

INSPECTION REPORT

HADDENHAM COMMUNITY INFANT SCHOOL

Haddenham

LEA area: Buckinghamshire

Unique reference number: 110229

Headteacher: Mrs Nicola Windeler

Reporting inspector: Mr Jean-Pierre Kirkland

4483

Dates of inspection: 17th – 18th March 2003

Inspection number: 246970

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Woodways Haddenham Aylesbury
Postcode:	HP17 8DS
Telephone number:	01844 291207
Fax number:	01844 299261
Appropriate authority:	The Governing Body
Name of Chair of governors:	Mr C Brownlee
Date of previous inspection:	March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haddenham Community Infant School is a small school with eighty-eight pupils on roll, of whom sixteen attend part-time in the reception class. This large village lies about five miles south-west of Aylesbury and the pupils come from a range of rural and more urban backgrounds. The school is in a broadly favourable area of socio-economic conditions. The pupils' attainment on entry to the school is generally average each year, although the range is wide, stretching from well above average to well below. Two pupils speak English as their second language. Fourteen pupils are on the school's list of special educational needs, a figure slightly below the national average. These pupils are currently being monitored carefully to assess their progress. At the time of the previous inspection, the school was designated a First school with Year 3 pupils on roll. This has now changed to infants only. The school has recently been awarded the first stage of the Healthy School's Standard and Investors in People.

HOW GOOD THE SCHOOL IS

This is an excellent school where all pupils succeed very well, reaching well above average standards in English, mathematics and science. Teaching and learning are very good with many outstanding features. The rich and stimulating curriculum provides an excellent ethos for learning. Leadership by the head teacher and management by governors and staff are also outstanding. The school provides very good value for money.

What the school does well

- Children get an excellent start to their education in the reception class;
- All groups of pupils achieve very well and reach well above average standards in English, mathematics and science;
- Pupils have outstandingly good attitudes and behave extremely well, helping learning to progress at a fast rate;
- Teaching and learning are very good in all areas of the school with many outstanding features;
- There is excellent leadership and management with a very strong focus on teamwork and raising standards.

What could be improved

There are no areas of significance for governors to address.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the school was previously inspected in 1998. All the key issues have been successfully addressed, with an improvement in the standards in science. Information and communication technology (ICT) provision has improved very well, and pupils now receive an effective education in this area. The excellent ethos for learning throughout the school and the outstanding leadership and management have been sustained. The curriculum has been broadened to provide a very good range of learning opportunities. The high standards in English, mathematics and music have also been sustained. Assessment is now a significant driving force in the school, providing a very effective instrument for sustaining and raising both standards and learning. The quality of teaching and learning has also improved. The school is well placed to continue providing this excellent level of education.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A	A
Writing	B	A	A	B
Mathematics	A	A	A	B

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

Standards in the 2002 national tests for pupils in Year 2 showed well above average levels being reached in reading, writing and mathematics. In the science teacher assessments, standards were above average. Well above average numbers of pupils reach a level higher than expected in English, mathematics and science. This shows very good achievement since entry to the school, with some pupils making excellent progress. On entry to the school, levels are generally about what is expected nationally. Children in the reception class make very good progress and almost all are ready to start the National Curriculum before they enter Year 1. However, a small proportion, just under ten per cent each year, do not reach this level by the end of reception, despite making very good progress. In comparison to pupils from similar backgrounds, pupils are well above average in reading and above average in writing and mathematics. Inspectors found the current pupils in Year 2 to be in a similarly very good position to the results recorded for last year, but with an improvement in science. Pupils' work and performance in lessons showed that standards are well above average currently. In music, standards are much better than expected for pupils in the infant age range.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils love their school and show great enjoyment in learning.
Behaviour, in and out of classrooms	Excellent at work and at play. There have been no exclusions in the school at all.
Personal development and relationships	Excellent. Pupils accept responsibilities with eagerness and carry them out conscientiously. Relationships throughout the school are outstandingly good.
Attendance	Excellent; well above the national average. Very good punctuality.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very 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.

