

INSPECTION REPORT

ORTON CHURCH OF ENGLAND SCHOOL

Penrith

LEA area: Cumbria

Unique reference number: 112419

Headteacher: Mrs R Spence

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 6 – 7 May 2003

Inspection number: 247223

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: 3 - 11

Gender of pupils: Mixed

School address: Orton
Penrith

Postcode: CA10 3RG

Telephone number: 01539 624268

Fax number: 01539 624268

Appropriate authority: Governing body

Name of chair of governors: Mr A Lewis

Date of previous inspection: 1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Orton Church of England Primary School is a small village school to the south of Penrith, Cumbria. There are 67 pupils taught in three classes. In addition, four children attend part-time in the nursery class each afternoon. There is a wide range of ability on entry to the school, although overall attainment is in line with that expected for the age group. The number of pupils on the school's register of special educational needs is in line with the national average. These include pupils with learning difficulties, autism and dyslexia. The proportion of pupils who have a statement of special educational need is well above average. The proportion of pupils who are eligible for free school meals is well below the national average. All pupils are of white, UK heritage. There is one pupil for whom English is an additional language but none at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

The school provides a good quality of education. Pupils achieve well, and by the time they leave school, many pupils achieve standards in English, mathematics and science that are above the national expectation. Much of the teaching is good and this has a positive effect on pupils' progress. The headteacher provides good leadership and the school is managed well. Staff ensure that all pupils are able to take a full part in all aspects of school life. Overall, the school provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership and the school is well managed.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The school cares well for its pupils and relationships are good.
- Pupils with special educational needs are provided with very good support and make good progress.
- The provision for pupils' personal development is good.

What could be improved

- The marking of pupils' work to provide them with a clear understanding of what they have achieved and how they can improve.
- The use of assessment information to match work to pupils' needs and to set individual targets for improvement.
- The presentation of pupils' work.

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 December 1997. Improvement since then has been satisfactory overall. The school has taken effective steps to address the areas for improvement identified in the last inspection report. The quality of teaching is now good overall. The school has adopted national guidance as the basis for planning the curriculum and the national strategies for literacy and numeracy have been implemented effectively. The new headteacher has introduced a system to monitor pupils' progress and set targets for improvement. However, these are still at an early stage of development and are not yet fully effective. The marking of pupils' work is still inconsistent; comments do not always effectively ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement. The school improvement plan now provides clear priorities, identifies people responsible and links closely with school budget. It is reviewed and monitored on regular basis. Standards of attainment have improved in line with the national rate of improvement.

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 | * | * | A | A |
| mathematics | * | * | A | B |
| science | * | * | D | E |

Key

well above average A

above average B

average C

below average D

well below average E

As the total number of pupils in the year group is fewer than 10, these Years have been omitted.

The school's performance in these tests varies from year to year because of the very small number of pupils in each year group and differing numbers of pupils with special educational needs in each year. Pupils' performance in the 2002 National Curriculum tests for Year 6 pupils in English and mathematics was well above the national average. Their performance in science was below the national average. Although all pupils achieved the expected Level 4, only one pupil achieved the higher Level 5. The test results between 1998 and 2002 have improved at a similar rate to the national trend. Pupils achieve well.

On the evidence of the inspection, many pupils will achieve standards that are above the national expectations in all three subjects. However, there are a number of pupils with special educational needs in the current Year 6 group and this will lower the overall performance. Nevertheless, pupils have made good progress in comparison with their test results in Year 2 in 1999.

Children in the nursery and reception class make sound progress. By the end of the reception year, attainment is in line with that expected nationally. Most children achieve the Early Learning Goals expected for the age group.

The very small number of pupils in Year 2 in 2002 makes national comparisons unreliable. Evidence from the inspection indicates that standards in reading and mathematics are above the national expectation. Standards in writing and science are in line with national expectations.

Throughout the school, higher attaining pupils achieve well and those with special educational needs are given very good support and make good progress. However, pupils' work is often untidy and is not well presented.

The school has agreed realistic but challenging targets for achievement in English and mathematics at the end of Year 6. In 2002, the targets were met.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have positive attitudes to school. The majority work hard and show good levels of interest. However, on occasion some are easily distracted and lose concentration. |
| Behaviour, in and out of classrooms | Behaviour is good throughout the school. Pupils know what is expected of them and respond in a positive manner. |
| Personal development and relationships | Personal development and relationships are good. Pupils co-operate well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well. |
| Attendance | Good: Pupils like coming to school. Attendance rates are consistently |

| | |
|--|-----------------------------|
| | above the national average. |
|--|-----------------------------|

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and 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.

