

# INSPECTION REPORT

## **ADISHAM C of E PRIMARY SCHOOL**

Adisham, Canterbury

LEA area: Kent

Unique reference number: 118652

Acting Headteacher: Mrs K Young

Reporting inspector: Mr M S Burghart  
20865

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> April 2002

Inspection number: 243418

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Street Adisham Canterbury Kent
Postcode:	CT3 3JW
Telephone number:	01304 840246
Fax number:	01304 849172
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Stevens
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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9426	Rev L Barley	Lay inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Adisham Church of England Primary School is in the village of the same name near Canterbury in Kent. The school is housed in buildings over 100 years old, extended to provide accommodation for five classes. The school is smaller than average, with 121 pupils on roll aged from four to eleven. Numbers have increased by 21 since the last report in 1997. There are single age classes for reception and Year 6, but the other three classes have pupils from more than one age group. There is an average of 24 children in each class. Pupils are drawn from a wide area and a variety of backgrounds. Overall their attainment on entry to the school, aged four, is about average.

The school currently has an acting head who was the deputy until the untimely death of the headteacher in the term prior to the inspection. The school was to have been inspected before this but the inspection was deferred as a result. The acting head is supported by three full time, and two part time (temporary) teachers. Only the acting head has been at the school for more than two years. Two teachers are in their first year of teaching and the acting deputy is in her third year as a teacher. There are 29 pupils on the special educational needs register. This accounts for 24 per cent of the school roll, and is broadly in line with the national average. One pupil has a formal statement under the terms of the DfES Code of Practice<sup>1</sup>, which is below the national picture. No children are known to be eligible for free school meals, which is very low. No pupils are in the first stages of learning English as an additional language.

The quality of collective acts of worship was inspected following this inspection by a representative of the diocesan council. Her report appears under a separate cover.

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

Adisham Church of England Primary continues to be a good school. Levels of attainment are good and pupils and staff get on well together. The school has sustained good standards and relationships during a very difficult period, being well led and managed by the very good partnership of the acting head and deputy. The school takes good care of pupils and successfully sets targets for their personal, as well as academic, development. Above average results are achieved for average spending and the school still gives good value for money.

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

- Standards in English, mathematics and science are good as a result of good teaching, good planning and assessment, and good support for special educational needs.
- The school is well led and managed. The staff make a very good team and take good care of the children.
- Pupils' attitudes are positive; behaviour, personal development and relationships are good.

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<sup>1</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

- Uncertainties concerning staffing need to be resolved. As well as filling teaching vacancies, there is a need to increase levels of teaching assistance, especially to support work in reception.
- The quality and amount of accommodation need improving, particularly to increase storage space; develop still further provision for information and communication technology (ICT) and physical education; and to provide more suitable office and staff facilities.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in 1997 raised five key issues for improvement. The school has made good progress in three of these areas, and satisfactory progress in a fourth. Standards of reading, writing and spelling have been raised and are now good. Better planning for the curriculum, which complements the successful introduction of the National Literacy and Numeracy Strategies, provides more appropriate challenge, especially for the more able, and a systematic programme of monitoring and assessing has been introduced. Information based on both these initiatives is used to formulate development planning. The strategic role of governors has been improved with good effects on financial awareness and statutory responsibilities are now met with the exception of some elements of the school prospectus. Insufficient progress has been made in developing appropriate office and staff accommodation, and to allow full delivery of the physical education curriculum. However, with the good support of parents and friends there is now good provision for outdoor activities for children in reception, and a project in conjunction with the local education authority has resulted in a new base for special educational needs. The quality of teaching has been improved. Given that there are a variety of uncertainties about staffing, not least of which is the lack of a permanent headteacher, the school is appropriately placed for future development.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools <sup>3</sup>
	1999	2000	2001	2001
English	B	A	B	C
Mathematics	A*	A*	A	A
Science	A	A	C	D