Teaching is very good throughout the school with many outstanding features. This starts in the reception class and continues consistently to the end of Year 2. This is an improvement since the previous inspection. The best teaching contains the following very strong characteristics:

- Excellent team work and planning, with very good links being made between different subject areas;
- Rapid pace to learning so that not a moment is lost;
- Constant checking to ensure that all pupils are understanding what is being taught;
- Excellent class management and very well organised lessons with a wide variety of tasks;
- Using assessment extremely well to promote high levels of learning for all pupils.

Numeracy and literacy are very well taught. This begins in reception where there is a constant focus on counting, identifying shapes, speaking, listening and forming letters correctly. In Years 1 and 2, the process is built up progressively, with significant improvements in the basic skills of writing, speaking, and understanding of mathematics. Teachers never miss an opportunity to reinforce learning of these skills, whether it is working out the absentees from the register total at the start of the day, or learning to count objects when reading from the big book. ICT skills are now incorporated into all the learning. Pupils with special educational needs are identified early and given very good levels of support and guidance. Their progress is very good. Higher attaining pupils are also given plenty of opportunities to excel through extension work, and many of them make excellent progress. The few pupils who speak English as their additional language progress very well, with teachers ensuring that they understand each stage of the learning process.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The rich and broad curriculum stimulates pupils' learning effectively. There is very good enrichment from a wide range of additional sources. Statutory requirements are met in full.
Provision for pupils with special educational needs	Very good. All pupils are given equal opportunities to succeed and they make very good progress with plenty of additional support in lessons.
Provision for pupils with English as an additional language	Very good. Staff ensure that the very few pupils in this category are given all the support they need in order to access the curriculum and understand precisely what they are learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent overall. There is very good provision in all these areas to ensure that personal development is given a very high priority. Pupils develop socially very well and acquire very sophisticated and mature attitudes for their age. The school has an excellent draft anti-racism policy.
How well the school cares for its pupils	Very good. All aspects of health and safety and child protection have a high profile. Assessment is used most effectively to ensure improved learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership with outstandingly good management. Teamwork and clarity of vision are the hallmarks of the school' successes in promoting very good learning and high standards.
How well the governors fulfil their responsibilities	Excellent. The governors know their school extremely well, support and help drive through new initiatives, and fulfil statutory requirements fully.
The school's evaluation of its performance	Excellent. The school has an objective and thoroughly honest view of itself and constantly seeks new ways forward. Central to this are the interests and learning of all pupils. All spending decisions are taken with prudence and caution in the light of what will be of most benefit to pupils.
The strategic use of resources	Very good. The wide range of resources, including the very good accommodation, is used to promote better learning throughout the school. The school improvement plan makes it clear how these resources will be used more effectively in the future, with greater use of ICT and better premises within which to work and play.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Parents expressed no reservations of a significant nature whatsoever. They are delighted by the school and its provision for their children	<ul style="list-style-type: none">A few parents expressed concern at the amount of homework set which they said was too much

Inspectors agree wholeheartedly with the positive comments of parents. Homework was judged to be very good, appropriately enhancing learning. The school has a very realistic view of what pupils might be expected to do at home. Parents are encouraged to help their children with this, but can choose to do as much or as little as they deem appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children get an excellent start to their education in the reception class

1. **Early learning and progress are very good.** Children enter the school with levels of attainment that are broadly average. This is a less favourable judgement than at the time of the previous inspection, and indicates a lowering of the attainment level on entry. The school undertakes an early assessment of all pupils to verify this annually. However, there is a wide range of attainment on entry. A very small minority of children enters with poor literacy and numeracy skills, sometimes with poorly developed social and physical skills as well. Early identification of these problems from the initial assessment and on-going checking of their progress allows the school to give adequate support. This situation is balanced by an equally small minority of children who enter the school with levels of attainment that are well above average. The school caters well for these children by providing very challenging work that extends their thinking, especially their ability to work out answers to problems. Teaching is of a very high standard and promotes successful learning in all areas of the curriculum. Detailed records are kept and realistic targets are set. All children are carefully monitored and appropriate action is taken if there is any sign of underachievement. By the time children are leaving reception, the majority have made such very good progress that they are ready to start the National Curriculum early. This is an improvement since the previous inspection. A few, however, in the region of ten per cent annually, are not completely ready when they enter Year 1, despite making very good progress.

