

INSPECTION REPORT

SWAYTHLING PRIMARY SCHOOL

Mayfield Road, Southampton

LEA area: Southampton

Unique reference number: 116109

Headteacher: Mr D Martin

Reporting inspector: Averil R Anderson
23733

Dates of inspection: 23rd – 24th September 2002

Inspection number: 247613
Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Mayfield Road Southampton Hampshire |
| Postcode: | SO17 3SZ |
| Telephone number: | 023 8055 2252 |
| Fax number: | 023 8067 8132 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr W Chick |
| Date of previous inspection: | 13 th October 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|-----------------|----------------------|
| 23733 | Averil Anderson | Registered inspector |
| 12289 | Susan Burgess | Lay inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Swaythling Primary School is in north Southampton and has 216 places for pupils between four and eleven. This is smaller than the national average for primary schools. The school occupies a pleasant site with a large playground, quiet areas, a woodland trail and a pond area. There are currently 215 pupils, 106 boys and 109 girls, 64 per cent come from outside the school's small catchment area. Pupils often arrive and leave during the school year. Of the present Year 6 only 50 per cent started in the Reception class. Thirty-nine per cent of pupils are entitled to free school meals, which is more than twice the national average. Forty pupils have special educational needs including two with statements of special educational needs. Twenty-two out of 41 ethnic minority pupils have English as an additional language and two are at an early stage of language acquisition. One hundred and seventy-four pupils are white. Attainment on entry is below that found nationally. The school is participating in the Healthy Schools Project.

HOW GOOD THE SCHOOL IS

Swaythling Primary is an effective school with many strengths and deserves its good reputation in the community. All pupils achieve well. This is because of the good teaching and very good leadership and management. The school is successful in meeting the needs of all its pupils so that they develop positive attitudes to school and their own learning. Standards in the National Curriculum tests for eleven-years-olds are well below the national average in English but above average in mathematics and average in science. However, when compared with similar schools the results are below average in English, well above average in mathematics and above average in science. The school provides good value for money.

What the school does well

- Assessment of pupils' work is excellent. Progress is tracked, evaluated and then acted upon to provide a very clear basis for future work. Teachers and learning assistants know their pupils well.
- Leadership and management by the headteacher and other key staff are very good, providing a clear sense of direction. They set very high standards and have built a strong team who are committed to the school aims and to achieving the goals they have set.
- Standards of work are steadily improving, particularly in literacy (speaking and listening and reading) and numeracy. The provision of a high level of opportunity for pupils with special educational needs and those with English as an additional language ensure that the standard reached by these pupils is good.
- The very good management of behaviour and the calm and purposeful working environment provided by all staff ensures very good opportunities for pupils' moral development.

What could be improved

- Opportunities to develop pupils' extended writing across the curriculum.
- Opportunities for the extension of pupils' cultural development.

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 October 1997. Both key issues for action that the last inspection highlighted have been successfully addressed. These were to improve the balance of activities for pupils aged under five and to address the issues of health and safety reported verbally to governors. The school has successfully introduced performance management procedures. The leadership and management have improved from 'good' to 'very good'. The quality of teaching and learning has improved. During the last inspection four per cent of teaching was unsatisfactory and four per cent was very good or better. This time there was no unsatisfactory teaching and twenty per cent was very good or better.

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 |
| | 1999 | 2000 | 2001 | 2001 |
| English | E | E | E | D |
| Mathematics | C | D | B | A |
| Science | C | D | C | B |

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

By the age of eleven standards in speaking and listening and reading are better developed than they are in writing. Results in mathematics are excellent and very good in science when compared with similar schools. Pupils showed improvements in these subjects that were above the national trend. Overall, the school's performance in English, mathematics and science was above average in comparison with that of similar schools. By the age of seven, pupils' standards in reading and mathematics are average and below average in writing when compared with similar schools. Overall the school's performance in reading, writing and mathematics is close to average in comparison with similar schools. There are no significant variations in the attainment and progress of different groups within the school, however, during their time in the Reception class pupils make significant progress in speaking and listening. Trends over time fluctuate, results depend very much on the ability of the cohort and there is a direct correlation between standards achieved and the length of time a pupil has been attending Swaythling Primary School. The longer the pupil has been at Swaythling the better their results. Over the past two years the school has met or exceeded its targets in mathematics and science. These targets are very well directed at the ability of pupils and are realistically challenging and pupils achieve well.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils are happy at school, they are positive towards school, lessons and learning, which helps them to make good progress. |
| Behaviour, in and out of classrooms | Good. The school is an orderly community, where pupils show considerable respect to others during lessons, in the dining hall and around the building. |
| Personal development and relationships | Good. The general atmosphere is friendly, pupils are sensitive to the needs of others and older pupils take some responsibility. |
| Attendance | Good. Average attendance is close to the national average and unauthorised absence is low. Pupils arrive in good time for the start of the school day. Lessons start punctually. |

The general ethos of the school is good and pupils work and play together in a spirit of good-natured co-operation. Relationships are good throughout. The school is committed to ensuring that all pupils make good progress in their learning.

