

INSPECTION REPORT

STOKE FLEMING PRIMARY SCHOOL

Dartmouth

LEA area: Devon

Unique reference number: 113220

Headteacher: Mr Michael Rolls

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 6-7 May 2003

Inspection number: 247328

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: Stoke Fleming
Dartmouth
Devon

Postcode: TQ6 0QA

Telephone number: 01803 770244

Fax number: 01803 770808

Appropriate authority: The governing body

Name of chair of governors: Mrs Caroline Martin

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22453	Mr Brian Gosling	Registered inspector
11564	Ms Jean McKay	Lay inspector
24805	Mrs Alison Cogher	Team inspector

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

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	 10
 WHAT COULD BE IMPROVED	 14
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 15
 PART C: SCHOOL DATA AND INDICATORS	 16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the edge of the village of Stoke Fleming in a very pleasant area on the South Devon coast. It was originally built in the late nineteenth century, but has been extended and a new extension is currently being built which is to be used for information and communication technology. The school is smaller than other primary schools, with 175 pupils, 78 boys and 97 girls. Most pupils come from the village and local hamlets, although more than a third come from nearby Dartmouth. Many pupils travel to and from school on transport provided by the local authority.

There are no pupils from minority ethnic families or with English as an additional language. The proportion of pupils who are eligible for free school meals is below average. The proportion of pupils with special educational needs and of those with Statements of Special Educational Need is broadly average. When children start school, their attainment is variable but broadly in line with the county average.

HOW GOOD THE SCHOOL IS

Stoke Fleming Primary is a very effective school. Pupils attain high standards by the time they leave at the end of Year 6 because of the good quality of teaching and learning in the school and the very positive attitudes that pupils have. The school is well led and managed, with a very clear direction for further school development established by the headteacher. It gives very good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science by the time they leave the school.
- The quality of teaching and learning is good.
- Pupils' attitudes to lessons and to each other are very positive because the provision for their social and moral development is very good.
- The school is well led and managed and the headteacher has a very clear vision of how to develop the school's educational provision further.
- Parents have very positive views of what the school provides for their children and they support the school very well.

What could be improved

- Standards in English are not high enough at the end of Year 2.
- There are insufficient planned opportunities to promote pupils' independent learning skills.

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 November 1997 and has made good improvement since then. Most significantly, pupils' attainment, which was average, has risen significantly and they now attain high standards in English, mathematics and science. Curriculum planning and assessment procedures have been developed and learning resources are now satisfactory. In particular, a computer suite has been added to the school's facilities, although the school library has not been sufficiently developed for it to be used effectively by

pupils for independent research. The role of subject leaders is being developed to include the monitoring of teaching.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A*	
science	A	A*	A*	A*	

The school's results in the national tests at the end of Year 6 in 2002 were well above the national average in mathematics and very high in English and science. (A* shows that the results were in the top five per cent for all schools.) Compared to those in schools with pupils from similar backgrounds, the results were very high in all three tests. These impressive results were achieved because all pupils attained the nationally expected Level 4 and very high proportions of pupils attained the higher Level 5 in the national tests in 2002. The trend in the school's results is rising above the national trend and the school has set appropriate targets for pupils' attainment that will maintain high standards.

The children in the reception class make good progress and, by the time they enter Year 1, generally exceed the standards expected of children of this age. Standards in the national tests at the end of Year 2 in 2002 were above average in mathematics, but average in writing and below average in reading. Standards in science are generally satisfactory and teacher assessments in 2002 showed that all pupils attained the nationally expected Level 2 but no pupil attained Level 3. The reason for these less than impressive results in English was that a significant proportion of boys did not attain the nationally expected Level 2 in reading and writing. The school has identified this area of weakness and is monitoring these pupils' progress carefully. Nevertheless, considering their attainment when they start school, pupils achieve very well by the time they leave the school at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school. They are enthusiastic and work hard to achieve their best in lessons but they lack initiative on occasions.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, friendly and polite. They are co-operative, and work and play together happily.
Personal development and relationships	Very good. Pupils benefit from very positive relationships within the school, and show maturity and responsibility.