2. **The curriculum is very well planned.** All the areas of learning for young children are effectively covered. Very good links are made between different areas and the basic skills are continuously being reinforced through counting or speaking. For example, when reading a text from a book, the teacher uses the opportunity effectively to count numbers of people or animals. The classroom is alive with stimulating and interesting materials. Very high quality displays contain many illustrations of good work, as well as photographs of activities undertaken during the year. Different materials are labelled 'silky' or 'rough', helping children gain an insight into materials and fabrics as part of their knowledge and understanding of the world. In other areas, displays of 'space, the final frontier' have mock space-ship controls, levers and knobs, as well as a demonstrating the use of a wide range of materials, including silver foil and cardboard. Other displays are of a more personal nature. Each child has an individual leaf with a personal statement on it, formed into a tree. The safe and secure outside area is a stimulating, well-resourced environment and successfully promotes physical development. Two computers are used effectively to promote information and communication technology (ICT) skills and enhance learning across the whole curriculum.

3. **Children are very proud of their achievements.** There is a love of learning encouraged throughout the reception class. Children settle down very well, largely due to the all-embracing manner with which the teacher approaches her duties. She establishes a very sincere yet friendly working relationship with children, who respond with great enthusiasm. They take to learning quickly. Children explained with great gusto how they had made a sound sculpture, and how it worked as the wind blew through it. 'My favourite sound is when the spoons tingle together', said one child. Another said he liked the 'clinky' sound of the compact discs when they were blown together. In another session, the teacher used the character 'Ellie the Alien' to stimulate children's attention and interest. There were gasps of 'whoosh' and 'gosh' as the children found the story both exciting and fun to listen to. These levels of active learning and learning through experimentation enhanced progress overall, which is consistently very good throughout the reception class.

All groups of pupils achieve very well and reach well above average standards in English, mathematics and science

4. **Results of the national tests over the past three years show consistently well above average standards in reading and mathematics.** Standards are well above average in writing, reading and mathematics as recorded in the national tests for both 2001 and 2002. Writing has improved from above average to well above average since 2000. Given the average starting points of pupils overall in reception, this represents very good progress. Teacher assessments in science in 2002 showed pupils' attainment to be above average. Inspectors found the standards for the current Year 2 pupils to be well above average in reading, writing, science and mathematics. The better performance of pupils in science is an improvement since the previous inspection. Inspectors also judged that levels of speaking and listening were very high. Pupils are very clear and articulate; they give reasoned answers when questioned and use a wide range of very advanced descriptive language. In a session to learn the pronunciation of words at the start of the day, pupils were very clear when sounding words such as 'hair', 'start' or 'make'. Later on in the day, in science, the same pupils showed extremely high levels of understanding of technical language, using words such as 'devices' or 'appliances' to describe electrical things. Pupils also develop a good range of technical language in music, and distinguish between a xylophone and glockenspiel in terms of what they are made of, as well as the sounds they make.

5. **Pupils make very good progress over time.** Writing, especially handwriting, improves significantly once pupils have started the National Curriculum in Year 1. Letter formation develops very well. Pupils learn to make the correct punctuation marks, such as commas or full stops, and learn when to use a capital letter. In mathematics, pupils learn to tell the time accurately, and to measure. They begin to distinguish well between different shapes. Their mental agility improves very well, and they explain how they have arrived at their answers. In science, they begin to learn how different materials are used for different purposes and by mid-Year 2, they can explain clearly how an electrical circuit operates. They sing very well, for example, using phrasing well to emphasise important parts of hymns in assembly. Pupils make excellent progress in the development of their social skills. They work happily and contentedly when undertaking scientific experiments; they co-operate very well and share resources equitably in all the lessons observed, as well as at play. From reception onwards, they learn to respect one another's ideas and contributions when answering questions. They do not interrupt or talk when someone else is talking. They develop very good listening skills and do not fidget even when they have been sitting on the carpet for longer periods of time.

