

INSPECTION REPORT

EAST BOROUGH PRIMARY SCHOOL

Maidstone

LEA area: Kent

Unique reference number: 118298

Headteacher: Mr David Abrams

Reporting inspector: Dr Vivien Johnston
8402

Dates of inspection: 17 – 19 March 2003

Inspection number: 247868

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Vinters Road
Maidstone
Kent

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Appropriate authority: Governing Body

Name of chair of governors: Mr Darren Honey

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Borough Primary School is a community school with 424 girls and boys between the ages of 4 and 11. Although the number on roll has been falling, it is still much larger than most other primary schools. The pupils come from the suburbs of Maidstone. Almost all are of white British ethnic background. About a fifth of the pupils have been identified as having special educational needs, which is similar to the proportion nationally. Only fifteen have special additional help, for learning, behavioural or communication difficulties. Twenty-two pupils speak English as an additional language, almost all fluently. The school takes pupils from a wide range of social and economic backgrounds, although overall they are from favoured home circumstances. The attainment of children on entry to the Reception year is above the expectations for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards by the end of Year 6 are well above average in mathematics and science, and above average in English, and the teaching is good overall. The school is led and managed satisfactorily, and it provides good value for money.

What the school does well

- The children in the Reception year make good gains in their learning as a result of good teaching.
- Pupils in Years 3 to 6 do well in writing, mathematics, science and art because of good teaching.
- Pupils are keen to learn, and behave very well in lessons and around the school.
- Staff are caring of pupils' well-being, and successfully promote a community ethos.

What could be improved

- The match between the challenge of the work set and the pupils' needs, especially for lower-attaining pupils.
- The school's liaison with parents.

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 February 1998. Its improvement since then has been satisfactory. Standards of attainment by the end of Year 6 are higher, and more pupils are gaining test results that are above the nationally-expected level. The curriculum is better managed, and the governing body is taking a more active role in holding the school to account for how well it does. The provision for information and communications technology (ICT) has improved because the new computer suite has enabled the school to introduce ICT lessons. A very significant improvement has been made to the accommodation, as the new building for the younger pupils provides very good facilities. The school is aware of the areas that still need improvement, including the provision for pupils' reading, and is working towards improving them.

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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	B	B	B	well above average A above average B average C below average D well below average E
mathematics	B	C	A	A	
science	C	A	A	A	

The standard attained by the end of the Reception year is above average. The children's achievement is good as they make rapid gains in their skills in language, reading, writing and mathematics.

The standards attained by the end of Year 2 are also above average overall, with a continuing strength in pupils' work in writing and mathematics. The results of the national assessments at the end of Year 2 reflected this in 2002, as they were well above average in writing and above average in mathematics, but average in reading. Compared to similar schools (those with a similar proportion of pupils known to be eligible for free school meals) the 2002 results were well above average in writing and mathematics and average in reading.

The standards attained by the end of Year 6 are well above average in mathematics and science, and above average in English – a similar pattern to that of the test results for 2002. Test results have risen since the last inspection, in line with the national trend of improvement. In their classwork, pupils show good subject knowledge in mathematics and science. In English, they do better in writing than reading.

The school's results at the end of Years 2 and 6 have risen since the last inspection, in line with the national trend of improvement. The targets for results in English and mathematics at the end of Year 6 were exceeded in 2002, and those for 2003 are also likely to be met or exceeded. The targets were appropriately based on pupils' attainment at the time they were set.

Pupils' achievement is satisfactory in Years 1 and 2, and good in Years 3 to 6. High-attaining pupils tend to do better than average and low-attaining pupils. This is because the work is usually suitably challenging for the high attainers but sometimes too difficult for other pupils. In all year groups, pupils do a lot of written work in English, mathematics and science, and it is usually presented very well. Pupils also do much art work of good quality, using a variety of media, and so standards in art are a strength.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy learning, work hard in lessons and are keen to do well. They take pride in their work, which contributes to their generally good achievement.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school. Pupils are considerate of others, polite and self-disciplined. They work very well together in class.
Personal development and relationships	Very good. Children in the Reception year are very confident and independent. Older pupils are mature and responsible, and their relationships with each other and with adults are very good.
	Satisfactory. The rate of attendance is similar to that nationally, but the rate of

Attendance	unauthorised absence is higher than nationally. Pupils arrive at school punctually, and so lessons start promptly.
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TEACHING AND LEARNING

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

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

Teachers provide the children in the Reception classes with a wide range of challenging and interesting activities, giving them a good start to their education. Lessons are very purposeful, and homework activities make a very good contribution to the children's learning of literacy and numeracy skills.

