

# INSPECTION REPORT

**The Potterhanworth Church of England  
Primary School**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120534

Headteacher: Mrs J Reeder

Reporting inspector: Mrs C Green  
21526

Dates of inspection: 20-21 May 2003

Inspection number: 248156

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Main Road Potterhanworth Lincoln
Postcode:	LN4 2DT
Telephone number:	01522 791031
Fax number:	01522 791031
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P Garner
Date of previous inspection:	16 <sup>th</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Potterhanworth Church of England Primary School is a small rural school for pupils aged four to eleven years. There are currently 82 pupils on roll, the majority of whom live in the village, (although a significant proportion come from further afield). The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs, including those that have a statement of special educational need, is above the national average. There is one pupil from a minority ethnic background and there are no pupils for whom English is an additional language. The attainment of pupils when they start school is typical of that found nationally. There are three classes in the school. Each class is taught by two part-time teachers.

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

Potterhanworth is a successful school. Pupils in all classes make good progress and many attain above average standards in English and mathematics. The oldest pupils also reach above average standards in science. The quality of teaching is consistently good and is particularly effective for children under five. All teachers apart from the headteacher, work on a part-time basis, they willingly take on new initiatives and are committed to continued improvement. They work very well together with all other members of staff to provide a safe, caring and stimulating learning environment. Pupils respond well by working hard but at the same time they enjoy their learning. Their behaviour is very good. Pupils willingly take on responsibility and respect and look after each other well. Leadership and management of the school is good. The school's development plan is effective and ensures clear educational direction. Governors support the school well and under the leadership of the recently appointed headteacher the school has the capacity for continued improvement. The school gives good value for money.

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

- All pupils, including those with special educational needs, make good progress in their learning. The standards they reach in English, mathematics and science by the time they leave school are above average.
- The quality of teaching throughout the school is consistently good and at times it is very good. The teaching of children under five is particularly effective.
- Pupils' attitudes to learning, their behaviour and personal development are very good. Attendance is above the national average. Staff know and care for pupils very well. They provide a safe and stimulating learning environment.
- The leadership and management of the school is good. Staff work well as a team to create a very positive school ethos.

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

- Consistency in the arrangements, expectations and support for part-time teachers.
- Improved communication with parents to alleviate their concerns over the effectiveness of job share arrangements.

*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 March 1998. Since that time there have been considerable changes in staffing, including a new headteacher who took up her post in May 2003. The school has maintained the good standards that pupils achieve and the good quality of teaching. Extensive building works which have recently been completed have ensured substantial improvement to the school's accommodation. The school has successfully addressed the key issues identified at the last inspection. Consequently standards in science have improved so that by the time they are eleven pupils' attainment is above average. Provision for children under five is now a strength of the school, including the provision for their physical development through outdoor play. The school plans very effectively for its long term improvement.

## STANDARDS

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

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

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

The results of the eleven year-olds in 2002 in the National Curriculum tests indicate that standards were below average for English, while those for mathematics were in the lowest five per cent when compared to similar schools. This was a small cohort (eleven pupils) with an unusually high proportion (30 per cent) of pupils with special educational needs, making the statistics unreliable and indeed misleading. Other records kept by the school shows that older pupils make good progress and achieve well. The standards being achieved by this year's eleven year-olds are above average in English, mathematics and science.

National curriculum tests in 2002 for seven year-olds, again a small cohort of thirteen pupils, show standards in reading and mathematics to be below average, but standards in writing were similar to the expected standard. Again school data shows that pupils in all classes including those with special educational needs, make good progress in English and mathematics.

As is often the case where schools have small cohorts there are wide fluctuations in test results between subjects and years, but the trend since 1998 until the present time shows that standards overall in English and mathematics are close to the national average and that standards in science are above the national average.

Inspectors were particularly impressed by pupils speaking and listening skills. Children under five make very good progress and the majority have reached the learning goals described in the Foundation Stage curriculum before the end of their Reception year.

The school has set targets for the Year 6 national curriculum tests in 2003 and 2004, which are suitably challenging and likely to be achieved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school. They work hard and enjoy their learning.
Behaviour, in and out of classrooms	Behaviour, both in classrooms and in the playground, is very good. There is good self-discipline. Older pupils look after the younger children very well.
Personal development and relationships	This is a strength of the school. Pupils and staff get on well together. They co-operate and support each other very well. The oldest pupils take their responsibilities seriously and confidently carry out their duties.
Attendance	The attendance rate is above the national average and unauthorised absence is low.