Attendance	Unsatisfactory. The attendance rate is below the national average mainly because of the number of pupils who are taken on holiday during term time.
------------	---

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 and learning in half of the lessons seen was good. It was satisfactory in a quarter of lessons and very good in a quarter. There was no unsatisfactory teaching. Teaching is consistently good in the reception class and these children make good progress. In Key Stage 1, a third of the lessons were good and two-thirds were satisfactory. In Key Stage 2, half of the lessons were good and an additional third was very good. The teaching of English and mathematics is good, and literacy and numeracy skills are taught well and learned systematically by pupils. In the most successful lessons, teachers have high expectations of pupils and good planning ensures that the lesson maintains a brisk pace. Pupils learn effectively because they maintain concentration well, showing enthusiasm for their tasks and working co-operatively to produce their best work. Teachers consider the level of difficulty in the tasks given to different groups to ensure that the needs of all pupils are met well. Teachers' marking of pupils' work is good as they assess their learning and provide guidance on how they can improve their work. When lessons are less successful, particularly in Key Stage 1, they do not maintain a sufficiently brisk pace, and expectations of the quality and quantity of what pupils can produce are not high enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, which is enhanced by a wide range of after-school clubs that pupils enjoy.
Provision for pupils with special educational needs	Pupils with special educational needs achieve well because they are supported effectively.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development. There is very good provision for pupils' social and moral development that makes a very positive contribution to their very good attitudes and relationships.
How well the school cares for its pupils	This is a caring school that maintains the friendly atmosphere of a village school and has established sound procedures to ensure pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher has a clear vision of how they should develop which is contained in the comprehensive school development plan. The role of subject leaders is developing with a current focus on English and mathematics.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their responsibilities well. The annual report to parents is a well-organised document that provides a lot of useful information for parents.
The school's evaluation of its performance	The school monitors its performance well and effective action has been taken to raise standards.
The strategic use of resources	The school considers its strategic use of resources carefully to support pupils' learning and improve facilities. 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 progress their children make.• Behaviour in the school is good.• The good quality of the teaching.• The information they receive about their children's progress.• The school is approachable.• The high achievement of the pupils.• The close links with parents.• The leadership and management of the school.• Their children become mature and responsible.	<ul style="list-style-type: none">• There are no areas of significant concern to parents, who are pleased with almost all aspects of the school's provision.

Inspection evidence supports parents' very positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science by the time they leave the school.

1. Children arrive at the school with average levels of attainment. They make a good start to school in the reception class and, by the time they enter Year 1, most exceed the Early Learning Goals¹ expected of children of their age. By the end of Year 6, pupils attain high standards in English, mathematics and science.
2. In the national tests, the school's results² have shown consistently good improvement since 1999 and the trend is rising above the national trend. In 2002, the school's results in the national tests at the end of Year 6 were very good in English and science, and well above the national average in mathematics. Very good means that the school's results were in the top five per cent of all schools nationally and, interestingly, the results in mathematics were less than two per cent below this level. All pupils attained the nationally expected Level 4³ in all three tests and high proportions of pupils attained the higher Level 5. When the results are compared to those in schools with pupils from similar backgrounds and also to those in schools whose pupils had similar attainment at the end of Year 2 in 1998, they are in the top five per cent of both categories in all three tests. These are impressive results and inspection evidence confirms that standards are high at the end of Year 6.
3. These high standards are achieved by the good quality of teaching and learning, and the high expectations that teachers in Key Stage 2 have of the pupils, who respond with enthusiasm to do their best. In English, pupils write for a variety of purposes in a range of writing styles. They demonstrate a good understanding of the rules of grammar and spelling, and handwriting is good. Pupils write imaginatively and well, with a good use of descriptive language. For example, when describing places they have visited, one pupil wrote, "I know a place called Dartmoor. I would say it is a scene from Lord of the Rings with its high craggy tors and wild horses galloping freely across the unspoilt

¹ 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.

