

# INSPECTION REPORT

**RAMSGATE HOLY TRINITY CE (VA) PRIMARY  
SCHOOL**

Broadstairs

LEA area: Kent

Unique reference number: 118751

Headteacher: Mr D Haughton

Reporting inspector: Brenda Spencer  
20451

Dates of inspection: 16<sup>th</sup> – 17<sup>th</sup> September 2002

Inspection number: 247956

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:         | 4 - 11                                    |
| Gender of pupils:            | Mixed                                     |
| School address:              | Dumpton Park Drive<br>Broadstairs<br>Kent |
| Postcode:                    | CT10 1RR                                  |
| Telephone number:            | (01843) 860744                            |
| Fax number:                  | (01843) 861290                            |
| Appropriate authority:       | The Governing Body                        |
| Name of chair of governors:  | The Reverend PA Adams                     |
| Date of previous inspection: | January 1998                              |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                |                      |
|--------------|----------------|----------------------|
| 20451        | Brenda Spencer | Registered inspector |
| 9092         | Ron Elam       | Lay inspector        |
| 22577        | Margaret Hart  | Team inspector       |

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

### **INFORMATION ABOUT THE SCHOOL**

Ramsgate Holy Trinity is an average sized, Voluntary Aided Church of England primary school in Broadstairs, Kent, for pupils aged four to 11 years. Most of the pupils have average socio-economic backgrounds and their personal, social and communication skills on entry to school are average. There are 19 pupils attending part time and 195 full time; 103 are boys and 111 are girls. One pupil left and two joined the school last year outside the normal times of transfer. There are no pupils from ethnic minorities or any for whom English is an additional language. Sixteen per cent of pupils are on the special needs register, which is below the national average. One per cent has statements of special educational needs. Eight per cent are eligible for free school meals. This is broadly in line with the national average.

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

Ramsgate Holy Trinity is a very effective school with a strong Christian ethos. Children in the Foundation Stage are on track to achieve the recommended goals for their learning by the end of the reception year. Pupils at the end of Year 2 achieve standards above national averages in English, mathematics and science. By the end of Year 6 standards reached in these subjects are well above the national average. The ethos enables boys and girls of all abilities to achieve well. The quality of teaching and leadership is very good overall. Costs are average and, given the factors above, the school achieves very good value for money.

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

- Pupils achieve high standards in English, mathematics and science.
- The school successfully promotes very good working habits, excellent standards of behaviour, very good relationships and high levels of attendance.
- The quality of teaching is very good; pupils are motivated by the high expectations made of them.
- The headteacher is very effective and is ably supported by staff and governors in providing a very strong educational direction and Christian ethos.

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

- Formal procedures for monitoring the quality of teaching and learning require improvement.
- The long and medium term planning for school improvement is currently inadequate.

*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 1998. Recommendations made at that time have been partly met. Assessment procedures for pupils in Years 1 and 2 are much improved and are now very good. Whilst training occurred to develop the skills of co-ordinators, several recent staffing changes mean this work must be revisited. These staffing changes have also limited improvements in art.

The school is justifiably proud of developments on many other fronts which are very good overall. Standards in national tests have improved for pupils aged seven and 11 and they are high in English, mathematics and science by the end of Year 6. The development of the playground has had a very positive effect on behaviour. Pupils' attitudes to work and the quality of teaching are now very good. The quality of leadership and management has improved. Finances are now secure and have enabled a significant investment in information and communication technology. Overall the school has a strong capacity to maintain these impressive achievements.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | A             | B    | A    | A               |
| mathematics     | A             | B    | A    | A               |
| science         | B             | A    | A    | A*              |

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

Standards reached in English, mathematics and science in National Curriculum tests in 2001 were well above the national averages for pupils aged seven and 11. They were in the highest five per cent nationally for reading and writing for pupils aged seven. Compared to similar schools, standards were very high for reading and writing at age seven and also for science at age 11. Overall, these were an outstanding set of results. No national comparisons are available for 2002 but standards have improved again for pupils aged 11; however, they slipped for those at seven. The trend over time has been for improving results in both groups, in line with the national trend overall. Both boys and girls exceed the national average for their gender. The boys perform as well as girls in mathematics at age 11 and are closing the gap in English. Pupils generally exceed targets set for tests at 11 years comfortably because of the very good progress they make in Year 6.

