

# INSPECTION REPORT

## **CAPEL MANOR SCHOOL**

Enfield, Middlesex

LEA area: London Borough of Enfield

Unique reference number: 101981

Headteacher: Mr. Jack Bacon

Reporting inspector: Penny Holden  
2731

Dates of inspection: 18 and 19 March 2003

Inspection number: 246168

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Capel Manor Primary School Bullsmoor Lane Enfield Middlesex
Postcode:	EN1 4RL
Telephone number:	01992 764087
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. George Reeve
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Capel Manor Primary School is an average sized primary school with 209 girls and boys aged between 4 and 11 years. The school is on the northern edge of the London Borough of Enfield and takes children from quite a mixed area. The other important information about the school is that:

- the proportion of pupils who can have school meals free of charge is larger than average;
- the proportion of pupils who have special learning needs is below average;
- about half the pupils come from White UK backgrounds with the others coming from other European, Black African, Black Caribbean, and Indian heritages;
- 33 pupils speak English as an additional language. Most of these pupils are bilingual but three Somali speakers are just beginning to learn English. Turkish and Greek are the main mother tongue languages;
- pupils start school with very different levels of skill in communication and the other aspects of the early areas of learning. These fluctuate from year to year but are broadly just below those that are expected for pupils aged four.

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

Capel Manor Primary gives its pupils a good education, not only in class but also across all areas of school life. It is a happy and effective school where pupils work hard, enjoy learning and produce good work. By the time they leave the school, pupils do well in English and very well in mathematics and science. Overall, teaching is good and helps pupils achieve their potential but where it is not, pupils do not get such a good deal. The headteacher, middle managers and governors run the school very successfully making sure money is used effectively to get the best out of all the children. The school provides good value for money.

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

- Much of the teaching is extremely good and helps pupils do very well in their work and in becoming independent and confident learners.
- Pupils are encouraged to take responsibilities around the school and to care for others.
- Pupils are given a wide range of interesting work to do and teachers often make good links between subjects.
- The school has a strong, positive ethos. Assemblies and other school occasions are vibrant and lively occasions that make pupils keen to play their part in school life.

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

- Standards in writing that are not as high as in other aspects of English.
- The learning of pupils where teaching is not as good as it should be.

*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 improved well since the last inspection in 1998. Support for pupils with special educational needs and those who speak English as an additional language has improved and is co-ordinated better now. Assessment of pupils' work is good and standards in English have improved, although the school acknowledges that more improvement, particularly in writing, is needed.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	C	B	well above average A above average B average C below average D well below average E
mathematics	C	B	A	A*	
science	C	B	B	A	

A\* means that the school's performance is within the highest 5 per cent nationally.

In 2002, pupils' attainments at the end of Year 6 were average in English, above average in science and well above in mathematics compared with national standards. In comparison with schools in similar circumstances, pupils' attainments were well above average in science, above average in English and within the highest five per cent nationally in mathematics. The school's results have improved over the last five years in line with national trends. There is no significant difference between the achievement of girls and boys. Where teaching is not consistently good, pupils' achievements are not as high as they should be.

In the 2002 tests at the end of Year 2, results were below the national average in reading, writing and mathematics. Staffing problems, which have now been resolved, affected standards in Year 2 throughout that year. During the inspection, the teaching of the current Year 2 class and across Key Stage 1<sup>1</sup> was very good overall. Pupils of all abilities are making good progress and some Year 2 pupils are on track to reach the higher Level 3<sup>2</sup>, Pupils in the reception class are developing good attitudes to learning and achieve well. They are on course to meet the early learning goals in all the areas of learning<sup>3</sup>.

When they begin school, the speaking and listening skills of some pupils are not well developed. Good teaching of the youngest pupils results in them developing positive attitudes to their learning, enjoying their work and achieving well, both socially and academically.

