

INSPECTION REPORT

ABBOTSKERSWELL PRIMARY SCHOOL

Abbotskerswell

LEA area: Devon

Unique reference number: 113183

Headteacher: Mrs Viv Clare

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 25 – 26 November 2002

Inspection number: 247322

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Abbotskerswell
Newton Abbot
Devon

Postcode: TQ12 5NS

Telephone number: 01626 353605

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Appropriate authority: The governing body

Name of chair of governors: Andre Sinclair

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Abbotskerswell Primary School is smaller than most primary schools. There are 117 pupils: 56 boys and 61 girls who are taught in four classes. Year 1 pupils are split between two classes, whilst the juniors are taught in two classes with pupils in Years 3/4 and pupils in Years 5/6 taught separately. Most pupils come from the village of Abbotskerswell but some pupils come from Newton Abbot and other local villages. There are no pupils from ethnic minority families. Although a very small number of the pupils have English as an additional language, no pupil is at an early stage of acquiring the English language. The proportion of pupils with special educational needs is broadly average and the proportion of pupils with a statement of special educational need is less than one percent. The proportion of pupils who are eligible for free schools meals is below average. However, these pupils are not distributed evenly around the school. For example, the Year 6 group of pupils who took the national tests in 2002 contained significantly higher proportions of pupils with special educational needs and pupils who were receiving free school meals. Similarly, the balance of boys and girls varies considerably between the year groups. The number of pupils at the school has increased significantly since the last inspection and all but one of the class teachers, including the headteacher and the deputy headteacher, have arrived at the school in the last two years. When children start at the school, their attainment varies but is broadly in line with the county average.

HOW GOOD THE SCHOOL IS

Abbotskerswell Primary School is an effective school. Pupils start at the school with attainment that is broadly in line with the county average and they leave school with good standards in English, mathematics and science despite lower results in mathematics this year. This is because of the good quality of the curriculum and the overall quality of teaching that have been secured by the very good leadership and management of the headteacher. The school was awarded the Basic Skills Quality Mark in April 2002 and gives good value for money.

What the school does well

- Pupils achieve high standards, particularly in English and science.
- Pupils' attitudes to school are very positive because the school's provision for their personal development is very good.
- There is a significant proportion of teaching that is of a high quality.
- Pupils are highly motivated by the exciting curriculum opportunities provided by the school.
- Parents' interest and involvement make a positive contribution to their children's learning.
- The headteacher leads and manages the school very well and ensures that the school is aware of any weaknesses in its performance and is able to address them promptly.

What could be improved

- The accommodation and facilities for children in the Foundation Stage restrict the opportunities for effective learning.
- The good practice in using assessments of pupils' prior learning to plan tasks that take account of what they need to learn next is not applied consistently across the school.

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 March 1998 and has made good improvement since then. The local education authority placed the school in the category of schools causing concern in January 2001 as a result of the limited progress being made by pupils in the early years of Key Stage 2. Following improvements, the school was removed from this category in October 2001. The areas of weakness identified in the last report have been addressed effectively. In particular, standards are higher in English and information and communication technology, and the quality of teaching has improved. The school has established effective procedures to evaluate the impact of developments and it has taken effective action, with the guidance and support of the local education authority, to address identified weaknesses in the quality of teaching. The provision for information and communication technology has improved greatly along with the quality of teaching in the subject.

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	C	A	B	A
mathematics	D	A*	D	D
science	E	A*	A	A

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

As the table¹ shows, results vary from year to year, which is not unusual with small numbers of pupils. In general, results are good and have improved significantly since 2000. (A* indicates that the results are in the highest five percent of all schools.) The high results in 2001 were not maintained in 2002 but this year group contained a high proportion of pupils with special educational needs. When this is reduced to a level similar to the average, the school's results in mathematics are broadly average, while they are well above average for English and very high for science. The progress of pupils in Key Stage 2 has been a cause for concern and this is highlighted when the results in 2002 are compared to schools that had similar results at the end of Year 2 in 1998. This shows that pupils' attainment was above average in science but well below average in English and very low in mathematics. The school has identified the limited progress of pupils in Years 3 and 4 and, in conjunction with the local education authority, has taken action to ensure that these pupils are now making suitable progress.