In Years 1 to 6, teachers are good at helping pupils to learn to write confidently and accurately, but pay too little attention to developing their skills and experience in reading independently. The teaching of mathematics, including numeracy, is generally good. However, worksheets are used too often in Years 1 and 2, limiting pupils' opportunities for independent learning.

Mostly, the same work is set for all in the class. The work usually challenges the older and higher-attaining pupils well, but sometimes is too difficult for others in the class. Pupils with special educational needs make satisfactory gains towards the targets in their individual education plans, and sometimes do well because of the skilled extra support they are given by teaching assistants.

Pupils' positive attitudes towards learning mean that they try hard and concentrate well in lessons, both when the work is stimulating and well matched to their needs and when this is not the case. They take pride in the quality of what they do, and work confidently in independent, collaborative and whole-class activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned, and covers all the National Curriculum subjects and religious education. It is enhanced by a good range of extra-curricular activities in sport and music, especially for those in Years 3 to 6.
Provision for pupils with special educational needs	Satisfactory overall. Where the provision has been re-organised, the pupils are given good support. Individual education plans vary in quality, with some that are good but others that are imprecise and so not helpful enough.
Provision for pupils with English as an additional language	Satisfactory. The pupils are well integrated into school life. Those still needing help are given the support they need to make sound gains in their learning of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' moral and social development is good. Rules and expectations for behaviour are clear, and pupils have many opportunities for activities that develop their social awareness. Art makes a strong contribution to pupils' cultural development. Their spiritual development is promoted satisfactorily.
How well the school cares for its pupils	Well. Staff know the pupils in their class very well, and are caring of their needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has managed the staff well to make good use of their skills and to develop the school. Other key staff are making a significant contribution to developing aspects of the school such as the provision for pupils with special educational needs and the teaching of English and mathematics.
How well the governors fulfil their responsibilities	Well. Governors play a strategic role, and have provided the school with valued support, especially in relation to the new accommodation and managing the budget. They are also aware of the school's strengths and weaknesses, and have taken action to improve areas such as the career structure for learning support assistants.
The school's evaluation of its performance	Satisfactory. Subject leaders have identified areas of English and mathematics for improvement, and are taking appropriate action. The school improvement plan contains useful evaluations of the school's performance, but has insufficient focus on pupils' attainment and the quality of teaching and learning.
The strategic use of resources	Satisfactory. The new accommodation for the younger pupils is very good. The principles of best value are applied satisfactorily overall. Care is taken to obtain good value for money from expenditure, but too little attention is paid to consulting parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The staff have high expectations of their children. • The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework provided. • The information they are given about their children's progress. • The closeness with which the school works with them. • The range of activities provided outside lessons.

The inspection team agrees with positive views expressed by parents. The team also agreed that the homework provision is inconsistent, and that the school could do more to work closely with parents, including by providing better information on how well their children are doing. The team found that the range of activities provided outside lessons is satisfactory overall, with a strength in the provision for sports and music.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The children in the Reception year make good gains in their learning as a result of good teaching.

1. Reception children achieve well in all aspects of their development because of good teaching and support from assistants. The new accommodation provides a stimulating learning environment. By the time they leave Reception, nearly all the children have met the early learning goals. Some exceed them in personal and social development, mathematics and communication, language and literacy. The relaxed but purposeful atmosphere in all the Reception classes gives the children a very good start to their education, and provides a very good foundation for their progression to Year 1.

2. The children have a wide range of activities that help their development in all the areas of learning. They have good opportunities for physical and practical activities, including climbing and balancing as well as painting, drawing and sticking. They use a wide range of large and small apparatus, which helps them to develop control in activities such as cutting with scissors. Many opportunities for imaginative play are extending their language, including in role-play areas such as a "Builders' Centre" and meal time in the "house". Observation of the world around them is encouraged through activities such as keeping a diary of the growth of their broad beans. The provision for and teaching of personal and social development is particularly good. Through specifically planned activities for mixing with other classes, the children are learning to share, take turns and work and play well together.

3. Relationships between the children, their teachers and the support assistants are very good and benefit the children's development. For example, praise for their work increases the children's confidence and self esteem. They demonstrate considerable independence and a very good attitude to their work. They concentrate very well, and sustain an interest in their tasks for long periods. For example, during a lesson in the computer suite, the teacher created a very purposeful atmosphere where no time was wasted. Children started work quickly because good routines and skills had been established. They logged on and off unaided, and used the mouse and keyboard appropriately. These skills enabled the children to use the computers confidently and to make rapid progress with their work. The teacher's skilful questioning extended children's understanding and ensured that they understood their work on life cycles.