The school has set suitably challenging targets for the number of pupils to reach the nationally expected Level 4 at the end of Year 6 over the next few years and is on track to achieve them. The school is determined to improve standards in English and is having some success. Very good teaching, observed in Year 6, resulted in some pupils working at a better level, producing sensitive and mature writing of a high standard. During the inspection particularly good standards of work were seen in:

- design and technology. Younger pupils made well constructed playground models and Year 6 made and designed attractive and functional slippers;
- art. Bold, colourful paintings and careful observational drawings were seen in Years 1 and 2. It was clear that studying the work of artists has influenced pupils' own work very well in years 3 to 6
- history. Year 2 pupils completed expressive and historically accurate diary accounts of the Great Fire of London;
- English. Perceptive and thoughtful interpretations of books being studied in Year 6.

<sup>1</sup> Key Stage 1 = Year 1 and Year 2

<sup>2</sup> At the end of Year 2 pupils are expected to achieve Level 2. Bright pupils reach the higher standard, Level 3.

<sup>3</sup> Areas of learning are: personal, social and emotional development, communication, language and literacy, mathematical, physical and creative development and knowledge and understanding of the world.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The school does all it can to encourage pupils' positive attitudes to learning. Pupils love coming to school and older children look after younger ones.
Behaviour, in and out of classrooms	Pupils behave well in lessons, co-operate, concentrate and work hard except where teaching is unsatisfactory. They play constructively and imaginatively at playtimes
Personal development and relationships	Excellent. Pupils have good relationships with each other and with their teachers, and staff treat everyone with respect.
Attendance	Absence figures are too high, although the school emphasises the importance of good attendance. Sickness and a few families not following attendance rules, cause the majority of absences.

Assemblies and other school occasions, such as after school clubs, contribute very well to the positive attitudes promoted.

## TEACHING AND LEARNING

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

Overall the quality of teaching is good. In Reception, Year 1, Year 2 and Year 6 it is of a consistently high standard. Unsatisfactory teaching was observed in Year 3.

The strengths of teaching and learning include:

- teachers who show flair in their lessons and motivate pupils to want to learn really well. They, and other staff, have high expectations and set learning objectives that challenge pupils to high levels of attainment;
- good questioning techniques, which help to develop pupils' reasoning skills, check what they have learnt and reinforce teaching points;
- problem solving activities that form an essential part of lessons and give pupils opportunities to use and apply their skills and knowledge in investigational work;
- work that is matched to the various abilities and pupils learn skills and build on their knowledge systematically;
- teachers, including part time and regular supply teachers, who work effectively as a team with their classroom assistants and support staff, help those with special educational needs and pupils learning English as an additional language.

Unsatisfactory teaching was due to:

- insufficient subject knowledge and undemanding tasks;
- ineffective class management so that pupils quickly lose concentration and do not learn as much as they should.

There is an effective mix of whole-class, group teaching and individual work and the skills of literacy and numeracy are taught well. The school meets the needs of all pupils, except where teaching is unsatisfactory and has realistic plans to support Year 3 pupils during the next term.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has a wide and interesting curriculum with pupils producing work of quality in many subjects and the areas of learning for younger children.
Provision for pupils with special educational needs	Good. Pupils who need support, work towards targets in individual education plans that are based on careful assessment of their needs.
Provision for pupils with English as an additional language	Good. Appropriate and different levels of help are given to those who have just arrived in the country and are learning English from the beginning, and to fluent bilingual pupils.
Provision for pupils' personal, including spiritual, moral, social, cultural development	The school promotes pupils' social and moral development well through its emphasis on caring for others and decision-making through the Pupil Forum. Good provision is made for pupils' spiritual and cultural development both in the day and after school.
How well the school cares for its pupils	Very good. The school is a calm and orderly environment where all work in harmony. Systems for assessing pupils' learning are good and provide useful information for staff on the progress made by all pupils in English, mathematics and science.

The school has rightly focused on improving standards in English, mathematics and science over the last few years but it has also successfully maintained a broad curriculum giving pupils good opportunities to work in a number of subjects including art, design and technology, history and geography. Good links are made between these subjects and the curriculum meets statutory requirements. Continuously good results show that the school's assessment procedures are working well and that they are much improved since the last inspection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher places the best interests of pupils at the heart of the school's work. This leadership sets the tone for the school's ethos. Staff, especially subject co-ordinators and middle managers carry out their responsibilities effectively and with enthusiasm
How well the governors fulfil their responsibilities	Good. The governing body carries out its role effectively. Governors know the school well: they are regular visitors and are keen to do all they can ensure the school continues to improve.
The school's evaluation of its performance	Good. The school's strengths and weaknesses are identified accurately. Sensible plans are made to raise standards and these are carried out effectively.
The strategic use of resources	Good. Resources are used well to provide pupils with a good learning environment and the support they need to learn.

