

INSPECTION REPORT

BROXBOURNE C OF E PRIMARY SCHOOL

Broxbourne, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117437

Headteacher: Mrs S Newsom

Reporting inspector: Mr M Massey
23785

Dates of inspection: 11 - 12 November 2002

Inspection number: 247782

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Mill Lane
Broxbourne
Hertfordshire

Postcode: EN10 7AY

Telephone number: 01992 462419

Fax number: 01992 462419

Appropriate authority: The governing body

Name of chair of governors: Mrs J Halle

Date of previous inspection: 2 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broxbourne Church of England Primary School is situated in the village of Broxbourne in Hertfordshire. The school has 223 pupils on roll in the main school, between the ages of four and eleven, 109 boys and 114 girls. This is about average. The school also has a nursery in which there are 31 part-time children. Pupils' attainment on entry is generally above average. Pupils are taught in eight classes, including the nursery. Children are admitted full-time to the main school in the September and January of the school year in which they are five. Pupils mainly come from the local area. Only around 2 per cent of the pupils are eligible for free school meals, which is below average, and there are no pupils who speak English as an additional language. Around 14 per cent of the pupils are on the school register of special educational need; many of these pupils have specific learning difficulties, such as dyslexia. There are very few pupils with Statements of Special Educational Needs.

HOW GOOD THE SCHOOL IS

Broxbourne Church of England Primary School is a very good school, where pupils are valued and well cared for. The school is excellently led by the headteacher who is very well supported by a dedicated and hard-working teaching and support staff. The governing body gives good support to the school and has a good understanding of how well the school is doing. The very good teaching throughout the school means that pupils, including those with special educational needs, make very good progress and achieve standards that are well above average. Pupils have a very good attitude to learning and behave very well. The school gives good value for money.

What the school does well

- Excellent leadership by the headteacher, with very good support from other senior teachers and the strong support of the governing body, provides a clear direction for the school.
- Very good teaching means that pupils make very good progress and achieve high standards.
- High expectations and clear guidance given by staff leads to hardworking pupils who behave well and have a very good attitude to learning.
- There is a very good climate for learning and a determination to maintain high standards across subjects.

What could be improved

- Senior and middle managers could be more involved in monitoring lessons systematically.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in March 1998. It has addressed the issues identified for improvement in the last report successfully. Policies and schemes of work are now in place and they are used effectively to ensure that pupils receive a well-balanced and broad curriculum. Good day-to-day planning is based on the agreed schemes of work. This means that pupils of all abilities are being challenged successfully. Higher-attaining pupils are now achieving well, performing consistently above average. Evidence from the present inspection shows that higher-attaining pupils in Year 6 are performing well above average in English, mathematics and science. The role of the co-ordinators has also improved significantly. Although there is a relatively new senior and middle management team the headteacher is giving them increased responsibility, whilst providing good support. They are now monitoring teachers' planning and pupils' work effectively, although they are not yet observing teaching systematically. Standards have been maintained at a high level since the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	B
mathematics	B	B	B	C
science	B	A	A	A

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

Over the last five years standards have risen broadly in line with the national trend. The table shows that in 2002, compared with all schools, standards were well above average in English and science and above average in mathematics. Very ambitious targets have been set for Year 6 pupils in English and mathematics for 2003, in order to raise standards even further. Inspection evidence shows that the school is on track to meet these targets. Children's attainment on entry to the school is above average. Children make very good progress in the nursery and reception classes, where they are in line to exceed the expected levels in English, mathematics and personal and social development. National test results for pupils at the end of Year 2 show that, in 2002, standards were well above average in reading and writing and above average in mathematics, when compared with all schools. In all three subjects a high proportion of pupils achieved at the higher Level 3. For the present group of pupils in Year 2, standards are well above average in reading, writing and mathematics.

