

# INSPECTION REPORT

## **SPARSHOLT C of E PRIMARY SCHOOL**

Sparsholt, Winchester

LEA area: Hampshire

Unique reference number: 116317

Acting Headteacher: Mrs Gill Fisher

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 21<sup>st</sup> – 22<sup>nd</sup> October 2002

Inspection number: 247640

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 & Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed

School address:	Sparsholt Winchester Hampshire
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Postcode	SO21 2NR
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Telephone number:	01962 776264
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Fax number:	01962 776033
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Appropriate authority:	Hampshire
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Name of chair of governors:	Mr Robin Hodgson
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Date of previous inspection:	26 <sup>th</sup> January 1998
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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10049	M McCarthy	Lay inspector
21095	L D Adair	Team inspector

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

### **INFORMATION ABOUT THE SCHOOL**

Sparsholt CE Primary School is a smaller than average size school and serves the village of Sparsholt and the surrounding area. Children's attainment on entry to the school is above average overall, although with a wide variation. Aspects of their personal and social and physical development are not so strong. At the time of the inspection there were 104 pupils on roll. The percentage of pupils identified as having special educational needs (three per cent) is well below the national average. No pupil has a statement for special educational needs. Pupils' special educational needs are mostly related to speech and communication difficulties. There are eight per cent more boys than girls in the school. There are no pupils from other than white ethnic heritages and no pupils speak English as an additional language. Children from travellers' families are registered at the school for short periods of time. This creates a high mobility factor for such a small school and significantly affects the school's attendance rate. At the time of the inspection there were no children from travellers' families present. Nine per cent of pupils are eligible for free school meals, which is below the national average. An acting headteacher has been appointed until the appointment of a permanent headteacher.

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

This is an effective school with many good and very good features. It is well led and managed by the acting headteacher and supported well by staff and governors. Pupils make good progress through the school and achieve good standards. The quality of teaching is good overall. The school gives good value for money.

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

- Due to the good teaching in Years 1 to 6, pupils of all abilities achieve well in English and mathematics.
- Provision for information and communication technology (ICT) is very good and, as a result, pupils make good gains in their learning.
- Teachers' good management of pupils, the very good provision overall for their spiritual, moral, social and cultural development and the school's good pastoral care foster very good attitudes, behaviour and personal development for pupils across the school.

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

- The use of assessment to measure pupils' progress and to plan and track their progress through the school.
- The curriculum and provision for children of reception age.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1998. It responded well and has made good improvements. Standards in ICT have risen and the school has made considerable improvements in staff expertise, and resources. The school has established an ICT suite within the building to improve learning in this subject. The range of opportunities for writing and standards achieved for pupils in Years 1 and 2 has improved. The quality of subject teaching has improved for pupils in Years 1 to 6. The school is awaiting the appointment of a permanent headteacher, but is in a good position to improve standards further. Since the last inspection, the outside area has been further developed to enhance pupils' learning.

## 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	*	*	*	*	well above average A above average B average C below average D well below average E
mathematics	*	*	*	*	
science	*	*	*	*	

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.

- Inspection findings indicate that Reception children achieve broadly what is expected for their age in personal and social development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.
- Pupils in Year 2 and Year 6 achieve above national expectations overall in English and particularly in their speaking, listening and reading. Writing is above expectations for Year 2 pupils and in line with expectations for pupils in Year 6.
- Pupils in Year 2 and Year 6 achieve above national expectations in mathematics. They achieve at least in line with expectations in ICT throughout the school, and there are strong indications that standards are rapidly improving in this subject. Overall, pupils achieve well.
- Targets set for individual pupils and groups of pupils represent sufficient challenge to extend their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This contributes well to the very positive ethos of the school. Pupils are eager to learn and engage in tasks with enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils meet the high expectations set by staff.
Personal development and relationships	Very good. Pupils understand right and wrong and there are very good relationships between pupils and between pupils and staff, and these contribute to an effective learning environment.
Attendance	Satisfactory. The school is successful in maintaining a low rate of unauthorised absence.