4. Teachers have high expectations of the children, and plan challenging tasks. They use teaching methods that are particularly well suited to this age group. For example, after a whole-class session reading and discussion of 'The Very Hungry Caterpillar' the teacher chose a small group for writing. Children were challenged to produce their own piece of work to contribute to a class book, based upon the story they had read. High-quality work was produced. The teacher helped the children by suggesting strategies they might use in their writing and encouraging them to do this for themselves. Children who could not remember a part of the story were redirected back to the text to find the information. To help them spell independently, the teacher demonstrated how they could use their existing knowledge of sounds. Teaching the children to use a finger to help them space words correctly contributed to the good presentation of the written work. This small-group teaching, repeated for all children in the class, ensures that each child is well supported in writing activities.

5. A valuable dialogue between home and school is maintained, by means of contact books, reading arrangements and weekly mathematics games in a bag. This wide variety of opportunities for parents to be purposefully involved in their children's learning establishes a very good partnership between home and school, and makes a strong contribution to the children's achievement.

Pupils in Years 3 to 6 do well in writing, mathematics, science and art because of good teaching.

6. The quality of pupils' written work is a major strength of the school. Teachers place considerable emphasis on developing pupils' skills in writing. They give pupils good guidance in how to write in different styles, based on frameworks and examples that model the structure and forms of language pupils should adopt. For instance, pupils in Year 4 have used a framework for comparing news reports and for writing the first lines of a report. This knowledge is built upon in Year 6, when pupils look at newspapers to find out about

journalistic style and jargon. For example, Year 6 pupils produced particularly successful work from combining their knowledge of a famous story (the birth of Jesus) and the reporting-writing techniques they had studied, when they wrote their own news report of the event. In a good lesson about how to structure an argument for a debate, the teacher modelled how to write conditional sentences in careful stages until pupils could write these unaided. Pupils' vocabulary was extended by the teacher's skilful questioning, and higher-attaining pupils used imaginative and adventurous language. Pupils' handwriting is legible and neat, their spelling and punctuation are accurate, and they organise their ideas confidently. The good quality of their written work enhances the standards they attain in English and other subjects.

7. Pupils do well in all aspects of mathematics. A lesson on angles characterised the good teaching and learning in mathematics observed during the inspection. Pupils knew what they were expected to learn at the beginning of the lesson. Resources were well prepared and the lesson got off to a crisp start. The teacher set a good pace in the mental activity, which focused on developing pupils' number skills. The use of whiteboards for pupils to record their answers to the teacher's questions enabled her to check their understanding immediately. Prompt feedback to their answers motivated pupils and led to high levels of concentration. During the work on angles, the right level of challenge, skilful questioning and high expectations of the teacher extended pupils' learning and allowed them to link their previous knowledge to the new situation. Pupils learned enthusiastically, working quickly and concentrating well throughout the lesson. They achieved well as a result of the many strengths in the teaching and learning.

8. Another strength in the teaching of mathematics is that concepts are built upon systematically. For example, pupils in Years 3 and 4 carry out graph work ranging from plotting co-ordinates to drawing block and line graphs which identify the mode, range and mean. By Year 6, higher-attaining pupils draw pie graphs and scatter graphs accurately to represent information, and interpret their graphs, drawing valid conclusions from the data. A further strength is that teachers link the mathematics work to real-life situations, and this interests and motivates the pupils. For example, pupils in Years 3 and 4 have worked on problems about buying items for a party, and this is extended in Year 6 when pupils calculate the costs of items sold in various containers, taking account of weight and volume.

9. Pupils' written work and the Year 6 results in national tests show that pupils do well in science at the upper end of the school. Their written work is of a high quality. A wide range of work is covered, with opportunities to revisit many aspects of science, enabling pupils to consolidate and extend their understanding. There is a good focus on the use of scientific vocabulary, and pupils are taught how to record the findings of their investigations. By Year 6, these accounts are sophisticated and scientifically correct. Investigative skills are taught particularly well. Pupils in Years 3 and 4 predict outcomes and identify elements of a fair test. By Year 6, pupils know how to carry out a fair test involving measurement and a variable element, and learn to draw conclusions from their findings. The higher-attaining pupils achieve especially well because the work is challenging and teachers have good subject knowledge. For example, in a good lesson about the earth, sun and moon, the teacher began by using probing questions to find out how much pupils already knew. The questions revealed that some pupils were struggling with the concept of the globe rotating on its own axis. The teacher used a globe to help pupils understand and provided good speaking opportunities by asking them to explain what was happening. The teacher made sure that pupils listened to each other, promoting very good relationships between them.