There are sufficient staff but the school, along with many others, has had to employ two temporary teachers this year. The deputy head teacher has no class responsibility, which is unusual in a school of this size. His role next term is to ensure that all pupils have as good an education as possible regardless of their teacher. The governing body and the school's senior managers have planned and financed the building of new and very useful accommodation that has improved the

administration, staff and group learning areas. This new accommodation, and the way the governing body raised the money for it, illustrates that the school applies the principles of best value well.

### **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 school ethos and the care given to their children.</li> <li>• Children are expected to behave well in and out of school.</li> <li>• The school helps children to be mature and helpful.</li> <li>• The accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how children are getting on.</li> </ul>

Parents are very supportive and have a high level of confidence in the school and the inspection team considers this to be justified. Although only a small percentage of the questionnaires sent out before the inspection was returned, there was overwhelming agreement about the positive points listed above. Inspectors consider that the school provides good information about what the children are doing, how well they are progressing and how parents can help them at home. The consultation meetings, curriculum evenings are well attended and termly letters about the work in each class are very good.

## **PART B: COMMENTARY**

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

**Much of the teaching is extremely good and helps pupils do very well in their work and become independent and confident learners.**

1. Teaching is good overall and in some classes it is a consistent strength. In Reception, Year 1, Year 2 and Year 6 it is frequently very good and sometimes excellent. Teachers use a range of methods and resources to promote and inspire pupils to learn really well. For example, drama techniques were used very effectively in Year 2. In this lesson, pupils understood the power and clarity of the writing of the story better because the adults acted out the argument between the heroine and her grandmother in the story of Katie Morag. Pupils' had their own chance to act their versions of the argument before they had to put words on paper. The opportunity to work out their ideas, through role-play, helped all the pupils to produce good written work. Indeed, many exceeded the standards of their previous written work. The acting not only helped clarify ideas it also made the lesson fun and pupils wanted to complete the task well. Other clever and effective ways of involving younger pupils actively in lessons includes teachers pretending to get things wrong themselves and asking the class to help. The teacher wrote an example of what the pupils were to do on the white board making mistakes in punctuation and spelling and then looked puzzled by the result. The pupils delighted in correcting the result, reinforcing their understanding and knowledge. Pupils respond well to the imaginative teaching and make good and often very good progress, as a result, in spelling and punctuation.

2. Staff, teachers, teaching assistants and other classroom helpers expect pupils to do their best and achieve well. Consequently, they set tasks that extend pupils understanding and make them think. One such occasion was a Year 1 mathematics lesson, where pupils were learning number bonds up to ten and then going on to use a bridging method to add numbers beyond this. The good classroom routines, excellent and respectful relationships between everyone in the lesson and the teacher's high expectations, set the very positive tone for the lesson. Pupils knew exactly what the teacher wanted them to learn; they knew what they had to do, they loved working together and responded enthusiastically. This resulted in them working very effectively and achieving the lesson's goals. Several groups were able to demonstrate to the class the pairs of numbers they had added together and explain the methods they had used.

3. The good teaching is based on thorough planning and preparation and the effective use of resources, often made by staff. Work is matched to the various abilities and pupils learn skills and build on knowledge year by year. In Reception, the teacher is very skilful at ensuring pupils are given tasks that match their abilities so that they all make good progress. For example, in a mathematics lesson, one child was asked to measure 500ml and 900 ml of sand accurately whereas others were at an earlier stage and their task was to fill containers to the top.

4. Purposeful links are made between present and previous work. In all subjects, there has been a concerted drive to develop opportunities for pupils to carry out research and become more independent learners. In a Year 4 science lesson, teaching was very good and the lesson was extremely well planned and well organised. Pupils had to carry out their own experiments into how different materials slowed down the melting of ice cubes. The teacher's thorough preparation meant that she had tried the experiment at home and adapted the task to ensure pupils were successful in the time available.