Attendance data was distorted by pupils from travellers' families in the previous year. Attendance has now improved and is rising.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

- The quality of teaching is good or better overall for pupils in Years 1 to 6. The quality of teaching is satisfactory for Reception children. There were no unsatisfactory lessons seen.
- In most lessons, teachers challenged pupils well. The ability grouping arrangements for English and mathematics lessons for pupils in Years 1 to 6 help to ensure that work is appropriately matched to pupils' prior attainment.
- The quality of teaching for Reception children, although satisfactory, is more variable and sometimes does not fulfil the needs of children of this age. The planning of lessons for these children is weaker than that for older pupils.
- The literacy teaching seen was good overall, and ranged from satisfactory to very good. Information and communication technology is used well to enhance pupils' learning.
- The numeracy teaching seen was good. Work is well matched to pupils' needs.
- Teachers mostly have good class management strategies, lessons are brisk and interesting and they use a good range of resources. As a result, learning is usually good.
- Many lessons are well planned, so that the activities are just right for what pupils need to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Statutory requirements are met. The curriculum for pupils in Year 1 to Year 6 is well planned and ICT has a good impact across the curriculum. The curriculum for Reception children has some weaknesses.
Provision for pupils with special educational needs	Good. Work is well matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral, social and cultural development is particularly strong. Provision for pupils' spiritual development is good.
How well the school cares for its pupils	Good overall. The school provides a caring and supportive environment with good procedures for pupils' welfare.

The curriculum for children in the Reception year is insufficiently linked to national guidance for children of this age, and does not fully address their learning needs. There are good links between subjects across the curriculum, and these have a good impact upon pupils' learning. The school provides a satisfactory range of activities outside lessons, and some with the help of parents. The use of assessment information to plan and track pupils' progress effectively through the school is weak.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher is successful in maintaining stability during this period of transition, and is well supported by staff and governors.
How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities conscientiously and have a positive impact upon the work of the school.
The school's evaluation of its performance	Good. The school is effective in evaluating its overall performance and identifying areas for development. The school has a good view of teaching and its impact upon learning, and particularly for Years 1 to 6.
The strategic use of resources	The school makes good use of available resources.

The school is in the process of appointing a permanent headteacher. Governors apply the principles of best value well and target their spending to bring about improvements in standards through the school development plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils' behaviour is good.</li> <li>• Parents feel comfortable in approaching the school with questions.</li> <li>• The school helps pupils to become mature and responsible.</li> <li>• Pupils like coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> <li>• More information about their child's progress.</li> <li>• The right amount of homework.</li> <li>• The school working more closely with parents.</li> </ul>

Inspectors agree with parents' positive views of the school. However, inspectors judge that the range and quantity of activities provided outside lessons are appropriate, taking into account the size of the school and the number of pupils living outside the village and travelling home on the school bus. There are recorder clubs operating at lunchtime and further sporting activities are planned for. Inspectors also judge that parents are informed sufficiently about their child's progress. Parents are given appropriate opportunities to review their child's progress and they may make an appointment with teachers at any time through the year. The annual reports are of high quality; they are detailed and relevant to each pupil. These provide parents with a clear picture of how well their child is doing at school. Homework is set and marked appropriately and has a positive impact upon promoting good standards. Despite the recent change of headteacher and staff, the school is doing its best to work closely with parents. Newsletters are sent home regularly and the school has a flexible policy for discussion with parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Due to the good teaching in Years 1 to 6, pupils of all abilities achieve well in English and mathematics.**