10. The standard of art work is of a high quality. Pupils' finished art work is very well displayed around the school and demonstrates that techniques and skills have been well taught and built on year upon year. Very strong links have been made with other subjects. For example, an exploration of abstract nouns such as 'fear', 'joy', 'war' and 'truth' had linked art and poetry. In this way, art makes a significant contribution to pupils' cultural and spiritual development.

11. The art lessons observed were successful because they were well planned and organised, with good resources. Pupils were clear about what they were expected to learn. In two lessons about the use of textiles and the technique of appliqué, pupils were each creating an animal that in some way represented him or herself. This challenging work was being taught systematically as the pupils had previously used their sketch books well to develop ideas. Through skilful questioning and demonstration, the teachers ensured that all had a good understanding of how they should proceed, helped them to make an informed choice about the materials

they might use, and taught the pinning and sewing skills they needed. Routines were well established and there was an atmosphere of industrious work. Helped by individual guidance, all pupils were enabled to do well.

12. Pupils achieve well in Years 3 to 6 because of the good teaching. Consistent strengths are that teachers have good subject knowledge, and their lessons are well organised. When marking work, teachers explain what pupils can do to improve. This encourages pupils to take some responsibility for their own learning and to persevere with the things they find difficult. Pupils' good behaviour and attitudes also contribute to the standards they achieve, which are above the national average by the end of Year 6.

Pupils are keen to learn, and behave very well in lessons and around the school.

13. Pupils of all ages enjoy learning and work hard in lessons. They listen attentively when instructions about tasks are given, and concentrate well when set independent work. They co-operate well with one another in pair and group activities, and share resources sensibly. They take pride in their work, which is shown by the care with which they complete written tasks. Most are keen to answer teachers' questions, and contribute thoughtful ideas of their own. These very good attitudes to learning mean that the average- and lower-attaining pupils sustain their interest and concentration even when the work set does not meet their needs fully.

14. The pupils with special educational needs are appreciative of the assistance they receive from learning support staff, and do well when given extra help. For example, pupils in a Year 2 mathematics lesson were helped to add tens and units correctly by practical demonstrations using multilink cubes and questions that guided them towards the right answers. The pupils worked hard and were pleased with their success.

15. Around the school, pupils also behave very well. They are sensible and responsible. They very much enjoy being trusted to help staff, although they are given relatively few opportunities for taking significant responsibility. Pupils are polite and friendly to each other and to adults. They move around the school sensibly and play well together in the playground.

Staff are caring of pupils' well-being, and successfully promote a community ethos.

16. The pupils are well known to all teachers, and so the school has a friendly, welcoming feel. This helps new pupils, including those who are learning English as an additional language, to settle in well. Teachers and other adults provide good role models in the way they interact with pupils, and encourage them to become responsible, reliable members of the school community. Displays of pupils' work contribute to the awareness that everyone is valued, for example when all members of a class contribute their art work to make a textile panel for hanging on display.

17. The school has good arrangements for promoting good behaviour, including the use of praise and rewards. Occasional misdemeanours are dealt with firmly and fairly, and so pupils are confident that they can turn to staff for help when they need it.

18. The good opportunities for creative work within the curriculum and for extra-curricular activities in sport and music provide a further example of how the school seeks to provide well for its pupils, through a balanced curriculum that gives a wide range of opportunities. They have much encouragement to learn an instrument and to perform, including in the choir and school orchestra. Sports teams are successful in local competitions.

WHAT COULD BE IMPROVED

The match between the challenge of the work set and the pupils' needs, especially for lower-attaining pupils.

19. In most lessons observed during the inspection, similar work was set to all in the class. This was also observed in much of the written work previously completed by pupils. The work set usually challenged the higher-attainers well, which has contributed to many Year 6 pupils attaining National Curriculum levels that

are above those expected for their age. However, the work set does not enable average- and lower-attaining pupils to make similar progress. Teachers do not make enough use of assessment information, including from marking, to help them determine how to adapt the work for all in the class. In the mixed-age classes in Years 3 and 4, the higher-attaining pupils in both year groups usually learn well, but the other pupils sometimes find the work too difficult. This is also true in some classes with only one year group. For example, the work was well planned in a Year 6 science lesson on burning, but the teacher's explanations and questioning of the class took too long and were at a high level of complexity, losing the attention of the lower-attainers.

