

# INSPECTION REPORT

## **CASTILION PRIMARY SCHOOL**

Thamesmead, London

LEA area: **Bexley**

Unique reference number: 101444

Headteacher: Mr. A. Childs

Reporting inspector: Mrs. M. Summers  
25455

Dates of inspection: 30 September – 1 October 2002

Inspection number: 246121

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:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Copperfield Road Thamesmead London
Postcode:	SE28 8QA
Telephone number:	020 8311 5177
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. Stella Baggaley
Date of previous inspection:	12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Castilion Primary is an average-sized school serving 273 children, including 25 who attend the nursery part-time. Most pupils are from white-British backgrounds, although over a fifth are from Black-African families. There are a few pupils from other ethnic groups and a very small number from refugee families. Thirty-three pupils speak English as an additional language although most of these are fluent. The school has a part-time specialist to help the few pupils who are in the early stages of learning English. Over a third of pupils have special educational needs and there are seven with statements of special educational need. These figures are higher than average. Their needs include emotional, behavioural and communication difficulties and there are a few pupils with dyslexia or autism. Seventeen per cent of pupils are entitled to free school meals which is similar to many schools. This number has fallen significantly since last year. In most years about a third of the pupils either leave or are admitted to school part way through their primary education. This is much more than average. In past years, children started school at levels which were below average for their age. Those who have started recently, however, although showing a wide range of attainment, are at expected levels for their age. There has been a high turnover of teachers in the last two years. Four out of the 10 class teachers are newly qualified and have only recently started.

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

This is an effective school that meets the needs of its pupils well. Good leadership is having a marked effect on the quality of teaching, which is in turn leading to the pupils reaching higher standards. The school gives good value for money.

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

- The quality of teaching and learning is good throughout the school and ensures that pupils achieve well in relation to their initial starting points.
- There is an overall ethos of high achievement; pupils are encouraged to put maximum effort into their work; they respond very well to this, showing enthusiasm for school and for their lessons, very good behaviour and high levels of respect for one another.
- The school is led and managed successfully; a strong and experienced senior management team has provided a backbone of stability during a period of great teacher turnover. The clear plans for the school's future development include the two areas identified by the inspection.
- The school provides a safe and caring environment for its pupils; there are good systems in place to help and support pupils both personally and academically; as a result pupils come to school happily and feel confident to approach new learning.

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

- Although pupils achieve well overall, in a few lessons, the work planned is too hard for the least able or too easy for the most able; this means that sometimes they make insufficient progress.
- The new library is not yet being used effectively to improve pupils' research and reference skills, to complement work in different subjects and to extend their levels of independence.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in January 1998. Standards are higher, the quality of teaching is better and the school has been able to make significant improvements to its premises and learning resources, making it a very attractive and stimulating place of learning. The areas identified for development by the last inspection have been addressed successfully. There is more direct teaching which has had a significant effect on standards and teachers' marking is now very good and helps the children know what they have to do to improve. Senior staff are being used more effectively to monitor and develop teachers' work. The governing body is more involved in planning for school development.

## 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
	2000	2001	2002	2002
English	E	D	D	D
mathematics	E	C	B	B
science	E	D	B	B

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

In the 2002 national tests, standards in mathematics and science were higher than those in schools across the country but they were lower in English. This was also the case when the results were compared with schools with similar characteristics. However, standards have been improving at a rate faster than the national trend and this year, more pupils exceeded nationally expected levels for their age, particularly in mathematics and science. The school exceeded the targets it set for pupils this year. These results represent good achievement for this group of pupils as nearly half of them had special educational needs. The high turnover of pupils and the low starting points of many of them also add to the good achievement overall.

In the 2002 tests, Year 2 pupils achieved standards in reading and writing which were higher than pupils in schools throughout the country. Standards in mathematics were about the same as in most schools. The picture is much the same when the results are compared with similar schools. The assessments in science made by teachers show that standards were lower than in most schools. The school has identified that this is because assessment procedures have been too strict. Steps are being taken to address the problem this year.

Until recently, most pupils have started in the nursery at levels which have been below average for their age. They make good progress in the nursery and Reception classes and the vast majority transfer to Year 1 at expected levels for their age in all areas of their learning.

Work seen in lessons confirms that most pupils achieve well considering their starting points. Year 6 pupils are on track to reach broadly average standards in English, mathematics and science this year. Year 2 pupils are making good progress and are likely to reach at least average standards by the end of the year in reading, writing and mathematics. Pupils with special educational needs and those for whom English is an additional language usually make good progress in lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and ready to learn. They work hard in lessons.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils behave very well in lessons and around the school.
Personal development and relationships	Pupils show mature attitudes and high levels of respect for one another. There is a high degree of racial harmony.
Attendance	Still below average although there are signs of improvement.