1. Pupils of all abilities achieve well. This is clear not only from lessons, but in the good progress made by individuals from the time they start the school and when comparing their results in the National Curriculum tests at the end of Year 2 and Year 6. There are several reasons for this. Teachers have realistically high expectations of what pupils can achieve and they know their pupils well. They use the good knowledge that they have of pupils to match challenging and skilful questions and activities to their needs. The current ability grouping arrangements for pupils in Year 1 to Year 6 during English and mathematics lessons are also effective in helping to match work to pupils' prior attainment. Pupils benefit from small group sizes during these lessons and, as a result, learning is effective. Pupils with special educational needs are identified early and supported appropriately within lessons.
2. In English, pupils in Year 1 to Year 6 achieve particularly well in their speaking and listening and reading throughout the school and attain standards that are above expectations in Year 2 and Year 6. Pupils in Years 1 and 2 achieve well in their writing and attain standards that are above those usually found at this age. In Years 3 to 6 pupils achieve satisfactory standards in writing, but they could do better if teachers provided work that more closely matched their capabilities. Higher attaining pupils, in particular, could often achieve more in their writing.
3. In one very good lesson observed for pupils in Year 2, pupils enjoyed sharing the story "Funny Bones". The high quality introduction to the lesson, the sharing of what was to be achieved by the end of the lesson ensured that pupils became quickly focused and were well aware of the teacher's expectations. Careful questioning and extension of ideas successfully encouraged pupils to think of a variety of alternative options rather than making simple predictions about the story. One particularly effective feature of this lesson was for pupils to write their own spelling patterns using an individual whiteboard and this provided the teacher with immediate feedback about the progress of all pupils. Careful planning of group work with well focused activities successfully met the needs of all pupils and ensured very good gains in their learning. Support staff were also effectively deployed in this lesson and this gave pupils good additional support, particularly during group activities.
4. In mathematics, pupils attain standards that are above expectations in Years 2 and 6, and they achieve well. Teachers make the objectives of the lesson very clear. They plan and organise the classrooms and activities well, giving good attention to both the age and prior attainment of pupils, so that work is appropriately matched. Again, teachers use their good knowledge of pupils to match their level of questioning to the needs of individual pupils. This is a strong feature in helping pupils of all abilities to make good progress. In one good Year 6 lesson observed, pupils were involved in estimating and measuring angles using a protractor. High quality planning and introduction ensured pupils' good attention. Well-planned group work and good support given to all pupils ensured effective learning.
5. Teachers are good at encouraging pupils to think for themselves. Mental mathematics sessions throughout the school are characterised by brisk questioning that is well-matched to each pupil's level of understanding. Even the youngest pupils are expected

to explain how they work out their answers. In one good Year 1 lesson, pupils made good progress when learning about two-dimensional shapes. Pupils discussed the names, colour and attributes of each shape and their thinking and mathematical skills were successfully enhanced by skilful questioning and a structured approach to their learning. This lesson was also successful because of the class teacher's challenging questions and encouragement. Older pupils are also given a good variety of investigational activities to help them to develop and apply their mathematical thinking in different situations.

**Provision for information and communication technology is very good and, as a result, pupils' make good gains in their learning.**

6. The school has made very good improvement in its provision for ICT since the last inspection, when standards achieved by pupils and the quality of teaching were unsatisfactory. Since that time the school staff, parents and governors have worked hard to improve the provision of resources and there is now a good balance between computers, including laptops, that are available for classroom use as well as computers that are used in the newly established ICT suite, which is also part of the library. Pupils achieve standards that are in line with expectations in Year 2 and Year 6, and they make good gains in their learning.
7. Pupils are encouraged to use ICT as a tool in other subjects across the curriculum, and they do this effectively. During the morning sessions, groups of pupils work in the library/ICT suite for English and mathematics lessons, and this provides ideal opportunities for pupils to use computers as part of their learning in other subjects. In one very good lesson observed, Year 6 pupils used the Internet as a research tool to enhance their work in geography. They used a search engine to locate a site that would tell them more about the rivers of the world. Pupils know that books also provide very good sources of information, but that an effective search of the Internet may give them more precise information in a format that they can incorporate within their own work. With the help of the class teacher and support assistant, pupils begin to use "hyperlinks" to track through a range of additional sites. As a result of good prior planning and effective use of available resources, pupils made good progress.
8. The quality of teaching in ICT is good overall and sometimes very good. In one good lesson in Year 1, pupils "log on", using their own "user id's" and sort shapes to match with words. Pupils identify and use key words well to label and classify objects. Pupils use the mouse confidently and many use "click and drag" effectively. Pupils show good levels of confidence when using the keyboard and they know that their own work is saved in files in their names and they know that they can retrieve their work again later. Pupils make good progress in their understanding of the use and application of ICT.
9. Good attention has also been given to enhancing staff expertise in the subject and inspection evidence indicates that teachers have a good level of competence overall and skilfully incorporate ICT in other subjects across the curriculum whenever possible; for example, within English, mathematics, history, geography and science. The school benefits from the very good expertise of a part-time co-ordinator who works in the school for two afternoons each week and has the opportunity to work with all pupils during the day and who provides effective leadership in the subject. At present, the co-ordinator is introducing assessment in the subject, although at present class teachers are not involved with this. In addition, the school has the benefit of a learning support assistant/technician who gives effective support to pupils, both in the classroom and in the ICT suite. The school makes good use of an activity centre to cover those areas for which it has, at present, insufficient resources or expertise; for example, multi-media

presentations and the use of sensors. At present, due to hardware difficulties, there is little use of email, although this is planned for shortly.

