

# INSPECTION REPORT

## **MORLAND AREA C of E PRIMARY SCHOOL**

Morland, Penrith

LEA area: Cumbria

Unique reference number: 112324

Headteacher: Mrs L Wade

Reporting inspector: Mr F Carruthers  
21285

Dates of inspection: 6 – 7 May 2003

Inspection number: 247212

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Morland  
Penrith  
Cumbria

Postcode: CA10 3AT

Telephone number: 01931 714 668

Fax number: 01931 714 668

Appropriate authority: The governing body

Name of chair of governors: Mrs S O'Connor

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-----------------|----------------------|
| 21285        | Mr F Carruthers | Registered inspector |
| 13706        | Mrs G Marsland  | Lay inspector        |

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

### **INFORMATION ABOUT THE SCHOOL**

This voluntary aided Church of England school serves pupils from several local villages, who come to school by bus or car, as well as those living in the village of Morland itself. It is much smaller than most primary schools nationally and is in the rural Parish of St Lawrence. There are 45 pupils on roll, aged 4 to 11, taught in two mixed-aged classes, and all come from homes where English is spoken as the first language. There are no pupils from minority ethnic backgrounds. There is a privately run nursery class operating in school and most of the children transfer from there to the infant class at the start of the school year in which they are five. The pupils move on to the class of junior-aged pupils when they enter Year 3. Very few of the pupils' families are eligible to claim free school meals. The proportion of pupils with special educational needs is above the average for primary schools nationally at 25 per cent of the roll. Most have moderate learning difficulties. No pupil has a Statement of Special Educational Need. The attainment of the children when they first start in school varies year to year; sometimes it is below expected levels and other years it is in line or above them. The headteacher started in post at the beginning of the current school year. Religious education and collective worship are the subject of a separate inspection.

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

The school provides a good education for its pupils, who achieve well. Teaching and learning are very good and standards that pupils achieve by the end of Year 6 are generally above the nationally expected levels. The leadership and management of the school are good. The cost of educating a pupil at Morland is similar to most small schools and the school gives good value for money.

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

- The quality of teaching is of a consistently high standard and leads to pupils achieving well. The specialist subject knowledge of teachers and support staff is used very well to promote very good learning.
- Pupils have very good attitudes to learning and behave very well. This is because of the school's very strong support for the pupils' personal development.
- The curriculum is enlivened and made relevant to the needs of pupils through very good use of the school grounds and the locality, as well as visits out of school and visitors to school.
- There are very effective partnerships with parents and the community, making the school an important feature in the life of the village.
- The school is well led and managed by the headteacher and governing body, who have a clear overview of how the school is performing and where improvements may be made.

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

- There are no significant weaknesses 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 was last inspected in January 1998. The school has made good progress in addressing the key issues arising from the last inspection report. Good progress has been made in improving the reading skills of older pupils, especially in how they find information from reference books and the *Internet*. Resources for reading have improved and are now good. Satisfactory progress has been made on the key issue to improve the pupils' awareness of the multicultural nature of British society and several projects are ongoing or planned for. In addition, good standards of work and very good standards of behaviour have been maintained since the time of the last inspection; provision for children in the reception class has improved; and the school is making very good use of the classroom support staff it now has. There have been developments to the grounds and the building, with a new library housed in a purpose-built conservatory.