The inspection took place in the third week of the autumn term. Given the pupils' impressive work ethic they are on track to maintain the high standards of previous years. Children in reception class, who started full-time attendance the week of the inspection, were settling well and most are on track to achieve the early learning goals. Particularly striking was the quality of pupils' singing. Boys and girls of all ages apply themselves very well and pupils with special educational needs flourish because of the carefully targeted support they are given.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Pupils settle to their work extremely quickly.  |
| Behaviour, in and out of classrooms    | Excellent. Particularly impressive is the way that very valuable items can be left on display without fear of accidental or deliberate damage.           |
| Personal development and relationships | Very good. Older pupils are very caring of the youngest members of the school. Pupils work well together in lessons.                                     |
| Attendance                             | The attendance rate in 2000/2001 was well above the national average and the rate of unauthorised absence was broadly in line with the national average. |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | 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.*

The quality of teaching in English and mathematics is very good and skills in literacy and numeracy are developed very well. Particular strengths in teaching throughout the school include clear and high expectations of pupils, very good use of learning support assistants and very good use of assessment to plan appropriate work. Every classroom is an attractive place to learn and pupils' work is presented well. Teaching supports pupils with special educational needs very well so they make as good progress as their peers. The school has been conscious of the need to motivate boys to write and has been particularly successful in achieving this through non-fiction tasks in the junior classes. Lessons for younger pupils often recognise the need for boys to be active and tailor activities accordingly. Children in reception class have settled well in response to the warm, calm and encouraging relationships being developed. Throughout the school pupils concentrate well and take pride in their work.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The curriculum is broad and includes all the subjects of the National Curriculum and religious education. Particular emphasis is placed on literacy and numeracy to good effect. The children in reception enjoy many opportunities to learn both inside and outside the classroom.     |
| Provision for pupils with special educational needs   | Very good support and procedures are in place. Pupils are identified and enabled to make very good progress in their lessons.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school environment gives pupils many opportunities for reflection. They are encouraged to work together and develop a strong moral code. Adults in school provide a very good model in the way they relate to one another. Pupils develop a very good musical awareness. |
| How well the school cares for its pupils  | There are appropriate procedures for ensuring the pupils' protection. Academic progress is monitored very well.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Leadership is very strong and provides a coherence to the pupils' learning. Established co-ordinators are doing a very good job. Training is needed for those recently appointed. Their job descriptions need reviewing and their role extending in budgeting and school improvement planning.   |
| How well the governors fulfil their responsibilities             | Governors are very supportive of the school and have a good understanding of its strengths and points for development. Some are developing the role of critical friend well but their ability to shape the direction of the school could be supported better by the school developing an improvement plan outlining a longer-term view. They are regular visitors to the school, have strong links with classes and monitor curriculum developments. Their work is of increasing benefit to the school as a result of a thoughtful self-review of their effectiveness. |
| The school's evaluation of its performance                       | Good overall. There is thorough evaluation of test results to identify where improvements could be made. There is useful informal monitoring of teaching but the timetable for formal monitoring for Performance Management slips because the role is confined to the headteacher. Monitoring is strong for the core subjects and less focused in other areas.   |
| The strategic use of resources                                   | The budget is allocated according to educational priorities. Staff are very well deployed to help the pupils learn effectively. The current large underspend is earmarked for building development and investment in computers. The school compares its performance with similar schools to seek best value and monitors standards rigorously.   |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>• The high expectations the school has of their children.</li> <li>• The children's very good behaviour.</li> <li>• How much their children like school.</li> <li>• How well the school is led and managed.</li> <li>• The quality of teaching.</li> <li>• The very high standards the children achieve.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The information they receive about their children's progress.</li> <li>• The amount of homework their children do.</li> <li>• A greater sense of fun and a relaxed atmosphere on appropriate occasions.</li> </ul> |

The inspection team agrees with the parents' positive views. They also agree that the information provided, particularly in reports about their children's attainment and progress could be more detailed. However, the other matters raised were not a cause of concern during the inspection.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards in English, mathematics and science.**