Standards have been consistently high at the end of Key Stage 1 and the school's results in 2002 were well above average in reading and above average in writing and mathematics. The trend in the school's results is rising broadly in line with the national trend and the school is generally successful in meeting the challenging targets it sets for itself. However, the

¹ It is necessary to exercise caution when interpreting the results of small schools with low numbers of pupils in each year group as a single pupil can represent a high percentage and results may vary much more from year to year than they would in a larger school.

targets for mathematics were not met in 2002 primarily due to the high proportion of pupils with special educational needs in this year group. Pupils achieve well by the time that they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes to school are very positive.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons and they play happily outside during breaks.
Personal development and relationships	Very good. Pupils enjoy good relationships and they respond well to the opportunities provided for them to take responsibility.
Attendance	Good. Attendance is better than the national average.

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.

The quality of teaching is consistently good in the Foundation Stage. Teaching is very good in a quarter of lessons, overall, and a third of the lessons seen in Key Stage 1. The skills of literacy and numeracy are taught effectively. The particular challenge to teachers is the wide range of age and ability in their classes. The best lessons meet this challenge very well and assessments of what pupils already know, understand and can do are used to plan carefully tasks that will promote what pupils need to learn next. When lessons are less successful, it is because the same task is given to all pupils and some pupils do not, therefore, progress as well as they could. All teachers manage pupils well and resources are organised effectively. There is a suitably brisk pace to most lessons and pupils respond well with an enthusiastic approach to the lesson, they sustain concentration and complete their tasks in the time allowed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad curriculum is extended and enhanced by exciting, planned learning opportunities. However, opportunities for effective learning are restricted in the Foundation Stage due to the limitations of the accommodation and facilities.
Provision for pupils with special educational needs	These pupils are identified early and the effective provision they receive enables them to make good progress.

Provision for pupils with English as an additional language	The needs of the very low number of pupils with English as an additional language are addressed effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides a wide range of experiences and learning opportunities that encourage the personal development of all the pupils. In particular, pupils are encouraged to take pride in their achievements and appreciate the varied cultural world in which they live.
How well the school cares for its pupils	Good. This is a caring school with a strong 'family' ethos that is built on a close and supportive community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership and management of the headteacher, who is well supported by the deputy headteacher, secure effective improvement for the school.
How well the governors fulfil their responsibilities	The governors fulfil their duties well and they are actively involved in the life of the school.
The school's evaluation of its performance	Very good. The school monitors its performance with a variety of detailed strategies and takes effective action to address any weaknesses that are identified. This has been demonstrated by the improved progress made by pupils in Years 3 and 4.
The strategic use of resources	Good. The school deploys its learning support assistants and specialist teachers well to support pupils' learning. The principles of best value are applied well.

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. • The amount of homework provided. • The school is approachable. • The high achievement of the pupils. • The leadership and management of the school. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • The progress their children make. • The information they receive about their children's progress. • The close links with parents.

Inspectors agree with parents' positive views of the school. They judge that the concerns of parents have been and continue to be addressed effectively by the school. Pupils are making good progress through the school, although junior pupils do not make as much progress in Years 3 and 4 as they do in Years 5 and 6. The quality of information provided for parents

currently is of a high quality and the school has developed a very effective partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards, particularly in English and science.

1. Children who are five before March start school full-time in September. Children who are five later in the year start school full-time in January. The school's records show clearly that, although there is some variation, the attainment of these children when they start school is generally close to the county average. By the time that they enter Year 1, children attain the Early Learning Goals² expected for children of this age.
2. At the end of Year 2, the school's results³ in the national tests in 2002 were well above average in reading and above average in writing and mathematics. When compared to schools that have less than eight per cent of pupils who are eligible for free school meals, the results were close to the average in all three tests. It is prudent to exercise caution when interpreting these results because there are comparatively few pupils in each year group and a single pupil represents a large percentage. For example, in 2002, all but one pupil attained the nationally expected Level 2⁴ in reading, writing and mathematics as well as in the teachers' assessments of science. Nevertheless, this was broadly average in writing, mathematics and science although above average in reading. The school was awarded the Basic Skills Quality Mark in April 2002 in recognition of its good provision and the effective learning of pupils.
3. The school's results at the end of Year 6 in 2002 were above average in English, well above average in science but below average in mathematics. However, there was a large proportion of pupils with special educational needs in this year group (41 per cent). When this is reduced to close to the national average, the analysis made by the school shows that results were well above average in English, very high in science and broadly average in mathematics. Nevertheless, the results in

