

# INSPECTION REPORT

## **GREAT ABINGTON PRIMARY SCHOOL**

Great Abington, Cambridge.

LEA area: Cambridge

Unique reference number: 110611

Headteacher: Mrs Penny Saich

Reporting inspector: Hazel Callaghan  
22254

Dates of inspection: June 30<sup>th</sup> - July 2<sup>nd</sup> 2003

Inspection number: 247013

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	High Street Great Abington Cambridge
Postcode:	CB1 6AE
Telephone number:	01223 891362
Fax number:	01223 890685
Appropriate authority:	The governing body
Name of chair of governors:	Mark Carter
Date of previous inspection:	12 <sup>th</sup> - 15 <sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Great Abington is a small school with 118 pupils on roll. It is a popular school with a rising roll. According to national statistics, the area is above average in terms of its socio-economic factors. There are far fewer pupils at the school who are eligible for free school meals than is found nationally. There is a small number of pupils from minority ethnic groups and a much smaller than average proportion of pupils with English as an additional language. One pupil is in the early stages of learning English. There are twenty pupils identified as having special educational needs which is a below average proportion. There are no pupils with a statement of special educational needs, which is unusual for most schools. Children are admitted into the reception class in the September of the year in which they are five. A below average proportion of pupils join the school at other times than in reception, but almost half of the pupils in the current Year 6 have joined the school in the last four years. Usually children's attainment on entry is above average, but in the current reception class there are more children with below average attainment than in other years.

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

Great Abington is a very good school with many significant strengths. The school is led and managed very well by the headteacher, senior staff and governors. The school provides very well for the academic and personal development of all pupils. Teaching is good and pupils achieve well. The school provides good value for money.

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

- The leadership provided by the headteacher is excellent.
- Pupils make good progress in their learning due to the effective teaching. Standards in English, mathematics and science in Year 6 are now frequently well above the standards found nationally.
- The rich curriculum provides very good opportunities for learning.
- The provision for pupils' personal development is very good.

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

- The inspection team did not find any significant areas for improvement.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was last inspected in January 1998. Very few weaknesses were identified in the previous report and these have been effectively addressed. The provision for information and communication technology (ICT) has improved significantly. Teachers' expertise and confidence have risen and the quantity, range and quality of the equipment and other resources have improved. Standards have risen generally in English, mathematics, science and ICT. Minor weaknesses in the school prospectus and the governing body's annual report to parents have been removed. Those aspects recognised as strengths at the previous inspection continue to develop and improve, such as the breadth of the curriculum and the provision for pupils' spiritual, moral, social and cultural development.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	A	A*	A
Mathematics	B	A	B	C
Science	C	A	A*	A

Key	
top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Year groups fluctuate in size and are often smaller than average. As a consequence, standards of attainment often vary from year to year according to the proportion of pupils with special educational needs and the proportion of gifted and talented pupils within the year group. However, the trend over the last four years is of rising standards. In the 2002 National Curriculum tests, pupils in Year 2 attained standards that were above average in reading, well above average in writing and in the top five per cent nationally in mathematics. There is a higher proportion of pupils with special educational needs in the current Year 2 and so not all pupils are attaining the expected level in writing. Pupils have achieved well, however, and there is a high proportion of pupils in Year 2 who are attaining the higher standard of Level 3 in reading, writing, mathematics and science. In the 2002 National Curriculum tests, pupils in Year 6 achieved very well. Their standards in English and science were in the top five per cent of schools nationally. Standards in mathematics were above the national average. These standards in mathematics, however, represent achievement that was above most schools nationally. In English and science achievement was in the top five per cent nationally. The school has successfully met its challenging targets over the last two years. When compared with schools that have a similar proportion of pupils eligible for free school meals, standards at Great Abington are well above average in English and science, and average in mathematics. Currently, pupils are attaining standards that are well above average in English and above average in mathematics and science. Pupils of all capabilities, gender and ethnicity make at least good progress through the school. They use their literacy and numeracy skills well to support learning in other subjects. Standards in ICT have risen since the previous inspection and are now generally in line with those expected in Years 2 and 6. Pupils' computer skills and knowledge are developing at a fast rate and they are making good progress from what was a low base five years ago.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and show very good attitudes to their work. They concentrate well and are often eager to show what they know.
Behaviour, in and out of classrooms	Very good. Behaviour in lessons and around the school is very good. Pupils are polite and respectful to adults and visitors. They work effectively on their own and in groups. At playtimes, pupils show good levels of care for each other.
Personal development and relationships	Excellent. Pupils' personal development is very good and relationships throughout the school are excellent. They are mature and responsible in their actions and play a full part in the life of the school community. Pupils are considerate of each other. They are very sensitive to the needs of other pupils, and show respect for each other's feelings and ideas.
Attendance	Good. Attendance is above the national average. There is no unauthorised absence and consequently it is below that found nationally. Pupils enjoy school and their regular attendance supports good achievement.