6. **All groups of pupils achieve equally well.** Higher attaining pupils write very neatly and clearly by Year 2, with good expressive vocabulary such as 'Then a spider scared them, but it didn't scare Peter Pan'. The progress of these higher attainers in writing is often excellent. Their speaking and listening skills are very highly developed for their age. They explain clearly how they arrive at answers in mental arithmetic, or they explain articulately what they achieved as school representatives in their 'council' meetings. All were keen to explain 'how to make their school better'. Lower attaining pupils and those with special educational needs also achieve very well. Through small steps, they learn how to pronounce words correctly, making correct initial and final sounds. Their handwriting improves so that most of it is written on a line with letters correctly formed. Punctuation develops well through very good practice and correction by teachers. Pupils with special educational needs are analysed early and their problems are soon put into very good action plans. Staff spend time helping them to lay their work out correctly. They ensure they are included in the questioning at the start or end of lessons. The few pupils who speak English as their additional language

are very well supported and their fluency with the language and their understanding of it develop very well. Teachers ensure that they are given as many opportunities as other pupils in the class to answer questions and to work alongside their friends.

Pupils have outstandingly good attitudes and behave extremely well, helping learning to progress at a fast rate

7. **Pupils love their school and enjoy learning.** Pupils come in to school in the morning full of enthusiasm and ready to work. They are keen and interested learners. They are also very keen to succeed. In all lessons, hands fly up ready to attempt answers to questions. In group tasks, pupils work diligently and effectively together. They enjoy experiments in science when discovering about light or circuits; they enjoy making sounds in music. They love listening to stories in reception and are eager to find out more. They are keen to solve problems in mental arithmetic and to hold up their white-boards on which they record their answers in Years 1 and 2. Pupils are very keen to explain to visitors what they are doing in lessons and what they like about it.

8. **Behaviour is excellent.** Pupils share very well with each other. They listen very well. They walk in an orderly fashion to and from assemblies. They are courteous and polite. They take their responsibilities seriously, holding open the doors for their classmates, visitors and staff to pass through. They ask questions in a polite manner. They rarely need correcting. Staff have a high expectation of excellent behaviour which is achieved in full. As a result, pupils are ready to begin learning as soon as lessons start. Their minds remain focused on what is being explained. They waste no time when starting on group tasks because they have listened carefully and understood what they have to do. They are clear about what they are learning and why, because staff have explained this carefully to them at the start of each lesson and the pupils have listened well.

9. **Staff have created an inspiring learning environment to harness pupils' enthusiasms to the full.** The school is a lively, stimulating and creative learning environment. The staff have mounted very high quality displays throughout the building. Pupils' work is on display everywhere. Other high quality displays draw pupils' attention to such things as spelling, number patterns, scientific discoveries, space and astronomy, healthy eating and living and historical artefacts. Models and designs adorn the walls and tables. Every space is used creatively and effectively. Outside, there are good quality seating areas, marked hard surfaces for structured play, organised games and plenty of appropriate equipment for children in reception. Pupils' achievements are displayed and enhanced with photographs. The school library is of very good quality and a rich source of information for learning and discovery. In addition, learning is greatly enhanced each year as the school presents its 'curriculum fortnight'. During this time, a number of stimulating activities take place with a different academic focus each year. These activities draw on expertise from the community and further afield, encouraging, very successfully, participation from parents and their children. Pupils talk with enthusiasm about these activities, remembering effectively what they have learnt.