Pupils continue to make very good progress in years 3, 4, 5 and 6. Standards for pupils in Year 6 are well above average in English, mathematics and science. Standards are in line to improve when compared with last year's national test results. This is due to the consistently high quality of teaching throughout the school. Higher-attaining pupils are consistently challenged and achieve their potential. Pupils with special educational needs are very well supported by teachers and classroom assistants and, consequently, they make very good progress and the vast majority will meet national expectations by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and as a result they are keen and enthusiastic, working hard and responding well to teachers' questions.
Behaviour, in and out of classrooms	Very good. Pupils understand the impact of their actions on others and they allow one another to work undisturbed in lessons. In the playground and around the school pupils behave very well, with older pupils giving very good support to younger pupils.
Personal development and relationships	Very good. Pupils get on well together and with the adults in the school. They are appreciative of the work of others and show a real maturity in their positive responses to this.
Attendance	Good. Attendance is above average and pupils arrive in lessons promptly.

A striking feature of the school is the way that the pupils relate to one another in and around the school as well as in lessons. Older pupils are happy to help younger pupils at playtimes and the spontaneous reaction of pupils to the work of others in lessons and at assembly times is a delight.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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.

Teaching throughout the school is very good, overall, sometimes it is excellent. It is never less than satisfactory. Teachers use the literacy and numeracy strategies effectively, whilst giving particular emphasis to the individual needs of the pupils, for example, through providing increased opportunities for discussion. The very high quality of teaching in mathematics for older pupils is ensuring that they achieve very high standards by the time they are ready to leave the school.

Teachers have a very good knowledge of their pupils. This is reflected in the very good activities that are planned to challenge higher-attaining pupils, while supporting and extending others. Classroom management skills and relationships with pupils are very good. This means that teachers' very high expectations of pupils' progress are realised through hard-working and eager pupils, who have a very good attitude to learning. Where teaching is excellent the enthusiasm and involvement of the teacher in the activities motivates pupils to try their very best and, consequently, the quality of their work is also excellent. In some lessons where the teaching is satisfactory this is due to the lesson being too long and the pace being slower as a result. The nursery and reception classes are very secure and well-organised learning environments where children make very good progress. Routines are well established and children settle to work quickly, a pattern that is maintained throughout the school. Classroom assistants and support teachers make a good contribution to the progress that pupils make. They are particularly effective in supporting pupils with special educational needs. The class progress cards that are kept for pupils with special educational needs is an excellent initiative, enabling all staff to monitor their progress carefully. The very good and excellent teaching is not restricted to mathematics and English and as a result pupils make very good progress across a range of subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The full range of National Curriculum subjects is covered and there are good opportunities to practice literacy and numeracy skills in other subjects. The curriculum is enhanced successfully by a range of visits, visitors and out-of-school activities. Children in the nursery and reception classes are given a wide range of learning opportunities.
Provision for pupils with special educational needs	Very good. Classroom records inform targets on pupils' Individual Education Plans. Classroom assistants provide very good support and, as a result, many pupils are in line to attain the expected standards in Year 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides some very good opportunities, for example, through the "Red Bib" playground initiative and school council, for pupils' personal, social and moral development. There are good opportunities for spiritual and cultural development.
How well the school cares	Good. Assessment information is used effectively to inform teachers'

for its pupils	planning and track groups and individuals through the school to ensure that they are progressing well. The school has good arrangements for child protection and uses outside agencies effectively.
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Parents' views of the school are very good. They are welcomed into the school and make a good contribution to their children's learning. Some of them would appreciate more consultation on school developments. All the statutory areas of the curriculum are taught.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and a very clear direction to the school. She is well supported by the deputy and other senior staff who are developing good skills in monitoring standards and supporting other staff. There is a clear drive for continued improvement in all areas of school life.
How well the governors fulfil their responsibilities	Good. Governors have a clear committee structure that enables them to be well-informed about the strengths and weaknesses of the school. They make a sound contribution to the priorities in the school development plan and have a very good understanding of school finances.
The school's evaluation of its performance	Very good. The school's evaluation of assessments and national tests is used to identify areas for improvement, such as writing. Key staff are used to support others in order to raise standards of teaching even more.
The strategic use of resources	Good. Priorities are well supported through careful financial planning. The impact of longer-term initiatives, such as the class-size initiative, is reviewed and evaluated.

The lack of space for a library and the design and various uses of the hall limit activities in some areas, like independent research and physical education. The excellent leadership of the headteacher is underpinned by her commitment to the Christian values of the school, which ensures that all pupils are respected and encouraged to reach their full potential.