1. Pupils enter school with average personal and social skills, basic counting knowledge and some acquaintance with letters. They make good progress and by the end of reception year most children are in line to reach the early learning goals for their learning. Impressively, the scrutiny of work shows some higher attaining pupils exceed the goal for writing. Pupils achieve standards in national tests at age seven well above the national average. Their performance in 2001 was in the top five per cent of all schools for reading and writing. Pupils at age 11 also did very well, obtaining results in English, mathematics and science which were well above the national averages. Of greater importance, the comparison of results with similar schools was equally pleasing. Results were well above average and in the top five per cent for reading and writing at the end of Key Stage 1 and for science at the end of Key Stage 2. The proportion of pupils at age seven reaching the higher levels in tests and teacher assessments was well above average for writing and in the top five per cent for reading and science. It was above average for mathematics. The proportion of pupils at age 11 reaching the higher levels was in the top five per cent for mathematics, well above average for science and above average for English. Both boys and girls do very well compared with the respective national averages for boys and girls. By the end of Key Stage 2 the boys are performing as well as girls in mathematics and are closing the gap in English. There are no national comparisons available yet for results obtained in 2002. However, the results have improved for pupils aged 11 and have dipped for pupils aged seven.
2. The scrutiny of work shows that pupils acquire well-developed skills in literacy and numeracy. At this early stage of the academic year pupils were achieving standards in English and mathematics above the national average. They write for a very broad range of purposes and one pupil recently won an external prize for a very effective piece of poetry. Pupils throughout the school present their work with evident pride and complete the marked corrections conscientiously. The pupils' success is a direct result of the shared commitment of staff to reaching the highest possible standards and of how well these expectations are so consistently communicated.

#### **The school successfully promotes very good working habits, excellent standards of behaviour, very good relationships and high levels of attendance.**

3. There is a business-like atmosphere in school. Pupils have a very good record for attendance and punctual arrival in the morning. In lessons they waste no time in settling to their work. They listen well to their teachers, work well together and take their learning seriously. One Year 6 pupil remarked over lunch, "We will have to work even harder this year because the 11-plus exam is earlier".
4. Pupils' behaviour is excellent. It is worthy of note that valuable pieces of Clarice Cliff and Shelley china are on display in the corridors. These pieces are perfectly safe because of the calm way pupils move around the school. The atmosphere is not at all oppressive. After grace is said respectfully at lunchtime pupils talk to each other freely, creating a social atmosphere. Whilst behaviour was generally good at the time of the last inspection, reservations were expressed about the conduct of pupils at playtime. The behaviour is much improved. Pupils have fun, are to be found rolling down the hillocks in the field and playing together without raising any cause for complaint. It is pleasing to watch.
5. Relationships are very caring. For example, during the inspection children in reception experienced their first full-time days which included having lunch. Year 6 pupils chatted to them kindly, saw to their needs such as cutting up food and shepherded them through the cafeteria. Their sensitivity ensured that the youngest children in the school had a very positive experience. Boys and girls are equally at ease in this role.

**The quality of teaching is very good; pupils are motivated by the high expectations made of them.**

6. The quality of teaching has improved since the last inspection and is now very good overall. All teaching observed was in the range of satisfactory to very good. The majority of lessons observed were at least good. The very good lessons were characterised by the intellectual challenge offered to pupils of all abilities.
7. The most effective features of teaching across the whole age range of pupils included:
  - very clear explanations which gave pupils a strong sense of purpose;
  - sensitivity to the needs of pupils at an early stage of the academic year which helped them feel secure;
  - a good flow of activities which helped pupils stay interested and engaged; and
  - thorough subject knowledge, which enabled pupils to reach high standards.
8. Many lessons open with the aims of the lesson being made explicit, sometimes by writing them on the board. As a result, pupils set about their tasks, for example examining shapes to decide how many faces they have or annotating a piece of historical writing in order to prepare a biography, with clarity of purpose. Learning support assistants are well briefed and so are able to give pupils the same sense of direction in their work.
9. The inspection took place after the school had only been in session two weeks following the summer break. Pupils in reception class with autumn birthdays were beginning their very first days of full-time education. Throughout the school, adults working with the pupils were concerned that they should all have positive experiences at this important time. In lessons it was evident that pupils with special educational needs were made to feel that their contributions to discussions were valued. Routines were clarified and pupils were being given time to find their feet in a new classroom with a new teacher.
10. Staff took trouble to ensure that pupils would not have their patience tried by being kept at activities for longer than was productive. For example, time spent on the carpet for whole class lessons was carefully monitored so that pupils did not become restless. There was also a good awareness of the preceding activity and whether this had been passive or active. For example, following a music lesson when the pupils remained seated for half an hour, the teacher was concerned that the introduction to the art lesson should not involve extended explanation on the carpet. Mathematics lessons often begin with a lively mental activity which gets the brains working. This may be followed by a taught session and some practical group work. This kind of flow and rhythm to lessons is very effective in keeping pupils engaged. In a music lesson, the flow of warm up of voices, to rehearsing a recently learned song, listening to and comparing two pieces of baroque music, learning a new song and accompanying it with untuned percussion kept the pupils bright and on task throughout.
11. The impressive level of subject knowledge is evident, particularly in English and mathematics lessons. This mastery allows pupils to achieve very high standards. It is also evident in the quality of marking in some books which clearly identifies how successful pupils have been and where they can target their next efforts to best effect. Skills of literacy and numeracy are well taught and pupils are given valuable opportunities to apply them, for example, by writing for a range of different purposes.
12. A distinctive feature of teaching pupils in the infant school, including the reception class, was an awareness of their need to be physically active. The school has invested in an outside area for the reception class which is being used increasingly to support more large-scale activity, for example, counting by throwing bean bags into hoops or programming a robot farmer to move to his fields containing a variety of vegetables. In a handwriting lesson pupils in Year 2 began work by using flowing arm movements in the air before working with long strokes on large pieces of paper. It was the most effective way of helping pupils to achieve the aim of developing a flow in their writing