5. Teachers place pupils in different groupings to learn and to complete tasks. Sometimes teachers work with a whole-class and other times with small groups. Tasks are sometimes given to pairs of pupils to complete and on other occasions pupils work on their own. Pupils enjoy this as it gives them a variety of activities that expect them to use different skills and abilities. A good balance of these different groupings is achieved in literacy and numeracy lessons and helps to make the lessons successful. Arrangements for teaching are flexible and enable staff to teach

subjects they are have particular expertise in and with pupils other than those in their own class. For example, the music co-ordinator takes music assemblies for Years 1 to 6. Once a week in Year 6, the headteacher and deputy teach mathematics to small groups of able and special needs pupils. These small groups are effective in helping pupils to receive teaching that closely matches their needs and helps them make good progress in the areas they find greatest difficulty. Teaching by other visiting teachers is also good and these teachers play a very effective role in pupils' learning. One of the teachers attends a course one day a week and his class is taught by the same supply teacher so that pupils have consistent and effective learning experiences. Pupils with English as an additional language are supported well by a part time teacher, as are small groups of pupils who find reading difficult. Teachers work effectively as a team with their classroom assistants, support staff and teacher training students to help those with special educational needs and pupils learning English as an additional language. Staff build very good relationships with their pupils and set meaningful targets for them to achieve. Often these are discussed and agreed with pupils giving them good, direct involvement in their own learning. All these factors account for why the pupils do so well in their attainments in comparison to similar schools.

### **Pupils are encouraged to take responsibilities around the school and to care for others.**

6. Pupils have very good opportunities to take part in making decision about the day to day running of the school and in special school projects through the Pupil Forum. Each class elects a representative who takes views forward to the Forum. Currently, it is looking at ways to improve the provision in the playground and pupils have come up with many interesting and useful ideas which are to be implemented next term.

7. Pupils also support the day to day running of the school. Classes have monitors for a wide range of jobs and pupils love to carry out these duties. There are monitors to help with assembly, by playing tapes and managing the overhead projector, and some help in the dining hall at lunchtimes. Every playtime a group of older pupils wear special tabards to make themselves very visible and they go into the playground to act as playground buddies to any pupil who feels lonely or has no one to play with.

8. Older children are encouraged to look after younger ones and often in the playground and at lunchtimes they can be seen playing and talking happily together. If younger pupils fall over or feel unwell, an older pupil is always ready to comfort them and bring them to adult help. "We like to smile and be friends," is in all classroom codes of conduct and the vast majority of pupils live up to this. Pupils are also very supportive and forgiving of fellow pupils who find it hard to always behave in the most appropriate way.

9. There are many different ways pupils can gain approval and recognition for good work, behaviour and other qualities. Pupils are given responsibilities in school for rewarding other pupils and always involving them in maintaining school rules. Classmates nominate the kindest pupil in their class every week to win the kindness cup. Class representatives check classrooms and cloakrooms for tidiness and they award a weekly tidiness certificate. All these responsibilities lead pupils to believe, rightly, that they play an important part in Capel Manor and that their individual contributions are valued.

10. Pupils are encouraged to take responsibility beyond the school. For example, they are involved in caring for the environment through the Enfield recycling service. They raise money for charity and take part in other fund raising events. In Year 6, pupils studying a book about Rose Blanche were able to express, articulately, their feelings evoked by the story. They talked sensitively about 'Jews being caged by barbed wire' and recognized the horrors of those times. They clearly understood the implications of the story and the need to take responsibility for their actions.

11. These attitudes give pupils considerable confidence in their learning and makes them willing to try things out which would help them in the national tests.

**Pupils are given a wide range of interesting work to do and teachers often make good links between subjects.**

12. The school has deliberately planned to retain a rich curriculum so that pupils have motivating work in all subjects. Whilst keeping a strong focus on literacy, numeracy and science the teachers at Capel Manor have worked hard to keep other subjects alive and flourishing. They have found, as many schools have, difficulty in finding enough time to teach every subject separately, so they have looked for interesting ways to make links between different subjects. This not only helps to ensure a greater curriculum breadth but also makes learning more meaningful. For example, the content in one subject is used to teach pupils mathematical methods or to give pupils the opportunities to practise their English skills. Younger pupils in a geography lesson recorded different forms of transport going past the school and then they displayed their results on pictograms, both hand drawn and on the computer. This let them develop their mathematical and information and communication technology skills very well in a real situation for a real purpose.