**Key**

very high                      A\*

well above average        A

above average                B

average                        C

below average                D

well below average        E

The table appears to indicate that standards have declined since the school received an achievement award from the DfEE for its results in 2000. However, the relatively small size of year groups, where one pupil can account for as much as eight per cent of total marks, and

<sup>2</sup> Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

<sup>3</sup> Schools with less than 8 per cent of pupils entitled to free school meals.

the widely fluctuating levels of special educational needs from year to year, give a misleading picture. The school continues to get nearly all pupils to at least the levels expected by the ages of seven and eleven. Considering that in 2001 Year 2 had 27 per cent of pupils are on the special educational needs register, and Year 6 had a very high 39 per cent, this is a good situation. Currently pupils are attaining well in English, mathematics and science and making good progress from an average starting point. Standards are notably above average in speaking and listening and reading when pupils leave the school and this year there are strengths in both numeracy and pupils' knowledge of scientific facts. Children make good progress in reception and most achieve the Early Learning Goals<sup>4</sup> prescribed for the Foundation Stage<sup>5</sup> before the move in to Year 1.

In a short inspection it is not possible, nor intended, to make detailed judgements about other subjects, but it is clear that there are strengths in aspects of religious education, history, geography and music, and that whilst work completed in ICT is satisfactory, the subject still suffers from restricted space and equipment.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good: pupils like coming and usually are keen and interested.
Behaviour, in and out of classrooms	Good: both in and out of the classroom pupils show respect for each other, staff and property.
Personal development and relationships	Good: pupils are learning to show initiative and take responsibility. Relationships are good.
Attendance	Good: above average with low unauthorised absence.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory with good features.	Very good.	Good overall, ranging from satisfactory to very good.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching ranges from satisfactory to very good, with the majority being good. During the inspection seven out of ten lessons were at least good, with one in four very good. Teachers plan well day to day from good quality long term plans which have been adapted from nationally recommended schemes. Literacy and numeracy are particularly well planned and, as a result, consistently well taught. In a good improvement since the last report pupils are encouraged in their independent work and to make choices of methods, materials and recording techniques. Strengths in teaching are in good management of pupils, good questioning and good relationships. No lessons were judged unsatisfactory and all staff had

<sup>4</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

<sup>5</sup> The Foundation Stage refers to children from entry to the nursery up to and including age six when they complete the reception year.



at least one good lesson. Teaching is very good for Years 1 and 2, and for Year 6. Because of predominantly good teaching pupils learn and achieve well in relation to their ability and previous learning. Aspects of teaching which, even in this good overall profile, could be improved, are in increasing pace, and in ensuring that marking always clearly shows how pupils can improve. Support for special educational needs and more able pupils benefits from good target setting and clear individual education plans. Teaching in reception ensures that children are provided with a suitable range of appropriate experiences.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broad and balanced. Good planning, developed particularly over the last term, supports inexperienced and temporary staff very effectively.
Provision for pupils with special educational needs	Good support in and out of class. Good individual education plans set achievable targets. Good contribution from learning support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: with clear strengths in very good moral and social provision. Good spiritual opportunities and satisfactory cultural. More still to do to further raise some aspects of multicultural awareness.
How well the school cares for its pupils	Good: both pupils' physical care and academic needs are well accounted for. Good assessment and good use of results to set targets.

Links with parents are good and still improving. Parents have supported the school very well during a difficult time. There is a satisfactory home/school partnership regarding homework. The school has a good reputation locally.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the acting head, well supported by the acting deputy, has continued the school's development. Because of the inexperience and temporary nature of the rest of the teaching staff this partnership has taken responsibility for managing the entire curriculum and worked very hard to take the school forward whilst continuing to teach virtually full time. All staff make a very good team.
How well the governors fulfil their responsibilities	Governors support the school well, especially in financial matters. Their role is better defined. Statutory responsibilities are met, except for some aspects of the prospectus. There is an urgent need to fill the head's post and provide more time for the acting head to manage the school in the meantime. Some elements of health and safety require attention.
The school's evaluation of its performance	The staff work well together to identify strengths and weaknesses and areas for improvement. Good revision of the school development plan by the acting head. Issues from this inspection have been already identified.
The strategic use of resources	Whilst awaiting a new permanent head some long term elements of strategic planning are understandably on hold. Meanwhile day to day budget management is good, notwithstanding the need to increase levels of teaching assistance, especially in reception, and provide more time to support monitoring.

