

INSPECTION REPORT

**CHADDLEWORTH St. ANDREW'S
Church of England [VC] PRIMARY SCHOOL**

Chaddleworth, Newbury, Berkshire

LEA area: West Berkshire

Unique reference number: 109957

Headteacher: Mrs Susan Robinson

Reporting inspector: Mr Glyn Gaskill
22951

Dates of inspection: 3rd – 4th December 2002

Inspection number: 246953

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
Gender of pupils:	Boys and girls
School address:	Chaddleworth, Newbury, Berkshire.
Postcode:	RG20 7DT
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Appropriate authority:	Governing body
Name of chair of governors:	Lady Eliza Mays-Smith
Date of previous inspection:	19 th – 22 nd January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

The terms “attainment” and “achievement” appear frequently in this report. Inspectors use the term “attainment” to indicate standards against national or local criteria. The term “achievement” is used to describe the progress pupils make compared to their prior attainment.

The term “Foundation Stage” refers to children of reception age.

INFORMATION ABOUT THE SCHOOL

This is a good school. Through good teaching, pupils attain high standards in literacy and in their social and moral development. The headteacher provides excellent leadership and very good management; this leads to staff having high expectations of what pupils should achieve. The governing body knows the school well and uses a very good range of strategies to maintain and improve educational provision. Standards in National Curriculum subjects have improved considerably in recent years and they are satisfactory or better. Children are given a good start in the Foundation Stage. The school provides sound value for money.

What the school does well

- Good teaching, obtained through effective management and systematic planning, ensures that pupils develop positive attitudes to learning and achieve well.
- Teachers and learning support assistants work well together. They provide flexible and effective learning situations for the wide age range in each class.
- Pupils in Key Stage 1 make excellent progress in mathematics and very good progress in English. Standards are well above average in English at both key stages and in mathematics at Key Stage 1.
- The school's arrangements for the well-being of pupils are extremely good. Pupils are very aware of what they need to do to improve their work in mathematics and English.
- The headteacher, governing body and staff share a common purpose. They aim to provide the best for the school and local community. This is shown in the recent building improvements and the provision of adult education.
- Pupils' behaviour and attitudes are good. Their moral and social development are very good. This is because staff and pupils have carefully considered appropriate rules and policies.

What could be improved

- The different mix and reliability of the hardware and software used to teach information and communication technology restricts pupils' progress in the subject and across the curriculum. The school has plans to improve this area.
- The effective use made of National Curriculum level descriptions in English and mathematics to further raise standards is not consistently used in other subjects. The school has recognised this as a development area.
- The school has brought about many improvements to educational provision and standards. However, planning for change, during the current staffing situation, is over-ambitious and in danger of producing too great a workload on staff. This could have a negative effect on what the school is doing well.

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 January 1998. Since that time the school has made very good progress. The key issues for action identified in the inspection report involved raising standards, establishing policies and schemes of work, developing target setting for pupils and improving the accommodation and learning resources. Significant improvements have been made in all these areas. Standards in literacy and numeracy have risen considerably. There are appropriate plans for teaching all subject areas and the Foundation Stage. Target setting for pupils is very well established and helping progress. The recent building works have made a great improvement to learning areas, including an

enclosed outdoor learning area for the Foundation Stage children, classrooms, library facilities and the organisation of computer facilities. The school went through an unsettled period after the last inspection when the number of pupils on roll fell. It has recovered well from this setback due to the high quality leadership and management provided by the headteacher and governing body.

STANDARDS

The number of pupils involved in National Curriculum tests [SATs] is very small. Each pupil makes a large percentage increase to results. Because of this, a table of SAT results is not included, but a description of results and trends is given below. Overall, there has been a very rapid upward trend in SATs results at both key stages.