## STANDARDS

Because the size of each year group is small, ranging currently from 3 to 12 pupils, statistical information about how the school is performing from year to year is unreliable. Performance in National Curriculum tests varies according to the nature of the year group. It is clear from scrutinising pupils' work and discussing it with them that pupils make good progress in all subjects while they are at the school. Higher attaining pupils, those with specific talents and those with special educational needs achieve well over time. For example, the small number of children in the reception year has made very good progress in their skills of reading, writing and mathematics this year and they are currently achieving at a standard above that expected for children of their age. Pupils across the whole age range develop very good skills of speaking and listening and older pupils are particularly articulate in discussions. This is because of consistently good teaching that values the pupils' opinions. Standards in English, mathematics and science are above average in both classes and the pupils achieve very well in art and design. Attainment in information and communication technology, design and technology, and history is above average by the end of Year 6. There was insufficient evidence to judge attainment in geography, music and physical education. The school tracks the progress of pupils closely, sets challenging targets for them to reach and is successful in achieving the targets.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils are keen and enjoy their learning. They respond well to new challenges.   |
| Behaviour, in and out of classrooms    | Very good. Behaviour is never less than good and at times it is excellent.  |
| Personal development and relationships | Very good. Pupils take on responsibilities enthusiastically and older pupils look after younger ones very well. There are very good relationships between pupils and with adults.   |
| Attendance                             | Good. Levels of attendance are better in the current year than last year, having risen to 96.8 per cent, which is above the average of primary schools nationally. This has been achieved because of a concerted effort by the school to discourage parents from taking pupils on holiday during term time. |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Very good | 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 in both classes and means that pupils make at least good progress in their learning. A particular strength is the effective way that the specialist subject knowledge of staff is used, so that, for instance, mathematics in the junior class is taught very well by the part-time specialist teacher. In addition, very good use is made of the skills of a nursery nurse to help to teach all areas of learning to the children in the reception year and to teach art and design to junior-aged pupils. Teachers use the school grounds and the locality very well as resources for learning in subjects such as art and design, geography, history and science. Skills of literacy and numeracy are taught very well. Teachers plan the work to cater for the needs of all pupils, challenging the older or higher attaining pupils in the mixed-aged classes, as well as helping those who are younger or who have special educational needs. Relationships between staff and pupils are very good. Pupils concentrate very well in lessons; they listen to adults and each other and respond readily to questions.



## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Good. Planning is good. The areas of learning for children in the reception year are taught well. The school makes very good use of the locality, visits out of school and visitors to school to enrich the curriculum. There is a good range of activities outside lessons including an After-school club. There are good links with a high school for subjects such as science and physical education. |
| Provision for pupils with special educational needs   | Good. Pupils are assisted well to achieve the targets in their individual education plans.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school's 'family' ethos helps the pupils to develop responsible and sensible attitudes. Provision for pupils' moral and social development is very good and for their spiritual and cultural development, it is good.   |
| How well the school cares for its pupils  | Very well. Because staff know the pupils so well, procedures are well established to track their academic progress and personal development.   |
| How well the school works in partnership with parents                                       | Very well. These links are important to the effectiveness of the school.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. Since her appointment, the headteacher has made a very good start to leading and managing the school. The school development plan, devised in consultation with staff and governors, gives clear priorities for improvement.   |
| How well the governors fulfil their responsibilities             | Governors have good specialist expertise for their roles and fulfil their responsibilities well.   |
| The school's evaluation of its performance                       | Good. There are clear procedures to monitor how well the school is doing and to compare itself with other small schools.   |
| The strategic use of resources                                   | Good. The governors and headteacher compare costs effectively in order to achieve best value from the school's spending. All staff are deployed well. The secretary makes a very good contribution to the efficient running of the school, and the cleaner-in-charge maintains the building to a high standard of cleanliness. |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <p>Parents hold the school in high regard:</p> <ul style="list-style-type: none"><li>• Pupils work hard and achieve well.</li><li>• Behaviour is good and pupils are helped to become mature and responsible.</li><li>• Parents feel comfortable approaching the school with concerns and suggestions.</li><li>• They are pleased with the information they receive and believe the school is well led and managed.</li></ul> | <ul style="list-style-type: none"><li>• Through the questionnaire, some parents indicated they are not happy with the amount of homework set.</li></ul> |

Inspectors fully agree with the positive views of parents. It was unclear what the concerns of parents were about homework. In order to find out more, the school has agreed to canvass parents' views through a more detailed questionnaire.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The quality of teaching is of a consistently high standard and leads to pupils achieving well. The specialist subject knowledge of teachers and support staff is used very well to promote very good learning.**