² On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

³ On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

⁴ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

mathematics were disappointing. This is undoubtedly due to the historical situation where pupils had made poor progress in the early years of Key Stage 2. The school makes special efforts to enable these pupils to compensate by making especially good progress in the later years in Key Stage 2 and this was successful in 2001 when pupils' attainment in the national tests was well above average in English and in the top five per cent of schools in mathematics and science. However, this proved to be more difficult in 2002 due to the large proportion of pupils with special educational needs. With the guidance and support of the local education authority, the school has addressed the issue of pupils' poor progress in the early years of Key Stage 2 effectively and these pupils are now making satisfactory progress.

Pupils' attitudes to school are very positive because the school's provision for their personal development is very good.

4. Pupils' attitudes to school are very good. They are very keen to come to school and they are very enthusiastic about lessons and the many after school clubs that the school offers. They listen attentively and pay full attention to the teachers' explanations and instructions. Pupils willingly volunteer answers to the teachers' questions and they contribute fully to lessons. They maintain concentration well on the tasks that they are set and they collaborate effectively when working independently in groups. For example, pupils worked in pairs on preparing a computer presentation about micro-organisms during the inspection. They were co-operative and applied themselves well in order to complete the task in the time available. These positive attitudes contribute significantly to the good standards that pupils attain.
5. Pupils generally behave well both in the classroom and around the school. This helps to make lessons and playtimes happy occasions. No significant incidents of unacceptable or insensitive behaviour were observed during the inspection. Indeed, children in the Foundation Stage demonstrated maturity when using large wheeled toys in a confined space. Pupils are courteous and friendly. There is a system of 'playtime friends' where the oldest pupils look after younger pupils who may be lonely and they help the youngest pupils play together. This helps all pupils to enjoy playtimes purposefully. The very good relationships that are evident throughout the school are central to the co-operation that pupils and teachers enjoy.
6. The positive attitudes and behaviour of the pupils are promoted and maintained by the school's very good provision for pupils' personal development. There is a very full system of rewards that is clearly understood by all pupils. This includes a weekly 'praise assembly' where the efforts and achievements of selected pupils in both work and behaviour are acknowledged. Pupils are encouraged to care for one another and to respect both themselves and each other. For example, pupils in Year 6 write a manifesto for their candidature as 'playtime friends' and as class representatives for the school council. Pupils develop an awareness of the needs of the community and they are empowered to effect changes in the school environment, such as playground equipment, through the school council. In lessons, pupils are given time to consider their learning and how they are going to achieve the task set. Teachers have a good awareness of the use of opportunities in science, art and music to encourage pupils' appreciation of the world around them. The school raises the profile of other cultures around the school through displays, artefacts and work with parents and visitors, such as a Japanese student who was working at the school during the inspection.

There is a significant proportion of teaching that is of a high quality.

7. More than half of the lessons observed were good or better and there was no unsatisfactory teaching. This is an improvement since the last inspection when some teaching was unsatisfactory. A quarter of all lessons seen, and a third of the lessons in Key Stage 1, were of a high quality. The school seeks to improve the quality of teaching by regular monitoring and systematic professional development. This has been successful in eliminating unsatisfactory teaching.
8. When teaching is very good, it is characterised by a very brisk pace, challenging tasks and the good endeavour of the pupils. Teachers use assessment carefully to establish what pupils already know, understand and can do, and to plan tasks for what pupils need to learn next. This requires tasks to be designed with varying levels of difficulty as each class contains a wide range of age and ability. This is done skilfully and, consequently, pupils are interested and motivated. They are able to apply themselves well to their tasks and they sustain concentration throughout the lesson. In these lessons, teachers have high expectations of pupils and they ask challenging questions that extend pupils' understanding. For example, pupils in Years 5 and 6 were asked whether 'as fierce as fire' was a metaphor or a simile. On another occasion, this same class was asked about immunisation and one pupil said, 'It is when a weakened sample of a disease is injected so your body becomes immune to it.' It is a result of these challenging, stimulating tasks that are matched to the individual learning needs of pupils that ensures they make very good progress in these lessons. Teachers plan and organise these lessons well. Practical tasks are planned that capture pupils' imagination and the resources needed are readily available. All teachers manage pupils well and maintain the very good relationships that have been established in the school. Consequently, pupils behave well and concentrate fully on their tasks.