## TEACHING AND LEARNING

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

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

Teaching throughout the school is good. It is consistently very good in the Year 5/6 class and usually good in other classes. The main strengths of the teaching are the very detailed planning, the very high expectations for what each pupil can achieve and the lively pace of lessons. Not a minute is wasted; the teachers know their pupils very well and constantly demand more from them. This keeps the pupils on their toes and they respond well to the challenges. Literacy and numeracy are both taught well. Teachers have very good subject knowledge and they use this well to frame effective questions that probe pupils' understanding and lead their thinking forward. Their enthusiasm, combined with a keen understanding of how children learn, leads them to plan interesting and relevant activities that develop the pupils' skills in a wide range of contexts. Through their very good relationships with pupils, the teachers are successful in creating a secure learning environment where the pupils are prepared to 'have a go' without the fear of being wrong. Older pupils and those recognised as pupils who are talented and gifted, in particular, relish the challenge. Learning support assistants are a particular strength. They are used well to assess pupils' progress and to support different groups of pupils, often those with special educational needs. The very good teamwork between the teachers and the support staff is an important factor in pupils' progress in the reception class and in the teaching of music. There were no significant weaknesses in the lessons seen. There are very few pupils with English as an additional language. Their needs are well identified and the good quality teaching and the strong focus on developing all pupils' vocabulary and understanding of new terms ensure pupils' good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is enriched by very effective links between subjects and many opportunities for pupils to learn through first-hand experiences. Visits out of school, and the many visitors who come to school to share their expertise and interests, enhance pupils' learning experiences. Tasks are interesting and challenging. All pupils have good opportunities to take part in performances and sporting events. The number and range of activities outside lessons for pupils in Years 3 - 6 are very good.
Provision for pupils with special educational needs	Good. Pupils' needs are effectively identified and good teaching by teachers and learning support assistants ensures pupils' good progress.
Provision for pupils with English as an additional language	Good. There are very few pupils with English as an additional language in the school. There is little specific support for these children's learning at present but they benefit from the overall good teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Many opportunities are provided to stimulate pupils' personal development, independence and maturity. Consequently, pupils have high self-esteem, very good social skills and respect each other's point of view. They are developing very good international awareness and recognition of the breadth of cultural traditions around the world.
How well the school cares for its pupils	Very well. Child protection and pastoral care for all pupils is very good. There are very good procedures for monitoring and improving pupils' good behaviour and for monitoring their academic success. Data from tests are used well to identify pupils who need additional support, and gifted and talented pupils who need greater challenge.

Parents have a very high regard for the work of the school. They recognise the high quality leadership and the care provided by all staff. Parents appreciate how the school works in strong partnership with pupils' families.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher is exceptional. This is a significant strength in the school and a key to its success. Relationships between the headteacher and her staff are excellent. This creates an outstanding team spirit where the teaching and non-teaching staff work very well together for the benefit of the pupils. The headteacher delegates responsibility effectively. Staff are enthusiastic and evaluative of their work. Management strategies are very good and this ensures continued improvement.
How well the governors fulfil their responsibilities	Effectively. The governors are very knowledgeable and their close involvement with the school means that they have a very clear picture of the school's development and where it needs to go next to improve further. They are very supportive of the school but they are not afraid to ask pertinent questions. They have a good input into the school development plan and measure the success of spending decisions in terms of improved standards.
The school's evaluation of its performance	Good. Monitoring of teaching and pupils' learning is good. The headteacher and senior staff use data well to evaluate the effectiveness of the education provided and pupils' achievement. There is a strong commitment by the staff and the governors to improve standards even further.
The strategic use of resources	Good. Grants and other finances are used well to promote pupils' learning. The governors use the principles of best value well to evaluate the effectiveness of their spending decisions. Accommodation and resources are good and are used well to promote pupils' learning. There is a good number of well-trained support staff and teachers. All staff work well together consistently and successfully to promote the school's aims and values.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The opinions of parents about all aspects of the school are high.</li> <li>• All parents feel that leadership and management of the headteacher are good.</li> <li>• All parents feel that the teaching is good, that their children are making good progress and that children are expected to work hard.</li> <li>• The vast majority of parents say that their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no areas of concern expressed by the vast majority of parents.</li> <li>• A few parents are not happy with the quantity of homework set for pupils. It is not clear whether they would like more or less.</li> </ul>

The team agrees with all the positive comments made by parents. Homework is given regularly and is effectively linked to pupils' activities in class. There is a satisfactory balance in the quantity and range of tasks that support pupils' learning.