before they tried to work with smaller letters. It was particularly beneficial to some boys who had not yet mastered finer muscle control.

13. In the junior school the flow of lessons is often managed by carefully targeting questions. This reflects the quality of assessment which enables teachers to pose questions at the appropriate level for pupils of different abilities. The use of questions also keeps pupils engaged in the lesson in a way which would not be so effective with a lecture technique to give information.

**The headteacher is very effective and is ably supported by staff and governors in providing a very strong educational direction and Christian ethos.**

14. The Christian ethos and spiritual dimension of the pupils' experience are evident immediately the threshold of the school entrance is crossed. Displays send messages about the importance of caring for one another and the importance of Christianity in the pupils' lives. The corridors and all the classrooms are attractive and filled with examples of good work and stimulating artefacts which help pupils reflect on important questions and find models of high standards to emulate. There is a strong sense of community, of governors, staff and headteacher all working together to do the best for the young people in their care. This consistency reflects the strong impact of leadership in the school.
15. Staff are passionately concerned with helping pupils do justice to their capabilities. This is clearly effective in striving for high standards in national and local authority tests. However, staff are also concerned that pupils learn to get along together. The pupils are given lots of opportunities for group and paired work where they have to listen to one another and to consider different opinions. They are guided to be kind in their judgements. Pupils receive effective models of behaviour and relationships from all the adults who surround them. For example, dinner supervisors and cooks are courteous and thoughtful, and learning support assistants do their best to ensure that pupils with special educational needs are successful and develop self-esteem.
16. The leadership is prepared to divert from the general path, for example the national strategies for literacy and numeracy were adapted rather than followed to the letter to best suit the needs of the pupils in the school. Clearly, the school strategy has been very successful. The confidence in seeking appropriate direction partly lies in the quality of professional debate which is highly valued by the staff.

**WHAT COULD BE IMPROVED**

**Formal procedures for monitoring the quality of teaching and learning require improvement.**

17. Formal procedures for monitoring the effectiveness of teaching and learning of English, mathematics, science and information and communication technology are in place. These include moderating samples of work on an annual basis. Examples are taken from a cross section of ability groups and from boys and girls. These procedures provide the school with valuable information about pupils' progress from year to year and about the quality of marking and how it helps pupils to improve and recognise their success. Useful observations of teaching have also been made by the English co-ordinator in order to evaluate and improve the provision.
18. There are many effective informal ways in which the quality of work in the school is monitored. Staff consider their daily conversations about the provision one particularly useful example of this. The headteacher observes teaching and learning regularly on an informal basis as he is a constant presence around the school and works alongside his colleagues. In addition, a formal timetable is set for observing teaching to inform the process of Performance Management. At present only the headteacher is trained to carry out this function and, because of the diverse demands of school life, the programme as planned does not happen in practice. These formal procedures for monitoring teaching do not involve members of the senior management team other than the headteacher. This limits their management expertise and makes slippage in the timetable more

likely. It does not allow the school to fulfil its ambition to bring the advantages of Performance Management to staff other than qualified teachers.

19. There are useful procedures for monitoring the curriculum and effectiveness of teaching and learning in the core subjects. These are not currently applied to other subjects. This limits the potential of newly appointed co-ordinators to evaluate their areas of responsibility and to gain evidence-based insight into where priorities for development should lie.