10. **Attendance is excellent and leads to much improved continuity of learning.** Current attendance is very high, significantly above the national average for similar schools and has improved since the previous inspection. Parents explained that they are now deterred from taking their children on holiday during the term as the governors of three local schools have joined together and are refusing to sanction such holidays as authorised absence. This, plus the pupils' great willingness to come to school and very good levels of parental concern, ensures that very little learning time is missed. Pupils therefore have greater continuity in their lessons and progress is enhanced significantly. This is a very effective partnership with parents who fully support the school in these and other initiatives.

Teaching and learning are very good in all areas of the school

11. **The quality of teaching and learning throughout the school is consistently very good with a number of significantly outstanding features.** This is an improvement since the school was previously inspected. During the inspection, twenty-seven per cent of the lessons seen were judged as excellent, fifty-five per cent were judged as very good with the remaining eighteen per cent judged good. This very impressive and very good teaching and learning profile is characterised by a number of strong features including:

12. **Teachers are very well prepared. Their planning is of a high quality across all curriculum subjects.** Lesson aims and objectives are clearly highlighted and explained at the start of lessons so that pupils are clear about what they are learning and why. Lesson aims for literacy and numeracy are displayed for the week at the front of the class. In other lessons, teachers take the time to ensure that each aim is explored as a whole class, before any work is begun. Occasionally, the whole day is outlined in advance so pupils know what lessons will be following on from one another. This is then enhanced effectively, because there are many very good connections made between subjects. Even during registrations, pupils' awareness is being raised. For example, in Year 2, using the total present in the class, the teacher then explored place value with pupils by asking them to add on or to subtract, doing some good problem solving as well. Technical language is reinforced effectively at every opportunity. Pupils are asked to repeat names and sounds at frequent intervals, helping them to consolidate their learning very effectively. Pupils' work shows very good examples of where links are made between subjects. For instance, literacy is developed effectively in science in the learning of technical terms; numeracy skills are used well when counting in music or measuring in design and technology; the promotion of very good personal and social skills pervades all lessons; and health education has very strong links with science. These connections make learning far more interesting for pupils. They develop basic skills very effectively, since pupils are given frequent opportunities to practise them throughout the day as they work in groups in a collaborative fashion.

13. **Pace is very fast, not a moment is lost, and learning is rapid.** Pupils move speedily from one activity to another. This occurs when making circuits in science in Year 2, for example, or when moving from their groups to the front for a final session when the teacher effectively checks out what has been learnt in Year 1. In music, pupils are given frequent opportunities to listen, to compose and imitate simple rhythms or to march around the hall to learn how to co-ordinate their movement to the music. The organisation of the reception class is such that children have immediate access to a very wide range of learning experiences and opportunities, both indoors and out, so that no time is lost, and their interest is sustained over the morning or afternoon. Because teachers and support staff know their pupils so very well, they set work that is challenging and appropriate to their needs. This ensures that all groups of pupils, from the high flyers to those with learning difficulties, have equal chances of success.

14. **Teachers use resources very effectively in all lessons.** In mathematics, multi-link cubes are used to aid division; in mental arithmetic, individual whiteboards are used for pupils to record their answers; in science, the teacher in Year 2 wrote a song to help pupils learn technical terms such as 'clips' and 'wires'. This also accelerated learning as the pupils found this great fun. In a Year 1 music lesson, pupils were given plenty of opportunities to explore the sounds of different instruments. This accelerated the rate of learning as pupils explored the differences between beat and rhythm. In Year 1 science, pupils loved the practical opportunities of exploring light and its properties using darkened shoe-boxes and torches, with different types of paper. Most soon began to realise what a source of light was and which coloured paper picked up the light more effectively. There was a buzz of

excitement throughout with high rates of learning on every table. In Year 2, the pupils readily identified with a 'sick' kangaroo in a health education lesson. By using a soft toy to form the focus of one part of the lesson, pupils' interests and levels of enquiry were heightened appreciably. There was improved learning of how to take precautions and make him better through a healthy diet of fruit and vegetables.