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. No teaching was less than satisfactory. The quality of teaching has improved since the last inspection when it was mainly satisfactory. Teachers place a strong emphasis on the teaching of basic skills in literacy and numeracy and the teaching of English and mathematics is effective across the school, enabling pupils to make good progress. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Lessons are well planned. They usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Where teaching is less successful, work is not well matched to pupils' capabilities and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress. Whilst there are examples of good marking which clearly indicate what pupils need to improve, comments do not always effectively ensure that pupils are aware of areas which need to be improved or set clear targets for improvement.

The school effectively meets the needs of all pupils. Those with special educational needs are very well supported and make good progress. Teachers take care to ensure that pupils who need support have time from them as well as from the classroom assistants.

Pupils respond well. The great majority are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding. However, on occasion, some are easily distracted and this slows their work rate.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum provides a good range of interesting and relevant learning opportunities to support pupils' academic and personal development. The curriculum is enhanced by the good use of visits and visitors and a range of extra-curricular clubs and activities. |
| Provision for pupils with special educational needs | Provision for pupils with special educational needs, including those with formal statements, is very good. Pupils are supported very well and make good progress. |
| Provision for pupils with English as an additional language | There are no children at an early stage of English language acquisition. However, the class teachers and support staff ensure that pupils with English as an additional language are well supported and make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development. |
| How well the school cares for its pupils | The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety. Staff know their pupils well as |

| | |
|--|---|
| | individuals and create a supportive environment in which pupils can develop. The school ensures equality of opportunity for all pupils. |
|--|---|

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides good leadership. She is well supported by all staff. The school is well managed. |
| How well the governors fulfil their responsibilities | Governors give good support. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met. |
| The school's evaluation of its performance | Satisfactory. The new headteacher has established systems to monitor teaching, learning and pupils' progress. These have not yet had sufficient time to be fully effective. |
| The strategic use of resources | Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities. |

The school makes sound use of the principles of best value to make effective use of the financial resources available. These are used well to support the priorities identified in the school improvement plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The behaviour in school is good. • The teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The school is well led and managed. • The school helps their children to become mature. | <ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework provided for children. • The information they receive about their children's progress. |

Parents expressed much satisfaction with the school's provision. They have a high regard for the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. The inspection team agrees with their positive views. Some parents have reservations about homework but the inspectors consider the school's arrangements to be both adequate and appropriate. Some parents would like to see a wider range of activities outside lessons. However, evidence from the inspection indicates that there is a good range of activities available after school. The school also provides opportunities for a wide range of visits, including residential visits and makes effective use of visitors to the school to extend the experiences offered to pupils. Some parents would like the school to provide more information about their children's progress and inspectors agree that some improvements are needed. Parents are offered suitable opportunities to attend meetings with class teachers to discuss their children's work and progress. However, the annual reports do not always indicate clearly how well pupils are progressing or how they are performing in relation to national standards. They do not indicate what pupils need to do in order to improve. The school has plans to review the format of reports to address these issues.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides good leadership and the school is well managed.

1. The school is well managed. The headteacher's positive leadership provides clear educational direction for the school. Other staff provide effective support. The positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, good relationships and equality of opportunity for all. The headteacher had only been in post for two terms when the inspection took place, but has clearly identified areas for development and has introduced systems to improve the monitoring of teaching, learning and pupils' progress. Parents are very appreciative of her approachability and willingness to discuss issues of concern.
2. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. Financial planning to support educational initiatives is good. The finance committee provides effective support for the headteacher in decision making and uses the budget effectively to achieve educational targets. The school improvement plan has been produced in consultation with staff and governors. This document sets out what the immediate and long-term priorities are, how much they will cost to put into place and how the effectiveness of the school's actions will be measured. It is linked to the school budget and is reviewed regularly.
3. Daily management and organisation is efficient and unobtrusive. This has a positive effect on the quality of learning and standards of achievement. The administrative assistant works hard to assist the smooth day-to-day operation of the school. She provides a welcoming and friendly introduction to the school for parents and visitors, typifying the good relationships that exist in the school.

The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.