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 and make good progress. • Behaviour in the school is good. • The teaching is good • The school expects children to work hard and do their best. • They would feel comfortable approaching the school with a problem. 	<ul style="list-style-type: none"> • There is not the right amount of homework. • They would like more information about how their child is getting on. • There could be a more interesting range of activities outside lessons.

The team fully agrees with the positive views expressed by parents. The allocation of homework is in line with recommendations, although some parents would appreciate more feedback from staff about homework. Parents receive good information as to how their children are getting on and the school is open to parents approaching them for further information at any time. The school provides a good range of activities for pupils outside of school lessons, including residential visits for older pupils and a variety of after-school clubs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Excellent leadership by the headteacher, with very good support from other senior teachers and the strong support of the governing body, provides a clear direction for the school

1. The headteacher has a very clear vision for the school. It is based around firm Christian values and a strong commitment to high standards. Almost all parents who returned questionnaires thought that the school was well led and managed. She leads staff very well through effective communication of her high expectations of staff and pupils. She gives staff a clear direction and, as a result, senior staff are very aware of their roles and make a very good contribution to the development of the school. Staff with particular skills are given the opportunity to share their expertise with others and this positively enhances the teaching throughout the school. A good example of this is the work done by the deputy in mathematics, where she has worked with all the staff in the school to improve teaching in the subject. The headteacher is committed to continual improvement and is not afraid to make difficult decisions to lead the school forward; for example, through establishing a computer suite that involved significant changes to both the hall and library provision. As a result, pupils now have access to a very good resource and standards are improving rapidly. The innovative use of all the available facilities, for example, the reception children's use of the nursery room on some afternoons, reflects a strong commitment to fully meeting the needs of all pupils in the school. The headteacher undertakes all the formal monitoring of teaching and has a very good understanding of the strengths and weaknesses of staff in the school. Teachers are given opportunities to discuss their teaching with the headteacher after being monitored and written feedback is also given, identifying any areas for improvement.
2. Senior staff are very supportive of the headteacher. With the headteacher they make a strong team with a wide range of specific skills. Although many of the responsibilities adopted by the senior staff are recent they are already having an impact on the school in areas such as mathematics, science, assessment and the education of children in the Foundation Stage. The staff are becoming increasingly confident when undertaking tasks like the evaluation of pupils' performance and the monitoring of standards within subjects. These tasks give staff a good understanding of developments and standards throughout the school and they are in a good position to continue to improve their skills in this area. Analysis of the tests taken in Year 6 and Year 2 have been used to identify areas for improvement and inclusion in the school development plan.
3. The governing body has developed a good committee system and through this they gain good information about the school. They are well-informed about the school finances and are aware of how well the school is doing through discussions about national test results. Many governors visit the school regularly, although there is not a formal monitoring system. Governors have also developed their own parents' newsletter, which is a good initiative. The Buildings Committee has been very active in developing the ICT room and is currently investigating options for developing the library. Through their committees and active work in the school the governors give good support for the headteacher and have a good knowledge of how the school works.

Very good teaching means that pupils make very good progress and achieve high standards.

4. The very good teaching seen throughout the school is the main factor in the very good standards that pupils achieve when they leave. Younger children in the nursery and reception class are given a very good start to their education. Classroom management and organisation are excellent and, consequently, children settle into class routines quickly and confidently. Direct teaching in both classes results in children making rapid progress in developing their mathematical and

communication skills, and standards in these areas are in line to be well above average by the time the children are six. The use of focus groups in the nursery class ensures that all children have consistent access to key learning activities. In the reception class many children are already writing their own name and are forming a wide range of letters accurately as well as retelling stories in sequence. In mathematics, most children are counting up to five and higher-attaining children are counting above 20. A feature of the teaching in the reception class is the very good links between subjects. A good example of this was seen when the story of Noah's Ark was acted out, formed a basis for an art activity and became a focal point of the work in mathematics. By the end of the session children had a very good understanding of the story and a clear understanding of two individuals making one pair.