² 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 those 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.

³ 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.

landscape”, while another pupil wrote, “The depths of the sea throw waves crashing upon the rocks, showering passing walkers with foamy white spray.” In mathematics, pupils develop a secure grasp of the number system and a good mental recall of number facts that allows them to carefully consider a variety of strategies, selecting the best method for a particular task. Pupils’ work is always neat and attractively presented and teachers have high expectations of pupils. The basic skills of literacy and numeracy are taught well within a systematic approach to the development of pupils’ skills.

The quality of teaching and learning is good.

4. Half of the lessons seen during the inspection were good and a further third was very good. There were no unsatisfactory lessons. Teaching is consistently good in the reception class and a third of the lessons in Key Stage 2 were very good. Teachers maintain very positive relationships in all classes and, with good planning and careful organisation, lessons are calm and purposeful. Consequently, pupils learn effectively.
5. Teachers plan lessons that systematically develop pupils’ knowledge, skills and understanding. Pupils are clear about what they are expected to do and respond enthusiastically, maintaining concentration well, either individually or in groups, to complete the tasks that are set for them. In many lessons, teachers plan practical tasks and investigations that are stimulating for the pupils, who show a good deal of interest in the activities. Resources are well organised and made easily available for pupils, although sometimes there are insufficient resources and pupils have to share. For example, in a mathematics lesson in Year 1 there were not enough plastic coins and it was necessary for groups to share them. Nevertheless, pupils are very co-operative and managed the task without a fuss. Teachers manage pupils well and ensure that they work hard to produce their best. As a result, pupils take a pride in their work, which is neat and well presented. There are very good examples of marking that is used to assess pupils’ learning and to provide guidance for them on how they can improve. For example, the teachers’ notes to pupils in geography point out the difference between stories and factual writing, urging pupils to, “write impersonally” with “no emotion – just the facts”.
6. Some elements of teaching are variable across the school. In the most successful lessons, planning ensures a brisk pace that maintains pupils’ interest and requires their best efforts. Additionally, teachers generally have high expectations of what the pupils should achieve in lessons and pupils respond positively, producing work that is of a high quality and is also attractively presented. In a few lessons, however, the expectations of what pupils can achieve are not high enough and the lesson is not brisk enough. As a result, pupils do not do as well as they can.

Pupils’ attitudes to lessons and to each other are very positive because the provision for their social and moral development is very good.

7. Pupils like school and perform the tasks they are set very enthusiastically in lessons. They work hard to achieve their best and take a pride in the presentation of their work, which is very neat and careful. Pupils are very keen to answer teachers’ questions, each of which is met with a forest of hands volunteering an answer. They do not call out but wait patiently to be asked, listening respectfully to others’ answers. They are supportive of other pupils’ efforts. For example, in one mathematics lesson in Year 2 where pupils were searching for the best strategies to find the number the teacher was

thinking of, when questions could only be answered by 'yes' or 'no', they responded to others' questions with, "That's a good question" and, "That's really helped us". The pupils' happiness and enthusiasm were clearly evident. In lessons, in assemblies and in the playground, pupils' behaviour is very good. They are friendly, polite and very co-operative. This enables them to enjoy school life and for lessons and playtimes to be happy occasions. A noticeable feature of the way pupils conduct themselves is the very good relationships that are enjoyed throughout the school. Pupils care for one another and are very co-operative. This enables them to work and play together happily and well.

8. The school has a focused approach in many aspects of its provision to promoting positive attitudes and behaviour. After-school clubs and the activities organised in lessons and at lunchtimes contribute effectively to the school's provision for pupils' social skills. They are encouraged to work co-operatively and value each other's efforts, and praised when they do so. For example, in a computer lesson with Year 4 pupils that was linked to an art project, pupils confidently expressed their opinions about each other's work. They care for each other and consider each other's needs with maturity. Pupils also have a secure understanding of what is right and wrong. The adults who work in the school provide pupils with very good role models and have high expectations of their behaviour and the development of positive relationships. Each class considers carefully and agrees the rules that they want to be applied in the classroom. These rules are clearly displayed and understood by the pupils, who comply with them readily. In this way, pupils develop an understanding of the conditions necessary for a happy, relaxed and co-operative working environment.
9. A wide range of activities is provided during lunchtimes and after school to enhance pupils' learning. All teachers give freely of their time to provide a club for the pupils. These activities include sports and the arts that effectively support pupils' social skills. For example, football and chess activities promote co-operation and physical education skills. Pupils who attend the music club learn performance skills through the use of percussion instruments and singing, which includes their involvement in local music festivals.