- Children in the Foundation Stage are online to meet or exceed the nationally expected standards in all areas of learning by the time they enter Year 1.
- SAT results for Key Stage 1 in 2000 and 2001 were generally very low with all being in the bottom five per cent nationally in at least one of those two years. Since that time, mathematics results for 2002 have rocketed to the top five per cent nationally, reading results for that year were well above average and writing above average.
- In comparison with other schools in the local education authority, pupils in Key Stage 1 are making exceptional progress in mathematics and very good progress in English.
- SAT results for Key Stage 2 in 2000 were very low, particularly mathematics which was in the lowest five per cent nationally. Overall these results have considerably improved.
- Results in Key Stage 2 SATs for English have been in the top five per cent nationally for the last two years.
- Results in Key Stage 2 SATs for mathematics soared from the bottom five per cent to the top five per cent but fell back to a very low figure. This inconsistency can be related to the very small number of pupils involved.
- In comparison with other schools in the local education authority, pupils in Key Stage 2 are making steady progress in English and mathematics.
- Inspection evidence showed that, at the end of both key stages, standards were very high in English and satisfactory in science. Standards in mathematics were found to be well above average at the end of Key Stage 1 and satisfactory at the end of Key Stage 2.
- Standards in subjects other than English, mathematics and science were satisfactory or better. Pupils do not have a consistent understanding of all the curriculum requirements in information and communication technology, mainly due to the limitations of the learning resources. In science, higher standards are held back as pupils have not developed a systematic approach to investigative work.
- Pupils with special educational needs make good progress and attain standards which are appropriate to their capabilities.
- The school sets itself realistic targets for SATs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning both in lessons and in the extra-curricular activities. Pupils enjoy coming to school and being involved in all the school has to offer.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils know what is expected of them because they are involved in setting out codes of conduct.
Personal development and	Relationships throughout the school are very good. Pupils willingly take

relationships	on responsibilities and carry them out well.
Attendance	Attendance is good.

TEACHING AND LEARNING

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

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

- The quality of teaching of English and mathematics is good at Key Stage 1 and very good, at times excellent, at Key Stage 2.
- The basic skills of literacy and numeracy are taught very effectively and national strategies have been implemented well.
- All teachers plan very thoroughly and make effective use of their evaluations of how well the lessons have affected pupils' learning. By this means the needs of all pupils are met.
- Teachers and learning support assistants work well together and have high expectations of pupils' behaviour and standards. This results in good achievement by all pupils including the higher attainers and those with special educational needs.
- Pupils respond well to the good quality teaching. They know what they have to do, contribute well to discussion and work hard. On the occasions when pupils become restless, teachers use effective strategies to help pupils to regain concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of learning opportunities to which all pupils have full access. For the size of the school there is a very good range of purposeful activities which the school provides in addition to statutory requirements. The statutory National Curriculum requirements are met well.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Teachers and learning support assistants make very effective use of relevant individual education plans and information and communication technology.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Pupils work and play together very well. They have a keen sense of right and wrong and know what is expected of them. Provision for pupils spiritual development is good. Pupils have learned to reflect on fundamental issues and the place of Christian teaching in their lives. Provision for pupils cultural development is good. Pupils know about their own culture and those of others through subjects such as history, geography and music.
How well the school cares for its pupils	The school cares for its pupils very well. All staff know all the pupils very well. Assessment procedures are well established and provide good support for pupils learning.

- The school community works very hard to provide for the needs of pupils. One exceptional response to this has been the giving of substantial amounts of money, from individuals in the community, to pay for building works and teachers' salaries.
- The curricular provision for English is well above average across the school.
- The setting of pupils for English and mathematics is having a particularly positive effect on the standards of attainment of Year 2 pupils.
- The curriculum for science lacks a systematic approach to investigative work. Areas of information and communication technology are restricted by the learning resources available. The school has realistic plans to improve these aspects.
- Staff work very hard to provide the high standard of extra curricular activities.
- The school accepts the need for further sporting activities. The headteacher and governing body are trying to recruit someone from outside school to take on the responsibility.
- The school's involvement in environmental work is most successful and pupils benefit greatly from their activities in this work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. Her dedication to do the best for pupils and the community is exemplary. Through her very good management and extremely close working with the governing body, the school has made considerable improvements since her appointment.
How well the governors fulfil their responsibilities	The governing body is very good in carrying out all its duties. It displays high standards of commitment and has a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has good procedures for comparing, with other schools, the standards its pupils attain in English, mathematics and science. The headteacher monitors teaching systematically which supports high quality teaching.
The strategic use of resources	Specific grants are used effectively. For example, special educational needs and standards funding. Development planning considers all aspects of improvement and the costs involved. Best value principles are used well.