## 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>• The school is approachable.</li> <li>• Expectations are high.</li> <li>• Children like school.</li> <li>• Good leadership and management.</li> <li>• Children are helped to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> </ul>

Twelve parents attended the meeting with the registered inspector before the inspection and 28 Ofsted questionnaires were returned. Parents' views were very supportive of the school. Inspectors are pleased to support what pleases parents. With regard to homework the inspection finds that provision is satisfactory, but that with pupils often given the opportunity to complete such work at lunchtime, some parents are unaware of the full range set.

## **PART B: COMMENTARY**

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

**‘Standards in English, mathematics and science are good as a result of good teaching, good planning and assessment, and good support for special educational needs.’**

1. The quality of teaching observed was predominantly good and in lessons affecting pupils in Years 1 and 2, and Year 6, consistently good with very good features. It is to the school’s credit that with a very inexperienced staff (and some new to the school) that such provision is on offer.

2. All teachers were observed and all had at least one good lesson. No lessons were unsatisfactory and seven out of ten were at least good. This represents an improvement since the last report and is partly the result of:

- Good monitoring of teaching which highlights strengths and weaknesses and has already been the successful basis for supporting teachers’ professional development;
- Better planning for the curriculum (especially in literacy and numeracy) which seeks to build systematically on pupils’ prior learning and make learning objectives clear;
- Good assessment procedures, the results of which are now used well to modify the curriculum and set targets for individual pupils;
- Very good recording of pupils’ performance;
- Very good mutual support amongst the staff as a very good team and good induction procedures for newly qualified teachers and temporary staff;
- A high level of shared commitment to raising and maintaining standards;
- Good relationships which make a significant contribution to the good ethos of the school.

3. Strengths in teaching are in rapid pace and pupils well challenged. For example in a Years 1 and 2 mathematics lesson pupils investigated different combinations of coins to make specific amounts. Their understanding was considerably enhanced by the very good questioning of the teacher and her frequent interaction with groups as they worked. Very good teaching in a Year 6 literacy lesson led pupils to draw their own conclusions from factual writing about the solar system and develop different writing formats.

4. Even ignoring the school’s recent difficulties, the quality of planning for the curriculum is good. When it is appreciated that current initiatives have basically been the responsibility of two teachers (the acting head and deputy) the measure of their achievement in terms of developing learning opportunities is very good. Literacy and numeracy are especially well planned with good effects on learning and standards.

5. The school keeps detailed records of pupils’ achievements from the time they arrive in Year R until the time they leave. Assessments are meaningful and very well documented in English, mathematics and science and are to be trialled in a variety of other subjects. Information is used effectively to gauge progress and ensure systematic improvement. This works notably well for pupils with special educational needs. Clear personal objectives are identified in pupils’ individual education plans and good support from teachers and teaching assistants ensures that pupils achieve well. For example although 39 per cent of last year’s Year 6 were on the special educational needs register all of them reached the expected average Level 4 in mathematics and science.

6. In Year 2 tests in 2001 all pupils achieved at least the expected Level 2 and, for Year 6, nearly all did so in English, with reading results particularly good.

7. As a result of good planning, teaching, assessment, record keeping and target setting standards remain high both for seven and eleven year olds. When compared with all schools on the basis of the proportion of pupils reaching at least the expected Level 4 for eleven year olds in 2001, pupils' attainment was very high in mathematics and science and well above the national average in English. Because of the well above average special educational needs profile in the year group, fewer pupils than average reached the higher Level 5 in English and science and this made comparisons on the basis of average point scores (as evident in the table on page 7 of this report) appear less favourable.

