stage 1 have been consistently above average. The work that was observed during the inspection confirms these high standards. Literacy and numeracy skills are very good and pupils use them effectively across other areas of the curriculum. Standards in information and communication technology are not as high as in other curriculum areas. The school is aware of the need for improvement in this area and a comprehensive action plan is in place. Standards in physical education, gymnastics in particular, are limited by the lack of a school hall and suitable large apparatus. However pupils in general achieve high standards of work. The school is very good at setting challenging targets that reflect the attainment of all of its pupils.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils have very positive attitudes to their work and they are very enthusiastic about school.                                     |
| Behaviour, in and out of classrooms    | Very good. Pupils behave very well. They are aware of school rules and know what is expected of them. They respond in a very positive manner. |
| Personal development and relationships | Very good. Relationships are of a high quality. Pupils treat each other and all adults with respect.  |
| Attendance                             | Excellent. Attendance is well above the national average.   |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-9 years |
|----------------------|--------------------|----------------|----------------|
| Lessons seen overall | 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.*

Throughout the school, the quality of teaching and learning is good. The teaching is always at least satisfactory, most is good, some is very good and a little is excellent. Of the lessons observed, 29 per cent were satisfactory, 42 per cent were good, 21 per cent were very good and 7 per cent was excellent. An excellent literacy lesson was observed where pupils were enthralled with, and actively involved in, a story about a letter to Daddy. Pupils' love of literature and desire to communicate with each other was evident. The very good teaching of basic skills enabled the pupils to write their own letters effectively. In a

mathematics lesson the very good teaching enabled pupils to learn effectively and articulate their thinking processes clearly. The teaching and learning of information and communication technology is less well developed. Some pupils are familiar with the computer but many do not use it as a tool to develop and extend their learning. The school has no hall, which means that indoor physical education is taught in the village hall, where resources are inadequate to meet the needs of all pupils. The good organisation and management of pupils and the specific teaching of some subjects by staff with expertise and interest in their subjects enhances learning for all pupils. The needs of all pupils, including those on the school's register of special educational need and the more able pupils, are met very well.

#### **OTHER ASPECTS OF THE SCHOOL**

| <b>Aspect</b>   | <b>Comment</b>   |
|---|--|
| The quality and range of the curriculum   | Satisfactory overall. It is good in most subjects, except in information and communication technology and physical education. In physical education this is mostly due to the limitations of the school building. There is no safe and secure outside area for the physical development of children in the foundation stage. A good range of extra- curriculum activities are provided for pupils. |
| Provision for pupils with special educational needs   | Good. There are few pupils on the school's register of special educational needs. Those that are, have their needs identified clearly and appropriate targets are set for their learning.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Provision for pupils' social and moral development is very good. Provision for spiritual development is good. Provision for cultural development is satisfactory.  |
| How well the school cares for its pupils  | Good. All staff know pupils and their families well. Procedures for child protection are comprehensive. The school is very clean and well maintained.  |

The school works closely with parents and carers and this has a very positive impact on pupils learning.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

| <b>Aspect</b>  | <b>Comment</b>  |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher leads the school very well. She sets a very good example to the young teaching staff, who respond very positively to her encouragement. All staff, including the newly qualified teachers, make a major contribution to the running of the school.   |
| How well the governors fulfil their responsibilities             | Good. The governors are hard working and committed. They know the school well and what it is successful in achieving. They are also aware of the areas that they want to improve.   |
| The school's evaluation of its performance                       | Good. The school is monitoring its effectiveness continuously through careful analysis, using its development plan to inform and guide actions.   |
| The strategic use of 'resources                                  | Good use is made of time, money and the limited buildings. The cost of running the school is just above average. The school makes a significant impact on pupils' learning, personal development and the standards that they achieve. The principles of best value for money are applied appropriately. The school provides good value for money. |

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>The teaching is good.</li> <li>They feel comfortable approaching the school</li> </ul> | <ul style="list-style-type: none"> <li>A few parents do not think that their children get the right amount of work to do at home.</li> </ul> |



|   |  |
|---|--|
| <p>with questions or a problem</p> <ul style="list-style-type: none"><li>• The school works closely with them</li><li>• The school is well led and managed</li><li>• The school is helping their children to become mature and responsible.</li></ul> |  |
|---|--|

The inspection team agree with all of the parents' positive views and feel that homework is appropriate to the needs of pupils.