The school is well led and managed, and the headteacher has a very clear vision of how to develop the school's educational provision further.

10. The headteacher, who was appointed in November 1999, has led the school through a period of significantly improving standards. This has been achieved by improvements in monitoring the school's performance, especially the standards that pupils achieve and the quality of teaching and learning, and a clear focus for school development. Assessment procedures have been improved to monitor pupils' progress, and test results are analysed to identify weaknesses in their learning. This has shown the need to improve pupils' understanding of the strategies they use to solve problems in mathematics as well as experiments and investigations in science. The role of subject leaders has been developed by establishing procedures for them to monitor pupils' work and teachers' planning. They are beginning to monitor teaching and learning in the classroom, although this is currently limited to the subject leaders for English and mathematics. Their enthusiasm and commitment to enhancing the learning experiences of all pupils are evident. The governors are very supportive and committed to improving the educational provision of the school. Although many governors are new to their role, the governing body has organised itself effectively and fulfils its responsibilities well.

11. The headteacher has a very clear vision for the future of the school and its development, which he promotes as, "A good school becoming an excellent school". To achieve this, he identifies a focus on improving the quality of pupils' learning experiences with two basic elements: learning that is achieved through exciting first-hand experiences and the importance of the quality, rather than the quantity, of pupils' work. The headteacher's vision for the school is clearly embodied in the school development plan that has involved all members of the teaching staff and the governing body in its production. The school development plan is a very comprehensive document that combines the school's philosophy of teaching and learning with its aims and intended learning outcomes. It also contains a summary analysis of last year's developments, a detailed analysis of the previous year's national test results at both key stages, budget analysis and projections, the management calendar, monitoring procedures and action plans for each subject. The main body of the plan focuses on five developmental priorities. These are teaching and learning, non-fiction writing, problem solving, information and communication technology, and the Foundation Stage. Throughout the school development plan, the key element of "teaching children to learn" is promoted. This is a clear document that identifies the school's commitment to seeking further ways to improve the quality of the pupils' learning and promotes confidence in the school's continual development.

Parents have very positive views of what the school provides for their children and they support the school very well.

12. Parents expressed very positive views of the school in their responses to the inspections' questionnaire. (These results are published in full later in this report.) A third of the questionnaires sent out were returned and all of these agreed that the school expects their children to work hard and achieve their best. Additionally, 95 per cent agreed that the school was well led and managed and that the teaching is good. More than 90 per cent agreed with the positive statements on almost all aspects of the school's work and few responses were critical.
13. Parents are very supportive of the school's efforts to involve them in the education of their children. One newly arrived parent expressed her pleasure and gratitude for the certificate congratulating her child on settling in well at the school. Parents also appreciate the school's good communication with parents and the opportunities for them to communicate with the school. There are weekly newsletters and regular curriculum meetings that are well attended by parents. New home/school communication files have been introduced this term. These include the pupils' personal targets, guidance for helping children at home and the home/school agreement, as well as opportunities for parents to write notes to the school and for pupils to write notes either to their parents or the teacher. Parents make an effective contribution to their children's learning in the support they provide for homework. A significant contribution is made by parents through the Friends Association, which organises a number of social occasions and successful fund-raising events that contributed over £20,000 to school funds last year. This has enabled the school to improve its range of learning resources and has contributed to the development of facilities, which improve the education it is able to provide for its pupils.

WHAT COULD BE IMPROVED

Standards in English are not high enough at the end of Year 2.