4. The school provides a broad curriculum which is relevant to the needs of the pupils. This curriculum is enriched with a range of extra-curricular activities, visits and visitors which enhance many areas of pupils' experience. The school has effective strategies for the teaching of the basic skills in both literacy and numeracy. It implements both the National Literacy and Numeracy Strategies successfully. The provision for information and communication technology has been significantly improved since the previous inspection. Year 6 pupils also have the benefit of French lessons.
5. Provision for children in the nursery and reception class is good. The curriculum reflects the teacher's good knowledge and understanding of the ways in which young children learn, and provides a range of well organised experiences which are closely matched to the children's level of development, and help them to make progress. Planning is based on the six areas of learning appropriate for this age group, leading on to the National Curriculum as the children achieve the Early Learning Goals. Particular emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. The children

are encouraged to enjoy learning and to take part in a wide range of lively practical activities which support their progress effectively in all areas.

6. In Years 1 to 6, the school provides a good curriculum which fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education. The timetable is well balanced, giving appropriate allocations of time to subjects.
7. Visitors to the school are used effectively to enliven the curriculum, and a wide range of visits is arranged for pupils. These include residential visits for pupils in Years 5 and 6. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

The school cares well for its pupils and relationships are good.

8. This is a caring school which makes good provision to ensure pupils' welfare, health and safety. Teachers and support staff, know their pupils and their families well, are sensitive to their pupils' needs and are thus able to provide good personal support and guidance. The school provides pupils with a safe, caring environment in which to work and play. Good procedures are established for child protection and ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work and helps to develop their self-esteem and supports their progress. Relationships amongst pupils and between adults and pupils are good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness and caring attitudes are evident. At lunchtimes and breaks, pupils play together well with older pupils frequently helping to look after younger members of the school community.

Pupils with special educational needs are provided with very good support and make good progress.

9. Provision for all pupils with special educational needs is very good and they make good progress in relation to their ability. There are effective systems in place to identify pupils with special needs at an early stage in their education. Their needs are very well met both in class and in withdrawal groups by appropriate work and support. Relevant individual educational plans are drawn up, and implemented with good regular support in individual or group sessions. Targets for pupils are short term and achievable and they relate to both learning needs and to personal and social development. Work is well planned to meet pupils' needs and enable them to make good progress. All pupils, including those pupils with special educational needs, enjoy equal access to the curriculum.
10. Pupils with special educational needs are fully included in all subjects and activities and there are high but realistic expectations of what these pupils can achieve. The impact of good teaching is evident in the interest which the pupils show in their work and in their behaviour, which is good. Support staff who work with pupils with special educational needs are used very well in the classroom. They work effectively with individuals and groups to consolidate and extend their learning. The support provided by these teaching assistants contributes appreciably to pupils' progress.

The provision for pupils' personal development is good.

11. Pupils' personal development and behaviour are effectively promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. Pupils become valued members of the community, and are socially and morally aware of the impact of their actions on others. The school has a very effective programme of personal, social and health education. This provides pupils with regular opportunities to discuss issues related to health, relationships, the environment and citizenship. The School Council offers pupils the opportunity to make their voices heard effectively.
12. Opportunities for pupils' spiritual development are good. The school has a strong community spirit and a commitment to shared values throughout the school that leads to a healthy, welcoming and supportive atmosphere. Pupils study different faiths in religious education. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly.
13. Provision for pupils' moral and social development is very good. This is reflected not only in lessons, but in the school's general ethos and attitudes to the wider community. Adults in the school value the pupils' opinions and this helps to increase their self-esteem and confidence. Pupils have appropriate opportunities to exercise responsibility. Older pupils for example prepare the hall for assembly and provide musical accompaniment for hymns and songs. Pupils are encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together, valuing different ideas, working responsibly together to achieve a particular goal and sharing resources fairly. Pupils also learn to work effectively as a team through residential visits, opportunities to compete for the school at sport and through participation in musical events and school productions. Pupils are involved in fund-raising for charities.
14. Cultural development is well promoted both within the curriculum and through extra-curricular opportunities. Through religious education, history, art, literature and music pupils gain understanding of their own culture. Visitors are also used effectively to support the curriculum and enrich pupils' experience. There are regular visits to places of educational interest. Religious education provides pupils with knowledge and understanding of other major faiths as well as Christianity. However, the development of pupils' understanding of life in a multi-cultural society and their awareness of other cultures is limited.