5. The judgements of teaching in Years 1 and 2 was more difficult due to the sudden and unfortunate absence of the teachers; one just prior to the inspection, the other during the inspection. The supply teachers who stepped in at the last minute did a good job and showed that the planning and communication in the school were very good as they were able to continue with planned activities based on good information from the absent teachers. An analysis of pupils' work reflected the high standards found in the rest of the school and showed that teaching in these classes was very good. In mathematics, many pupils are already attaining levels expected at the end of the year. They are working with number up to 100 and solving problems using money up to one pound. The vast majority of pupils are confident when adding and subtracting to 20. In English, their use of language is developing very well. It is a delight to read some of their work; such as, "crunchy leaves on my shoes ... that's bare autumn."
6. Teaching for pupils in Years 3, 4, 5 and 6 is very often full of pace and challenge, which imparts a real excitement to lessons. Where the teaching is excellent it is lively and stimulating; teachers are fully involved with the lessons and have very high expectations of pupils. This was seen to very good effect in lessons as diverse as information and communication technology and dance, where the pupils' interpretation of music and quality of movement was excellent. Relationships are very good and this enables a good rapport to be established between staff and pupils. This, in turn, enables some very good independent learning to take place, so that pupils are free to investigate and discuss and by so doing extend the frontiers of their own learning. In Year 6, this approach is enabling pupils to try out exciting experiments in science, where they are selecting their own materials and setting themselves challenging tasks. One group was intent on creating a vacuum in order to see if they could preserve food effectively, while others discussed the advantages of freezing foodstuffs or immersing them in a fluid or putting them in a vacuum flask. In mathematics, higher-attaining pupils are working confidently with negative numbers as well as working to three decimal places. They enjoy the challenge involved in working out the areas of compound shapes using whole numbers and decimals and often set their own challenges, for example, through multiplying numbers to four decimal places with the help of a calculator. Average pupils are already working at the level expected by the end of the year. They work out the areas of compound shapes using whole numbers. They are multiplying sums of money by numbers up to 50 as well as multiplying numbers above one thousand by single-digit numbers. Lower-attaining pupils are working at a level that will enable them to achieve the expected standards by the end of the year. In English, pupils are building on the very good language that develops through Years 1 and 2. In Year 6 their writing is imaginative and their vocabulary, through the use of words like *dappled* and *mystical*, adds to the quality of their writing. They are confident readers, using punctuation well to emphasise their meaning. Their spelling is good and their handwriting is neat and well formed.

High expectations and clear guidance given by the staff leads to hard working pupils who behave well and have a very good attitude to learning.

7. The school has invested a lot of time and effort in supporting pupils' personal development. This is an area that is a central focus for much of the work inside and outside lessons. In lessons, pupils are given clear guidance on how they should behave and interact with others. The results of this are well-ordered classrooms where pupils can work undisturbed and achieve the very high standards that are seen throughout the school. A feature of many lessons and other activities,

such as assemblies, is the interaction between pupils. In lessons this is seen through the high quality of discussions, for example, in mathematics in Year 6 where the

exchange of information led pupils on to some complex investigations. This makes the lessons exciting and, consequently, pupils look forward to them and want to work hard. In the vast majority of classes teachers are skilled at providing these opportunities.

8. A feature of the pupils' personal development is their response to the work and participation of others in activities. This was seen to good effect in one assembly where there was a genuine wave of appreciation from pupils about the participation of one of the younger children. You could almost feel them wanting him to do well (which he did!). This attitude is further reflected through organised opportunities, such as the "Red Bib" system in the playground, where older pupils are actively involved in supporting younger pupils. This interaction is appreciated by parents as a true reflection of the caring attitude of the school as a whole.
9. The school council gives pupils a very good opportunity to develop their personal and social skills as well as giving them an understanding of how society can work for the benefit of all. Pupils are elected for a term and meet on a weekly basis, with the support of teachers. The results of meetings are fed back by council members to each individual class and the school does act on their recommendations; for example, through improved playground provision. In meetings, pupils listen carefully to one another and are respectful of others' views. This is a very good preparation for later life.

There is a very good climate for learning and a determination to maintain high standards across subjects.