8. When comparing the school's performance year on year care must be taken considering that both the overall size of year groups and proportions of pupils with special educational needs fluctuate widely. For example in the present Year 4 where there are 18 pupils, only one is on the special educational needs register (5.6 per cent), whilst in the current Year 6 eight of the 19 pupils (42 per cent) have such needs. With such variables in small samples statistics can be unreliable. What is clear is that:

- Trends year on year are in line with the upward national picture and that good work, previously established in the school, is being built upon;
- Both boys and girls are achieving equally well;
- All pupils are fully included in all activities;
- School initiatives, for example to improve reading and independent writing, are proving successful;
- The commitment of all staff (some of whom are temporary and most of whom lack experience) positively affects pupils' learning and standards.

9. This positive profile of standards and provision is a credit to the school, and in the short term to the acting head teacher, who is the only member of the teaching staff remaining from the time of the last inspection.

**'The school is well led and managed. The staff make a very good team and take good care of the children.'**

10. Following the unfortunate death of the headteacher in October 2001 the deputy head became the temporary acting head and another teacher took over as acting deputy. Together they have formed a strong partnership, which has led the school very successfully over a potentially very difficult period. The acting head leads the school well with the result that staff (which comprise apart from the senior management team, of two newly qualified teachers and two supply teachers) make a very good team. The inexperience of teachers has been well balanced by the good curriculum planning, good assessment procedures and very good record keeping. These arrangements support staff very effectively and are instrumental in ensuring that teaching and learning are good.

11. Day to day management of the school and the curriculum is good. The acting head has continued work already in hand to establish long term subject plans and translate them into meaningful short term objectives which are well communicated to pupils. Indeed the educational direction of the school has been further improved during a time when things might quite understandably have been on hold. Considering that all of the eleven National Curriculum subjects have to be co-ordinated by the acting head and acting deputy (albeit with the positive support of the newly qualified teachers) whilst teaching virtually full time, this is a creditable achievement.

12. All staff, including temporary teachers, work hard to ensure full coverage of the National Curriculum and that pupils' personal development is promoted. Recent, and on going, revision of the school's policies and procedures, culminating in a new good, staff handbook, is ensuring that pupils are presented with a consistent approach. This not only supports good learning and maintains good standards, but underpins the good management of behaviour.

13. Naturally some long term strategic decisions have yet to be made once a permanent head is appointed. However, plans to increase and improve the quality of accommodation have been drawn up and governors continue to work with the local education authority to seek the required funding.

14. Although severely restricted by the lack of an office the administrative officer makes a positive contribution to the management of the school. She forms a good bridge between the previous head and the temporary senior management team. Her experience is proving invaluable in terms of procedures and day to day financial management. Together with the acting head and deputy she plays a very strong part in maintaining improved communication with parents and the community. To the school's credit the overwhelming proportion of parents report that the school is very approachable.

15. The present senior management team has a good awareness of the school's strengths and weaknesses and has continued to keep governors well informed. As a result, apart from some elements of health and safety and missing statutory information in the prospectus, issues for improvement raised by this inspection were already known to the school.

16. As a consequence of good action planning developed since the last inspection the school made good progress in overcoming three of the five key issues and satisfactory progress in one other previously raised. Notable successes have been in: creating better outdoor facilities for Year R; managing improvements to standards, achieved by developing subject planning; and increasing monitoring and assessment opportunities to gauge progress. The role of governors has been developed and their involvement in strategic planning is satisfactory overall. Their involvement in supporting the school following its tragic loss and the lead up to the inspection was particularly sensitive.

17. The acting head has received good support and advice from officers of the local education authority. She has updated much of the school's documentation including the school improvement plan in a short period of time. Because of this continued development (notwithstanding uncertainties in staff) it is possible to judge that the school is appropriately placed for future improvement.