## **PART B: COMMENTARY**

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

#### **Governors provide effective support for the headteacher, who leads and manages the school very well.**

1. The headteacher has a clear vision of what is best for Titchmarsh School and its pupils. This vision is shared with all staff, governors and parents. There is a shared commitment to achieving high standards in personal development and academic work. Parents support their children well and they are involved in the school through the headteachers' welcoming attitude towards them. Each morning and afternoon the headteacher speaks to parents and carers as they come to bring or collect their children to or from school. A very supportive, positive and stimulating ethos permeates the school where achievement and effort are valued and celebrated. The schools' aims and values are evident in its day-to-day working.
2. The headteacher leads by setting a very good example in her teaching, personal relationships and organisation. She teaches a Year 2 class effectively for the equivalent of four days per week. Two of the four members of staff are newly qualified teachers, therefore the headteacher and one other teacher efficiently share co-ordination of the core subjects.
3. All staff, teaching and non-teaching, are given appropriate responsibilities and make a valuable contribution to the school. There is a good team spirit that is encouraged and nurtured by the headteacher. Teachers work with all of the pupils teaching their specialist subject across the age range. This promotes co-operation and means that staff know all the pupils well and monitor their academic and personal development accurately. This has a very positive impact on pupils learning.
4. Governors know the school well and are very supportive. They are fully involved in both strategic planning and the daily life of the school. They are keen to understand and fulfil their duties to the school effectively. The governors ask for, and take advice from the local education authority and follow statutory guidelines efficiently. All governors are given the opportunity to understand and contribute to the running of the school. They have trust and confidence in their headteacher, but take their important role as "critical friend" very seriously.
5. Headteacher and governors review and plan developments for a three to four year time scale well. They plan the current year in detail accurately. They link educational priorities in their development plan to the budget. Governors aim to maximise pupils' experiences while at Titchmarsh School and maintain favourable staffing levels. Governors are clear about what the school does well and what needs to be improved. Standards in information and communication technology continue to be a priority for them. They have worked hard to facilitate improvement in the building and work on phase 1 is currently being implemented. Financial management of the school is effective. Management of the school is supported well by the efficient administrative assistant.

#### **Standards are well above average in reading, writing and mathematics at the end of Key Stage 1 and by the end of Year 4 when pupils leave the school.**

6. Very effective learning takes place throughout the school and pupils achieve standards that are above average in reading, writing and mathematics at the end of Key Stage 1 and by the end of Year 4 when they leave the school. When children enter the school in the year of their fifth birthday, attainment is usually at least average and for many it is above average. Children in the reception class are interested in their work and behave well. Stimulating activities are planned for them and they concentrate well on the tasks. Most children will achieve the early learning goals by the time they start the National Curriculum in Year 1. They have a good start to their

education. Pupils in the reception class show a good level of maturity and independence in their approach to the activities set for them. They are confident learners, this has a very positive impact on the standards that they achieve.

7. By the age of seven, pupils achieve standards in reading, writing and mathematics that are well above average when compared to all schools. Pupils in Year 2 respond to the very good organisation and management of their teacher. Lesson preparation is of a high quality and ensures that pupils are challenged to think carefully about their work. Good teaching inspires the pupils to do their best and it develops an eagerness in the pupils for more information and the desire to acquire new skills. These factors enable pupils to achieve high standards in most areas of their work.
8. These very good standards are maintained at Key Stage 2. By the time pupils leave the school at the end of Year 4 standards are still well above average in reading, writing and mathematics. The work that was observed during the inspection confirms these high standards. In a very good mathematics lesson work was very well matched to pupils attainment and good adult intervention ensured that pupils thinking processes were questioned, enabling the pupils to clarify their thoughts and express clearly how they came to a conclusion. Literacy and numeracy skills are very good and pupils use them effectively across other areas of the curriculum, for example, in a religious education lesson about Christian Festivals pupils acted out and explained effectively to each other the significance of certain events and the emotions evoked. Pupils' work is valued and they are challenged to produce their best work at all times. It is a strength of the school that these high standards are being achieved whilst retaining a joy in learning in a positive and happy school community.

**Pupils have very good attitudes to school and they respect each others feelings and opinions.**

9. Pupils have very good attitudes towards every aspect of school life. In lessons they are eager and enthusiastic about the subjects being taught. They want to participate in discussion with the class and the teacher sensibly. They settle down well to work hard on their assignments. Pupils support one another without causing distraction, and are confident in talking about their work and sharing it with others. The way that Year R children have settled into the school routine is particularly noteworthy. They are keen to learn, pay close attention to what the teachers have to tell them, and willingly get on with what they are asked to do. They share toys and equipment with one another effectively.
10. At lunchtimes, with limited accommodation and a variety of extra curriculum activities going on, pupils move around the school sensibly. They manage this with ease and go from place to place confidently. Lunch itself is taken in one of the classrooms on a rota basis and is enjoyed by the pupils in a very mature way. They sit at tables to eat their lunch and converse pleasantly with their friends, with a comparatively low level of noise overall. Once outside in the playground they are somewhat more noisy and boisterous, but without any unacceptable behaviour such as pushing, fighting or bullying. They play in mixed age and mixed gender groups happily, with the older pupils, the Eagle Owls, taking good care of the youngest pupils, the Barn Owls. For example, they take them to the first-aid point for a bump or bruise to be attended to. Pupils are considerate of each others opinions and thoughtful of others feelings, for example in a talk and tell session, one pupil was very proud of a special cup, while another pupil explained sadly that he had always wanted to achieve this particular trophy but had been unsuccessful. The other pupils were proud of the achievement of their friend but also supportive and encouraging to the other pupil.