20. In some year groups, particularly Years 1 and 2, teachers have relied too heavily on using worksheets. For example, in science the pupils in Years 1 and 2 have had too few opportunities for learning how to record their work independently because the worksheets involve activities such as circling the right answer and colouring in diagrams and illustrations. In mathematics, teachers follow a published scheme of work (with worksheets) that does not provide sufficient opportunities for mathematical investigations. This limits pupils' experience in finding different methods for solving problems and working out ways of recording their solutions. The same worksheets are usually provided to all in the class, and so the work is sometimes unchallenging to higher-attaining pupils and too difficult for those of lower attainment.

21. Standards in reading are lower than in writing. Mostly, the higher-attaining pupils do well because have worked their way through the scheme and so are 'free readers' in school. Also, they enjoy reading at home and have had good parental support. Lower-attaining pupils tend to stay on the scheme for too long, with insufficient monitoring of their progress once they have mastered the basics of reading. Some are reading harder books at home than at school, and so teachers miss opportunities to build further on their skills.

22. These are the main reasons for pupils' achievement in Years 1 and 2 being satisfactory overall, whereas in the Reception year and in Years 3 to 6 their achievement is good.

The school's liaison with parents.

23. The parents who attended the meeting before the inspection felt that there is some lack of effective home-school communication. They would like more and better information to be made available to them so that they can support their children's education. A significant proportion of questionnaire responses also identified this as an area of concern. The inspection team agreed that the liaison with parents is not as productive as it should be. A newsletter is sent home regularly, but it is presented unimaginatively and the opportunity to include contributions from pupils is generally missed. Annual reports are adequate, and cover all the areas of the National Curriculum, but the computer-generated comments are not personal enough to each pupil and give too little insight into the quality of his or her work during the year. Homework is inconsistent. For example, pupils in Year 2 get more to do than those in Year 3. Reading record books are insufficiently used for a dialogue with parents, and the teachers of older pupils have not promoted their wider independent reading at home sufficiently.

24. Despite these weaknesses, the team found recently-introduced examples of good liaison in the Reception year. Here, good use is made of homework activities to encourage parents to support their children's learning. The opportunity to come into school on Friday afternoon is much appreciated by parents and provides a very good facility for them to learn about what the school provides for their children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. To build on the school's existing strengths and raise standards further, the governors, headteacher and staff should:

(1) provide work that challenges all in the class, including paying more attention to the teaching of independent reading [paragraphs 19 to 22];

(2) improve the school's communication with parents, to involve them more in their children's education and the work of the school [paragraphs 23, 24].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
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	0	4	8	9	0	0	0
Percentage	0	19	38	43	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	424
Number of full-time pupils known to be eligible for free school meals	38

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	95

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	34
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.4

Unauthorised absence	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	29	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	13
	Girls	26	26	28
	Total	36	38	41
Percentage of pupils at NC level 2 or above	School	84 (80)	88 (92)	95 (99)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	13
	Girls	26	28	27
	Total	36	41	40
Percentage of pupils at NC level 2 or above	School	84 (83)	95 (99)	93 (76)
	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	40	39	79

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	35	37
	Girls	33	38	36
	Total	64	73	73
Percentage of pupils at NC level 4 or above	School	81 (83)	92 (68)	92 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	33	32
	Girls	34	34	36
	Total	63	67	68
Percentage of pupils at NC level 4 or above	School	79 (76)	84 (65)	85 (89)
	National	73 (72)	74 (74)	82 (82)

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	319	4	0
White – Irish	0	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	5	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)	15
Number of pupils per qualified teacher	29
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	250.5

Financial information

Financial year	2001-2002
	£
Total income	979,134
Total expenditure	962,725
Expenditure per pupil	2,168
Balance brought forward from previous year	16,405
Balance carried forward to next year	16,409

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	2.8
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.8
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	424
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	3	2	0
My child is making good progress in school.	43	46	5	2	4
Behaviour in the school is good.	32	53	6	1	8
My child gets the right amount of work to do at home.	27	44	19	9	1
The teaching is good.	48	40	4	3	5
I am kept well informed about how my child is getting on.	22	44	20	12	2
I would feel comfortable about approaching the school with questions or a problem.	39	44	13	4	0
The school expects my child to work hard and achieve his or her best.	44	46	4	2	4
The school works closely with parents.	21	47	20	12	0
The school is well led and managed.	35	44	12	5	4
The school is helping my child become mature and responsible.	39	51	5	1	4
The school provides an interesting range of activities outside lessons.	19	30	17	14	20