

INSPECTION REPORT

CAMELEY CE VC PRIMARY SCHOOL

Temple Cloud nr Bristol

LEA area: Bath and North East Somerset

Unique reference number: 109186

Headteacher: Ms S Whittingham

Reporting inspector: Shirley Billington
4343

Dates of inspection: 13 – 14 January 2003

Inspection number: 246890

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 years
Gender of pupils:	Mixed
School address:	Meadway Temple Cloud Bristol
Postcode:	BS39 5BD
Telephone number:	01761 452644
Fax number:	01761 452796
Appropriate authority:	The governing body
Name of chair of governors:	Rev T Daplyn
Date of previous inspection:	23 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4343	Ms S Billington	Registered inspector
13911	Mrs J Gallichan	Lay inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small primary school with 112 pupils on roll. Pupils are taught in mixed-age classes, each with two year groups. The size of the classes varies from 24 to 35. There are more girls than boys, with a marked imbalance in some classes: for example, in Years 5 and 6 there are 21 girls and seven boys.

The vast majority of pupils are of White British heritage. There is a small number of children of Chinese or mixed heritage. A small number speaks English as an additional language but all pupils are fluent in English.

The proportion of pupils that is eligible for free school meals is low at around four per cent.

The proportion of pupils with special educational needs is below average at around 12 per cent. One child has a statement of special educational needs. The range of needs varies; some children have behavioural, emotional or learning difficulties and some have specific medical conditions.

Almost all children have some pre-school experience before starting school. On entry, their levels of attainment are above those expected of children of this age.

Over the past year some new staff have been appointed. All teachers are new to or have changed their curriculum responsibilities.

The school gained the Investors in People award in February 2002.

HOW GOOD THE SCHOOL IS

The school has some significant strengths but there are some specific weaknesses that need attention. There is very good provision for pupils' personal development and the school provides a rich and interesting curriculum. Standards attained by eleven year olds at the end of Year 6 are generally above average. Standards attained by seven year olds at the end of Year 2 have declined over the past two years to below average levels. Teaching is satisfactory overall and some lessons are good or very good; good teaching in Years 5 and 6 is helping the oldest pupils to achieve well. Leadership is good in some respects and the school has been very successful in gaining national awards for aspects of its work. However, pupils are not tracked closely enough to make sure that they all achieve as well as they should as they move through the school. Overall, the school provides satisfactory value for money.

What the school does well

- Pupils have very good attitudes to learning and behave very well.
- Provision for pupils' personal and social development is very good.
- The curriculum is broad and considerably enriched by a very good range of exciting activities.
- There is very good provision to prepare pupils for life in a culturally diverse society.

What could be improved

- The standards that pupils attain at the end of Year 2
- The rate of progress made by pupils in Years 3 and 4.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Since then, standards attained in English, mathematics and science at the end of Year 6 have improved and higher attainers are now achieving the

levels that they should. Standards at the end of Year 2 have declined to below average levels and some average and higher attainers are not achieving as well as they should.

The school has been largely successful in tackling the weaknesses found in the last inspection.

- ◆ Provision for, and standards in, information and communication technology (ICT) have improved, but there is still scope for further improvement and to make better use of ICT across the curriculum.
- ◆ Curriculum planning has improved, particularly through the good use that is made of national guidance.
- ◆ The role of the governing body in strategic planning has improved, particularly in financial planning and management.
- ◆ Procedures are in place to monitor and evaluate the school's performance but these are not used as rigorously as they might be to identify and address weaknesses.
- ◆ The role of subject co-ordinators is more clearly defined – but they have taken on new responsibilities this year and are not yet making the impact that they might.

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	B	A*	A	A
mathematics	B	B	A	C
science	C	D	C	D

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

The number of pupils taking national tests each year is small, so results have to be viewed with a degree of caution. Nevertheless, the school has a good track record of performance in English and mathematics at the end of Year 6, with results at above or well above average levels and occasionally in the top five per cent of schools nationally. The inspection found that these standards are being maintained by the current group of Year 6 with the majority attaining at least expected levels and a significant proportion working at higher levels. Standards in science are broadly average. The school has set challenging targets for pupils' performance in tests in 2003.

Standards at the end of Year 2 have declined over the past three years, particularly in English. Many pupils have not achieved as well as they should given their levels of attainment on entry. The inspection found that standards in reading, writing and mathematics in Year 2 are broadly average but few pupils are attaining higher levels.