The school provides many opportunities for pupils to take on responsibilities including a very active and effective school council. Relationships throughout the school between staff and pupils and between pupils themselves are very good. The resulting atmosphere is one of care and trust.

## TEACHING AND LEARNING

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

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

The quality of teaching is consistently good and at times very good. It is particularly effective for the youngest children. Teachers prepare lessons well so that they successfully meet the needs of the wide range of age and ability in each class. Together with teaching assistants teachers know their pupils very well and they effectively engage pupils' attention through interesting activities and the good use of resources. This enables pupils to make good progress. Pupils learn basic literacy and numeracy skills well. There is a good level of challenge in most lessons. Pupils respond well to this by working hard and doing their best.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and teachers' individual strengths are used well. This promotes good standards in art and music, especially in the oldest class. Staff are becoming particularly effective at using information and communication technology to support pupils' learning. The school provides a wide range of extra-curricular activities.
Provision for pupils with special educational needs	The support for pupils with special educational needs is very good. All members of staff work well together to ensure that pupils are fully included in all activities, and that they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. The very positive, warm atmosphere promotes a climate in which pupils are keen to do well. Pupils are encouraged to care for others and to know right from wrong. They learn about their own and other cultural traditions and show respect and tolerance.
How well the school cares for its pupils	Pupils are valued as individuals. All staff know and care for them well. There are very effective procedures in place to ensure that the school provides a safe environment. Pupils' progress is carefully monitored.

The school makes good use of the local community to widen and develop the curriculum and has built constructive links with the local secondary school. This supports the oldest pupils in making a smooth transition to their next stage of education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Staff work well together and are committed to continuous improvement. They are very successful at realising the school's aims and values. The recently appointed headteacher has a good understanding of the school's strengths and areas for future development.
How well the governors fulfil their responsibilities	The governing body supports the school well and is very effective in carrying out its statutory responsibilities.
The school's evaluation of its performance	The school has very good systems in place for analysing data and for monitoring the quality of teaching and learning. The school development plan gives clear educational direction to the work of the school.
The strategic use of	Good financial management ensures that resources are used

resources	well. Additional funding for special initiatives e.g. the Network Learning Community supports the school in improving aspects of teaching and learning. The school carried forward a substantial proportion of its budget at the end of the last financial year in order to furnish and resource the new building extension.
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Governors and the previous headteacher have worked hard to secure and manage recent extensive improvements in the school's accommodation This has been of benefit to pupils' learning. Staff have created an attractive and stimulating learning environment. The school understands and applies the principles of Best Value for instance in the way it compares its spending with schools of a similar size.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children's good behaviour .</li> <li>• They feel comfortable about approaching the school with a problem.</li> <li>• The school is well led and managed.</li> <li>• The school helps children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Better communication about job share arrangements.</li> <li>• Information on the criteria used to select children for after-school clubs .</li> </ul>

The inspection team supports parents' positive views. However, the school could keep parents better informed about job share arrangements in the future and explain to parents the criteria used to select pupils for after-school activities.

## **PART B: COMMENTARY**

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

**All pupils, including those with special educational needs make good progress in their learning. The standards they reach in English, mathematics and science by the time they leave school are above average.**