Although attendance is below average, the school works very hard to ensure that any pupils who have been absent are brought up to date in lessons. Consequently the effect of the high rate of absence on their progress is reduced.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The teaching is predominantly good and helps pupils to learn effectively in their lessons. Literacy and numeracy are well taught, with teachers using the national strategies carefully to structure their lessons. The main strengths in the teaching are:

- teachers' high expectations of their pupils; this is evident in the standards of behaviour, commitment and effort seen from pupils and in the amount of work the pupils complete;
- how most teachers manage their pupils; pupils are encouraged and praised for their efforts and the school's behaviour policy is used appropriately;
- teachers mark pupils' books very well, giving them useful comments to indicate how they can improve;
- there is a good emphasis on practical work which interests and involves the pupils successfully.

The main weakness is:

- in a few lessons the work set for the pupils is either too hard or too easy for certain groups; this limits the progress that some pupils make.

Generally the school meets the needs of its pupils well, including the more able, those with special educational needs and those for whom English is an additional language. The weakness noted above was seen only in a few cases and the school had identified this as an area for improvement before the inspection started. Pupils' learning is generally good. The new individual target-setting system is beginning to make pupils very aware of and involved in their own learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the nursery and Reception classes where children receive a wide range of stimulating experiences. Satisfactory in the rest of the school. Extra-curricular activities are good.
Provision for pupils with special educational needs	Generally good. Pupils all have clear education plans to help them make progress. They usually receive effective support in class.
Provision for pupils with English as an additional language	Good. These pupils are assessed on entry to the school and their progress in English is tracked carefully. They often receive additional help from teaching assistants during lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are encouraged to be mature and responsible and to abide by clear rules which encourage care and respect for one another. They learn to reflect about different cultures and beliefs and to work and play together effectively.
How well the school cares for its pupils	Good. There are good procedures for child protection and to ensure pupils' wellbeing. The school generally monitors pupils' progress well. Improvements are being made to the way science is assessed in Year 2 to help inform teachers' final judgements.

There are very good systems to encourage and reward good behaviour and effort. Pupils respond very well to these and usually give of their best.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed effectively. There are clear plans which indicate that the school is keen to improve still further. There is a strong and experienced senior management team which has ensured that the high turnover of staff has not affected provision for the pupils.
How well the governors fulfil their responsibilities	Although there are several vacancies on the governing body , governors attend meetings regularly and receive useful information which enables them to monitor the work of the school. A few make regular visits which contribute to the governing body's overview of the school. They monitor finances appropriately and check that funds have been spent wisely.
The school's evaluation of its performance	There are well-established systems in place to analyse the results of tests to improve performance. Developments in the way reading is taught, for instance, have helped to raise standards in the national tests for pupils in Year 2.
The strategic use of resources	The school plans well to fund future developments. Prudent budgeting has resulted in improvements to premises and learning resources as well as enabling the current staffing level to be maintained this year.

Good subject management has enabled learning resources to be vastly improved in recent years. The new computer suite and library are very well equipped. The school carefully considers all the information available before making decisions about its spending.

### **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>• Their children like school.</li> <li>• The teaching is good, their children are expected to work hard and they make good progress.</li> <li>• The school helps their children become mature and responsible and behaviour in the school is good.</li> <li>• They feel welcome in school and would be comfortable to approach the school with any concerns.</li> <li>• The school is well led and managed.</li> <li>• The school works closely with parents and gives them good information about how their children are getting on.</li> <li>• They appreciate the concerts and class assemblies put on by the children.</li> </ul>	

Thirteen parents attended the meeting before the inspection and just under a third of the parents replied to the questionnaire. They expressed overwhelmingly positive views about the school. There were no major concerns about the school's work. The inspection team endorses these positive views.