The school has introduced a range of initiatives to improve standards in writing and there is an improvement in the quality and range of pupils' written work. Year 3 pupils that achieved lower than average levels in national tests at the end of Year 2 are being given extra help in small groups; this is having a positive impact. However, there is still some work to do to ensure that higher attaining and some average attaining pupils in Years 3 and 4 make up lost ground and achieve as well as they should.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are generally well motivated and work hard at their lessons.
Behaviour, in and out of classrooms	Very good. The behaviour of the oldest pupils is excellent.
Personal development and relationships	Very good. Pupils form good relationships, work well together and have a keen sense of responsibility towards others.
Attendance	Satisfactory, with levels broadly in line with the national average.

The oldest pupils are mature and responsible. Their very good attitudes and well-established work habits mean that they are well prepared for the next stage of their education.

TEACHING AND LEARNING

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

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

Throughout the school teachers plan lessons carefully and make good use of resources to make learning interesting. Relationships between teachers, support staff and children are good and pupils are well managed. The teaching of pupils in Years 5 and 6 is often very good, helping children to achieve well at the top end of the school. Lessons with these pupils are characterised by high expectations, a brisk pace and a clear sense of purpose and enjoyment in learning.

Throughout the school there is some good teaching of English and mathematics. In Years 2, 3 and 4 this is helping to raise pupils' levels of attainment. However, teaching in Years 3 and 4 is constrained at times by the large number of pupils in the class. In some lessons with the youngest children, expectations of what they might achieve are not high enough and this slows their rate of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in Years 1 to 6; there is an excellent range of extra-curricular activities and the curriculum is enriched through visits, visitors and special events.
Provision for pupils with special educational needs	Good. Pupils are given a good level of support and have good access to all aspects of the curriculum.
Provision for pupils with English as an additional language	There is no additional support for these pupils but they are well integrated in their classes and make progress in line with that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The programme for personal, social and health education (PSHE) and curriculum enrichment activities enhance all aspects of pupils' personal development.

How well the school cares for its pupils	Satisfactory. All policies and health and safety checks are in place, but there is a need to update staff training on child protection procedures. Assessment information is used to set targets for individuals and groups of pupils.
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The curriculum for children in the reception year is constrained by lack of space and limited equipment for their creative and physical development. The school is aware of this and plans are in hand to improve provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The head provides a good lead in curriculum initiatives. She is supported well by the new co-ordinators for English and mathematics who have the potential to make a good impact on school development.
How well the governors fulfil their responsibilities	Good. Governors are well organised to fulfil their responsibilities and give the school a good level of support.
The school's evaluation of its performance	Satisfactory. Useful information is being generated on pupils' performance; this needs to be used more rigorously to identify trends and potential areas of weakness.
The strategic use of resources	Satisfactory. Additional funding is used well for designated purposes.

There is a good level of staffing and support staff make a good contribution to the quality of learning for individual and small groups of pupils. A large carry forward from the budget in 2001/02 has been used to improve staffing levels and to make some improvements to the building.

Governors seek best value in making spending decisions, particularly by considering the potential effect of expenditure on improving the quality of learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress • Behaviour is good • Teaching is good and children are expected to work hard • The school works closely with parents • Children are helped to become mature 	<p>A minority of parents feel:</p> <ul style="list-style-type: none"> • They are not comfortable about approaching the school with concerns • The school does not provide an interesting range of activities • The school is not well led and managed

The above views are based on the comments of the six parents who attended a meeting prior to the inspection and 25 (22 per cent) who returned questionnaires. The inspection generally endorsed their positive views, though not all children are making the progress that they should. In terms of their concerns, the inspection found that leadership and management are satisfactory. Parents are actively welcomed in school and there is no identifiable reason why they should not approach staff with concerns. The range of activities outside of lessons is excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils have very positive attitudes to learning and behave very well