- The recent building works have brought maximum benefit to pupils' learning from the funding available.
- Learning resources for information and communication technology are in need of improvement. The school has made significant initial steps to improve this area.
- The school explores all possible sources of funding. The governing body and headteacher are actively looking to support the re-establishment of a pre-school group.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The huge improvements made since the appointment of the new headteacher. • Pupils' high standards of behaviour and positive attitudes and values. • The good progress made by pupils. 	<ul style="list-style-type: none"> • Knowledge of what pupils are learning. • Younger pupils do not change reading books regularly. • The high turnover of teaching staff has an impact on the continuity of some systems in

<ul style="list-style-type: none"> • The helpful written reports on their children and good access to staff to discuss matters of concern. • The school's personal response to the needs of individual pupils. 	school.
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- Inspectors agree with all the positive comments made by parents.
- Inspectors feel that parents concerns are not fully justified. The school holds curriculum evenings when parents can learn about what is being taught. For a short period, a supply teacher was in charge of younger pupils. This did lead to a time when reading books were not changed as frequently as the reading record of the regular class teacher shows.
- The high turnover of teaching staff is beyond the control of the school and the inspectors are convinced the school is doing everything it can to provide for continuity of teaching.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils attain very high standards in English at the end of Year 2 and Year 6. In mathematics, pupils attain high standards and excellent achievement at the end of Year 2. This is due to the high quality of teaching brought about through systematic planning and the thoughtful application of national strategies.

1. Planning for all aspects of learning for children in the Foundation Stage is very good. This is giving pupils a good start in their early literacy and numeracy skills.

2. Teachers use a wide range of appropriate teaching strategies and realistic contexts for pupils' learning. Previous learning is made use of to move pupils' learning forward. At the start of a lesson, it is made clear to pupils what they are going to learn. Learning activities are very relevant to the objectives of the lesson. Pupils are challenged to consider if they have achieved what they set out to do. In English there is a very good blend of teaching the mechanics of the subject, such as punctuation, genre and structures within different genre, and the imaginative and creative aspects. Effective use is made of homework, where appropriate. Activities are carefully planned in the long term and for individual lessons. Marking helps pupils to make progress. Assessment identifies areas which have been learned well and areas which need further development. Aspects of these good features are evident in the following examples.

3. Through the teacher's appropriate choice of task, pupils in Year 1 make effective use of their individual whiteboards. They practise letter formation and write appropriate words. They make good progress, helped by the teacher modelling the words on the wall whiteboard. Making use of a poem they have studied the previous lesson, they discuss, as a class, the usefulness of lists of words. They then work in pairs and consider the items they would take on a picnic. As a class, they suggest their different words and the teacher writes them on the whiteboard, sounding the initial sounds of letters.

4. In a class containing the more able pupils from Years 3 to 6, the teacher has planned learning objectives in word level work for each week of the term. Each week the degree of success of individuals and the group is evaluated against these objectives. Appropriate action is taken where needed. The learning objectives and criteria for success for the main part of the lesson are discussed, agreed and written on a display poster: *Writing instructions and making sure the reader will understand what to do*. Use is made of appropriate homework. The whole class look at a big book which has instructions to carry out an experiment on green leaves. Through the teacher's skilful questioning, a template for instructional writing is produced. Pupils then enthusiastically apply this template to writing instructions to make a raised bed for growing vegetables. Their enthusiasm is stimulated by the use of digital photographs of themselves preparing a raised bed as part of their extra-curricular activities. Key words are identified and the use of the imperative verb is understood by all pupils. Sentences are

constructed, read, considered against their purpose and improvements made. Pupils bubble with ideas. This is channelled well as the teacher uses different ways for pupils to claim her attention or different groupings of pupils to develop the text. The emerging text is clear and relevant to its purpose.

5. Marking is carried out regularly and it helps to raise levels of achievement, including exemplary marking in the books of the older pupils. Pupils are shown what to correct and corrections are then carried out and marked. Pupils write their own evaluations of their work alongside those of the teacher. These evaluations are realistic and help pupils to make progress.