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.

There has been an improvement in the quality of teaching and learning since the last inspection. Teaching is good overall resulting in good learning and progress. This is true for pupils of all abilities, including those of higher ability, those with English as an additional language and those with special educational needs. Teaching is excellent in five per cent of lessons, very good in 15 per cent, good in 55 per cent and satisfactory in 25 per cent of lessons seen. The school follows the National Literacy and Numeracy Strategies. They are used well to provide a successful structure to English and mathematics lessons and are taught well. Good and very good teaching is characterised by very good teamwork between teachers and the excellent learning support staff as well as good relationships and very good pupil management. These lead to positive attitudes from pupils who want to do well. Staff know their pupils very well, they use this knowledge alongside the excellent monitoring and evaluation of previous work to plan their lessons most successfully. Where teaching is less successful there is an over reliance on worksheets which hinders opportunities for creative observational writing and pupils are not given the opportunity to 'warm down' at the end of physical education lessons.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. The curriculum fully meets statutory requirements, including the teaching of religious education. It is broad and balanced. Provision is good for all pupils whatever their ability. The emphasis on the continuing development of information and communication technology is exciting. The school manages to retain the fun aspect of school life as well as providing the statutory requirements. |
| Provision for pupils with special educational needs | Very good. The improvement in the standards achieved by pupils with special educational needs is impressive. Individual education plans are of high quality and are well used as tools to help pupils both academically as well as socially. |
| Provision for pupils with English as an additional language | Good. The school makes good provision for its pupils with English as an additional language. Consequently these pupils progress at a similar rate to their peers. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Provision for moral development is very good, it is good for pupils' social development and the school satisfactorily provides for their spiritual and cultural development. |
| How well the school cares for its pupils | Good. Pupils are well cared for by all staff. Child protection is very well organised with staff receiving annual training by the co-ordinator. The governing body carry out health and safety checks every term. The health and safety key issue of the previous report has been rectified. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher leads and manages the school very well. He is very ably supported by his deputy headteacher and the teacher with responsibility for the Infants Department. The entire management team is very effective in ensuring the school continues to provide its pupils with a good, all round education. |
| How well the governors fulfil their responsibilities | Very good. The governing body has a very good understanding of educational issues. It has relevant committees and officers that provide the school with effective support and advice. They work well together, have a very good awareness of the school's strengths and what is necessary for the school to improve still further. |
| The school's evaluation of its performance | Excellent. The school's system for tracking teaching and pupils' learning and progress is excellent. Staff know exactly where their pupils are in relation to national standards and to their own ability. Records are used very well to monitor progress and to plan individual pupils' future work. |
| The strategic use of resources | Very good. Management at all levels use resources, both human and material, to raise standards and to provide a calm, happy and purposeful working environment. |

The combination of the talents of the headteacher and the deputy headteacher make for very effective leadership and the management of all areas of the school. This is a view expressed by both staff and parents. The governing body is an asset to the school as it works hard to be a real critical friend. The school's monitoring and evaluation of its performance in all areas and then taking effective action is excellent. The continuing expansion of the very good use of information and communication technology in the administration and teaching departments of the school is an example for other schools. The school applies the principles of best value very 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"> • Leadership and management • Teaching and the high expectations teachers have for their pupils. • Pupils enjoy coming to school and make good progress. • Behaviour is good and pupils are encouraged to become mature and responsible. • Parents feel well informed and feel comfortable about approaching the school with questions or a problem. | <ul style="list-style-type: none"> • More interesting range of after-school activities. • Mixed views on homework: some want more, some want less, it is too challenging, it is not challenging enough. • More regular progress reports. |

The inspection team agree with the positive views held by the majority of parents. They do not agree with the minority of parents who are unhappy with the amount and level of homework set. The amount set is very well related to pupils' age and ability. Extra-curricular activities do take place but some are sporadic and while the team understands parents' concerns, the school does have difficulty in finding adults to run clubs. The team does not agree that the school should provide more progress reports. Annual

reports are written, termly open evenings are held where pupils' targets are shared and the school operates an open door policy.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Assessment of pupils' work is excellent. Progress is tracked, evaluated and then acted upon to provide a very clear basis for future work. Teachers and learning assistants know their pupils well.