14. In the national tests at the end of Year 2 in 2002, the school's results were average in writing and below average in reading. These are disappointing results, which compare no better to similar schools. Although a good proportion of pupils attained the higher Level 3, a significant proportion did not attain the nationally expected Level 2. These generally average standards are not high enough, especially considering the standards children attain in the reception class. The school's analysis of these test results, contained in the school development plan, shows the low attainment of boys in English to be the most influential factor, whilst girls attained well above the national average. The school is giving consideration to methods that will improve the performance of boys in this year group.
15. A significant reason for these disappointing results is that expectations of what pupils can, and ought, to achieve are not high enough. The tasks set are often limited in the challenge that they offer to pupils, are frequently not completed, and pupils' work is not always as neat as it can be. There is also an overuse of worksheets in most lessons that limits the opportunities for pupils to develop their writing skills. Consequently, they do not receive sufficient practice to develop the basic skills of literacy systematically. For example, the school's policy for handwriting is not applied consistently and not all pupils in Year 2 attempt to write in a fluent, joined style.

There are insufficient planned opportunities to promote pupils' independent learning skills.

16. There are, currently, too few planned opportunities for pupils to develop the skills of independent learning, particularly through their use of the school library and information technology. The school library contains books that are inadequate in range and quality, and pupils do not fully develop the necessary skills to enable them to locate and use information effectively. Teachers' planning is insufficiently focused on the development of pupils' learning skills as they move through the school. It does not sufficiently develop their ability to generate focused questions and to support their learning through research and independent investigations.
17. The quality of teachers' planning to develop pupils' problem-solving skills is inconsistent across the school. In the best lessons, teachers encourage pupils to use their previous learning to generate questions and hypotheses, which helps them to develop their thinking skills well and encourages them to use their initiative in completing the tasks set. In lessons where these features are not present, the pupils' rate of learning is not as good as it could be and they become reliant on the class teacher to resolve the simplest difficulties, such as accessing the appropriate resources and deciding what to do next. This is compounded in some classes by the overuse of worksheets that contain a lack of sufficient challenge and restrict the development of pupils' writing skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to raise standards at the end of Year 2 and improve the school's educational provision, the headteacher, governors and staff should:
 - (1) raise expectations of pupils' work in English to ensure that they produce what they are capable of by the end of Year 2 and apply the school's policies for the subject consistently; (Paragraphs 14 and 15)
 - (2) plan for a greater range of opportunities to develop pupils' independent learning skills through investigations and research activities. (Paragraphs 16 and 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	11	6	0	0	0
Percentage	0	23	50	27	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 four 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)	175
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

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	18
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
---------------------------	-----

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	14
	Girls	9	10	10
	Total	17	20	24
Percentage of pupils at NC level 2 or above	School	71 (96)	83 (96)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	14
	Girls	10	10	10
	Total	19	21	24
Percentage of pupils at NC level 2 or above	School	79 (96)	88 (96)	100 (96)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	13	13	13
	Total	30	30	30
Percentage of pupils at NC level 4 or above	School	100 (95)	100 (95)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	13	13	13
	Total	30	30	30
Percentage of pupils at NC level 4 or above	School	100 (n/a)	100 (n/a)	100 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
144	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.8
Number of pupils per qualified teacher	23
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	110

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	394,398
Total expenditure	372,833
Expenditure per pupil	2,143
Balance brought forward from previous year	7,954
Balance carried forward to next year	21,565

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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	136
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	16	9	0	0
My child is making good progress in school.	67	27	7	0	0
Behaviour in the school is good.	64	29	7	0	0
My child gets the right amount of work to do at home.	33	53	11	0	2
The teaching is good.	71	24	4	0	0
I am kept well informed about how my child is getting on.	71	22	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	13	7	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	69	24	7	0	0
The school is well led and managed.	71	24	4	0	0
The school is helping my child become mature and responsible.	73	20	7	0	0
The school provides an interesting range of activities outside lessons.	44	42	13	0	0

Percentages may not equal 100 due to rounding.