13. In a literacy lesson, the teacher used the pupils' work in geography, looking at a different environment, to provide the focus for the lesson. The pupils' knowledge of this other environment, a small Scottish island, gave them a very vivid understanding of where and how the main family lived. The teacher used this knowledge to help them imagine and develop an argument the two main characters may have had and then helped effectively to record it.

14. Teachers make good links between history and English and involve information and communication technology where possible. Pupils produced excellent dairies and accounts of the fire during the Great Fire of London using information communication technology. In music, pupils are using computer programmes to begin to compose their own tunes successfully and this helps them develop skills in both music and information and communication technology.

15. Teachers use resources, often ones they have made, well to make tasks more interesting. They are very good at finding interesting starting points for lessons and involving pupils in the work. For example, puppets are used to capture pupils' interest and to help them tell stories. Pupils love watching puppets and they find great courage performing behind them. Such activities are used well to get the pupils to evaluate and praise each other's efforts.

16. Other more unusual methods and resources become very effective teaching aids and interest the pupils. Outside, the Reception children had an old car tyre which they filled up with water. The teacher encouraged them to watch the water level as they pushed the tyre around and they were fascinated to notice the level stayed pretty constant as the tyre moved around. This activity sparked much early scientific exploration, laying the foundations for the high standards found later in science.

**The school has a strong ethos. Assemblies and other school occasions are vibrant and lively occasions that make pupils keen to play their part in school life.**

17. Capel Manor has a very good climate for learning. Pupils come to school happy to work, they are proud of their school and like the adults who work in school. They take pride in wearing their uniform and being a part of the school. Pupils know what is expected of them and how they should behave. One boy said that the pupils at Capel Manor Primary are well behaved because the school has 'Manor/manner' in its name. Everyone working in the school takes responsibility for welcoming visitors and making sure things are running smoothly. Adults and children speak to each other readily around the school, pleased to meet one another, saying hello and smiling. The oldest children keep an eye out for the younger children and quickly come to their aid if needed. Flowers, plants and pictures placed around the building make the school welcoming. The building is clean and well cared for. Displays around the school celebrate pupils' work and their achievements, raising their self-esteem and pride in their school. Most classrooms are happy well organised environments where pupils readily settle to work because teachers and other adults

make the work so interesting. Throughout the school, visitors are met by welcoming and cheerful adults and pupils who greet them, open doors and direct them to the right location.

18. Assemblies are happy and informative occasions. Pupils come in silently, listen to carefully chosen music and are ready to take part in whatever may follow. A range of teachers, including the headteacher, take assembly and often they tell stories with a moral or illustrate an important religious occasion. Pupils join in singing tunefully, listen intently to well told stories and news about the school's activities or what individuals have achieved. The interesting content, the good behaviour of pupils and good relationships help assemblies emphasise the school's values and beliefs.

19. School events, concerts and plays also add to this mix of school life. Pupils, staff and their parents are keen to be involved in the Borough's music festivals, sports events and other occasions that add a great deal to pupils' education. Pupils also have a good introduction to school life. The school does not have a nursery, but has the services of a visiting nursery teacher who contributes a great deal to the very good start pupils arriving in Reception receive. She visits families at home and several parents commented on the valuable support this had given them and their child so that they were ready for school. She runs a high quality toy library and a toddlers' club at Capel Manor, both of which help parents and their young children get used to coming to school and playing happily with other children.

## **WHAT COULD BE IMPROVED**

### **Standards in writing which are not as high as other aspects of English or mathematics and science.**

20. Standards in English have traditionally been lower than standards in mathematics and science. Teachers at Capel Manor have, over time, been particularly knowledgeable in mathematics and science and these subjects have been taught consistently well. Also in some year groups, teaching has not been good in many subjects and writing in particular has not been taught well. As writing is a skill that develops over time, this has hampered progress.

