

INSPECTION REPORT

WALDESLADE PRIMARY SCHOOL

Walderslade, Chatham

LEA area: Medway

Unique reference number: 118321

Headteacher: Mr L Le Gouais

Reporting inspector: Mrs J Catlin
21685

Dates of inspection: 7th – 8th July 2003

Inspection number: 247871

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 – 11 years
Gender of pupils:	Mixed
School address:	Dargets Road Walderslade Chatham Kent
Postcode:	ME5 8BJ
Telephone number:	01634 861660
Fax number:	01634 869488
Appropriate authority:	The governing body
Name of chair of governors:	Ms J Andrews
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walderslade Primary School, with 209 boys and girls aged four to eleven on roll, is about the same size as other primary schools nationally. The majority of pupils are from a United Kingdom white heritage and come from the local area. The attainment of children when they enter the reception class varies each year but, for the current children in this class, attainment is below that usually found. However, there are children with above average attainment. Just over three per cent of pupils, a figure below the national average, are entitled to free school meals. The percentage of pupils identified as having special educational needs, over 21 per cent, is about average. The percentage of pupils with statements of special educational need, over two per cent, is above the national average. Many pupils with special educational needs have general learning difficulties. There are no pupils who speak English as an additional language; this is much lower than most schools.

HOW GOOD THE SCHOOL IS

This is a very good school with many excellent features, which provides a very caring, supportive and secure learning environment for all its pupils. Pupils' attitudes to learning are excellent. Their behaviour, personal development and their relationships with one another are very good. A significant strength is the excellent relationships between adults and children. The achievement of all groups of pupils in the junior classes, including those with special educational needs, is very good and standards are high. The quality of teaching in these classes is also very good. Standards are improving in the infant classes where teaching is satisfactory and achievement is sound. The leadership and management by the headteacher and the deputy headteacher are very good. There is a shared commitment to high standards and a secure capacity to succeed by all who work in the school. Value for money is very good.

What the school does well

- Standards are high by the end of Year 6 due to the very good teaching in the junior classes that challenges all pupils to achieve their best.
- There is a wide range of learning opportunities offered to pupils in the junior classes.
- Pupils' attitudes to learning are excellent and their behaviour in class is very good.
- The school takes good care of pupils and parents have very positive views of the school.
- Leadership and management are very good.

What could be improved

- Higher expectations from teachers to improve achievement in the reception class and the infant classes.
- The leadership and management of writing across the school.

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 and it has made very good progress since then. The areas for development raised by the last inspection report have been significantly improved. For example, they have successfully put in place very good practices for assessing pupils' learning that are consistent and ensure that their learning builds effectively on previous knowledge and understanding. Consequently, pupils in the junior classes recognise what they already know and what they need to learn next. This very good practice has yet to have a significant effect for younger pupils as the implementation of the procedures is not so systematic. Teachers' lesson planning now makes clear what teachers want pupils to learn, and tasks, particularly in the junior classes, are adapted well to pupils' individual needs. There is very good quality monitoring of teaching to ensure that teaching is as good as possible, but again, this has been more successful in the junior classes. The quality of resources has improved and they are now plentiful and of good quality.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	B	B
Mathematics	A	A	A*	A*
Science	B	A	A	A

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

The table above shows that standards in English were above average at the end of Year 6 in 2002. Standards in mathematics were in the highest five per cent nationally, and in science they were well above average. When compared with similar schools, standards in all three subjects exceeded those found in these schools. Inspection findings support these high standards and the achievement of these pupils is high. The performance of seven year olds in 2002 in reading matched that found nationally. In writing they were below the national average, and in mathematics they were well below average, because this was a lower attaining cohort than usual. Inspection findings for the current group of seven year olds show that there have been improvements in reading, writing and mathematics with pupils attaining average standards. In science, standards by the age of seven are slightly below average. The achievement of these younger pupils is satisfactory.