10. The school works very hard and successfully to ensure that everyone in the school community is made welcome and encouraged to achieve their full potential. The caretaker and school meals staff are welcomed into assemblies, together with governors and other visitors to the school, and made to feel an integral part of the school. They are proud of the work that they do for the school and make a good contribution to the co-operative atmosphere that is characteristic of Broxbourne Primary. The Christian ethos of care and inclusion that runs throughout the school complements the striving for high standards that is central to school life. It means that pupils with special educational needs receive very good support to enable them to take part in all areas of learning. Teachers and support staff are very aware of the targets for these pupils and the school has devised an excellent system for tracking progress in class through a system of ongoing record cards. These cards are completed by teaching and support staff who work with the pupil, sometimes on a daily basis. They are a very useful basis for setting future targets on pupils' Individual Education Plans. Higher-attaining pupils are challenged consistently in lessons. Activities are set at an appropriate level and pupils are encouraged to work at their own speed. As a result, the school has a high percentage of pupils attaining above average scores in national tests. The school prepares pupils well for life in a diverse multi-ethnic society through its' work in subjects like religious education, geography and art.
11. The high quality of display and the calm and orderly atmosphere in the school makes the school a pleasure to visit and learn in. The determination to provide a wide ranging curriculum means that pupils who may not be the best at reading or mathematics have opportunities to excel in dance, design and technology or when they are on residential visits. Some of the excellent teaching occurs in lessons like dance and information and communication technology, reflecting a real commitment to high standards across a range of subjects. In information technology the new computer suite is being put to very good use, with younger pupils using painting programs to create their own pictures while pupils in Year 6 use the Internet to find out about life in other countries. In other subjects, like design and technology, pupils are developing good skills in designing, making and evaluating; for example, when making slippers they comment on how they could improve the finished article. Pupils are eager to learn about other cultures and some of their charitable work, for example, through supporting children in Africa, reflects this.

12. The result of these initiatives is a place that is a pleasure to visit, providing a caring, secure and challenging learning environment for pupils which is open to the influences of the world outside the school.

WHAT COULD BE IMPROVED

Senior and middle managers could be more involved in monitoring lessons systematically.

13. A number of senior staff have recently accepted new responsibilities in the school. The headteacher has organised a very good induction period for them, reflecting their strengths and areas for development. As a result, staff have worked to support other teachers, analysed data and contributed to the school development plan. However, they have not yet been involved systematically in observing teaching. This means that when a senior member of staff has worked alongside a teacher she has no further knowledge of how well the teacher has implemented any suggestions or agreed to new developments. It is also difficult for the assessment co-ordinator to monitor actively the use of assessment information, for example, in class grouping. Senior staff are now in a position where systematic lesson observations would inform them as to how their subject is developing and take some of the responsibility for this from the headteacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14. In order to raise standards even further the governors, headteacher and staff should:
- (1) Establish a system for monitoring teaching and learning so that:
- Senior staff are involved in the systematic observation of lessons;
 - Written feedback is given to teachers on how they can improve;
 - Opportunities are provided to enable senior staff to see how their suggestions are being adopted.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	5	3	0	0	0
Percentage	19	31	31	19	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	223
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	35

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	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	18	18	17
	Total	33	32	33
Percentage of pupils at NC level 2 or above	School	94 (97)	91 (91)	94 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	18	17	19
	Total	33	33	35
Percentage of pupils at NC level 2 or above	School	94 (89)	94 (94)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	15	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	13	13	14
	Total	31	31	33
Percentage of pupils at NC level 4 or above	School	89 (91)	89 (82)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	13	13	13
	Total	32	31	32
Percentage of pupils at NC level 4 or above	School	91 (94)	89 (88)	91 (97)
	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
208	0	0
0	0	0
6	0	0
1	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
3	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)	10.5
Number of pupils per qualified teacher	22.1
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	97.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	37

Financial information

Financial year	2001/02
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	£
Total income	630,403
Total expenditure	623,849
Expenditure per pupil	2,482
Balance brought forward from previous year	15,223
Balance carried forward to next year	21,777

Number of pupils per FTE adult	10.1
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	1.4

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	254
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	5	2	0
My child is making good progress in school.	50	40	5	2	3
Behaviour in the school is good.	50	47	2	1	1
My child gets the right amount of work to do at home.	29	51	15	0	5
The teaching is good.	54	43	0	2	1
I am kept well informed about how my child is getting on.	28	53	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	46	48	3	2	1
The school expects my child to work hard and achieve his or her best.	68	32	0	0	1
The school works closely with parents.	36	54	7	2	1
The school is well led and managed.	48	48	1	2	1
The school is helping my child become mature and responsible.	48	45	3	1	3
The school provides an interesting range of activities outside lessons.	19	51	15	2	13