## **PART B: COMMENTARY**

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

**The quality of teaching and learning is good throughout the school and ensures that pupils achieve well in relation to their initial starting points.**

1. During the inspection 21 lessons were observed in classes throughout the school. Teaching and learning were always at least satisfactory and were good in over 70 per cent of the lessons seen. In two lessons the quality was very good indeed. There was no substantial difference between teaching in different parts of the school. Pupils in the nursery and Reception classes, those in Years 1 and 2 and those in Years 3 to 6 receive similarly high quality provision.
2. Teachers throughout the school have high expectations of their pupils. Pupils respond well to these, settling quickly to their lessons and usually working hard at their tasks. This positive work ethic is encouraged from children's earliest days in the nursery. Children in this class are expected to register themselves when they arrive in the mornings by picking up their name cards and placing them in a basket. They are encouraged to concentrate on different activities for good amounts of time, for example, as adults play number games with them or share books with individual children. When they return from games in the hall, they are expected to put on their shoes and socks. Most are able to do this successfully, despite a few getting their shoes on the wrong feet.
3. Children's positive attitudes are encouraged successfully as they move up the school. Pupils in Year 1 know that they must write the 'long date' in their literacy books and the 'short date' in their numeracy books. They do this quickly and efficiently before beginning their work, presenting it neatly and carefully. They are developing a sense of pride in their work. Time limits are often given during lessons to instil a sense of urgency and keep the pupils on track. This was noted in a very good lesson in the computer suite where the teacher encouraged the class by saying, 'Only four minutes to go!' The pupils worked extremely hard as they wanted to achieve the objective before the teacher brought the lesson to a close.
4. By the time they are in Year 6, pupils know very clearly what is expected of them. Little time is wasted as they return to class after playtimes and they settle quickly and pay good attention to lesson introductions. Work seen in pupils' books shows high quality presentation and a considerable amount of work being completed in most cases. In a good science lesson for example, even while the pupils were actively engaged in an investigation into air resistance, they were noting down their results carefully as they went along. The investigation was exciting and the pupils were enjoying it immensely but they knew that, by the end of the lesson, the teacher expected them to have finished their experiments. They worked sensibly and focused well on the task so that by the end, they had their results carefully tabulated ready for them to draw their graphs and form their conclusions.
5. Teachers generally manage their pupils extremely well. There are clear and well-established systems in place so that pupils know exactly what will happen if they disobey the rules. Parents at the meeting were pleased that the school had a clear code for behaviour. The vast majority of pupils respond well to careful management, even when, in a few instances, they find it difficult to stick to the rules. Teachers usually praise pupils warmly when they manage to conform, so that they receive positive attention rather than negative. A very good example of effective pupil management was in the computer suite where Year 3 and 4 pupils were learning how to use a graphics program to make a stamp to construct a repeating wallpaper pattern. The teacher's sense of humour delighted the pupils as he tried to draw a fish on the screen; he kept very good order and maintained the pupils' focus on the lesson without losing their sense of excitement and interest.

6. The last inspection noted the need for teachers to improve their marking of pupils' work. Due attention has been given to this and now it is very good. Pupils' work is marked regularly and teachers often provide very useful comments to let pupils know how it can be improved. Sometimes a comment such as, 'This is good Level 3 work,' is followed by clear pointers to show how the pupil can reach the next level of attainment. There are also remarks to encourage the pupils in their efforts. Pupils clearly respond well to what their teachers say – there is evidence to show more effort with, for example, presentation or paragraphing, following the teacher's comments.

7. Good practical work is often at the heart of successful lessons. In addition to the science lessons used as an example above, there were many lessons seen where pupils' interest and motivation were high because of the way they were involved in their learning. A fishing game in the Reception class helped the children to learn their letters; Year 1 pupils further consolidated their knowledge of letters and sounds using a computer program. Mathematics lessons often involve pupils working in pairs or small groups to solve practical problems. In a good lesson in Year 3 for example, pupils measured the netball courts using a range of different measuring instruments. They learned to use these successfully, extended their knowledge of the relationship between centimetres and metres and became more aware of the positive results of working co-operatively together.

**There is an overall ethos of high achievement; pupils are encouraged to work hard and put maximum effort into their work; they respond very well to this, showing enthusiasm for school and for their lessons, very good behaviour and high levels of respect for one another.**

8. Teachers' high expectations described above are at the heart of the school's ethos of high achievement. However, the school values achievement and effort in many different ways. There are regular assemblies where Castillon Best Effort (CBE) Certificates are awarded. Each class takes an assembly once a term where they are able to celebrate what they have been doing in class with the rest of the school and their parents and carers. Less academic pupils are recognised for their achievements in sport and art, for example, through the clubs which the teachers run out of school time.

9. The pupils value the efforts made by the school and its teachers. They particularly enjoy the out-of-school activities but also talk enthusiastically of the 'fun lessons' in a range of different subjects. They enjoy special days such as the non-uniform day, which help to help raise funds for charity as well as the range of school visits which are arranged for them.