6. Pupils are placed in three broad ability sets for English and mathematics. This arrangement is having a particularly positive effect on standards in English across the school and in mathematics at the end of Year 2.

7. Nearly all Year 2 pupils are in the middle set, with the majority of the class drawn from older age groups. They thrive on the challenge presented to them in lessons. For example, in a lesson on simple fractions, they explain how different shapes are divided equally into halves, quarters and thirds. The teacher sets up a "fraction bingo". With time targets set, the pupils quickly recognise particular fractions on a sheet of various shapes divided into fractions. Pupils consider relevant questions. Through guidance from the teacher they appreciate the oblique stroke in the notation of a fraction, such as $\frac{3}{4}$, is not the same as the minus sign in 3-4. Learning support assistants know the plans for the lesson and give very good support to the pupils in their care. Using information gained in the final part of the lesson, the teacher is able to evaluate pupils' achievement against the learning objectives. The teacher has produced clear lesson plans for each day and evaluated the impact of each lesson on standards.

8. Whilst the number of pupils taking SATs is very small, results at Year 2 and Year 6 have improved considerably in the last two years. Before the appointment of the new headteacher, boys' performance in English SATs was much lower than the girls. The school has worked methodically to improve boys' performance. This has been successful. One result is that the boys show a liking for reading and are performing well, relevant to their capabilities.

9. The use of National Curriculum level descriptions to plan and assess pupils progress is used to very good effect in mathematics and English. This aspect is underdeveloped in other subject areas.

Pupils' spiritual development is good, their moral and social development are very good. Their behaviour and attitudes are good. This is a result of very good provision, often directly involving pupils in policy making.

10. A strength of the school is the high level of consultation with pupils. This results in behaviour codes and policies which are clearly understood and implemented by all. The pupil produced policy for settling new pupils into the school is very clear and practical. The very good planning for learning in the Foundation Stage ensures that pupils make good progress in their personal, social and emotional development.

11. The behaviour and attitudes of pupils is good. When there are lapses in pupils' concentration and fidget levels rise, teachers and learning support assistants rigorously apply consistent expectations and agreed procedures to restore matters. Through a meeting with all pupils, supervisory and teaching staff, consistent and effective codes of conduct are established throughout the school day.

12. Relationships and personal development are greatly enhanced by arrangements for reviewing or mentoring pupils' personal targets. Older pupils find this process very helpful when they review their own targets with governors and other adults. Younger pupils discuss their targets with older pupils. These aspects not only help pupils improve but also give them confidence in relating to individuals of a different age.

13. The school council is well organised and has a positive influence on the development of the school. Currently the council is working on project to provide a quiet area in the school grounds. Through their suggestions, dance has been added to free choice time, which is used to promote positive behaviour. The council agrees that the school could be called "Saint Friendly's" because of the way all adults and pupils work and play so well together. They appreciate that from time to time pupils will fall out with one another, but tackle these situations in a constructive and realistic manner

14. Older pupils are given responsibility for a table of pupils at the mid-day meal. Older pupils and parents run an after-school craft club for the infants. Younger pupils are given appropriate responsibilities. Pupils of all ages benefit from these arrangements.

15. Pupils appreciate their own experiences, the needs of others and the need to care for the world in which we live. These aspects are given meaning in the charity fundraising carried out in school, assemblies and their lessons and extracurricular work involving the environment. The school has been particularly successful in the way in which pupils carry out environmental work in the school grounds. This has been recognised by important awards for the last two years. Pupils have a great enthusiasm for this work.

16. The pupils' enthusiasm for school is well illustrated by the relatively high proportion of pupils who take part in extra-curricular activities. For example, after a full day of lessons, several pupils attended the "Groundforce" Club. They worked outside doing seasonal planting, then carefully cleaned the garden tools for winter storage and finally worked on folding card to illustrate aspects of composting. These activities were well led by the headteacher. At the end of all this after-school work, the pupils were still keen to do more but the allotted time had over-run.

The level of provision for the care and welfare of pupils is very good and in particular areas is excellent. This produces a safe learning environment where pupils make positive progress.

17. The school is very diligent in making the school grounds, building and routines ensure pupils' welfare, health and safety, including child protection. A great strength is the fact that all staff know all the pupils very well.