## **PART B: COMMENTARY**

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

#### **The leadership provided by the headteacher is excellent.**

1. The outstanding leadership of the headteacher is the key factor in the school's success. She enthuses and energises all around her. Her very clear educational vision has guided the school's development and created a strong team of staff who share and consistently promote the aims and values of the school. Her strong philosophy, that education is the development of the whole child, has led to the implementation of a very broad and creative curriculum that ensures pupils' good learning and their very good personal development and prepares them well for their future education.
2. A significant strength of the headteacher's leadership and management is her ability to motivate staff and delegate responsibility. She has formed a very effective senior management team that strengthens the overall management and promotes the role of subject co-ordinators so that all are developing their professional and management skills well. The headteacher enables her managers to carry out their responsibilities well by releasing co-ordinators to audit their subjects thoroughly, through lesson observations and examination of pupils' work. She empowers them to make reasoned judgements about how their subjects can be improved. They are consequently enthusiastic and evaluative of their work.
3. Communication throughout the school is also a significant strength. The headteacher promotes and stimulates regular opportunities for staff discussion, both formal and informal. There is a strong emphasis throughout the school on evaluating the effectiveness of the education provided and seeking ways to improve further. Teachers referred constantly to the times curriculum plans are discussed with colleagues, how they are evaluated and refined. All staff are committed to raising standards and perfecting their teaching. There is a good number of highly trained support staff who are equally as committed to promoting pupils' learning. Pupils comment on the tremendous support and encouragement they receive from all staff.
4. There is a strong and successful partnership between the headteacher, staff and governors, which promotes the successful management and further development of the school. The chair of the governing body works closely with the headteacher. He is particularly well informed and has a clear view of the strategic development of the school. The governors play a full and active part in monitoring and evaluating the school. They are very supportive but they are not afraid to ask pertinent questions. They have a good input into the school improvement plan and measure the success of spending decisions in terms of improved standards.

#### **Pupils make good progress in their learning due to the effective teaching. Standards in English, mathematics and science in Year 6 are now frequently well above the standards found nationally.**

5. Pupils achieve well throughout the school because teaching is good. In the oldest class, teaching is very good and pupils make very good progress in their learning. There is a strong focus on challenge and improvement in all classes. Pupils thrive on it and they are stimulated to try their very best. Pupils in Year 6 commented that they feel fortunate to have been at Great Abington School because the teaching is good and activities are interesting and challenging. Teachers motivate them to learn and encourage them to do better.
6. Teachers have good subject knowledge that enables them to give clear explanations and demonstrations. This was seen well demonstrated in an ICT lesson in the Year 5/6 class when the teacher used a multi-media presentation that she had created to raise pupils' awareness of aspects they needed to consider when developing their own presentation. Teachers have high expectations

for pupils' involvement and effort to which pupils respond well. Consequently, very little time is wasted and pupils produce a good quantity of quality work each lesson.