1. There are several features of the teaching in this school that are significant in the good progress that pupils make. Because it is a small school and has only two mixed-aged classes, staff and governors have had to plan the teaching very carefully in order to cater for the very wide range of attainment in each.
2. So, in the mixed reception / infant class, the school makes excellent use of available staff so that not only the youngest children gain a good start to their schooling, but older pupils continue to achieve well in Years 1 and 2. The very experienced class teacher plans work that clearly challenges the pupils according to their particular levels of attainment, and the nursery nurse spends a lot of her time working with the small group of reception-aged children on activities appropriate to the areas of learning for children in the Foundation Stage<sup>1</sup> of education. In a very good mathematics lesson, pupils in Years 1 and 2 had to find out the cost of items in a lunch box and then work out the total cost. Each task was slightly different to suit the attainment of the pupils. The class teacher made excellent use of her time, spending some of it teaching the younger group about adding pounds and pence, while the older group worked independently. She then reversed the procedure to set the older pupils an extra task of finding the largest and the smallest number it is possible to make from throwing three dice. Pupils are grouped according to their attainment, so that, for example, higher-attaining pupils in Year 1 work with pupils in Year 2. As a result, the pace and challenge of lessons are very good and the pupils get through a very good amount of work. This was evident from a scrutiny of pupils' work completed during the year.
3. Children in the reception age group spend some of their time with the whole class, for example in the afternoons, and other times taught separately by the nursery nurse. They enjoy sharing some of the facilities in the nursery room, next to their own classroom. For instance, they were very involved, taking the part of staff serving a customer, who was the nursery nurse, in the *Garden Shop Café*. They spoke clearly and created their roles with confidence, as they 'cooked' the food, served it, made out the bill and counted out change. Another child helped the nursery nurse to choose flowers from a catalogue and then planted seeds in the soil tray for her to buy. The nursery nurse played a significant part in promoting the quality of the language that the children used in this activity. Older pupils are also given the opportunity to use these shared facilities to develop their experience of role-play as well as aspects such as measuring in mathematics.
4. In the junior-aged class, very good use is made of the specialist interests of the two teachers in mathematics and English, who teach these subjects to pupils in Years 3 and 4 separately from those in Years 5 and 6. This means that the teaching can be more accurately planned to challenge the pupils. The part-time teacher's particular expertise in mathematics has led in recent years to pupils in Year 6 achieving

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<sup>1</sup> The Foundation Stage is the name given to the curriculum designed for children in nursery and reception classes.

consistently high standards in National Curriculum tests. She sets a very good pace in lessons and through challenging questions helps the pupils to understand the processes of mathematical thinking. For example, in a lesson with pupils from Years 3 and 4, she developed their understanding of how to calculate the perimeter of simple quadrilateral shapes and then used the final part of the lesson to extend their thinking to circles. She allowed them time to discuss in pairs how they might do this and then report back to the whole group. The teacher listened carefully to their ideas and encouraged them all to explain their thinking. Their various suggestions, which included the use of a tape measure, a length of wool and the same principle as that in a metre-wheel, clearly indicated how well they used their knowledge.

5. Because of staffing changes, the teaching of English has not benefited from the same degree of continuity as mathematics has. However, the headteacher now teaches English to the junior-aged pupils and her consistently good quality of teaching, with its high expectations, demands that pupils show maturity of thought and expression. This was evident in a lesson involving pupils from Years 5 and 6 in devising an advertisement which would persuade fellow pupils to buy a product. A key feature in the quality of the teaching was the very good relationship evident between teacher and pupils, which is relaxed and based on humour and mutual respect. The pupils produced attractive adverts, using headlines, pictures and text, and one example included very apt language, such as *limited edition*, *incredible value*, *only one of its kind* and *Own it now!* The teaching of science also benefits from separating the junior-aged pupils into Years 3 / 4 and Years 5 / 6, so that pupils are taught the syllabus on a two-year, rather than four-year rolling programme.
6. The specialist expertise of the nursery nurse to teach art and design in the junior class is leading to standards that are well above average for pupils in this age range. In a very challenging lesson on textiles, groups of pupils had the opportunity to dye and print abstract patterns on silk, and to sew, weave, plait and glue, using thread and materials, to achieve very attractive effects. The lesson was very well planned, made very good use of classroom assistants and volunteer helpers and left time at the end for pupils to evaluate their finished products and discuss improvements. Photographs and examples on display show that pupils have excellent opportunities to explore three-dimensional artwork, using clay.
7. Standards in information and communication technology (ICT) are above average. This is because the teaching of skills has been of a consistently good standard in recent years and teachers plan to include computer skills in subjects such as English, mathematics, science and art and design.