1. Throughout the school pupils show a high level of interest in, and enthusiasm for, all opportunities for learning. In lessons, the majority of pupils listen carefully to teachers and respond readily to instructions. This is evident even with the youngest children who have been in school for just over a term. In a literacy lesson, children were very attentive when the teacher recapped the introduction to a story started the day before; they were keen to respond to her questions and to show what they had remembered. Pupils in Years 5 and 6 showed an excellent response in a numeracy lesson on place value. The pace of the introduction was brisk so that pupils concentrated well and were obviously stimulated by the activities. They worked well in pairs, discussing and recording their answers on whiteboards and helping each other to get to grips with the mathematical processes that they were learning.
2. Behaviour in lessons and around the school is very good. Pupils respond well to the consistent expectations and the strong emphasis that teachers place on highlighting positive behaviour. This was evident in a Year 1 and 2 lesson where the teacher praised the children who came quickly to the carpet for a review session and were “sitting beautifully and ready to show us what they have done”. This encouraged those who were a little slower to tidy up and join the rest of the class without a specific reminder or reprimand from the teacher. Pupils move around the school sensibly, with due regard for others. They make space for those who are trying to find their coats in the rather cramped cloakrooms and often spontaneously help their peers if, for example, they are searching for lunchboxes. At break and lunchtimes, play is amicable and friendly. Pupils play together in large and small groups across the age range. The older pupils act as ‘playground buddies’ so that the younger ones have someone to play with; this is a good arrangement to promote good relationships and younger children’s confidence and security. Year 6 pupils commented that playtime is fun; there is no bullying but, should it occur, they are confident that it would be dealt with promptly.
3. Relationships throughout the school are very harmonious. The adults provide very good role models; all staff work well as a team and treat each other, and the children themselves, with a high degree of respect. In many lessons, pupils are encouraged to work in pairs and they collaborate very successfully, listening to each other and helping to formulate and clarify ideas. The youngest children learn to share equipment in practical activities and are able to take turns if necessary; this was apparent in the ICT suite where they were really keen to use the computers, agreed which programs to use and shared the use of the mouse. Older pupils who have recently joined the school commented that they were welcomed and made friends very quickly.
4. The oldest pupils have well-established work habits so that they make maximum use of time for learning. They organise books and equipment quickly and sensibly and get on with activities independently if necessary. If the teacher is engaged in teaching a specific group, they help each other with any difficulties so that they make progress with their learning. Discussion with Year 6 pupils showed them to be a mature and sensible group who take great pride in their school. They appreciate the efforts of their teachers to make learning both purposeful and enjoyable. They enjoy being part of the school community.

Provision for pupils’ personal and social development is very good

5. The school gives provision for pupils' personal, social and health education (PSHE) a very high priority. There is a specific programme for teaching and learning for PSHE and also a range of opportunities to promote pupils' understanding of their role in the school and responsibilities to the wider community.
6. In all classes, 'circle time' sessions take place each week and a range of issues is discussed, including, for example, friendship, respect and tolerance. In some instances, these sessions link with work in religious education and other subjects. In a lesson with Year 1 and 2 pupils, for example, the story of the creation was used as a basis for children to reflect on the beauty of the world around. The children were reminded about their work in science on the senses so that they could use what they had learned in thinking about the importance of light and touch. Whole class discussion was focused on a series of pictures before the children drew and wrote about their own ideas of beautiful objects. These included the sun, trees and "my mum"; the children were encouraged to explain how these made them feel and to articulate their appreciation of specific elements of the natural world. In a very good PSHE lesson with Years 3 and 4, the teacher helped the pupils to understand the idea and impact of prejudice by initially excluding from the circle all those with fair hair. This led to a sensitive exploration of feelings of exclusion and inclusion. Pupils expressed their views confidently and listened carefully to the contributions of others; throughout the lesson there was a strong element of mutual respect.
7. Throughout the school, pupils' achievement is celebrated and they are reminded of the importance of aiming high. In a display on the power of positive thinking, linked with a study of Anne Frank's diary, pupils recorded successes that resulted from having courage and self-belief. These included doing a forward roll and abseiling down a tower. A range of quotations, often by a diversity of famous people, encourages positive attitudes: 'we all smile in the same language' and 'together everyone achieves more'. In the hall, a display on building a caring community includes 'bricks' of children's photographs and illustrations of their achievements, boosting their self-esteem. Pupils are reminded of the characteristics of a Cameley person with captions such as 'confident' and 'good at thinking'. Target trees in classrooms remind pupils of key goals for learning and all children in a class work towards 'golden time' as a shared reward for good behaviour and hard work. Golden rules and class rules displayed around the school are simple and positive; these include, for instance, 'try hard', 'listen and think'.
8. In all classes, pupils are given a range of responsibilities for daily tasks such as taking the registers to the office and tidying areas of the classroom. The older pupils have increased responsibilities around the school, for example, putting out chairs in the dining hall and acting as playground buddies. In Years 5 and 6, pupils act as table monitors at lunchtime and take responsibility for collating and publishing the school newspaper. The school council has representatives from each year group, elected by their peers, to consider a range of issues such as the provision of games in the playground. Pupils are aware that they need to report back to their classes and to represent their peers in suggesting ideas and raising concerns. This makes a good contribution to pupils' awareness of citizenship.
9. Pupils become involved in a wide range of activities to raise money for a number of causes. These include Unicef, Cancer Research and Farm Africa. They are encouraged to understand the difficulties that individuals and communities may face and to appreciate lifestyles that are very different from their own. They also learn about disability rights, fair trade and development aid. A link with a nearby school for deaf children has prompted the children to learn British sign language. Many are very proud of their skills,

demonstrating in registration, for example, how they can sign their preferences for sandwiches or a cooked lunch.