7. Standards have improved over the last four years. This is because of the good teaching throughout the school and because of the teachers' focus on raising standards. Teachers are supported successfully by well-trained learning support assistants who work very effectively with groups of pupils, for example when they are using computers, and to support those with special educational needs. In the youngest class, the learning of children in reception and in Year 1 is well promoted by the effective group teaching by the learning support assistants and the class teacher. There is also a very effective partnership between the teacher in the Year 1/2 class and the learning support assistant that significantly enhances the quality of pupils' learning. Assessment is used well through the school to monitor pupils' learning. Teachers use questions well to assess pupils' understanding and to probe their knowledge so that activities are developed to extend their ideas. Tests and assessments are used effectively to monitor pupils' knowledge and understanding. This was well illustrated in a science lesson in the Year 3 class when the teacher used a good range of strategies to check pupils' full understanding of simple electrical circuits.
8. Analyses of National Curriculum tests and other assessments are used well to identify areas of weakness and to develop strategies for improvement. Standards in English have improved because of the effective strategies used to develop pupils' literacy skills. Pupils' speaking and listening skills are promoted well through a range of effective opportunities. The strategy to use 'discussion partners' to develop pupils' ideas is used well. In a mathematics lesson in the Year 1/2 class, for example, the pupils eagerly discussed their ideas about ordering a random group of numbers from the lowest to the highest. There are now dedicated times for the teaching of reading in all classes that focuses well on developing pupils' skills of decoding unknown words and in promoting pupils' comprehension and inferential skills. 'Writing mornings' were introduced so that pupils have time to develop their ideas successfully and to write at length. These strategies all have a significant impact on pupils' learning and standards in English in Year 6 are now well above those expected.
9. All teachers provide effective opportunities for pupils to use their numeracy skills to solve problems in mathematics. Recent staff assessment identified this as a weakness in pupils' learning and has been effectively addressed. Pupils also have good opportunities to use their mathematical skills, for example, to support their measurement of results in science. Problem-solving techniques are developed well in mathematics, science and in design and technology so pupils develop investigational strategies and recognise the need for evaluating their own work so they continue to improve. Standards in mathematics and science are above those expected. A good proportion of pupils attain the higher standard of Level 5.
10. The very good management of the headteacher can be clearly seen in the focus of raising and then maintaining high standards. The school has developed effective procedures for monitoring pupils' standards and to check their progress. They have recognised the need to improve their systems so that all teachers are involved in predicting standards and monitoring achievement so that good progress is maintained and standards continue to be high.

### **The rich curriculum provides very good opportunities for learning.**

11. The curriculum is planned thoroughly so it meets the needs of pupils' intellectual, physical, artistic and creative needs very well. It stimulates their curiosity and desire to learn. Comprehensive planning ensures that activities build successfully on what has already been learned, and pupils' skills are developed progressively through exciting, challenging and relevant activities.
12. The basic curriculum as set down in the National Curriculum programmes of study and the locally Agreed Syllabus for religious education is met effectively. It is extended and further developed by a range of additional activities, visits to places of local interest and by visitors to the school who share their knowledge, experiences and interests with pupils. These additional activities enhance

and enliven pupils' learning. There is a clear philosophy that pupils learn best when activities are relevant to their age, interests and capabilities and so teachers have adapted schemes of work to meet the requirements of the school. Very effective links are made between subjects so pupils' understanding and interest are nurtured and extended. In the Year 5/6 class, for example, pupils' learning about insulators and the ability to plan investigations was used very well to promote pupils' designs for oven gloves by exploring the insulation properties of different materials. Pupils are given many effective opportunities to do research using books and the Internet. They are regularly given very good opportunities to use their writing skills to write accounts, develop persuasive arguments and to write instructions linked to their work in history, geography, design and technology and science. Pupils' interest and motivation are well promoted by the very effective use of display which celebrates the range of activities taught and extends pupils' thinking.

13. A range of additional very good quality activities extends and improves pupils' learning. The school's International Day was an effective opportunity to celebrate pupils' learning in geography and explore the art, music and food of different countries. Pupils in the Year 4/5 class, for example, who had been studying India, showed sensitivity and awareness when singing an Indian song using expressive hand movements to illustrate its meaning. They had also designed and made their own masks after learning about how they are used to complement Indian dances. The opportunity to learn French has proved very successful. Pupils in Years 4, 5 and 6 speak simple French phrases confidently and are eager to develop their knowledge and vocabulary.
14. There is a strong focus on the teaching of music and physical education through the school. The staff feel blessed in having two musicians in the school and all classes benefit from good quality teaching. The standard of singing in particular is very good and pupils gain great enjoyment from it. Many pupils in Year 6 confidently sing solos as part of the annual pantomime. In sport, the school has a high reputation, regularly gaining inter-school trophies and often being amongst the finalists in competitions. Although only a small school, teachers try to assemble at least two teams to play against other schools in a range of sporting events, so that all pupils who want to have an opportunity to compete. There is a very good range of after-school activities for pupils in Years 3-6 that develops new interest and extends those that are well established. The clubs and activities are popular with the pupils and are often over subscribed.