18. Agreed codes of conduct contribute significantly to pupils well-being. Arrangements for child protection are most thorough. Every care is taken with medical matters, such as administration of medicines, and precautionary routines, such as fire drills. Parents have great confidence that should bullying occur, the school would deal with matters quickly and effectively. The sloping site of the school limits access for pupils of differing mobility but great care has been taken to improve access wherever possible.

19. Pupils of all capabilities, including those with special educational needs and higher attainers, are well supported. This is done because staff have good understanding of pupils' capabilities and they make effective use of assessment, particularly in mathematics and English.

20. Parents appreciate the good opportunities they have to meet with staff to discuss their children's progress. The annual report they receive on their children's progress is clear and helpful. Parents know what is needed for further improvement to take place. Staff make home visits where there is a need.

21. Pupils make use of a homework club which helps them make progress. An attempt to launch a breakfast club in school met with so little positive parental response that the initiative has been shelved.

22. The way in which teachers use assessment to raise pupils' standards of attainment, is set out in paragraphs 1-9 of this report.

The quality of leadership provided by the headteacher is excellent and her management is very good. The governing body know the needs of the school and the community very well. They are very active in making the most of the available resources to provide the best for pupils and the community. These factors have resulted in greatly improved educational provision and a great increase in standards since the headteacher was appointed.

23. There is a very strong corporate spirit between headteacher, governing body and the teaching and support staff. The school places great emphasis on the twin values of learning and community. The school is successful in promoting mutual respect, trust and harmony from within the traditions of Christianity. The aims of the school are clear, very relevant and guide all developments.

24. When the headteacher was appointed to the school in September 2000, the number of pupils on roll was very low. Between the end of the last inspection and the appointment of the headteacher there were two occupants in post of headteacher. The present headteacher introduced new systems for a rapid impact on improving pupils' behaviour. These have since been replaced with the current systems in which all the school community have been involved.

25. There has been a high turnover of teaching staff due to issues beyond the control of the school. The governing body are keen to keep the current beneficial pupil-teacher ratio and protect the significant time allocation which the headteacher has without a

regular class teaching commitment. The governing body have managed the budget to fund this staffing situation. The governing body have made every effort to attract suitable applicants to fill a teaching vacancy at the end of the current term. There has been no successful response.

26. Because of the difficulties of teacher recruitment, the school's development is set back and the workload on the headteacher has increased. Whilst new staff are well trained to continue the systems established in the school, the management time available to the headteacher is spent maintaining systems rather than improving them. The momentum for improvement, from the significant staff development which has taken place, becomes reduced as staff move on. The headteacher lacks a member of staff with the experience in the school to share ideas with and delegate areas for development. The headteacher has a passion for doing her best for the pupils and the community. This lack of recruitment of teaching staff is putting too much of a workload on her shoulders.

27. All class teachers were appointed during the current term. A consistent approach to teaching has been brought about by effective monitoring by the headteacher.

28. The governing body have a very good insight into the strengths of the school and areas for improvement. They carry out their statutory duties very well. They are involved in the production of the school development plan and make use of it to monitor progress. The budget is managed well. Their involvement in monitoring pupils' standards and mentoring their development, whilst not over-formalised, is having a positive effect. They have instigated meetings to revive a parents/friends group to support the school. They are active in publicising the school in the area, particularly where there are new housing developments. The implications of the recent closure of the village pre-school group are fully understood. Funding sources are being looked at to provide for a new group.

29. The principles of best value are met well. The school consults with the school community to implement improvement. Academic results are compared with schools locally and nationally. The way in which projects are carried out, such as the new building, are carefully planned and the construction process is monitored well.

30. Good use is made of display to reinforce the objectives of the school. For example, there are positive role model images of males enjoying reading. The work of world-leaders and the effect their personal beliefs have had on their life are given prominence. Health education, the school's charity work, the school council and the *Golden Rules* for behaviour and attitudes are all given prominence. In addition, there are displays which help pupils to make progress in subjects. The quality of these displays and documents produced by the school are of high quality. This presents pupils with a good model for their work and enhances the image of the school in the community.

31. Learning resources for information and communication technology are not compatible with each other and are not always reliable. This acts as a barrier to

progress. The school has made significant initial steps to improve this aspect of provision.