The curriculum is broad and considerably enriched by a very good range of exciting activities

10. The curriculum is carefully planned to include all subjects of the National Curriculum and religious education. Good use is made of the guidance from the national literacy and numeracy strategies to plan work for mixed-age classes. The school also makes effective use of guidance for other subjects to provide a programme of topics over a two year period to ensure that pupils experience progression in their learning. The statutory curriculum is enriched by the good links made across subjects and the breadth of experiences that is offered through special events, visits and visitors to school.
11. The range of extra-curricular activities is excellent, particularly for a small school. A wide range of sporting activities is offered, including football, netball and gymnastics. A dance and drama club is open to children from Years 1 to 6 and there is a music and guitar club as well as instrumental tuition on offer for older pupils. The school has a well-established tradition of performance with two productions each year in which all pupils take part. They also take part in a local dance festival.
12. The quality of the school's provision for physical education has been recognised by the 'Active Mark' award. There is a good record of successes in competitive sports locally and, as part of the work towards the International School award, a football team participated in a tournament in Grenoble. The Schools for Health award also recognised the work going on in the school to encourage a healthy lifestyle; this has been continued through work in science and a visit from a member of Bath Rugby Club who talked to the oldest pupils about his fitness routines.
13. Special events support work in a range of subjects. A Shakespeare workshop has encouraged appreciation of literary traditions and a 'Drum Crazy' day encouraged children to participate in a music workshop and performance. A science week and a conservation club, raises pupils' awareness of the need to care for the environment; recycling activities go on in every classroom and the school grounds have been developed to encourage observation of growth and change. Art week and opportunities to work with artists in residence have encouraged pupils to explore and use a variety of techniques to represent their ideas and observations. Last summer, the whole school took part in a photography project. Some children worked with members of the Royal Photographic Society to portray some striking images of the Chew Valley, some using a digital camera or taking the work of Andy Warhol as a stimulus for abstract images.
14. Good use is made of the locality to support learning. Year 3 and 4 pupils visited a local church to make observational studies and to learn about the significance of symbols and artefacts. Work on the history of the village has involved pupils in the study of maps and buildings and research into the importance of mining in the area and the impact that this had on people's lifestyles. Years 1 and 2 pupils have studied and written poems about their houses and other buildings in the locality: 'beside my school are lovely bushes and trees rustling in the wind'.
15. Pupils are encouraged to reflect on their success as learners. Years 5 and 6 keep a 'learning log' that records subject specific successes but also their personal development: 'I have learned what friends are like and what you have to do to keep them'. Years 1 and 2 pupils have used an art program to illustrate their ideas on 'I want to be better at.....'.

There is very good provision to prepare pupils for life in a cultural diversity

16. The school works hard, in a largely monocultural area, to extend pupils' awareness of the multicultural nature of society. This is supported by the governors' agreed policy for promoting the international dimension of the curriculum. Themes in assemblies and PSHE lessons, together with special initiatives such as Passport to the World, contribute to pupils' awareness and appreciation of cultural diversity. Issues of prejudice of all kinds, including those related to colour, race and religion, are addressed in discussions in circle time. Respect for, and tolerance of, differences in lifestyles and beliefs are encouraged through a wide range of activities.
17. During the inspection, the theme of hope was illustrated by the story of the life of Martin Luther King. This linked well with work in circle time sessions that focused on prejudice based on the colour of people's skin. The assembly theme was supported well by music from South Africa that was played as children entered the hall and by their singing, 'This little light of mine' and 'Peace on Earth'. Luther King's speech was used to encourage pupils to share their own hopes; many of these indicated mature reflection as the pupils referred to their aspirations for the community and the wider world.
18. Displays around the school demonstrate a good range of work related to the multicultural dimension of the curriculum, often linked with studies in subjects such as English, art, geography and religious education. Pupils have created a collage to illustrate the diversity of modern British society with a range of images celebrating family life, food and sport. Years 5 and 6 have carried out extensive work on the diversity of beliefs in the British Isles. This has involved some detailed research into a variety of faiths including Sikhism, Judaism and Islam and culminated in a class book that shows good knowledge of key aspects of these religions. Work in India week involved the whole school in looking at different aspects of the life of Indians past and present and included, for example, research into the life of Gandhi, making Mehndi patterns and preparing and sampling a variety of Indian dishes. Art work in the style of Aboriginal artists shows pupils close study of the techniques, patterns and colours that typify this tradition.
19. The quality of the school's work in this area has been recognised by an International School Award. This involved establishing a range of links with places around the world, including one in Jaipur. Pupils have been exchanging information through e.mail and learning about school life in this part of India. Pupils have also been involved in a study of life in Haiti and the contrast with life in England. Work on life in Bangladesh has raised pupils' awareness of the exploitation of child labour and issues related to fair trading.