**Teacher's good management of pupils, the very good provision overall for their spiritual, moral, social and cultural development and the school's good pastoral care foster very good attitudes, behaviour and personal development for pupils across the school.**

10. The school's mission statement "Achievement in a caring community" is fully reflected in all aspects of the life and work of the school. Adults have very good relationships with pupils throughout the school. They base their management of pupils on these relationships and have a good rapport with their classes. As a result of the very good relationships and the opportunities that pupils have to respond to the spiritual, moral, social and cultural provision in the curriculum, pupils behave very well. In assemblies, circle time and in class discussions on personal and social issues, pupils respond very positively and they relate their own feelings well to those of others.
11. Pupils are enthusiastic about coming to school and are eager to learn. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that all school staff value them. Pupils ask perceptive questions and listen carefully to each other's answers. All pupils, from the youngest age, demonstrate an openness, politeness and friendliness to visitors and to each other. They are very supportive of each other and very protective and caring of others who have difficulties. One good example is the way that older pupils look after younger children during collective worship in the village hall. Older pupils take their responsibilities very seriously and enjoy looking after younger pupils.
12. The very good teamwork between adults in the school is a major factor in pupils knowing what is expected of them. A very good example of this is the close co-operation and similar expectations of teachers when planning the activities of the ability groups set for English and mathematics, as well as additional support provided by part-time teachers; for example, in ICT. Consistent expectations of behaviour are set and pupils respond by behaving very well in and out of lessons and at break times. There are clear rules for what is acceptable and unacceptable behaviour, which pupils know and respond to well. Pupils are spoken to positively and listened to with respect for their opinions. This helps pupils to understand that their work is worth doing as people are genuinely pleased to see it. Within classrooms, teachers and support staff work together effectively and make sure that all individuals receive the support and attention they need. Teachers work well together to plan the curriculum. Administrative staff liaise effectively with parents and ensure that any messages or concerns are passed on to the appropriate teacher. In one good mathematics lesson in Year 3, pupils listened carefully to the review of an earlier lesson about shape. The good relationships established with pupils led to high quality and perceptive discussion about regular and irregular shapes. The teacher's careful introduction of appropriate vocabulary enhanced pupils' learning effectively and, as a result, pupils' understanding was increased. In another good Year 6 English lesson, a good discussion about using shape in poetry resulted in pupils considering a range of suitable words appropriate for their own poems. Pupils became well aware that the layout of a poem can also promote ideas and feelings to the reader. The class teacher was careful to capitalise upon pupils' enthusiasm and extended pupils' learning well through sensitive discussion.
13. All adults provide very good role models for pupils. The resultant quality of relationships throughout the school makes it a happy place for staff and pupils to be. In addition, a

corporate culture for the celebration of pupils' academic success is created and this leads them to be proud of what they do and to share in the success of others. Attractive displays of pupils' work also help to raise their self esteem. As a result, boys and girls work hard to achieve their best in all subjects.

## **WHAT COULD BE IMPROVED**

### **The use of assessment to measure pupils' progress and to plan and track their progress through the school.**

14. The school maintains a wide range of assessments of pupils' work, but at present it is insufficiently used to measure the individual progress of pupils and to track and monitor their progress through the school. Although the school regularly analyses the results of the National Curriculum tests for pupils in Years 2 and 6, the small numbers of pupils taking these tests make this data statistically unreliable. Although class teachers know their pupils well, the school lacks an effective system of tracking the work of individual pupils and to measure the progress of individuals and groups from year to year. The school also has a number of pupils from travellers' families attending the school from time to time and existing systems and procedures do not take pupil mobility sufficiently into account. Existing procedures are burdensome and are insufficiently used by class teachers to monitor pupils' progress.
15. Although the school uses the local authority assessment procedures for children starting school, these results are insufficiently used to inform planning or to identify individual future learning needs. As the curriculum for these children is not well linked to the national guidance for children of this age, it is difficult to measure their progress against stages of learning.
16. There have been recent changes of staff and, as a result, there are inconsistencies in the procedures followed and the format of assessments used. There is no cohesive framework to track the progress of pupils from class to class, and this is particularly important because pupils are often taught by teachers other than their usual class teachers for English and mathematics each day.
17. Individual education plans for pupils with special educational needs sometimes lack clear and relevant targets that are achievable in small steps. Higher attaining pupils are sometimes insufficiently challenged; for example, in some Year 6 lessons observed, because the teacher was insufficiently aware of pupils' learning needs.
18. There are examples of pupils' work that have been marked against National Curriculum criteria, but these examples are not used constructively to compare standards of work across the school, nor to evaluate standards against those of pupils from other schools.