**The provision for pupils' personal development is very good.**

15. An important part of the strong school ethos is to promote pupils' self-confidence, self-expression, independence, and their sense of responsibility and maturity. It achieves this aim very well and pupils' personal development is very good and relationships are excellent.
16. It is a small school and consequently pupils are well known to all staff. Pupils' personal and learning needs are identified effectively. All staff are sensitive to these various needs and play their part in supporting, encouraging and extending pupils' development. Very good opportunities are provided for developing pupils' spiritual awareness. Pupils reflect on their own ideas and beliefs, and have good levels of respect and tolerance for other people's thoughts and traditions. Pupils' social and moral development is very good. They have many opportunities to work in different groups in lessons and with pupils from other schools, such as in the annual Fun Run that took place during the inspection and was thoroughly enjoyed by all those who took part. Pupils in Years 5 and 6 have opportunities each year to participate in the residential trip, which promotes their social and inter-personal skills very well. Pupils meet with adults in a wide range of contexts, learning to adapt their ways of working. They develop a secure sense of what is right and wrong, and older pupils enjoy the 'cut and thrust' of debates about moral dilemmas. Pupils' cultural development is also very good as they have many opportunities to explore local traditions, the festivals and cultures of other countries, and to enjoy the art and music from around the world. They have a growing awareness of the multi-cultural and multi-faith society in which we live through good opportunities to meet a range of people who live locally.

17. The school's personal, social and health education programme effectively promotes pupils' knowledge of how to keep healthy and safe. It develops effectively pupils' understanding of their individuality and their inter-dependence. Pupils' participation in the school council has developed in them mature attitudes and pupils of all ages have clear opinions about what is a responsible way to behave. They show very good levels of initiative in developing strategies for a happy school. At the meeting observed, pupils spoke with authority and a clear sense of understanding about responsibility and care. One pupil said that the 'friendship wall' was no longer needed, as all pupils were now far more aware of those who needed support and friendship and gave it readily. Many opportunities are provided from reception upwards for pupils to take responsibility, which they do eagerly and reliably.
  
18. Opportunities for pupils to develop their confidence are promoted very well. Pupils' opinions are sought and their ideas respected. They express their ideas in pairs, small groups, to the class and to the whole school. Celebration assemblies build pupils' confidence and self-esteem very effectively, as do their individual Records of Achievement. Pupils participate regularly in class assemblies that they share with the rest of the school and with their parents. Pupils in reception, Year 1 and Year 2 present a musical Christmas play and pupils in Years 3 - 6 present the annual pantomime. These activities promote pupils' confidence in speaking in front of an audience. Pupils in Year 6 said how they would miss the pantomimes when they moved on to their next school. To play the part of the pantomime dames is always eagerly sought and fiercely contested by the boys in Year 6 as they are considered the prime characters. This is a sure sign of pupils' high self-esteem and self-confidence.

## **WHAT COULD BE IMPROVED**

There are no significant issues for further improvement.

In order to develop further the school should continue its very good practice and implement the actions identified in its improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

20

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

16

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	8	5	0	0	0
Percentage	5	30	40	25	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 five 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)

118

Number of full-time pupils known to be eligible for free school meals

4

#### **Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

20

#### **English as an additional language**

No of pupils

Number of pupils with English as an additional language

3

#### **Pupil mobility in the last school year**

No of pupils

Pupils who joined the school other than at the usual time of first admission

5

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

7

### *Attendance*

#### **Authorised absence**

	%
School data	4.1
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0
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	7	15	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	21	21	22
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (95)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	95 (95)	100 (100)	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)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	20	18	20
Percentage of pupils at NC level 4 or above	School	100 (82)	90 (82)	100 (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	20	18	20
Percentage of pupils at NC level 4 or above	School	100 (82)	90 (82)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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



The separate scores for boys and girls have not been included as the number of boys in each group is below 10. This is to avoid identification of individual pupils.

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	106	0	0
White – Irish	0	0	0
White – any other White background	4	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	2	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	1	0	0
No ethnic group recorded	5	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****Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	24:1
Average class size	24

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	81

*FTE means full-time equivalent.*

Financial year	2002 - 2003
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	£
Total income	311,629
Total expenditure	284,916
Expenditure per pupil	2,354
Balance brought forward from previous year	20,000
Balance carried forward to next year	26,713

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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	120
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	0	2	0
My child is making good progress in school.	76	24	0	0	0
Behaviour in the school is good.	83	17	0	0	0
My child gets the right amount of work to do at home.	50	38	12	0	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	69	29	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	2	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	71	29	0	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	72	21	2	0	5