**Links with parents are strong and this has a positive impact on pupils' learning.**

11. Parents are enthusiastically supportive of the school. The parents' questionnaires and the parents' meeting were very positive with hardly any concerns raised about any areas of school life. Parents feel well informed about school activities and in particular about the progress that their

own children are making. They find the annual reports, supported by consultation evenings, very helpful in understanding how well their children are doing and what more they need to do to improve. All families have signed home - school contracts with the school. Since the previous inspection the introduction of a homework policy has clarified for parents how they can help their children at home as they progress through the school. Parents are welcome to discuss any matters of concern with the school informally at the beginning and end of the each school day. This is in addition to the ongoing dialogue that takes place effectively on a daily basis through the Home to School Information Book where parents pass on important messages to the class teachers.

12. Through the Friends of Titchmarsh School the parents, and indeed the whole village community, actively support the fundraising functions, which are usually held in the village hall. End of term events such as the nativity play, are so popular that there are additional afternoon and evening performances. The funds raised by the Friends are used to provide many of the extras in school, for example, computer software, musical instruments and additional reading books. This positive support and encouragement from parents and the local community has a positive impact on pupils' learning.

**Teaching is always satisfactory most is good some is very good and a little is excellent.**

13. The quality of teaching throughout the school is good. There are some notable strengths in the teaching, for example, the very good relationships developed between all teachers and their pupils. Teachers know all the pupils well as they teach all of the year groups their specialist subjects. This means that continuity and progression in learning is assured. Pupils respond to the different teachers and classroom assistants in a positive manner. These very good relationships enable pupils to be confident about trying out new things in a supportive environment.
14. Teachers have high expectations of behaviour and academic standards and pupils do their best to achieve as much as possible. Staff are good role models, they work hard to provide relevant and stimulating lessons that inspire and challenge pupils. They plan their lessons effectively and monitor pupils progress accurately, work is marked carefully and pupils are suitably praised and they understand what they have to do next to improve. The school is well cared for, all classrooms are attractive and pupil's work is displayed with imagination and flair, resources are in good condition and stored appropriately, notices are clear and provide visitors and the school community with relevant information. Routines are well established. Teachers provide a well organised, calm, caring environment where pupils can flourish. Skills of handwriting, and presentation of work are given a high priority, pupils are expected to do their best at all times and they respond eagerly to this challenge. Teachers value the work that pupils do and they use praise to motivate and encourage achievement.

**WHAT COULD BE IMPROVED**

**The school could raise standards in information and communication technology throughout the school.**

15. Standards in information and communication technology are not as high as they could be. This is because the school does not at present have a co-ordinator with the expertise, time and enthusiasm to drive up standards. Resources are just satisfactory. There are two computers in the mixed Year 3 and 4 class and in the reception class however, there are no computers in the Year 1 and 2 classroom. These pupils use the two computers in the library. However, access to these depends on having other members of staff available. The first phase of building work, now being undertaken, includes a new information and communication technology room, which will go some way to enhance provision. The headteacher and governors have drawn up a comprehensive action plan to address this priority. Their main aim is to identify a named co-ordinator.

16. Younger pupils' ability to develop ideas and make things happen is underdeveloped and their ability to exchange and share information is limited. They do not have sufficient opportunities to review, modify and evaluate their work as it progresses. At Key Stage 2, some pupils are able to locate and retrieve information and use keyboard skills to word process. Some pupils are beginning to talk about what information they need and how they can find it using a CD-ROM. However, their use of exchanging and sharing information, for example, for posters displays or letters is underdeveloped. Pupils are not developing their skills and knowledge sufficiently well in this area of the curriculum. Teachers have not, as yet, taken advantage of the New Opportunities Fund grant made available to them for information and communication technology training.

**The accommodation could be improved further so that standards in physical education are raised.**

17. Teachers work hard to provide pupils with as many appropriate opportunities in physical education as they can. They have games on the playground when the weather is suitable and an extra curricular lunchtime club is run once a week. In the summer time pupils are able to use the field next to school for games. Teachers do their best in limiting circumstances. The school has no hall, therefore at present pupils have to walk, in all weathers, to the village hall for their gymnastics, dance and indoor games lessons. The village hall is presently undergoing renovations, and although it provides space for movement, there is no large fixed wall apparatus, no small apparatus, and few suitable mats. These factors limit pupils' breadth of study, at both key stages.