WHAT COULD BE IMPROVED

The standards that pupils attain in national tests at the end of Year 2

20. Standards attained by seven year olds in tests in reading, writing and mathematics have declined over the past three years. In 1999, pupils' performance was well above the national average in all three areas. In 2002, performance in reading and mathematics was below average and in writing it was well below average. In comparison with schools with a similar intake, results were well below average. The main weakness that brought down the overall performance of the year group was the low proportion of pupils that gained at least average or higher levels in the tests.
21. Data provided by the local education authority shows that a significant number of pupils that started school with average levels of skills and understanding did not achieve

expected levels in tests at the end of Year 2. This is particularly apparent in writing, where none made better than average progress; the majority with average or better skills at the start of the reception year did not reach average levels in the tests. The school has recognised the need to improve standards in writing and some successful work has been undertaken to improve the quality of pupils' written work. Nevertheless, pupils have a good deal of ground to make up, particularly in Years 3 and 4, if the school is to maintain its good performance in tests in English and mathematics at the end of Year 6.

22. Predictions for the attainment of pupils currently in Year 2 initially showed that a low proportion was expected to reach average levels in tests in 2003. However, the school has recognised that this is an under-estimation of what many should achieve and these predicted levels have been raised. There is still some work to be done to ensure that potentially higher attaining pupils reach the levels that they should since very few are working at better than average levels.

The rate of progress made by pupils in Years 3 and 4

23. There is also some work to be done in Years 3 and 4 to ensure that pupils make up the ground that they have lost. This is already underway with small group work to boost literacy and numeracy skills for those pupils who have not reached expected levels. However, there is no additional support for higher attaining pupils; at times the teacher is stretched in trying to meet the learning needs of the large numbers of pupils in the class.
24. The school rightly plans to introduce more rigorous systems to track and evaluate pupils' progress in writing. The targets that are being set following assessment of work in literacy and numeracy are helpful in focusing the attention of pupils and teachers on what needs to be done to bring about improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to raise standards further, governors, the headteacher and staff should now:

- (1) Improve pupils' performance in national tests at the end of Year 2 by:
 - carefully tracking the progress of pupils in Years 1 and 2 to ensure that they are achieving as well as they should;
 - ensuring that targets set for pupils' attainment in national tests at the end of Year 2 reflect their potential to achieve given their good base of skills on entry.

- (2) Improve the rate of progress made by pupils in Years 3 and 4 by:
 - implementing the planned procedures to rigorously track pupils' progress to ensure that they are making up lost ground;
 - providing more support for teaching the higher attaining pupils who have not achieved the levels that they should.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

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	3	3	6	0	0	0
Percentage	0	25	25	50	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 eight 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)	112
Number of full-time pupils known to be eligible for free school meals	4

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	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

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
	2002	4	12	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	88 (95)	94 (95)	88 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	16
Percentage of pupils at NC level 2 or above	School	88 (95)	94 (89)	100 (89)
	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	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	94 (100)	88 (82)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	94 (100)	88 (82)	94 (91)
	National	73 (72)	74 (74)	82 (82)

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

NB Separate boys and girls results are not published as there were less than 10 boys and 10 girls taking the tests.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100		
White – Irish			
White – any other White background	1		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background	4		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	3		
Any other ethnic group			
No ethnic group recorded	1		

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)	5.2
Number of pupils per qualified teacher	21.3
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	93

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	311,029
Total expenditure	304,356
Expenditure per pupil	2,601
Balance brought forward from previous year	23,033
Balance carried forward to next year	29,706

Recruitment of teachers

Number of teachers who left the school during the last two years	3
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)	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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	112
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	40	12	0	0
My child is making good progress in school.	40	48	8	0	4
Behaviour in the school is good.	44	48	8	0	0
My child gets the right amount of work to do at home.	20	68	12	0	0
The teaching is good.	48	36	8	0	8
I am kept well informed about how my child is getting on.	28	56	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	40	36	12	12	0
The school expects my child to work hard and achieve his or her best.	48	44	8	0	0
The school works closely with parents.	16	72	8	0	4
The school is well led and managed.	28	52	16	4	0
The school is helping my child become mature and responsible.	52	36	8	0	4
The school provides an interesting range of activities outside lessons.	28	44	12	16	0