1. When children start school at aged four their attainment is typical of that found nationally. They make very good progress so that by the end of the year they are working beyond the early learning goals which define the level of attainment expected nationally for children of this age. Through the very varied range of planned activities available children learn to play and work co-operatively and they are fully engaged in their learning. They read simple texts confidently, using their phonic knowledge well when attempting to read unfamiliar words. The children form their letters correctly and are beginning to write in sentences using capital letters and full stops effectively. During a whole class 'circle time' they express their thoughts clearly and are confident to join in with their year 1 classmates. In mathematics they recognise and can count numbers beyond twenty and can successfully count in two's. Stimulating resources, together with interactive, lively teaching methods and effective teamwork between the teacher and teaching assistants, contributes to children's very good progress.
2. Pupils continue to make good progress so that by the time they are seven their speaking and listening skills and their reading skills are above average. They express their views confidently and can carefully explain, for example, how to make an electrical circuit, or enact a role when reading the script of 'Little Red Riding Hood'. They read a range of texts with enjoyment and are beginning to talk about their favourite characters. In mathematics they have learned a range of strategies to help them solve problems and when working as a whole class they are sufficiently confident and independent in their thinking to choose their own preferred method. The level of work set is often challenging, especially in mathematics, and this encourages pupils to work hard and to strive for continuous improvement.
3. By the time they are eleven pupils achieve standards in English, mathematics and science that are above the national average. Speaking and listening skills continue to develop well. Teachers ensure that pupils have many opportunities to develop and apply these skills. For example, the oldest pupils can successfully plan and lead a whole school assembly. Their confidence and ability to articulate clearly their concerns about taking care of our environment engage the full attention of staff and pupils alike. Reading and writing skills are equally well developed. The majority of pupils are reading a wide range of literature, including poetry. They read fluently, with good expression, and can discuss their preferences for different authors. The standard of writing for the oldest pupils is also above average. They write effectively for a variety of different purposes including poetry, persuasive writing and letters of complaint. In mathematics pupils continue to develop their problem solving strategies and use their knowledge of inverse operations to check their answers. With the support of a teacher from the local community college, eleven year-olds are successfully learning how to apply their knowledge of constructing a database through designing a survey for their fellow pupils. Standards in science have improved since the last inspection so that for eleven year-olds they are above the national average. Pupils' work covers a good range of scientific enquiry. They have a good understanding of what constitutes a fair test and are able to select a suitable approach when testing a hypothesis.

4. There are effective systems in place for tracking pupils' progress and for setting individual targets. In the best lessons teachers remind pupils of their targets and this helps them to focus on the next steps in their learning. Continuous and accurate assessment ensures that those with special educational needs are monitored carefully and this is a factor in the good progress they also make.

**The quality of teaching throughout the school is consistently good and at times it is very good. The teaching of children under five is particularly effective.**

5. The consistently good quality of teaching is a strength of the school. Teachers plan their lessons very thoroughly and ensure that activities are well matched to the wide needs and abilities of all the pupils in their mixed aged classes. The very good day-to-day assessment of what pupils know and can do ensures that work is built on previous learning and helps teachers define what pupils need to do next to continue their learning. There are very good working relationships between teachers and teaching assistants, so that assistants are well briefed and have a good understanding of what it is the teacher intends pupils to learn. These clear learning objectives which are identified for each lesson are also explained to pupils so that they also know the purpose behind activities. This effective planning, together with teachers good subject knowledge, especially in mathematics and English, ensures that basic skills are well taught. Pupils are able to use these skills in other curriculum areas. For example, Year 6 pupils used their mathematical skills accurately when carrying out careful measurements in a science experiment, and children in the Reception year group used their early writing skills confidently when they play at taking orders in the Chinese Restaurant.
6. Teachers use a variety of good teaching strategies that engage and hold pupils' interest and attention. They are very skilful at ensuring that all pupils are actively involved in whole class activities. They do this through the use of good questioning and stimulating resources. The effective use of individual questioning encourages pupils' good speaking and listening skills and also helps teachers to know how far pupils have understood new concepts. In mathematics lessons, for example, they are continually asking pupils to explain their thinking and to explain the method by which they reached their solution. Teachers further support pupils' learning by giving clear explanations of what they are expected to do and by modelling and demonstrating effective strategies that they can use to help them make progress. For example, in some English lessons teachers begin the lesson with a 'shared writing' activity, where the whole class suggests and agrees what is to be written and the teacher demonstrates the writing process. This helps pupils to see what they need to do to improve their work. Resources are used well to engage pupils' attention; very effective use was made of an interactive whiteboard in the oldest class in English and mathematics lessons. A good pace to lessons helps to sustain pupils' interest.
7. An essential element of the successful teaching throughout school is the very good relationships that are formed between members of staff and pupils. They know children individually and they create a very positive learning environment through good humour, praise and respect. This is particularly effective for pupils with special educational needs. Teachers and teaching assistants are very skilful at providing sufficient encouragement and support so that these pupils are fully integrated within class lessons but at the same time are working at a level that is suitable to their needs. For example, a group of boys in the oldest class with special educational needs worked with a teaching assistant to write a poem about the wind. Their efforts were very successful and they were encouraged to read their poem to the rest of the

class at the end of the lessons. Their efforts were rightly praised by the teacher and their fellow pupils. Teachers have high expectations of their pupils, both in the standards that they are expected to achieve and in the way they behave. The best lessons are challenging but because pupils are praised when they achieve well and understand that it's 'acceptable to make a mistake, they all strive to do their best and are not afraid to try.