**The school could provide a safe secure outside play area for children in the foundation stage.**

18. The teaching of children in the reception class is good and they learn effectively from a well planned and appropriate curriculum. However, there is no safe, secure outside area in which children can further develop physical control, mobility and awareness of space in an outdoor environment. These children do not have access to a range of small and large equipment for balancing, climbing or for moving confidently and imaginatively with increasing control and co-ordination.

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

Titchmarsh Primary School is an effective school. Pupils are given a good education in a calm, orderly and hard working environment. The good quality of teaching seen across the whole school results in lively, stimulating and enjoyable activities for pupils, who respond by producing work of high quality. Standards of learning are well above average.

In order to sustain and improve upon the present high standards and significant strengths of the school, the headteacher, staff and governors should

- 1 Raise standards in information and communication technology by:-
  - appointing a subject co-ordinator who will have time, expertise and the enthusiasm to drive up standards. (Paragraph 15)
  - ensuring that pupils are provided with more opportunities to develop ideas and make things happen, to exchange and share information, and review, modify and evaluate their work. (Paragraph 16)
  - providing appropriate staff training where necessary. (Paragraph 16)
- 2 Raise standards in physical education by providing, when funds allow, a school hall (Paragraph 17)

- 3 Provide an appropriate outdoor area and equipment for the foundation stage of learning, so that children's physical development can be further enhanced. (Paragraph 18)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 14 |
| Number of discussions with staff, governors, other adults and pupils | 9  |

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

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 7         | 21        | 42   | 29           | 0              | 0    | 0         |

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

|  | Nursery | YR – Y4 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0       | 69      |
| Number of full-time pupils eligible for free school meals        | 0       | 1       |

*FTE means full-time equivalent.*

#### **Special educational needs**

|   | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 0       |
| Number of pupils on the school's special educational needs register | 0       | 4       |

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

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

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

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3            |
| Pupils who left the school other than at the usual time of leaving           | 0            |

### *Attendance*

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 2.5 |
| National comparative data | 5.4 |

#### **Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 1.3 |
| 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  | Boys  | Girls | Total |
|--|-------|-------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 99/00 | 4(10) | 4(4)  | 8(14) |

| <b>National Curriculum Test/Task Results</b> |          | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above    | Boys     | 0(0)           | 0(0)           | 0(0)               |
|  | Girls    | 0(0)           | 0(0)           | 0(0)               |
|  | Total    | 0(0)           | 0(0)           | 0(0)               |
| Percentage of pupils at NC level 2 or above  | School   | 0(85)          | 0(100)         | 0(100)             |
|  | National | 82(83)         | 83(84)         | 87(90)             |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 0(0)           | 0(0)               | 0(0)           |
|   | Girls    | 0(0)           | 0(0)               | 0(0)           |
|   | Total    | 0(0)           | 0(0)               | 0(0)           |
| Percentage of pupils at NC level 2 or above | School   | 0(100)         | 0(100)             | 0(78)          |
|   | National | 82(84)         | 86(88)             | 87(88)         |

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

1999 data is excluded because the year group size is eight.

2000 Boys and girls data excluded because girls numbers are below ten, however the totals are included as the year group number is above ten.



***Ethnic background of pupils***

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

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

***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.*

***Teachers and classes*****Qualified teachers and classes: YR– Y4**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 4  |
| Number of pupils per qualified teacher   | 17 |
| Average class size                       | 17 |

**Education support staff: YR – Y4**

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 50 |

***Financial information***

|  |         |
|--|---------|
| Financial year                             | 99/00   |
|  | £       |
| Total income                               | 135.219 |
| Total expenditure                          | 135.999 |
| Expenditure per pupil                      | 1.971   |
| Balance brought forward from previous year | 5.510   |
| Balance carried forward to next year       | 4.730   |

*Results of the survey of parents and carers*

**Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 69 |
| Number of questionnaires returned | 32 |

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 72             | 22            | 6                | 0                 | 0          |
| My child is making good progress in school.  | 59             | 34            | 3                | 0                 | 3          |
| Behaviour in the school is good.   | 84             | 13            | 0                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 47             | 44            | 6                | 3                 | 0          |
| The teaching is good.  | 66             | 34            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 50             | 47            | 0                | 0                 | 3          |
| I would feel comfortable about approaching the school with questions or a problem. | 75             | 25            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 59             | 38            | 3                | 0                 | 0          |
| The school works closely with parents.   | 66             | 34            | 0                | 0                 | 0          |
| The school is well led and managed.  | 75             | 25            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 63             | 38            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 38             | 53            | 3                | 0                 | 6          |