## **The curriculum and provision for children of reception age.**

19. The curriculum for reception children is insufficiently linked to national guidance for children of this age and, as a result, this group of pupils is often seen more as an appendage to Year 1 pupils rather than recognising that there is an entitlement to a specific curriculum designed to address more effectively their learning needs. This class is taught by two teachers during the week and overall planning lacks cohesion. The curriculum does not give appropriate focus to all areas of learning: personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development.
20. Sometimes the activities that these children undertake with Year 1 pupils are appropriate; for example, during the introduction to literacy and numeracy sessions. However, follow up activities often lack challenge. Lesson planning is often vague and learning objectives unclear, as was seen in the teacher's planning for "play plan activities". As a result, some children observed during lessons quickly became bored and restless. Sometimes the teacher does not intervene enough, leaving the classroom assistant to work with the children. Intervention, at key points, by the teacher would help to reinforce and secure the children's learning.
21. The provision for these children in the classroom does not always reflect their learning needs and this was a weakness identified in the last inspection report. One example of this is the role play area, which lacks status as a tool for learning. At the time of the inspection, it became an "Optician's Shop", but many opportunities to extend children's language, personal and social and creative development were lost because of insufficient adult intervention. As there is no outside covered area, outdoor play and physical activities are sometimes restricted because of inclement weather. There is little regular planned use of large wheeled toys and activities for climbing and balancing and this has a negative effect upon the development of children's physical skills.

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

22. In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus upon the following:

- (1) Improve the use of assessment to measure pupils' progress and to plan and track their progress through the school. (paragraphs 2, 14, 15, 16, 17, 18)
- (2) Improve the curriculum and provision for children of reception age by:
  - linking the curriculum and assessment more closely to national guidance; (paragraphs 15, 19, 20, 21)
  - providing more opportunities for children to become independent and to plan and review their own learning; (paragraphs 19, 20, 21)
  - providing more effective opportunities for children's creative, physical development and role play, with appropriate adult intervention to extend children's learning. (paragraphs 19, 20, 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	4

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	11	5	0	0	0
Percentage	0	11	61	28	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 five 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)	104
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3

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	6
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	10.4

#### Unauthorised absence

	%
School data	0



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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	* (*)	* (*)	* (*)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	* (*)	* (*)	* (*)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	4	4	8

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

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

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

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.

***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
103	0	0
0	0	0
1	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
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)	4.5
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	4
Total aggregate hours worked per week	64

### ***Financial information***

Financial year	2001/02
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	£
Total income	292035
Total expenditure	293153
Expenditure per pupil	2931
Balance brought forward from previous year	14618
Balance carried forward to next year	13500

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	4.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
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	104
Number of questionnaires returned	63

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	38	11	0	0
My child is making good progress in school.	33	48	13	0	6
Behaviour in the school is good.	43	56	2	0	0
My child gets the right amount of work to do at home.	25	48	25	2	0
The teaching is good.	25	64	3	0	8
I am kept well informed about how my child is getting on.	25	43	17	11	3
I would feel comfortable about approaching the school with questions or a problem.	51	44	3	0	2
The school expects my child to work hard and achieve his or her best.	35	48	8	2	6
The school works closely with parents.	37	38	20	3	2
The school is well led and managed.	25	47	12	5	10
The school is helping my child become mature and responsible.	33	56	5	0	6
The school provides an interesting range of activities outside lessons.	21	35	23	13	8

### Other issues raised by parents

A few parents raised some concerns about the provision and quality of the physical education curriculum. Inspectors judge that the provision and curriculum for this subject is appropriate for pupils of this age. However, lessons take place in the adjacent village hall and this causes some difficulties in the storage and setting out gymnastics and games equipment.