Pupils are highly motivated by the exciting curriculum opportunities provided by the school.

9. The school provides a broad curriculum that is enhanced by a number of exciting activities, such as residential visits for all pupils in Key Stage 2, and a range of visits and visitors in curriculum areas such as music, art, science and drama. The school makes every effort to enliven pupils' work in school and to establish particularly effective links between subjects. For example, pupils had been considering instructional writing in English and, during the inspection, pupils benefited from a talk by a Japanese student who is working at the school. During this time, they learn about many aspects of Japanese life and also to write instructions for origami and a tea ceremony. The provision for information and communication technology has been improved and pupils use this equipment well to support their learning in other subjects. For example, pupils in Key Stage 1 use a computer to design labels for the drinks that they created in design and technology. Pupils in Year 6 enhance their work on micro-organisms by creating a computer presentation that provides information in response to questions about microbes with screens, skilfully enlivened by combining text, graphics and sounds. The school provides a very good range of extra-curricular activities and, in the last year, this has included clubs for football, netball, tag rugby, athletics, martial arts, swimming, singing, recorders, a magazine club, computer club, maypole dancing, drama and art, as well as a homework club. The school has planned an ambitious 'arts week' for next term for which it has received funding. This will involve the whole community and artists working in school.

These exciting opportunities arrest pupils' interest and they become highly motivated, engaging in activities with enthusiasm and a determination to do their best.

Parents' interest and involvement make a positive contribution to their children's learning.

10. Parents take much interest in their children's education and they are committed to the success of the school. Parents assist with extra-curricular activities, as well as visits, and a large number of parents provide good quality assistance for pupils during lessons. During the inspection, their good relationships with teachers and pupils was evident and they have a clear idea of the purpose of the lesson, which allows them to contribute effectively to pupils' learning. The school benefits from the support of a very active parent-teacher association that organises a number of events during the year. It contributes substantial funds to the school and manages the running of the school swimming pool during the summer months. In addition, parents join staff and pupils in improving the school environment through gardening, painting and active participation in 'school improvement days'.
11. The school provides good quality information for parents that includes informative weekly newsletters, curriculum information at the start of the school year, targets that have been set and information about how they can help their children at home. Annual reports of pupils' progress are good. They contain detailed information and the pupils' review of the year. Parents respond positively with good attendance at parent-teacher consultation and curriculum meetings. As a consequence of this good partnership between parents and the school, parents make a significant contribution to their children's learning.

The headteacher leads and manages the school very well and ensures that the school is aware of any weaknesses in its performance and is able to address them promptly.

12. The headteacher, who took up her post at the school in January 2001, has a clear vision for the school's future development. She is very well supported by the deputy headteacher, who arrived at the school in September 2001, and together they form an effective partnership in the leadership of the school.
13. The school is managed very well and good procedures have been established to monitor its performance. The headteacher moderates the marking of the Key Stage 1 national tests, and the results of all national tests are analysed well to identify the strengths and weaknesses in pupils' learning. This analysis has identified the need for a greater focus on the teaching of decimals, percentages and ratios in Key Stage 2. The results of the national tests are also adjusted to include an average proportion of pupils with special educational needs so as to better reflect how well the school is doing. Pupils' learning in the core subjects is assessed at the end of each year and pupils' progress through the school is carefully mapped. This shows very clearly that pupils have been making less progress in the early years of Key Stage 2 than they do in the rest of the school. This issue has been addressed effectively by the school.
14. There is careful monitoring of the quality of teaching and learning. The headteacher and the deputy headteacher each observe at least one lesson in every class each term. Judgements are recorded on an agreed form that identifies areas for

improvement and is shared with the class teacher both verbally and in writing. This, along with the results of the school's assessments of pupils' attainment, has highlighted weaknesses in Key Stage 2 that were addressed as a matter of urgency in 2001 with the guidance and support of the local education authority. There is a monitoring timetable that includes the headteacher, deputy headteacher, the co-ordinators of the core subjects and the governors. Governors have developed their own forms to use and their findings are shared with the curriculum committee and then orally with the full governing body. Areas that are identified as needing improvement, such as planning for numeracy and the use of assessment, are included in the school improvement plan.