21. English is currently a school focus for improvement and there has been some excellent training for teachers. During the inspection, some very good practice was observed in the youngest and the oldest classes. This very good work is to be seen and used by all staff to develop the teaching of writing throughout the school. The school's tracking of pupils' progress and target setting are also likely to be effective in raising standards. This years Year 6 targets, for example, indicate the pupils are on track to do much better in writing. Year 2 pupils should also do better this year than last year.

### **The learning of pupils where teaching is not as good as it should be**

22. Pupils who have not been taught well do not do as well in their work as others. Where teaching is unsatisfactory, the teacher's own knowledge of the subjects is insecure; tasks are unchallenging and do not meet pupils' needs. Class management is not effective enough in these lessons and pupils quickly go off task. Insufficient work is covered, as pupils lack motivation and chat amongst themselves. The school has monitored this position carefully and has offered good training and development, which has not had as successful an outcome as hoped for.

23. Over the last few years, the school has had difficulty finding good teachers for every class. This has meant that pupils do well one year and not so well the next and their progress is uneven. Care has been taken to make sure teachers in Year 2 and 6 are able to teach the pupils well. Nevertheless because pupils have not made the same good progress every year, by the time they get to the end of Year 2 and Year 6 for the national tests their teachers have to work really hard to get them to the correct standard.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to maintain and improve standards further, the school should:

(1) Improve standards in writing by;

- monitoring the teaching of writing, to ensure this aspect of English is taught as well as possible to every year group;
- evaluating the school's new initiatives in English to ensure these developments are having the impact wanted in raising standards;
- using the existing good practice and good methods in all classes;
- targeting those pupils in Year 6 who are predicted to achieve Level 5 and those in Year 2 predicted to achieve Level 3 to ensure they reach these in their national tests.

(2) Improve the learning of pupils where teaching is not as good as it should be by;

- tracking pupils' achievements in classes where teaching is not good to check they are making sufficient progress, and taking appropriate action;
- checking pupils' books to make sure they are completing enough work at a good standard;
- using the variety of good teachers without class responsibility to improve the learning opportunities of these pupils;
- developing teachers' classroom and behaviour management skills where necessary.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

26

Number of discussions with staff, governors, other adults and pupils

5

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	7	4	2	0	0
Percentage	12	38	27	15	8	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)		209
Number of full-time pupils known to be eligible for free school meals		47

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		40

#### 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	20
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	7.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	10	9	10
	Total	24	25	27
Percentage of pupils at NC level 2 or above	School	83 (74)	86 (89)	93 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	9	10	10
	Total	25	27	26
Percentage of pupils at NC level 2 or above	School	86 (85)	93 (96)	90 (96)
	National	85 (85)	89 (89)	89 (89)

*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
	2002	21	11	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	20
	Girls	9	10	11
	Total	23	29	31
Percentage of pupils at NC level 4 or above	School	72 (63)	91 (75)	97 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	17
	Girls	7	10	10
	Total	20	27	27
Percentage of pupils at NC level 4 or above	School	63 (69)	84 (81)	84 (69)
	National	73 (72)	74 (74)	82 (82)

*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	106	2	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	1	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British - Indian	0	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	2	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	10	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	38	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)	9.5
Number of pupils per qualified teacher	23.2
Average class size	30

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	140

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/02
	£
Total income	690,044
Total expenditure	588,244
Expenditure per pupil	2,842
Balance brought forward from previous year	54,181
Balance carried forward to next year	155,981

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

### **Questionnaire return rate**

Number of questionnaires sent out	209
Number of questionnaires returned	35

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	37	14	0	0
My child is making good progress in school.	37	46	11	3	3
Behaviour in the school is good.	40	49	11	0	0
My child gets the right amount of work to do at home.	37	46	9	3	6
The teaching is good.	54	26	11	0	9
I am kept well informed about how my child is getting on.	34	43	17	6	0
I would feel comfortable about approaching the school with questions or a problem.	60	31	9	0	0
The school expects my child to work hard and achieve his or her best.	54	31	3	0	11
The school works closely with parents.	40	49	11	0	0
The school is well led and managed.	34	43	17	0	6
The school is helping my child become mature and responsible.	49	43	9	0	0
The school provides an interesting range of activities outside lessons.	26	40	11	9	14