WHAT COULD BE IMPROVED

The marking of pupils' work to provide them with a clear understanding of what they have achieved and how they can improve.

15. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Whilst there are examples of good marking which clearly indicate what pupils have achieved and what they need to improve, comments do not always effectively ensure that pupils are aware of areas which need to be improved or set clear targets for improvement.

The use of assessment information to match work to pupils' needs and to set individual targets for improvement.

16. Procedures to monitor the attainment and progress of pupils have been improved since the previous inspection. Clear systems are now in place throughout the school to assess and record pupils' progress in English, mathematics, science and information and communication technology. Teachers are now beginning to use this information to set individual targets for pupils. However, these systems are very new and require further development. They are not yet fully effective in enabling pupils to understand their own strengths and weaknesses. Nor are they yet used effectively by all teachers to plan work that is accurately matched to the needs of all pupils in the class.

The presentation of pupils' work.

17. Pupils' work is often untidy and is not well presented. This lack of pride in their work makes it more difficult for pupils to look at their work with a critical eye and find out where mistakes are made. In mathematics and science for example, pupils often have a good understanding of the work but at times, their recording is careless and this leads to simple mistakes being made. Presentation is not helped by the system of completing much work on loose paper which is then kept in a ring binder for each pupil.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. To improve the school further, the headteacher, staff and governing body should
 1. improve the marking of pupils' work to clearly indicate what pupils have achieved and what they need to improve;
(paragraph 15)
 2. develop the use of the systems to assess and record pupils' progress and the use made of assessment information in order to match work to pupils' needs and to set targets for improvement;
(paragraph 16)
 3. improve the standards of presentation of pupils' work.
(paragraph 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 13 |
| Number of discussions with staff, governors, other adults and pupils | 14 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 1 | 8 | 4 | 0 | 0 | 0 |
| Percentage | 0 | 8 | 61 | 31 | 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 seven 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) | 2 | 67 |
| Number of full-time pupils known to be eligible for free school meals | - | 1 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 5 |
| Number of pupils on the school's special educational needs register | 0 | 17 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 7 |
| Pupils who left the school other than at the usual time of leaving | 3 |

Attendance

Authorised absence

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

Unauthorised absence

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

| | |
|---------------------------|-----|
| School data | 3.9 |
| National comparative data | 5.4 |

| | |
|---------------------------|-----|
| 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)

As the total number of pupils in the year group is fewer than 10, this table has been omitted.

Attainment at the end of Key Stage 2 (Year 6)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 6 | 6 | 12 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 12 | 12 | 12 |
| Percentage of pupils at NC level 4 or above | School | 100 (86) | 100 (86) | 100 (86) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 11 | 11 | 11 |
| Percentage of pupils at NC level 4 or above | School | 92 (86) | 92 (86) | 92 (86) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

**Because the number of boys and girls is fewer than ten, these figures have been omitted.*

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 | 60 | 0 | 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 | 0 | 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) | 3.3 * |
| Number of pupils per qualified teacher | 20.3 |
| Average class size | 22.3 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 44 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0 * |
| Number of pupils per qualified teacher | * |
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 25 |

| Financial year | 2001/2002 |
|--|-----------|
| | £ |
| Total income | 247,384 |
| Total expenditure | 249,030 |
| Expenditure per pupil | 3,234 |
| Balance brought forward from previous year | 17,035 |
| Balance carried forward to next year | 15,389 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | * |
|--------------------------------|---|

FTE means full-time equivalent.

** The teacher who also oversees the nursery pupils has been included in the number of qualified teachers for YR – Y6.*

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 | 69 |
| Number of questionnaires returned | 44 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 34 | 55 | 11 | 0 | 0 |
| My child is making good progress in school. | 25 | 61 | 11 | 0 | 2 |
| Behaviour in the school is good. | 25 | 66 | 5 | 0 | 5 |
| My child gets the right amount of work to do at home. | 23 | 50 | 23 | 2 | 2 |
| The teaching is good. | 30 | 66 | 0 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 18 | 59 | 23 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 48 | 50 | 2 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 30 | 68 | 0 | 2 | 0 |
| The school works closely with parents. | 16 | 68 | 11 | 0 | 5 |
| The school is well led and managed. | 23 | 61 | 5 | 0 | 11 |
| The school is helping my child become mature and responsible. | 25 | 59 | 14 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 34 | 34 | 18 | 7 | 7 |