10. They know, however, that they are at school to learn and to do their best. Most pupils arrive promptly in the mornings and all are extremely smart in their appearance, showing a sense of pride in themselves and their school. They are well accustomed to classroom routines, organising their coats and schoolbags quickly on their pegs, placing their homework books in the correct place and settling down for registration. These routines set the pattern for the day. Lessons all start on time and pupils move efficiently between classes and rooms, for example, when they are rearranged for science lessons on Mondays.

11. Pupils are well aware of the levels at which they are operating in the core subjects of English, mathematics, science and information and communication technology. This is because of the new system introduced recently which details individual targets for pupils in these subjects. They are anxious to do well in their annual tests and assessments and their parents support them well in their efforts. For example, before the last national tests, 100 per cent of Year 2 pupils attended booster classes. This commitment to high achievement certainly has a positive effect on the standards achieved by the school.

12. Pupils learn to value one another's cultures and beliefs through their lessons in religious education but they learn to value one another's opinions and views during lessons in all different subjects. Class discussions give pupils many opportunities to give their ideas and these are valued extremely highly by their classmates who follow the good examples set by their teachers. For example, in a Year 1 English lesson, where the teacher was trying to get the pupils to suggest rhyming words to make a poem, the suggestions of many children clearly showed that they had not really understood the concept. Sensitive responses by the teacher ensured that their ideas were still valued and that they did not lose confidence in their abilities. She was then able to provide further support for these children during the subsequent group work. The high levels of racial harmony and respect between pupils are seen very clearly in their relationships in the playground and in lessons where pupils play and work happily together.

**The school is led and managed successfully; a strong and experienced senior management team has provided a backbone of stability during a period of great teacher turnover. The clear plans for the school's future development include the two areas identified by the inspection.**

13. Teacher turnover at the school has been high in recent years, mainly due to young teachers moving away from the area because of the high cost of living. The school has continued to make good improvements despite these constant changes and this is due to the clear and effective leadership of the headteacher and senior management team. They have been able to evaluate their strengths and weaknesses successfully and have been single-minded in their work to develop key areas of their performance.

14. The school development plan is a useful tool in guiding improvement and governors now have more of a say in this than at the time of the previous inspection. Governors maintain a sound overview of the school's work through their committees and a core group of governors make regular visits to observe the school in action. This information is shared with governors at full meetings to ensure that all are kept up to date. Virtually all the governors attended a day's conference earlier in the year where past performance was reviewed and future improvements prioritised. Senior staff played a great part in this, identifying clear action plans for curriculum development. The bids the subject leaders made for funds were considered and funds were allocated in accordance with priorities.

15. The careful budgeting procedures enabled funds to be saved to support the building of the new computer suite. At the last minute, grants were made available to the school so that they needed only to allocate a small part of their savings to the project. This freed up a considerable sum which has been used very successfully to improve general learning resources such as books and equipment. The school is now very well resourced and this helps teachers to present their lessons well and pupils to have access to good quality equipment to support their studies.

16. The school gives good attention towards helping new staff fit quickly into school life and understand policies and practice. It runs its own induction programme for new staff which includes meetings with senior teachers, courses run by the borough and the opportunity to see more experienced colleagues at work. Each new teacher is assigned a mentor with whom they meet regularly and who supervises their lesson planning and helps them identify areas for development. These strategies ensure that they quickly become familiar with the school's expectations and that they continue to develop professionally.

**The school provides a safe and caring environment for its pupils; there are good systems in place to help and support pupils both personally and academically; as a result pupils come to school happily and feel confident to approach new learning.**

17. All the parents who responded to the questionnaire sent out before the inspection said that their children liked coming to school. Parents at the meeting noted that the school helped children

to become confident, that extra help was given to those who needed it and that the school acted promptly if children or parents raised any concerns. These views are the results of the school's efforts to make sure that pupils are happy and that they feel safe and confident within the school environment.

18. There is a strong emphasis on the development of good personal and social skills so that pupils learn to help one another, work together effectively and develop good personal relationships. The school keeps a close eye on pupils' behaviour and notes down any individual difficulties. Programmes are then devised to support such pupils, to give them small targets for improvement and to monitor their progress carefully. Parents are always involved in this process and invited to attend any meetings to review development and to set future targets.

19. Good moral and social messages are delivered through school assemblies, for example, when the headteacher talked about being sensitive to one another's feelings or when a visiting speaker talked about 'giving of your best'. These messages are emphasised within everyday class lessons, for example, when Year 2 pupils considered Jill Murphy's story, 'On the Way Home' and how they should always try to tell the truth.