**Pupils have very good attitudes to learning and behave very well. This is because of the school's very strong support for the pupils' personal development.**

8. There is very good provision for pupils' moral and social development through the 'family' ethos of the school, as well as the taught curriculum. All staff know the pupils very well and follow their progress in academic and personal development very closely. They put in place systems to help pupils to become responsible and care for one another, and they raise the pupils' awareness to social and moral issues through relevant topics in assemblies and in *Circle time*.<sup>2</sup> Pupils are involved in making decisions about changes and developments in school, for example in relation to improvements to the school grounds and in the decision to allow skateboards at

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<sup>2</sup> Circle time is the name given to short sessions in which pupils have the opportunity to give their views on issues relevant to their personal development.

certain playtimes during the week. They have been fully engaged in deciding matters of safety in relation to this initiative and in monitoring and supervising how well it is going. Pupils in Years 5 and 6 use skills of teamwork, decision-making and organising in a simulation game, *Real Life*, that challenges the pupils in teams to set up and run businesses on an ecologically and economically sound footing. This work is taken further in lessons of citizenship at high school.

9. As a result of this very good provision, pupils' attitudes to school and learning are very good. There have been very few exclusions and if a pupil displays challenging behaviour, staff deal with the situation sensitively and with the best interests of all pupils in mind. The pupils display enthusiasm for their work and pride in the certificates they receive. They enjoy the competitive sports they take part in, especially when it involves playing against other schools, as when the junior-aged girls competed in a five-a-side football tournament recently. Out of school, the pupils behave very well. This was evident during the week of the inspection when the reception / infant class visited a nearby house and gardens. The pupils walked through the village sensibly and explored the garden enthusiastically without becoming silly. Older pupils on residential visits that involve outdoor pursuits have won awards for their teamwork and personal qualities. In lessons and around school, pupils behave very well. The youngest children in school listen well and take a full part in lessons. Older pupils are courteous and polite to adults and have very good relationships with one another. They enjoy the timetabled opportunity to spend time sharing a book with a younger pupil in school. Pupils look after the school environment well and contribute to tidying away and clearing the hall after lunch. They play very well together, regardless of age or gender.

**The curriculum is enlivened and made relevant to the needs of pupils through very good use of the school grounds and the locality, as well as visits out of school and visitors to school.**

10. Staff make very good use of the local environment to enrich the curriculum, interest the pupils and motivate them to achieve well. The school grounds are extensive and have been developed imaginatively. There are wild areas as well as sculptured parts, where staff, visiting specialists, pupils and parents have built willow tunnels and seating areas. Pupils have attached *withy animals*, made from branches and paper, to the trees and shrubs; they have designed and constructed a large, wooden mural next to the school entrance, on the theme of Morland village. Following a study of the work of Andy Goldsworthy and a visit to some of his sheepfold exhibits, pupils have built their own sculptures using natural materials on grassy mounds and among the shrubs. Staff have also worked with pupils making snow sculptures in the grounds. In addition, the school makes full use of wilder areas for scientific study and its hard play surfaces and field for sport and games. Staff look for ways of expanding the range of physical activities and recent developments include the introduction last term of boys' netball and girls' football, including the first inter-school tournament for girls.
11. There is a full range of visits out of school to the village and further afield. Pupils make a residential trip to an outdoor pursuits centre in Cumbria as well as visits to places of geographical and historical interest. For example, pupils were invited to see an archaeological dig at a police station and have made visits to nearby castles and rivers. During the inspection, infant pupils visited the grounds of Morland House. The visit helped to extend the pupils' geographical and scientific knowledge and skills. Pupils in Year 2 were given guidance on how to use a compass to find in which direction they were walking, while younger pupils consolidated their familiarity with left and right as they turned corners. The pupils explored plants growing in shady and