There is excellent leadership and management with a very strong focus on teamwork and raising standards

15. The head teacher and staff team are united in their vision of raising standards.

The staff work as a very effective team and they are constantly on the look out for new ideas and initiatives, the first stage of the Healthy School's Standard being a good example. There is thorough monitoring of planning and teaching by the head teacher. The aims of the school are mirrored in all the school seeks to achieve, including the excellent school improvement plan. This guides the work of the school with very clear priorities for future development, such as improving the staff's ICT skills, or by using assessment more effectively in order to raise standards. There is an equally strong focus on improving the quality of teaching, learning and educational provision. Its priorities ensure that all areas are addressed on a rolling program, and that no areas are neglected. The aim of creating a happy healthy working environment where every member of the school community can achieve their full potential is met in full. The staff have created a blossoming working environment in which learning and success are valued and shared by all.

16. The school operates as a whole team highly successfully. Planning is intricate and detailed. Great attention is placed on using assessment information to help to raise standards. Teachers share new ideas and initiatives with each other and so learn effectively from each other's expertise. Work is carefully moderated and subject leaders analyse national test results to tease out those areas where improvements could be made. This has resulted, for example, in better and more detailed assessment in science, leading to higher standards of work being produced. Records of pupils' progress and their targets are passed from teacher to teacher, and all staff play an important role in reviewing progress and sharing information about what is known of pupils. The school representatives bring issues to the attention of the premises committee of the governors. This has resulted in certain improvements to the toilets, and led to plans being drawn up for some additional exterior provision.

17. Governors play a vital role in supporting the staff and allowing the qualities of staff leadership and management to flourish so successfully.

Governors know the school extremely well and have an excellent rapport with teachers. Governors are fully aware of the school's strengths, areas for improvement, and new initiatives, which might benefit pupils in the future. There is a highly purposeful dialogue sustained between governors and staff at all times, leading to a clear focus for future development. Statutory requirements are fulfilled completely. The budget is managed efficiently to ensure that the school and its pupils have a wide and extensive range of resources for daily use. Governors have kept a prudent reserve for historical reasons, carefully balancing income against expenditure. The relatively high surplus is gradually being whittled down annually, with current plans to lessen the degree of vandalism from which the school suffers, and to improve some of the exterior facilities for the benefit of the pupils. Governors take an active interest in the curriculum and there are purposeful links with all subjects as well as special educational needs, which are managed very effectively. The work of the governing body is instrumental in helping to sustain the high standards of educational provision, as well as supporting the range of new initiatives and ideas of which the school is a frequent and effective user. This is an improvement since the previous inspection. The Healthy School Standard award and Investors in People are

testimony to the excellent partnership between governors and staff, and to the forward thinking that this effective dialogue promotes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	2	0	0	0	0
Percentage	27	55	18	0	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 nine percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.4

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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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	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	14	14	14
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	91 (96)	94 (93)	91 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	14	14	14
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	91 (89)	94 (100)	94 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the previous year

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	80	0	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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 – Y2

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	20.7
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	52

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	238 493
Total expenditure	243 301
Expenditure per pupil	2 967
Balance brought forward from previous year	21 605
Balance carried forward to next year	16 797

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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	88
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	67	29	2	0	2
Behaviour in the school is good.	56	38	0	0	6
My child gets the right amount of work to do at home.	52	42	4	2	0
The teaching is good.	75	23	2	0	0
I am kept well informed about how my child is getting on.	54	33	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	23	6	0	0
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	75	23	2	0	0
The school is well led and managed.	75	23	0	0	2
The school is helping my child become mature and responsible.	63	38	0	0	0
The school provides an interesting range of activities outside lessons.	63	38	0	0	0

Other issues raised by parents

- The curriculum is rich and stimulating enhanced by an excellent curriculum fortnight annually
- Learning in the reception class is especially successful
- There is a little too much homework for some pupils