1. The school's procedures for assessing pupils' achievements are excellent. All teachers keep assessment records which are up to date and the information is evaluated, compared with previous records and action is taken to ensure that where pupils have not made the expected progress, reasons are discovered and action taken to remedy the situation. When planning lessons teachers always identify assessment opportunities and use them to advantage.
2. All teachers have tracking files for literacy and numeracy. These are very impressive and contain records from the pupils' earliest days at Swaythling. Assessments are completed half-termly. The information held is relevant and extremely useful in planning pupil, class and school targets. It is expertly used to improve learning at all levels.
3. As well as having an excellent knowledge and understanding of their pupils' academic achievements teachers and learning support assistants (LSAs) know their pupils very well. They have a very good understanding of the many and varied needs and difficulties many of their pupils bring into school with them. This greatly assists them to provide the optimum opportunities for pupils to learn and progress at the best possible level.

Leadership and management by the headteacher and other key staff are very good, providing a clear sense of direction. They set very high standards and have built a strong team who are committed to the school aims and to achieving the goals they have set.

4. The leadership and management of the school are very good. Leadership at all levels is a strength of the school and it continues to improve. The headteacher, ably supported by the deputy headteacher and the teacher responsible for the Infants Department, who is also the Special Educational Needs Co-ordinator (SENCO), leads by example and provides very good, clear direction for the work of the school. The headteacher delegates clearly to the senior management team and to the subject leaders whilst retaining a very clear awareness of what is happening within the school. The production of the headteacher's S4 form in preparation for the inspection is a very good example. All staff discussed the headings of the report and made suggestions for the school's response. Their thoughts were then collated and evaluated by the headteacher and the deputy headteacher who then produced a draft response for discussion before the final document was produced. The resulting document was one of high value. The depth and calibre of its comments were most impressive and showed the level of self-evaluation that the school has reached. It also reflected the very great sense of teamwork and of valuing all staff that is found throughout the school.

5. There are effective arrangements for performance management and staff development. These are closely linked to the comprehensive and detailed school improvement plan. The quality of teaching is systematically and effectively monitored by the headteacher and the deputy headteacher. Subject co-ordinators also have some opportunity for observing colleagues teaching their subject. Co-ordinators manage their subjects very ably, they are involved with the development of the school improvement plan as well as producing their own subject action plans and deciding upon the use of their budget.
6. Governors are fully involved with the school. They have a clear understanding of their responsibilities and very definitely act as a critical friend, discussing with and challenging the headteacher at governors' meetings when plans are being mooted. They are fully involved in major decisions.

Standards of work are steadily improving, particularly in Literacy (speaking and listening and reading) and Numeracy. The provision of a high level of opportunity for pupils with special educational needs and those with English as an additional language ensure that the standard reached by these pupils is good.

7. The results of the latest Standardised Assessment Tests (SATS) show a clear improvement when compared with pupils from similar schools. By the age of seven the standard of pupils' work is broadly in line and by the age of eleven it is above average of that of other similar schools. Pupils' work in English, mathematics and science is improving at a faster rate than the national trend. Improvement in writing is particularly noticeable in the younger classes where a new approach has been used. This improvement is now beginning to work its way through as pupils progress through the school. Similar approaches are now in place further up the school.
8. High quality work by the SENCO and the highly skilled LSAs has a marked effect on pupils with special educational needs. Their difficulties are pinpointed very early in their life at Swaythling (at whatever age they join the school) and additional support is given both in class and in one-to-one or small group work. The clear evidence of the sterling work done by teachers and LSAs and the consequent enthusiasm of pupils is shown in the comparison of SATS results. The results for 2002 were most impressive, 14 pupils (almost fifty per cent of the cohort) showed an improvement of at least one level and in mathematics seven pupils gained two levels and two improved by three levels. In English three pupils improved by two levels and one by three levels.
9. Pupils who have English as an additional language are supported very well, particularly by skilled LSAs. A range of learning opportunities are created within lessons which ensure pupils have the maximum opportunities to work collaboratively with their peers particularly where talk and interaction are central to the learning process. The specific resources and differentiated materials produced and used in school are impressive. Because funding by the local education authority through the Ethnic Minorities Education Grant is being reduced the school is concerned that it will no longer be possible to maintain the present level of support.