sunny parts of the garden and collected leaves from plants growing in wet, dry, shady and sunny places. On return to school they sorted the leaves according to different criteria.

12. The school has arranged, in collaboration with other small schools in the area, for specialist dance and drama teachers to give lessons. It has been involved in arts and musical projects out of school and peripatetic staff teach cello and clarinet to a small number of pupils.

**There are very effective partnerships with parents and the community, making the school an important feature in the life of the village.**

13. Parents hold the school in high regard and, as found at the time of the last inspection, appreciate the warm, welcoming atmosphere. They comment on the very good links with the private nursery, which is on site, and how these help the children to make a good start in school. Parents value the quality and quantity of information they get from school, including details about how well their children are doing through parents' evenings and end-of-year reports. There have been useful curricular workshops organised for parents to help them understand the primary school curriculum.
14. The school appreciates the excellent response it receives from parents to requests for help, for example in painting the school and improving the grounds. Parents regularly assist staff on visits out of school, and this was very evident when the infant pupils went out on their visit during the inspection. Other parents helped the junior pupils in their very successful art lesson on the same afternoon. Staff report that parents support homework very well.
15. Links with the parish and the village in general are very strong, being very much a two-way process. There is a very active parents' association, arranging events enjoyed by people throughout the village and raising significant sums of money for school. Not only does the school support events in the church and in the life of the village, but also the community supports the school, putting on fund-raising events to help towards its special activities. The vicar of the parish, helped by other members of the local community, runs an After-school club for children in school. A local business in the village continues to provide much appreciated funding for the teaching of information and communication technology. This continuous support has had a good impact on the standards that the pupils achieve in the subject. Residents of the village also contribute effectively to pupils' historical awareness and have given talks about their experiences in World War II and life in the 1950s and '60s.

**The school is well led and managed by the headteacher and governing body, who have a clear overview of how the school is performing and where improvements may be made.**

16. Leadership and management of the school are good and, despite a period without an appointed headteacher, the school has made good improvement since the time of the last inspection. Continuity has been maintained, despite changes in staffing and leadership of the governing body, because of the good work of the staff and governors. The new headteacher has made a very good start since her appointment and a school development plan has been agreed which covers short and longer-term priorities well. Recent and forthcoming changes to the leadership of the governing body are not adversely affecting the quality of its work, because of well-established procedures and the continuity provided by experienced personnel.

17. Particularly effective are procedures to check on how well the school and its budget are being managed. The governing body has developed clear systems for monitoring the work of the school by visits to lessons, with agreed foci and established guidelines on how governors should check the quality of teaching without intimidation. Relationships between staff and governors are informal and close. Governors regularly visit school to help with activities. The headteacher observes lessons, gives constructive feedback to staff and checks planning and samples of pupils' work. As a result, the agreed four-year rolling programme of study in the foundation subjects<sup>3</sup> is comprehensive and taught well. Because it is a small school, all staff are closely involved in planning and in analysing information about how well pupils are progressing. There is a good structure of committees to carry out the work of the governing body and a very good level of expertise among its members to fulfil their roles. For example, the school secretary, who is also a governor, has excellent skills for overseeing the school's budget and providing detailed information for governors and headteacher on where savings may be made and what funding is available that the school might apply for.

