

INSPECTION REPORT

THE BRAMPTONS PRIMARY SCHOOL

Northampton

LEA area: Northamptonshire

Unique reference number: 121803

Headteacher: Susan Amos

Reporting inspector: Anna Dawson
11608

Dates of inspection: 1 – 2 October 2002

Inspection number: 248284

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Harlestone Road Chapel Brampton Northampton
Postcode:	NN6 8AW
Telephone number:	01604 842078
Fax number:	01604 842078
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Turnock
Date of previous inspection:	January 12 th 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11608	Anna Dawson	Registered inspector
19694	Moira Kerr	Lay inspector

The inspection contractor was:

Chase Russell Limited
85 Shores Green Drive
Wincham
Cheshire
CW9 6EJ

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Bramptons Community Primary School is a small, rural school near Northampton. It mainly draws its pupils from Chapel Brampton and other surrounding villages. Most pupils have attended a nursery or a playgroup before they start the reception class in the year they become five. Pupils enter the reception class with a broad range of attainments. In general their social and language skills are above average. There are 87 pupils on roll, of these 47 are boys and 40 are girls. They are grouped in three classes. This is smaller than most other primary schools. The national average is 226. Thirty one per cent of pupils have been identified for special educational needs. This is above the national average of 23.7 per cent. There are no pupils who have a Statement of Special Educational Need. There are a small number of very able pupils. The percentage of pupils that may be eligible for free school meals is not known by the school because all the pupils bring their own lunch to school. All pupils are British and all speak English as their first language. There are 2.2 per cent of the roll from Asian heritages. The school has a stable population and has been oversubscribed for the last two years. The characteristics of the school are slightly less favourable than those reported at the time of the last inspection in 1998 as the number of pupils with special educational needs has increased.

HOW GOOD THE SCHOOL IS

This is an effective school with an ethos that promotes good achievement and equality of opportunity. Pupils have very good attitudes to work and relate very well to one another. The headteacher leads with clear educational direction and vision and the school is well thought of by the parents and the community. She is fully supported by a committed hardworking staff and an effective governing body. Because the quality of teaching is good the pupils achieve well. By Year 6, pupils currently attain above average standards in mathematics and science. Standards in reading and in pupils' speaking and listening skills are well above average. In writing, pupils attain average standards. The school gives good value for money.

What the school does well

- The pupils achieve well by Year 6 and attain above average standards in mathematics and science. Standards in reading are well above average.
- The headteacher has set clear educational direction to raise standards.
- There is good quality teaching and learning across the school.
- Pupils' attitudes, values and personal development are very good.
- There is very good provision for pupils' spiritual, moral and social development. There is very good provision for extra-curricular activities.

What could be improved

- Provision for: pupils' story writing; opportunities for the most able to devise their own investigations in science; and the school's computers and software.
- The headteacher has a very high teaching commitment. There is insufficient time for management responsibilities.
- Pupils' understanding of the cultural diversity within the current United Kingdom society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1998. The key issues from the last inspection have been resolved. There has been good improvement in the quality of the leadership and teamwork of the staff. The provision for pupils' spiritual, moral, social and cultural education is better than it was at the time of the last inspection.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	2000	2001	2002	2002	
English	A	C	B	C	well above average A above average B
mathematics	C	B	C	D	average C below average D
science	B	C	E	E	well below average E

Caution must be exercised when interpreting the test data because when there are small numbers of pupils taking the tests, this diminishes the statistical reliability of the data. For example in 2001, only 12 pupils took the test. In 2002 there were 13 pupils taking the tests. Comparisons over time against national norms and schools with similar contexts are not significantly reliable because of the small numbers of pupils taking the tests and the lack of contextual data.

From a scrutiny of school assessment data, it is clear that pupils achieve well. In 2002, pupils in Year 6 exceeded the targets set by the school for English, mathematics and in science. This is mainly due to the effective teaching, the high expectations of the staff and the pupils' enthusiasm for learning. Pupils' results in mathematics were almost at an above average standard. In science, although there was good improvement as all pupils achieved the nationally expected level, none achieved at a higher level which diminished the overall standard.

By the end of their reception year, most pupils achieve well and attain the Early Learning Goals. Most are working towards or within the National Curriculum. By Year 2, and Year 6 pupils continue to achieve well and are attaining above average standards in mathematics and science and in English overall. In reading, pupils attain well above average standards and average standards in writing. Pupils are articulate and speak fluently and concentrate very well in lessons. The school has continued to be successful in raising standards in English. However, writing remains a focus for improvement as pupils' attainment is not as high in writing as it is in reading. In science, the most able pupils are not always stretched to devise and carry out their investigations. Pupils with special educational needs get good support and make good progress towards their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They concentrate very well during lessons because they enjoy school and say they find their lessons interesting.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and in and around school. Pupils are responsible and they play and work happily together.
Personal development and relationships	Very good. Pupils respect the views of others and form constructive relationships with each other and the staff.
Attendance	Satisfactory. Pupils are punctual and arrive on time and most have good attendance. Attendance is satisfactory, mainly due to the number of holidays taken by pupils during school time.