WHAT COULD BE IMPROVED

The accommodation and facilities for children in the Foundation Stage restrict the opportunities for effective learning.

15. Due to the number of pupils in the school, some Year 1 pupils are taught alongside the children in the Foundation Stage in the same class. The quality of teaching for children in the Foundation Stage observed during the inspection was good and the teacher works hard to provide a variety of learning activities for these children. However, space is very limited in the classroom and it is difficult for children to use some activities, such as sand and water play, fully and freely. During the inspection, some children used a tape recorder outside the classroom in the cloakroom. Whilst it is understandable that all available space is utilised due to the cramped nature of the classroom, opportunities for this kind of activity are limited because of supervision requirements. The school has successfully established an outdoor play area for these children. They use large wheeled toys in this area well to develop their physical and social skills and the children play happily and co-operatively. However, this space is very constrained and is situated between classrooms and so bordered by walls, doors and doorsteps that limit the types of activity that can be safely permitted.

The good practice in using assessments of pupils' prior learning to plan tasks that take account of what they need to learn next is not applied consistently across the school.

16. A strong feature of many lessons is the careful planning of tasks that match the learning needs of the pupils. All classes consist of pupils from at least two year groups and, consequently, there is a wide range of age and ability. This range of learning needs is addressed effectively in the most successful lessons by providing tasks with different levels of difficulty. Pupils are motivated and apply themselves well because the activities are well matched to their particular learning needs. The result is the substantial amount of work produced by pupils in these lessons that is indicative of their good rate of learning.
17. When lessons are less effective, it is because tasks are not matched so well to the various learning needs of different groups of pupils and the same task is given to all pupils in a year group or a class. This means that the tasks set for some pupils are not as challenging as they could be, the pace of the lesson is restricted and some pupils do not learn as much as they could. Sometimes, little work is produced in the lesson. The school has established good systems to monitor the quality of teaching and learning, and to identify weaknesses. It has used this information well to improve

the quality of the teaching in the school and there is good support from colleagues. Nevertheless, the rate of progress at which pupils learn is variable across the school because there are inconsistencies in the quality and match of the tasks to the immediate learning needs of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to maintain high standards and improve its educational provision for pupils, the headteacher, governors and staff should:
 - (1) Improve the facilities available to the children in the Foundation Stage to enable them to benefit from the rich variety of learning opportunities appropriate for children of this age. (Paragraphs 5, 15)
 - (2) Establish procedures that enable the good practice in using assessment to plan tasks that meet the specific learning needs of individual pupils to be used across the school. (Paragraphs 8, 16, 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	5	7	0	0	0
Percentage	0	25	31	44	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 one six 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)	113
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

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	14
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	4	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (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	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (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	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	11	17
Percentage of pupils at NC level 4 or above	School	88 (86)	65 (93)	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	14	12	15
Percentage of pupils at NC level 4 or above	School	82 (86)	71 (93)	88 (100)
	National	73 (72)	74 (74)	82 (82)

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

The numbers of boys and girls has been omitted from the above tables as there were fewer than ten girls and ten boys.

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	68	0	0
White – Irish	0	0	0
White – any other White background	43	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	6	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	63

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	282,591
Total expenditure	275,066
Expenditure per pupil	2,371
Balance brought forward from previous year	7,928
Balance carried forward to next year	15,453

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.6
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	117
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	46	8	3	0
My child is making good progress in school.	28	44	15	5	8
Behaviour in the school is good.	36	41	13	0	10
My child gets the right amount of work to do at home.	38	51	8	0	3
The teaching is good.	38	46	13	3	0
I am kept well informed about how my child is getting on.	46	26	21	5	3
I would feel comfortable about approaching the school with questions or a problem.	59	31	3	8	0
The school expects my child to work hard and achieve his or her best.	46	41	3	3	8
The school works closely with parents.	51	26	15	5	3
The school is well led and managed.	46	44	8	0	3
The school is helping my child become mature and responsible.	38	44	10	0	8
The school provides an interesting range of activities outside lessons.	46	36	10	8	0