#### **WHAT COULD BE IMPROVED**

18. There are no significant areas for improvement.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

19. There are no key issues for action.

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<sup>3</sup> Foundation subjects are art and design, design and technology, geography, history, ICT, music, physical education and religious education.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |   |
|--|---|
| Number of lessons observed   | 9 |
| Number of discussions with staff, governors, other adults and pupils | 3 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 5         | 4    | 0            | 0              | 0    | 0         |
| Percentage | 0         | 56        | 44   | 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 ten percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

|   | Nursery        | YR – Y6 |
|---|----------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | Not applicable | 45      |
| Number of full-time pupils known to be eligible for free school meals | N/A            | 2       |

FTE means full-time equivalent.

#### Special educational needs

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | N/A     | 0       |
| Number of pupils on the school's special educational needs register | N/A     | 11      |

#### 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 | 1            |
| Pupils who left the school other than at the usual time of leaving           | 1            |

### Attendance

#### Authorised absence

|   |
|---|
| % |
|---|

#### Unauthorised absence

|   |
|---|
| % |
|---|



|                           |     |
|---------------------------|-----|
| School data               | 6.2 |
| National comparative data | 5.4 |

|                           |     |
|---------------------------|-----|
| School data               | 0.0 |
| 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 | 1    | 6     | 7     |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *       | *           |
|   | Girls    | *       | *       | *           |
|   | Total    | *       | *       | *           |
| Percentage of pupils at NC level 2 or above | School   | * (*)   | * (*)   | * (*)       |
|   | National | 71 (57) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | *       | *           | *       |
| Percentage of pupils at NC level 2 or above | School   | * (*)   | * (*)       | * (*)   |
|   | 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 | 6    | 1     | 7     |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | *       | *           | *       |
| Percentage of pupils at NC level 4 or above | School   | * (*)   | * (*)       | * (*)   |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | *       | *           | *       |
| Percentage of pupils at NC level 4 or above | School   | * (*)   | * (*)       | * (*)   |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

**\*Details have been omitted from the tables because there are fewer than ten pupils in the year groups**

### ***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                                     | 42                   | 1                                 | 0                              |
| White – Irish                                       | 0                    | 0                                 | 0                              |
| White – any other White background                  | 0                    | 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                            | 3                    | 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) | 2.6  |
| Number of pupils per qualified teacher   | 17.4 |
| Average class size                       | 22.5 |

#### **Education support staff: YR – Y6**

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 33 |

#### **Qualified teachers and support staff: nursery**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher   | N/A |
| Total number of education support staff  | N/A |
| Total aggregate hours worked per week    | N/A |

|                |      |
|----------------|------|
| Financial year | 2002 |
|----------------|------|

|  | £        |
|--|----------|
| Total income                               | 138, 170 |
| Total expenditure                          | 113,813  |
| Expenditure per pupil                      | 2,529    |
| Balance brought forward from previous year | 4,930    |
| Balance carried forward to next year       | 9,651    |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | N/A |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years     | 1.1 |
| 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 | 45 |
| Number of questionnaires returned | 26 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 50             | 46            | 4                | 0                 | 0          |
| My child is making good progress in school.  | 50             | 46            | 4                | 0                 | 0          |
| Behaviour in the school is good.   | 35             | 65            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 23             | 50            | 27               | 0                 | 0          |
| The teaching is good.  | 58             | 35            | 0                | 0                 | 8          |
| I am kept well informed about how my child is getting on.                          | 42             | 54            | 4                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 54             | 35            | 4                | 0                 | 8          |
| The school expects my child to work hard and achieve his or her best.              | 62             | 38            | 0                | 0                 | 0          |
| The school works closely with parents.   | 38             | 58            | 0                | 4                 | 0          |
| The school is well led and managed.  | 62             | 27            | 0                | 0                 | 12         |
| The school is helping my child become mature and responsible.                      | 73             | 27            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 38             | 42            | 12               | 0                 | 8          |

*Percentages are rounded to the nearest integer and may not total 100.*

### Other issues raised by parents

Parents expressed their appreciation for the work of the incoming headteacher who started last September, after a period of some uncertainty between the retirement of the previous headteacher and her appointment.