By the end of Year 6, achievement in literacy and numeracy is very good. Higher-attaining pupils are challenged effectively to ensure that they attain the highest possible standards. The school has set suitably challenging targets for raising standards in future years and these are likely to be met. Inspection findings are that a significant number of children, by the time they enter Year 1, do not meet the expected standards for their age, particularly in communication, language and literacy. This is because, although they achieve satisfactorily, they do not benefit from the good and often very good teaching seen in the junior classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work, enthusiasm for school and involvement and interest in the activities are excellent.
Behaviour, in and out of classrooms	Pupils are polite and well mannered. Their behaviour in school is very good and on the playground it is good.
Personal development and relationships	Relationships amongst the pupils are very good. Relationships between adults and pupils are excellent. Pupils' personal development is very good. Midday supervisors play an active role in the pastoral care offered to all pupils. This has a positive impact on pupils' personal development and behaviour.
Attendance	Attendance is well above the national average and there is a below average number of unauthorised absences. Levels of punctuality are very good.

TEACHING AND LEARNING

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

The quality of teaching and learning is very good in the junior classes. Teaching is good and often very good in English, mathematics and science. The school meets the needs of pupils with special educational needs very well. Higher-attaining pupils are well challenged. Teachers' expectations of what pupils can do by the end of Year 6 are good. Teaching assistants positively enhance pupils' learning. Lesson planning is considerably improved and there is good practice in the use of ongoing assessment. This is an improvement since the last inspection. Literacy and numeracy skills are taught well. Most pupils want to learn, they are interested, concentrate and work hard. They acquire new skills, knowledge and understanding. They understand how well they are achieving and what more they need to do to improve further. Because of this very good teaching, the majority of pupils in the junior classes, including those with special educational needs, achieve well. Teaching and learning in the Reception class and the two infant classes are satisfactory, but the high expectations of pupils' learning seen in the junior classes is not evident in these classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good in the junior classes and satisfactory for the younger pupils. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Provision is good. Teaching support for these pupils is generous and pupils receive very good support from the teaching assistants. As a result, these pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for their moral and social development is also very good; it is good for spiritual development and satisfactory for cultural development.
How well the school cares for its pupils	The school takes very good care of its pupils and very good provision is made for their general welfare.
How well the school works with parents	The school works very well with its parents and provides them with high quality information in the form of regular and detailed newsletters. Parents appreciate the school's open door policy and that teachers are very approachable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are very good. The school has made considerable progress since the previous inspection. The leadership and management of writing are not as strong as they are for mathematics and science. The very positive and caring ethos is reflected in all its work.
How well the governors fulfil their responsibilities	The governing body fulfils all its statutory responsibilities and has a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The school's priorities for development are very good. Considerable developments have been made in the monitoring of standards, teaching, learning and the curriculum.
The strategic use of resources	Very good use is made of the school's financial resources with grants used effectively for their intended purposes.

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 child's behaviour is good.• The teaching is good and their child is making good progress.• There are high expectations for their child which helps them to become mature and responsible.• The school is well managed and led.	<ul style="list-style-type: none">• The amount of homework their child is asked to do.• The information they receive about their child's progress.• The school does not work closely with them.

The inspection team agrees with the parents' very positive views of the school. A small number of parents feel that their children do not get the right amount of homework but the team judged that the amount and relevance are good. The inspection team do not support parents' concerns that they are not offered enough information on their children's progress or the school does not work closely with them. There are two parents' meetings each year and the school operates an 'open door' policy when parents are free to discuss their children's progress. Pupils' annual reports are of good quality and give parents a clear picture of their children's achievements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high by the end of Year 6 due to the very good teaching in the junior classes that challenges all pupils to achieve their best.