WHAT COULD BE IMPROVED

The different reliability and compatibility of the hardware and software used to teach information and communication technology restricts pupils' progress in the subject and the use of information and communication technology across the curriculum.

32. The school has done much to improve the provision for learning resources in information and communication technology. As part of the recent building developments, new fixed furniture has been installed to accommodate the computers and printers. In addition, a network system has been set up. The computers used are of different ages and operating systems which does not make their use best suited to teaching and learning needs in the school. Pupils have to change machines when they use them for different purposes, such as printing. This does not lead to efficient use of time. Some of the computer-related equipment, such as devices for control and sensing physical data, such as temperature are not in use. The school is aware of these shortcomings and has plans to put them right.

The effective use made of National Curriculum level descriptions in English and mathematics, to further raise standards, is not consistently used in other subjects.

33. The description for levels of attainment in the National Curriculum subject documents are used to good effect in English and mathematics. This is helping to raise standards in these subjects. In the other National Curriculum subjects, whilst the school is following national guidance produced by the Qualifications and Curriculum Authority, level descriptions are not sufficiently used to identify the steps for progression in learning. The school has been identified this as an area for development.

In the current staffing climate, planning for change is over-ambitious and in danger of producing too great a workload on staff. This could have a negative effect on what the school is doing well.

34. The school development plan is a comprehensive document which covers a three year period and clearly identifies areas for development. It includes the implication of persons responsible, costs and expected outcomes. The time scale for these improvements is not always precise.

35. The school has significant difficulties in recruiting a stable teaching force. As all teaching staff are new and most relatively inexperienced, a significant amount of management and staff development time is, quite rightly, being used. If all the planned improvements, in the school development plan, were attempted, there would be too great a burden on all staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the very good progress the school has made in recent years, the headteacher and governing body should:

(1) Continue to improve learning resources for information and communication technology so that all aspects of the subject can be learned efficiently and information and communication technology used to support learning in the remainder of the curriculum effectively. [Paragraphs 31 and 32]

(2) Apply the successful use of National Curriculum level descriptions used in English and mathematics to raise standards in all National Curriculum subjects. [Paragraphs 9 and 33]

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	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	4	5	0	0	0
Percentage	8	17	33	42	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. Judgements on teaching were also influenced by the quality of planning and pupils' written work.

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)	41
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	3
Number of pupils on the school's special educational needs register	9

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	93.0
National comparative data	93.9

School data	1.2
National comparative data	0.5

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

Attainment in National Curriculum tests for 2002

Because the number of pupils taking end of key stage National Curriculum tests [SATs] is small, a table of detailed statistics is not appropriate.

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100[80]	100 [80]	100 [100]
	National	84 [84]	86 [86]	90 [91]

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 [80]	100 [80]	100 [100]
	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)

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	88 [100]	63[100]	100 [100]
	National	75 [75]	73 [71]	86 [87]

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	63 [100]	75 [100]	75 [100]
	National	73 [72]	74 [74]	82 [82]

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
41	5	

Mixed – White and Asian
Mixed – any other mixed background
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
Any other ethnic group
No ethnic group recorded

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)	3.3
Number of pupils per qualified teacher	
Average class size	

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	71

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	172420
Total expenditure	167497
Expenditure per pupil	4085
Balance brought forward from previous year	15702
Balance carried forward to next year	4923

Recruitment of teachers

Number of teachers who left the school during the last two years	2.9
Number of teachers appointed to the school during the last two years	1.8

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.3
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	41
Number of questionnaires returned	22

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	5	5	0
My child is making good progress in school.	50	45	5	0	0
Behaviour in the school is good.	50	41	0	0	9
My child gets the right amount of work to do at home.	18	73	9	0	0
The teaching is good.	45	55	0	0	0
I am kept well informed about how my child is getting on.	41	45	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	32	9	0	9
The school expects my child to work hard and achieve his or her best.	50	45	0	0	5
The school works closely with parents.	36	50	14	0	0
The school is well led and managed.	45	50	5	0	0
The school is helping my child become mature and responsible.	55	45	0	0	0
The school provides an interesting range of activities outside lessons.	68	27	5	0	0