The very good management of behaviour and the calm and purposeful working environment provided by all staff ensures very good opportunities for pupils' moral development.

10. Many of the pupils who attend at Swaythling have low levels of confidence and self-esteem when they start at the school. This is particularly so when they start during the school year. A real strength of the school is the way in which staff build self-confidence and a sense of personal value by successfully fostering a sense of achievement and pride in their pupils. The school ethos is most positive and friendly; it has a warmth which pervades the place. The early morning session when parents and carers are positively welcomed into school and the classroom to see their child's work or chat to the teacher before school starts is a delight to see. It starts the day off with a very positive feel, smiles abound! To see pupils literally pulling Mum or Dad along the corridor to show them a photo on the corridor wall or into class 'to see my work' is a real piece of awe and wonder. The word 'Family' was used on many occasions during the inspection as a description of Swaythling School and certainly this welcoming of pupils' families into the school helps to create the family feel of the school.
11. Pupils are happy and involved in school, they invariably show respect for adults and other pupils as well as their surroundings. There is a remarkable lack of any graffiti or signs of wear and tear around the school. Pupils are proud of their surroundings, they enjoy the facilities available to them and take pride in their school. On various occasions pupils asked inspectors 'Are you enjoying your visit?' 'Do you think it is a good school?' They were really keen to explain why they thought it was a good school, the most telling comment being 'Everyone helps you'.
12. The school behaviour and motivation policy is successful in its dual aim to create a caring environment in which each individual child is valued for him/herself and a working environment in the school which is orderly and allows effective teaching and learning to take place. It is at the core of the school's rationale and it very successfully underpins the work of the school. Class rules, drawn up by pupils and teacher, as well as the school's 'Golden Rules' encapsulate all that is positive about the school ethos.
13. Ninety per cent of parents think that behaviour in the school is good. This was borne out during the inspection when, with only one exception, it was judged to be always satisfactory and usually good or better. Pupils' behaviour is notably excellent when they are together in large numbers, be it in the hall for assembly or dinner or when one teacher is taking all the pupils aged seven and under for a singing session. This in itself shows the success of the school's work in this area, as on these occasions the atmosphere was one of enjoyment and happiness and a genuine desire to participate.
14. Staff work very hard to create the calm and purposeful environment that is so much a part of Swaythling School. It is apparent in the attention to detail within their planning of lessons and all school activities. Resources are of high quality whether purpose-made by teachers or LSAs and there are always a sufficient number for pupils to work on their own or collaboratively as planned. This was exemplified very well in an English lesson where the class was divided into six groups, some pupils were asked to work individually and independently, some in pairs and some in a small group with the LSA. All were working to the same theme but using materials relevant to their ability level. All were included in the lesson and all made progress in understanding the main stages of a story by exploring narrative order. The use of a computer as a teaching

tool in another English lesson was a prime example of where good planning ensured good behaviour and positive attitudes by the pupils. The computer was used with an interactive whiteboard which enabled the teacher to 'write' on the board whilst sitting with the pupils and not having to turn her back upon them. This was especially beneficial as the class concerned sometimes find it difficult to ignore two or three pupils' disruptive behaviour.

15. This attention to detail in all areas of school life and the whole attitude of all adults in the school have a distinct bearing on the success of the school's procedures for pupils' moral development which are very successful. The school helps pupils to learn right from wrong and learn to consider the effect of their actions on others. All staff act as very positive role models treating pupils with respect so that pupils learn what they must do by observation. This means that pupils gradually learn what to do and how to behave. They learn to treat other people as they would like to be treated. The school has also developed an ethos that recognises and celebrates achievement so pupils feel valued for their efforts. This includes achievements both within and outside school.

WHAT COULD BE IMPROVED

The level of display and the working environment in the library.

16. Displays in classrooms and the corridor are fresh and relevant to topics being studied; they are neat and tidy but too often are spoilt by drab backing materials that render them dull and uninteresting. Use of the hall for lively, stimulating displays is a missed opportunity; the scope it offers has not been acted upon. The best displays are stimulating and include pupils' work. They are interactive and often relate to specific targets. Those which do not immediately attract attention are difficult to read and very austere. The library provides adequate storage for books and tapes but is unappealing. The utilitarian furniture, lack of curtains and plants to soften the environment and the dull backing paper for displays does not invite the reluctant reader to use its content.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

a) Improve the opportunities to develop pupils' extended writing across the curriculum.