1. In the 2002 national tests, pupils at the end of Year 6 attained standards in English above the national average. In mathematics, standards were in the highest five per cent nationally and in science, attainment was well above the national average. Boys and girls performed equally well in all three subjects. The percentage of pupils reaching the higher National Curriculum Level 5 was above average in English and very high in mathematics and well above average in science. When these figures are compared with schools with a similar intake of pupils, standards in all three subjects exceeded those found in these schools. In recent years, the trend in the school's standards for all three subjects was above that found nationally.
2. The school's targets for both 2002 and 2003, set in conjunction with the local education authority, were exceeded for the percentage of Year 6 pupils reaching the expected level for their age. Current standards at the end of Year 6 continue to be high and pupils' achievement is very good.
3. Pupils with special educational needs achieve very well in relation to their abilities and their individual education plans, especially in their acquisition of literacy and numeracy skills. They are well supported by the learning support assistants. These pupils are offered work providing appropriate challenge; the tasks they are set closely mirror those offered to other pupils, so that they feel included in all class activities. Learning support assistants develop close working relationships with the pupils for whom they are responsible and this contributes to their progress.
4. Pupils' standards of literacy are above national averages by the end of Year 6 and are sufficient to support learning in subjects across the curriculum. Writing is used effectively to support development in other subjects, for example, in science and geography.
5. Current standards of numeracy in Year 6 are well above the national average. There are very good opportunities for pupils to develop their mathematical skills in other areas of the curriculum, for example, in science, information and communication technology, geography and design and technology.
6. The quality of teaching in the junior classes is very good. The teachers have a very secure command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to certain individual pupils. Lessons incorporate high expectations and challenge for pupils with different levels of attainment. There are very effective links with what pupils have already achieved and new learning makes progressive demands on them. Relationships are very good and pupils are expected to have high standards of behaviour. Pupils demonstrate excellent attitudes to their work and are keen to complete work to a high standard within set time limits. Pupils are, on occasions, given choices about how the work is to be done and this makes a positive contribution to their independent learning skills. Lessons have a brisk pace, and resources, pupil groupings and adult assistance are all managed well and used to promote the learning of specific knowledge or skills and to keep pupils on task. Teachers know their pupils well and their lesson planning identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure attainment and

progress. Homework is set and caters well for pupils of differing abilities by focusing on pupils' individual learning targets.

7. A very positive aspect of teaching across the school is the very good classroom management and discipline, which all teachers maintain. There is a consistent approach to behaviour, which enhances the quality of pupils' learning. A further strength of the teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. Overall, good reference is made to pupils' individual learning targets when teachers are discussing their work with them and this makes a very good contribution to pupils' understanding of their own learning. When marking pupils' work, teachers assess the work thoroughly and constructively and their comments are diagnostic, to help pupils know what they have done well and what they need to work on to improve. There is good quality, long-term written curriculum plans to provide a framework for teachers' lesson planning, and ensure progress across year groups. There is very good development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are well taught and teachers question pupils very carefully to check their understanding of the work covered.

There is a wide range of learning opportunities offered to pupils in the junior classes.

8. A major focus of the school has been the maintenance of a curriculum, which both fulfils statutory requirements and makes learning relevant and accessible to all pupils. By careful planning, the school succeeds in covering all subjects while making effective links between areas of learning. Pupils receive a curriculum that is very good in terms of breadth, balance and relevance. Strategies for teaching literacy and numeracy skills are good. The school is fully inclusive and pupils are well supported. The curriculum provided for pupils with special educational needs is good throughout the school. Pupils' needs are identified at an early stage and good quality individual education plans ensure that pupils make good progress. These plans are shared with the teaching assistants who provide good support for pupils. The provision for extra-curricular activities is good, for example, there are clubs offering cricket, netball, football, badminton, computers, recorders and drama.

Pupils' attitudes to learning are excellent and their behaviour in class is very good.