**'Pupils' attitudes are positive; behaviour, personal development and relationships are good.'**

18. All of the parents responding to the Ofsted questionnaire declared that their children like school. The inspection confirms this to be the case whether singing number rhymes in Year R; investigating odds and evens in Years 1 and 2; developing fair testing techniques in the aerodynamics of paper plane design in Years 3 and 4; writing about imaginary journeys in Year 5; or exploring homophones<sup>6</sup> in Year 6. Pupils show interest and seek to make improvements. They enjoy working with others and make good use of literacy skills to discuss, evaluate and speculate on improvements.

19. Pupils respond very well to the opportunities to show initiative, make choices and take responsibility; and their personal development is enhanced as a result. For example, Year R children were observed taking an active part in 'tidy up time', with some asking, "What can I do to help?" Year 6 pupils take responsibility for younger children in the playground and pupils generally demonstrated that they rose to a challenge. Very good independence encouraging opportunity was evident when a teacher told the class, "I am not going to tell you how to record this. You have to decide for yourselves." Pupils completed the task effectively and used a good variety of styles. Pupils' books show that this approach is normal and that pupils take a pride in their work; writing in particular.

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<sup>6</sup> Words that sound the same.

20. Throughout the school pupils enjoy meeting targets and these are skilfully set (especially for special educational needs pupils in individual education plans) by staff to encourage improvement.

21. Because they are usually well challenged and they have good relationships with staff, most pupils behave well. Standards of behaviour are good, both in and out of class. Even the few pupils who have targets related to behaviour in individual education plans usually respond well. All pupils are aware of what is expected and the school sets a very good example. The stated Christian aims of the school are successfully reflected in the everyday life of the school, with pupils and staff tolerant and considerate towards each other. Pupils of all ages have a very good understanding of right and wrong and the effect of their actions on others. Pupils take good advantage of very good moral and social opportunities and consequently their personal development is good.

22. Pupils' good response, behaviour and personal development, together with the good quality of relationships throughout, make a positive contribution to the school's good ethos.

## **WHAT COULD BE IMPROVED**

**'Uncertainties concerning staffing need to be resolved. As well as filling teaching vacancies, there is a need to increase levels of teaching assistance, especially to support work in reception.'**

23. Inspection evidence indicates that although the school is being well run at the moment and standards are being maintained, this is putting an unreasonable strain on the acting head. She has a near full time teaching commitment in the crucial Year 6 class which is presently in the run up to National Curriculum tests. To her credit the class remains on target to produce above average results, and the day to day management of the school is good. However, this means that a large and growing amount of out of school time has to be devoted to the process of leadership. Because of the temporary nature of teaching cover for Class 4 and the inexperience of two staff in their first year of teaching, all curriculum planning and monitoring falls on the acting head and deputy with little time available for the purpose.

24. It is appreciated that it would have been insensitive to replace the headteacher soon after his death and that steps have been taken to make an appointment. However, currently the post remains vacant at least until September. In the meantime although she has good support from the local education authority, arrangements to support the acting head are in need of improving to enable her to continue to fulfil the role. The school is aware that long term strategic planning is limited in the absence of a permanent head. Resolving uncertainties in staffing both the post of headteacher, and for Class 4, remain a priority.

25. The need to increase levels of teaching assistance to further support special needs has been identified by the school. However, a more urgent need to support the work of children in the Foundation Stage is a key issue of this inspection. The class teacher spends most of her week with the class without support. This severely restricts the use of the new, good outside area to encourage children's personal and physical development. Extra assistance in the classroom would provide more opportunities for interaction with adults, and children would extend their communication skills. In addition it would allow the teacher to work more closely with focus groups: for example to carry out ongoing assessments. Currently provision for Year R and children's subsequent progress is satisfactory, but there is the potential for it to be much better. Learning opportunities would be considerably enhanced with the addition of another member of staff.