8. The quality of teaching for Reception children is very good. These children are in a class with older Year 1 and Year 2 pupils. The teacher, together with the very good support from teaching assistants, ensures that these children receive a balanced curriculum and a wide range of stimulating activities that meet their individual needs. Although activities are planned separately they are skilfully linked to the work of the rest of the class. The majority of children have made such good progress during the year that many are working at a similar level as their older friends. Classroom routines are well established and children move independently and confidently between activities. There is a good balance between activities that are initiated by the teacher and those that pupils choose for themselves.. Stimulating resources and a very attractive learning environment encourage co-operative learning.

**Pupils' attitudes to learning, their behaviour and personal development are very good. Attendance is above the national average. All staff know and care for pupils very well. They provide a safe and stimulating learning environment.**

9. This is a school where pupils enjoy their learning. Their attitudes to school are very positive. When an eleven year-old was asked what he liked about coming to school he replied, "It's fun!" Pupils are very involved in their work so that during lessons they listen carefully to teachers' instructions and concentrate well during planned activities. They persevere when tasks are challenging and get great satisfaction from their achievements. Pupils enjoy working co-operatively; they share equipment fairly and, as they get older, enjoy performing together. For example, pupils in the oldest class were very confident in a drama lesson in which they listened to each other's ideas and worked very well together to interpret photographs, through improvisation, into short scenarios.
10. Pupils' behaviour is very good, both in lessons and in the playground. They behave very sensibly and have a clear sense of right and wrong. They are self-disciplined, to the extent that, even though they may get excited during a whole school assembly, for instance, they quickly regain composure and behave appropriately. Pupils are very kind and polite and show concern for others. They are very welcoming to visitors. Older pupils take great care in looking after the younger children and this creates a very positive family atmosphere in the school.
11. Staff are very successful in promoting pupils' personal development. Through the provision of a good range of opportunities pupils learn to take responsibility. There are duty rotas in each classroom and by the time they reach the oldest class pupils are fully prepared and willing to take on useful tasks around the school. This includes taking part in the school 'buddy system' where they are responsible for a younger child. Year 6 pupils take a very active part in the school council. They take this role very seriously, are very well organised and spend a lot of their time arranging events to raise money for charity. They also discuss areas of school life that could be improved. This helps pupils to learn about democratic processes and gives them a

real understanding of citizenship.

12. Relationships across the school are very positive; all individuals are valued and this enhances pupils' high self-esteem. Pupils quickly learn to show respect for the beliefs and values of others. They are encouraged to work co-operatively and to share their ideas; older pupils are very skilful at positively evaluating each other's work. There are other times when they are expected to work independently and are encouraged to develop their own ideas.
13. Attendance levels are above the national average and unauthorised absence is very low. The school has very effective procedures for monitoring pupils' attendance.
14. There are very good child protection and health and safety procedures in place, which are well observed. Pupils are valued as individuals, and the majority of parents feel confident in approaching the school if they have any problems. This very positive and safe working environment gives pupils' confidence in their ability to further improve.
15. Regular assessment of the standards pupils are achieving, together with the setting of individual targets, ensures that both teachers and pupils know how well the pupils are doing. Teachers use these assessments well to plan the next steps for learning. The school's effective monitoring systems ensure that all pupils, especially those with special educational needs, make good progress.

**The leadership and management of the school are good. Staff work well as a team to create a very positive school ethos.**

16. The school is unusually successful at realising its aims and values which strive to:
  - provide a caring Christian environment;
  - recognise each person's intrinsic worth;
  - develop a sense of responsibility, independence and positive self esteem;
  - offer a challenging curriculum;
  - prepare children for life beyond school.

All members of staff work hard to ensure that these aims are successfully met. Although the majority of teachers only work on a part-time basis they willingly take on new initiatives and have a shared commitment to further improvement. This creates a very positive school ethos. Teachers' individual skills are used well and together they make a very effective team. They willingly give of their own time to run extra curricular activities which widen and enhance the curriculum.