9. Pupils have excellent attitudes to school. They are proud of their school and speak with enthusiasm about their schoolwork. Excellent attitudes to learning are demonstrated by pupils in Year 6. The vast majority of parents support the view that their children like school. Pupils are ready to take part in new experiences and to learn from them. In the junior classes, where teachers demonstrate enthusiasm and drive, the pupils respond with a correspondingly high level of interest, which in turn enhances the rate at which they expand their knowledge.
10. The relationships that pupils have with each other are very good and they enjoy excellent relationships with their teachers. Pupils show respect for their teachers and develop a sense of equality and fairness in their dealings with each other. Governors and parents see the school as an orderly community and the inspection evidence supports this. Pupils respect each other's values and beliefs and there are no racial tensions. They play happily together in the playground and, in the dining hall, boys and girls engage in friendly discussion and there is a good social atmosphere.

The school takes very good care of pupils and parents have very positive views of the school.

11. The school takes very good care of its pupils. Teachers and members of the support staff have a thorough understanding of each pupil's educational and personal development needs and use this knowledge effectively in order to achieve the best possible outcome for them. The warm, friendly, family atmosphere of the school is valued and nurtured by both staff and parents and their close connections sustain this ethos. Pupils respond well to their teachers and other staff members and their relationships are characterised by co-operation and consideration.
12. Excellent use is made of assessment procedures to guide pupils' learning and track their progress through the school and these are used to very good effect in the junior classes. The school uses this information to track and monitor pupils' attainment and to set further learning targets for individual pupils. Consequently, pupils are effectively challenged in all areas of their learning and their personal development is very good.
13. There is a very good working partnership between class teachers and the special educational needs manager, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. Their needs are efficiently assessed and an appropriate level of support is provided. Class teachers, to guide lesson planning, use individual education plans which are drawn up for all pupils on the register effectively. The majority of targets are clearly defined and regularly reviewed. Progress is carefully monitored against the targets set on the individual education plans.

Leadership and management are very good.

14. The leadership and management of the school are very good and continue to build on the high standards that pupils attain in the junior classes. There is strong support from the senior management team which gives a clear and positive direction to the work of the school. Senior staff are very clear about the school's core purpose of achieving high standards of attainment and discipline through very good teaching and care of pupils. The school improvement plan, based on systematic monitoring, and evaluation of the school's work, is a very effective tool in supporting appropriate developments, and as a result, long-term strategic planning is very good.
15. A significant strength in the leadership and management of the school is the very effective procedures in place to monitor the quality of teaching and learning in order to ensure that standards are as high as possible. A very positive aspect of this monitoring is that the school shares identified strengths of individual teachers with their colleagues, which effectively assists further improvements in the quality of all teachers' work. Working closely with the senior management team, the headteacher has therefore been very successful in developing a dedicated and enthusiastic staff, with a shared sense of commitment to school improvement.
16. Led by the headteacher and governing body, management is targeting effective and practical methods to raise pupils' achievement in the reception and infant classes and to improve the quality of teaching, learning and the curriculum within these classes. This has been successful, with the employment of new staff in the past year, and standards in reading and writing now match those seen in many schools. Standards in mathematics are also average although not enough pupils are gaining the higher levels. In science, standards are slightly below average because of the teaching of knowledge and facts, rather than allowing pupils to show what they know and basing future teaching on that. The headteacher is very aware of this situation and there are

plans, highlighted on the school's improvement plan, to address this situation next term.

17. The carefully considered delegation of subject responsibilities ensures that teachers make a very effective contribution to the development of the curriculum. They effectively evaluate standards and identify necessary developments needed in order to raise standards further in their subjects. All members of staff, both teaching and non-teaching, work very well together and teachers take every opportunity to discuss and share ideas with their colleagues and advise them. The provision for pupils with special educational needs is good and is managed well. Identification, support and monitoring procedures are organised effectively. The non-teaching staff are very well briefed about their work and make a significant contribution to the standards and the welfare of the pupils.
18. Because of the very good leadership skills in the school, the governors are now much more involved and play an increasingly effective role in the school's strategic development. The chair of governors gives a good lead and she is well supported by the rest of the governing body in their understanding of the strengths and areas for development. They are now effective in fulfilling all statutory requirements and there is a shared commitment to improving standards.

WHAT COULD BE IMPROVED

Higher expectations from teachers to improve achievement in the reception class and the infant classes.