26. Presently the school carries forward 10 per cent of its total budget. This is well above recommendations and will be further increased substantially during the interim period

between heads, with savings made as a result of vacancies. Some of this surplus is earmarked for improvements arising from proposed new building work. However, with only 3 per cent of the budget spent on education support staff compared with 6.6 per cent on average for primary schools nationally, there is some room for an increase in terms of teaching support.

**‘The quality and amount of accommodation need improving, particularly to increase storage space; develop still further provision for information and communication technology (ICT) and physical education; and to provide more suitable office and staff facilities.’**

27. A key issue of the last inspection was to improve the quality and amount of accommodation, particularly to provide better staff and office facilities, and to enhance provision for physical education and outdoor activities for Year R. With the exception of the latter, where a good area has been created with much help from parents and friends, these elements still remain unsatisfactory. The lack of an office for the head and administrative officer, which would be available for confidential discussions, for example with parents, has a notably negative impact.

28. Governors are well aware of the situation and have worked with the local education authority and the diocese to try to overcome the inherent problems with accommodation and improve space and storage facilities. Plans are in hand to replace the temporary buildings and further extend the main building. However, the total funding for the project has not yet been secured and although work is tentatively set for 2003, this may be delayed. In any event the programme will still fall short of providing a hall for physical education.

29. In the short term some aspects affecting health and safety have been drawn to governors’ attention. Amongst others, these include some elements of security and the state of the roof. Overall, however, the inspection team finds that the school takes good care of its pupils.

30. The school is currently working to develop the ICT curriculum. Good attention to planning is adapting national guidance to produce a scheme of work specific to the school. Staff are hampered in teaching ICT as a subject in its own right by the lack of space and equipment. For example, computers are arranged in small banks at the side of classrooms and it is very difficult to demonstrate skills so everyone can see. Under the circumstances teachers do well to ensure that pupils’ attainment is close to national expectations by the time they leave Year 6.

31. Finding solutions to problems of accommodation continues to form part of the school’s improvement plan.

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

32. In order to further improve the school governors and local education authority should:-

- **Resolve** uncertainties of staffing by:

- In the long term, appointing a headteacher;
  - In the short term, ensuring sufficient non teaching time is available for the acting head to carry out her duties;
  - Increasing levels of teaching assistance, especially to support work in reception.
- **Continue** to work to improve the quality and amount of accommodation, especially for office and staff facilities; and to support information and communication technology and physical education. Overcome the matters of health and safety already drawn to governors' attention.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	9	6	0	0	0
Percentage	0	25	45	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	121
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	29

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	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
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	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	10	10	10
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (82)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	5	7
	Girls	10	6	9
	Total	17	11	16
Percentage of pupils at NC level 2 or above	School	100 (100)	65 (100)	94 (100)
	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	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	11	12	12
	Total	21	23	23
Percentage of pupils at NC level 4 or above	School	91 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	9	11	12
	Total	18	22	23
Percentage of pupils at NC level 4 or above	School	78 (91)	96 (100)	100 (100)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	118
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 – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	24.2
Average class size	24.2

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

Total number of education support staff	2
Total aggregate hours worked per week	61

***FTE means full-time equivalent.***

### ***Financial information***

Financial year	2000 – 2001
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	£
Total income	267029
Total expenditure	251172
Expenditure per pupil	2057
Balance brought forward from previous year	6752
Balance carried forward to next year	22609

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

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	28

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	43	54	4	0	0
Behaviour in the school is good.	29	71	0	0	0
My child gets the right amount of work to do at home.	26	52	19	4	0
The teaching is good.	41	56	0	4	0
I am kept well informed about how my child is getting on.	42	42	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	14	4	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	39	57	0	4	0
The school is well led and managed.	63	26	7	0	4
The school is helping my child become mature and responsible.	50	50	0	0	0
The school provides an interesting range of activities outside lessons.	46	43	7	0	4

*Due to rounding percentages do not total 100.*