- i. The school has made good progress in improving the writing skills across all classes, but particularly for those pupils aged seven years and under. The scrutiny of work provided and observations in lessons shows that although standards are steadily rising within English and Literacy lessons there is not the same level of improvement across the curriculum as a whole. There is insufficient opportunity for writing for different audiences in a variety of subjects. This is particularly noticeable in science where the predominance of worksheets inhibits individual descriptive writing of a factual nature.

b) Improve the opportunities for the extension of pupils' cultural development.

- i. Provision for cultural development is satisfactory overall but provision for learning about our multi-cultural society is insufficient. Too few opportunities are created to extend this aspect of personal development. The topics studied to illustrate different cultures are not sufficiently broad. There is insufficient evidence around the school or in pupils' books, for example in music and art, to indicate that pupils are being fully prepared for life in a multi-cultural, multi-faith society.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 20 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 3 | 11 | 5 | 0 | 0 | 0 |
| Percentage | 5 | 15 | 55 | 25 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].

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) | 215 |
| Number of full-time pupils known to be eligible for free school meals | 83 |

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 | 40 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 22 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 23 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|-------------|------|
| School data | 94.3 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---------------------------|------|
| National comparative data | 93.9 |
|---------------------------|------|

| | |
|---------------------------|-----|
| National comparative data | 0.4 |
|---------------------------|-----|

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 | 16 | 13 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 13 | 14 |
| | Girls | 13 | 13 | 13 |
| | Total | 23 | 26 | 27 |
| Percentage of pupils at NC level 2 or above | School | 79 (63) | 89 (84) | 94 (87) |
| | National | 82 (82) | 85 (85) | 90 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 14 | 12 |
| | Girls | 13 | 13 | 13 |
| | Total | 23 | 27 | 25 |
| Percentage of pupils at NC level 2 or above | School | 83 (73) | 93 (86) | 86 (84) |
| | National | 85 (84) | 89 (98) | 89 (88) |

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 | 16 | 16 | 32 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 10 | 12 |
| | Girls | 8 | 9 | 11 |
| | Total | 16 | 19 | 23 |
| Percentage of pupils at NC level 4 or above | School | 48 (55) | 58 (77) | 70 (81) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 10 | 11 |
| | Girls | 10 | 11 | 14 |
| | Total | 18 | 21 | 25 |
| Percentage of pupils at NC level 4 or above | School | 85 (68) | 64 (77) | 76 (90) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

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 | 150 | 1 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 3 | 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 | 9 | 0 | 0 |
| Asian or Asian British - Pakistani | 3 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 2 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 2 | 0 | 0 |
| Black or Black British – African | 2 | 0 | 0 |
| Black or Black British – any other Black background | 1 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 13 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

The table 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) | 9 |
| Number of pupils per qualified teacher | 24 |
| Average class size | 30.7 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 151 |

FTE means full-time equivalent.

Financial information

| | |
|--|-------------|
| Financial year | 2001 - 2002 |
| | £ |
| Total income | 566,112 |
| Total expenditure | 552,841 |
| Expenditure per pupil | 2,572 |
| Balance brought forward from previous year | 17,382 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 1 |
| | |
| Total number of vacant teaching posts (FTE) | 0.4 |
| 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 26%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 215 |
| Number of questionnaires returned | 55 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65 | 31 | 2 | 0 | 2 |
| My child is making good progress in school. | 65 | 29 | 2 | 0 | 4 |
| Behaviour in the school is good. | 55 | 35 | 5 | 0 | 5 |
| My child gets the right amount of work to do at home. | 45 | 33 | 13 | 4 | 5 |
| The teaching is good. | 69 | 27 | 0 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 53 | 35 | 5 | 2 | 5 |
| I would feel comfortable about approaching the school with questions or a problem. | 73 | 16 | 2 | 5 | 4 |
| The school expects my child to work hard and achieve his or her best. | 71 | 24 | 0 | 0 | 5 |
| The school works closely with parents. | 56 | 33 | 7 | 0 | 4 |
| The school is well led and managed. | 80 | 18 | 0 | 0 | 2 |
| The school is helping my child become mature and responsible. | 62 | 29 | 4 | 2 | 4 |
| The school provides an interesting range of activities outside lessons. | 31 | 38 | 18 | 4 | 9 |

The majority of 'don't knows' were from parents whose children had only been in school a matter of days.