19. The quality of teaching in these three classes is satisfactory and, consequently, pupils learn soundly. There have been many changes of staff in the two infant classes and this has had a negative effect on pupils' achievement. The current Year 2 had a particularly unsettled time in Year 1 and this has been of considerable concern to parents.
20. However, this is not the whole story and one of the reasons for the satisfactory rather than good achievement of children in the reception class and of those in the infant classes is that teachers do not have high enough expectations of what pupils are able to know, understand and do. The pace of learning in these classes is comfortable rather than challenging and does not always offer enough challenge, particularly for higher-attaining pupils. The school has also experienced difficulties in the past in employing suitably qualified and experienced staff for their infant classes. The headteacher has tried hard to appoint expertise; sometimes from a limited field of applicants. Although the situation is now changing, with several staff quite new in post, this has inevitably impacted on the school's work. This goes some way to explaining why pupils in the past, particularly the higher-attaining pupils, have not achieved at the higher levels in their national tests. While the proportion of pupils gaining the nationally expected Level 2 has been acceptable, the proportion gaining the higher levels, particularly in mathematics, has been well below the national average.

The leadership and management of writing across the school.

21. The leadership and management of writing lacks the expertise and rigour seen in mathematics and science. This is because the subject leader with responsibility for standards across the school has been absent for some time due to ill-health. Consequently, while teachers are doing their very best, they are not always clear about what steps are needed in order to improve the writing of all pupils. There have been recent improvements in this area and this is reflected in the latest test results.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to maintain the very good improvement and develop the school further, the headteacher, staff and governors should address the following issues:
- (1) Improve achievement for all pupils in the reception class and Years 1 and 2 by:
 - raising teachers' expectations of what pupils know, understand and can do;
 - ensuring that teachers have a clear understanding of what pupils need to learn next;
 - ensuring that teachers then set challenging tasks that match pupils' learning needs. (paragraph numbers 16, 19 and 20)

 - (2) Improve the quality of leadership and management of pupils' writing across the school to ensure that the subject manager has:
 - the necessary subject expertise;
 - a clear overview of current standards and what is needed to ensure high standards across the school. (paragraph number 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	4	7	0	0	0
Percentage	7	14	29	50	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 seven percentage points.

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)	n/a	209
Number of full-time pupils eligible for free school meals	n/a	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	45

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	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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
206	0	0
0	0	0
1	0	0
1	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

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)	8.9
Number of pupils per qualified teacher	23.4
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	199

FTE means full-time equivalent.

Financial information

Financial year	2002/3
	£
Total income	522,854
Total expenditure	524,082
Expenditure per pupil	2,544
Balance brought forward from previous year	34,867
Balance carried forward to next year	33,639

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	13	12	14
	Total	25	23	26
Percentage of pupils at NC level 2 or above	School	89 (87)	82 (83)	93 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	11	13	10
	Total	23	25	22
Percentage of pupils at NC level 2 or above	School	82 (87)	89 (80)	79 (90)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	10	12	12
	Total	25	28	28
Percentage of pupils at NC level 4 or above	School	86 (86)	97 (83)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	10	11	11
	Total	24	26	27
Percentage of pupils at NC level 4 or above	School	83 (79)	90 (86)	93 (97)
	National	73 (72)	74 (74)	82 (82)

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

209

Number of questionnaires returned

109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	3	1	1
My child is making good progress in school.	49	43	6	1	2
Behaviour in the school is good.	48	52	0	0	0
My child gets the right amount of work to do at home.	27	58	13	2	0
The teaching is good.	50	45	3	0	3
I am kept well informed about how my child is getting on.	34	48	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	35	8	2	0
The school expects my child to work hard and achieve his or her best.	57	39	3	0	1
The school works closely with parents.	36	50	13	1	1
The school is well led and managed.	48	48	3	0	2
The school is helping my child become mature and responsible.	43	50	5	0	3
The school provides an interesting range of activities outside lessons.	37	52	6	4	1