**The long and medium term planning for school development to shape the direction of the school is currently inadequate.**

20. The school has not followed the path of many institutions of becoming over burdened with paperwork. In general this is to be welcomed. However, there are some omissions which if remedied would help fulfil the school's desire to provide the best possible opportunities for their pupils. Presently, the future direction of the school and the ambitions of its leaders expressed in interviews are not captured well enough in the school improvement plan. The printed vision is confined to the current academic year. It needs to extend into the medium and long term, across a broad front of school development.
21. The involvement of key staff in improvement planning is not extensive enough. There are examples of effective action planning by co-ordinators, for example to develop literacy and for effective early learning. Where these action plans include the actual strategies for monitoring progress they provide a good model to feed into the school improvement plan. The involvement of staff could beneficially move beyond discussion of the school improvement plan to directly providing some of the contents at a draft stage arising from their own monitoring.
22. The governing body in the last academic year undertook a self-review with the help of the local authority and identified a need to strengthen their role in development planning. At present not all the ambitions identified in the school improvement plan are measured by success criteria directly related to the impact on pupils but are drafted in terms of actions taken. Nor are the budget and planning decisions reviewed formally on an annual basis, using success criteria measured by previously agreed and identified strategies. Processes such as these would enable governors and staff to take a more active part in determining the most effective future direction of the school.

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

23. In order to improve the school further the governors, headteacher and staff should:
  - (i) strengthen formal procedures for monitoring school effectiveness by:
    - involving and training all members of the senior management team in carrying out observations for Performance Management to enable the timetable to be followed; and
    - extending the best practice used to monitor the provision for the core subjects to inform judgements about the foundation subjects.

*(paragraphs 17 - 19)*
  - (ii) expand the scope of the school improvement plan into the medium and long term to shape the direction of the school by:
    - planning beyond the current academic year;
    - incorporating the co-ordinators' action plans directly into the school plan;
    - identifying the ways outcomes will be monitored;
    - defining success criteria more often in terms of pupils' learning; and
    - using these criteria to identify whether best value has been achieved in allocating the budget in the previous financial year.

*(paragraphs 20 - 22)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 20 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 6         | 12   | 2            | 0              | 0    | 0         |
| Percentage | 0         | 30        | 60   | 10           | 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 five percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 205     |
| Number of full-time pupils known to be eligible for free school meals | 17      |

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 | 33      |

| 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           | 1            |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.2 |

#### Unauthorised absence

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

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| 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 |
|--|------|------|-------|-------|
|  | 2001 | 14   | 18    | 32    |

| National Curriculum Test/Task Results       |          | Reading  | Writing  | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 14       | 14       | 14          |
|   | Girls    | 18       | 18       | 18          |
|   | Total    | 32       | 32       | 32          |
| Percentage of pupils at NC level 2 or above | School   | 100 (91) | 100 (97) | 100 (100)   |
|   | National | 84 (83)  | 86 (84)  | 91 (90)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 14       | 14          | 14       |
|   | Girls    | 18       | 18          | 18       |
|   | Total    | 32       | 32          | 32       |
| Percentage of pupils at NC level 2 or above | School   | 100 (97) | 100 (97)    | 100 (94) |
|   | National | 85 (84)  | 89 (88)     | 89 (88)  |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 13   | 18    | 31    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 13      | 10          | 13       |
|   | Girls    | 17      | 16          | 18       |
|   | Total    | 30      | 26          | 31       |
| Percentage of pupils at NC level 4 or above | School   | 97 (90) | 84 (76)     | 100 (90) |
|   | National | 75 (75) | 71 (72)     | 87 (85)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 11          | 12      |
|   | Girls    | 17      | 16          | 16      |
|   | Total    | 28      | 27          | 28      |
| Percentage of pupils at NC level 4 or above | School   | 90 (90) | 87 (86)     | 90 (97) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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



### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 3   |
| Number of teachers appointed to the school during the last two years   | 3.1 |
| <hr/>  |     |
| 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 | 214 |
| Number of questionnaires returned | 66  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 61             | 32            | 5                | 3                 | 0          |
| My child is making good progress in school.  | 55             | 39            | 5                | 0                 | 2          |
| Behaviour in the school is good.   | 71             | 29            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 35             | 48            | 15               | 0                 | 0          |
| The teaching is good.  | 65             | 32            | 2                | 2                 | 0          |
| I am kept well informed about how my child is getting on.                          | 45             | 42            | 11               | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 59             | 24            | 6                | 6                 | 3          |
| The school expects my child to work hard and achieve his or her best.              | 73             | 27            | 0                | 0                 | 0          |
| The school works closely with parents.   | 42             | 42            | 9                | 5                 | 0          |
| The school is well led and managed.  | 62             | 27            | 5                | 0                 | 5          |
| The school is helping my child become mature and responsible.                      | 48             | 44            | 2                | 5                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 12             | 38            | 17               | 6                 | 21         |