17. The school development plan provides clear educational direction for the work of the school. Priorities for development to further raise standards are agreed as a result of thorough data analysis. Effective monitoring and evaluation procedures ensure that the headteacher and governors have a good understanding of the quality of teaching and learning throughout the school and this helps them to identify where improvements can be made. Staff worked hard after the last inspection to address the issues for improvement, and regular monitoring by the previous headteacher and the LEA has ensured that good progress has been made and the issues have been fully addressed. The recent introduction of an annual school self review process has further informed governors of the school's strengths and helped them to identify areas

for development.

18. The governing body is very supportive and governors' individual expertise is used well. They regularly make visits to classrooms, in connection with priorities identified in the school development plan and have a sound knowledge of the day-to-day life of the school. They carry out their statutory responsibilities effectively. Governors have recently been involved in securing and monitoring extensive building works which have provided the school with two new classrooms and an attractive entrance area. Governors were particularly effective in ensuring that the new accommodation met the particular needs of the pupils at their school.
19. The recently appointed headteacher has quickly acquired a good understanding of the school's strengths and areas for further development. Under her leadership and management the school has the capacity for continued improvement.

## **WHAT COULD BE IMPROVED**

### **Consistency in the arrangements, expectations and support for part-time teachers. Improved communication with parents to alleviate their concerns over the effectiveness of job share arrangements**

20. The school is unusual in that in each of the three classes there are two part-time teachers. During this short inspection it was only possible to see teaching from one of the teachers from each class. Nevertheless, given the good standards that pupils achieve and the good progress they make it can be assumed that the teaching is of a similar quality throughout the week. Teachers are devising systems to ensure that liaison between them is efficient. Nevertheless, there are some inconsistencies in practice that have not been fully addressed
21. Some parents at the parents' meeting expressed their concerns about job share arrangements. They were unsure about the systems in place for communication between teachers and about the arrangements for report writing and parents' evenings. Parents were not always confident that concerns they may have expressed were passed on to all the appropriate members of staff.

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

22. In order to address some parents' concerns and to ensure consistent practice across the school the governors, headteacher and staff should :
  - (i) devise and agree a policy for job share arrangements which clearly defines expectations of working practices and ensures that communication between teachers is effective. (para 21)
  - (ii) share the agreed policy with parents. (para 21)
  - (iii) ensure that governors monitor the implementation of the policy. (para 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

32

Number of discussions with staff, governors, other adults and pupils

14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	1	0	0	0
Percentage	0	36	57	7	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### 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)		82
Number of full-time pupils known to be eligible for free school meals		7

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		14

#### 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	1

### Attendance

Authorised absence

Unauthorised absence



	%
School data	5.21
National comparative data	5.4

	%
School data	0.008
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)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	3	5
	Girls	6	7	7
	Total	8	10	12
Percentage of pupils at NC level 2 or above	School	62 (100)	77 (90)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	6
	Girls	7	7	7
	Total	10	12	13
Percentage of pupils at NC level 2 or above	School	77 (90)	92 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	7	4	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	6
	Girls	3	2	4
	Total	8	6	10
Percentage of pupils at NC level 4 or above	School	73 (88)	55 (94)	91 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	3	3	4
	Total	8	8	10
Percentage of pupils at NC level 4 or above	School	73 (94)	73 (93)	91 (100)
	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	80		
White – Irish			
White – any other White background	1		
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	1		
Chinese			
Any other ethnic group			
No ethnic group recorded			

*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)	3.6
Number of pupils per qualified teacher	22.7:1
Average class size	27

### Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	69.5

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	0.8
Number of teachers appointed to the school during the last two years	1.0

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.*

## Financial information

Financial year	2002
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	£
Total income	250,860
Total expenditure	232,209
Expenditure per pupil	2,831.8
Balance brought forward from previous year	31,240
Balance carried forward to next year	33,265

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

65
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Number of questionnaires returned

51
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### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	39	6	0	0
My child is making good progress in school.	51	39	8	0	0
Behaviour in the school is good.	53	45	0	0	0
My child gets the right amount of work to do at home.	39	51	4	0	4
The teaching is good.	65	22	2	0	10
I am kept well informed about how my child is getting on.	45	41	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	0	0	0
The school expects my child to work hard and achieve his or her best.	61	33	4	0	0
The school works closely with parents.	43	47	8	0	0
The school is well led and managed.	73	25	0	0	0
The school is helping my child become mature and responsible.	57	39	0	0	2
The school provides an interesting range of activities outside lessons.	43	43	10	2	0