20. The school has worked very hard to devise and implement new assessment systems and these now present excellent opportunities to raise pupils' attainment in reading, writing, mathematics, science and information and communication technology still further. Each pupil has a target card for these subjects where their short-term goals are identified. This means that they know exactly what they have to do to improve. Assessment systems in science for Year 2 pupils are extremely rigorous and the school has recognised that the final assessment at the end of Year 2 may not always reflect standards accurately. Steps are being taken to re-structure the way that assessments are made to try to address this concern.

## **WHAT COULD BE IMPROVED**

**Although pupils achieve well overall, in a few lessons, the work planned is too hard for the least able or too easy for the most able; this means that sometimes they make insufficient progress.**

21. This is an area which the school has already identified as requiring further development. It has been noted through lesson observations carried out by senior staff as well as the analysis of teachers' planning and pupils' work.

22. Inspectors agree that, in some cases, insufficient notice has been taken in lesson planning to ensure that the work matches the needs of different groups of pupils so that they can all make adequate progress during the lesson. In a mathematics lesson in one of the older classes for example, the explanation about ratio was not clear enough for some of the children and the work set was too difficult. Consequently they struggled to complete their tasks. Similarly in an English lesson, the task on characterisation was too difficult for the least able children in the class and they made limited progress. In an English lesson in a class of younger children, the work for the most able group covered concepts which they already knew rather than challenging them to build upon this further. They learned little from the task.

23. In several lessons, teachers did not ensure that all pupils were involved in the initial class discussion so that their attention and concentration were maintained and so that teachers could assess their understanding. Opportunities were missed to use whiteboards or other equipment to make sure all pupils contributed and that they began to understand the concepts taught during the lesson.

24. The new system of target setting in the basic subjects provides an excellent basis for teachers to plan appropriate work for pupils and ensure that all make enough progress during their lessons.

**The new library is not yet being used effectively to improve pupils' research and reference skills, to complement work in different subjects and to extend their levels of independence.**

25. The refurbishment of the library had only been completed a short time before the inspection and pupils were not yet using it as part of their everyday studies. Some thorough work has been carried out to ensure that gaps in book provision have been identified and addressed. The library now contains a very good selection of material, fiction and non-fiction, which provides an excellent basis for the school to further improve pupils' literacy skills. Senior managers are considering the best ways to use this to improve research and reference skills.

26. A strength of the school's provision is how staff help their pupils to reach high standards in their behaviour and in their attitudes to learning. Pupils have fewer opportunities, however, to develop initiative and independence in their learning, and the use of the library to support work across the curriculum provides a good starting point for the development of this work.

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

27. In order to improve further the school should:

**(1) Ensure that the work set for pupils in lessons matches their needs and helps them to achieve the goals set on their target cards.**

(Paragraphs 21-24)

**(2) Use the library effectively to further improve pupils' research and reference skills and to develop initiative and independence in their learning.**

(Paragraphs 25 and 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	13	6	0	0	0
Percentage	0	10	62	29	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12.5	247
Number of full-time pupils known to be eligible for free school meals		43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	33

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	32

### Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	0.7
National comparative data	0.5



*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	11	13
	Girls	13	13	11
	Total	21	24	24
Percentage of pupils at NC level 2 or above	School	72 (73)	83 (79)	83 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	14
	Girls	13	8	14
	Total	23	19	28
Percentage of pupils at NC level 2 or above	School	79 (64)	66 (79)	97 (82)
	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	30	12	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	27
	Girls	8	10	9
	Total	28	33	36
Percentage of pupils at NC level 4 or above	School	67 (48)	79 (46)	86 (73)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	27
	Girls	7	10	11
	Total	25	33	38
Percentage of pupils at NC level 4 or above	School	60 (46)	79 (46)	90 (48)
	National	72 (70)	74 (72)	82 (79)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	147	2	1
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	54	0	0
Black or Black British – any other Black background	0	0	0
Chinese	6	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	11
Number of pupils per qualified teacher	22
Average class size	27

### Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	194

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	15
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	9
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	2001/2002
	£
Total income	693,018
Total expenditure	678,919
Expenditure per pupil	2,662
Balance brought forward from previous year	98,448
Balance carried forward to next year	112,547

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

272

Number of questionnaires returned

81

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	51	47	1	0	1
My child gets the right amount of work to do at home.	48	41	5	2	4
The teaching is good.	68	28	1	0	2
I am kept well informed about how my child is getting on.	68	27	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	2	0	2
The school expects my child to work hard and achieve his or her best.	80	17	0	0	2
The school works closely with parents.	51	47	1	0	1
The school is well led and managed.	68	31	0	0	1
The school is helping my child become mature and responsible.	58	38	1	0	2
The school provides an interesting range of activities outside lessons.	42	42	5	0	11