TEACHING AND LEARNING

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

The quality of teaching and learning is good across the school. And ranged from satisfactory to very good. Pupils make good progress in English and mathematics because teachers are competent in teaching the basis skills in literacy and numeracy. In the best lessons, teachers adopt the methods advocated by the National Literacy and Numeracy Strategies. The staff set clearly focused objectives and question pupils frequently to review their learning. Where learning is not as effective, the work set does not always meet the needs of all the pupils. For example, in science, there are few planned opportunities for the most able to work independently and devise their own investigations. Planning is effective for the most part when it addresses the needs of all groups of pupils. Pupils with special educational needs and the most able are well catered for. The very able pupils often work with a year group above their own but at a level which is appropriate to them. The teaching assistants work effectively with small groups of pupils. They support those needing most help in classes and when they are withdrawn from lessons.

Good management of pupils provides an effective climate for learning where pupils concentrate on what they are doing and work hard. Reading is taught very well and is a strength. Writing remains a school focus for development as there are improvements to be made to pupils' story writing and hand writing skills. Opportunities for pupils to develop their skills in information and communication technology are restricted by the availability and insufficiency of resources. Because the staffing level is minimal, the teachers have to work very hard to implement the curriculum. They share their expertise effectively, for example, in physical education and music. This benefits the pupils and enables the staff to get to know all the pupils very well. However, the extent to which they are able to monitor teaching and learning and carry out their responsibilities is severely limited because of the

shortage of time. There is good provision for pupils in the Foundation Stage of learning. This is an improvement from the last inspection. There are a wide range of interesting and relevant activities planned. The pupils have been in school only for a few days but have happily settled into their new routines. There are planned opportunities for pupils to learn about a range of cultures and traditions. However, the locality is not fully exploited to develop pupils' understanding of cultural diversity.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for pupils in the reception classes is well planned and leads effectively into the National Curriculum. The curriculum for pupils in Key Stages 1 and 2 is broadly based. There is very good provision for extra-curricular activities.
Provision for pupils with special educational needs	Good. The teachers identify learning difficulties early. The pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development. There are few opportunities for pupils to learn about the culturally diverse nature of current United Kingdom society.
How well the school cares for its pupils	The school takes very good care of the pupils. Pupils' personal development is supported well.

The school has a good partnership with parents. Most parents are appreciative of the care given to their children. The vast majority help their children learn at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. However, because the staffing level is minimal, there is little time for the headteacher and the staff to carry out their management responsibilities.
How well the governors fulfil their responsibilities	The governing body is supportive of the school. The new chair of governors has made a good start in monitoring the progress of the school development and prioritising areas for development.
The school's evaluation of its performance	The school evaluates its performance through careful monitoring of test results and individual achievements. There are satisfactory procedures for monitoring learning.
The strategic use of resources	The principles of best value are applied when the governors commit to expenditure. The school now has a sharper focus for spending to bring about school improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children achieve well to attain good standards.• That the quality of teaching is good and pupils are expected to do their best.• That pupils behave well and there are good relationships between pupils and staff.• That the school is helping their children to become mature and responsible.	<ul style="list-style-type: none">• Some parents would like more information about the curriculum and feel that the school does not work closely enough with them.• A minority of parents would like to see improvements made to the quality and range of homework.

The inspectors agree with the positive view of the school held by the parents. The school has a good partnership with parents who receive very good information about current events. However, further information about the curriculum would put parents in a better position to help their children at home. The amount of homework falls within the normal range expected nationally for pupils of this age.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve well by Year 6 and attain above average standards in mathematics and science. Standards in reading are well above average.

1. The school has a small number of pupils in each year group, and therefore the comparison of National Curriculum test results from one year to another is unreliable. There are bound to be changes from year to year depending of the individual attainments of the pupils taking the tests. Despite the apparent fluctuations in standards, pupils make good progress and achieve well by the time they reach Year 6.
2. Pupils enter their reception year with a wide range of attainments. Overall, their language and social skills are above average. By the end of their reception year, most pupils have made good progress and attained the Early Learning Goals expected of this age. By Year 2, and Year 6 pupils continue to achieve well and are attaining above average standards in mathematics and science. In English, pupils attain well above average standards in reading and average standards in writing. Pupils throughout the school listen very well and speak fluently.
3. Pupils are prepared well for the national tests in Years 2 and 6. Teachers spend a considerable amount of time in analysing pupils' work for strengths and weaknesses. Problems are identified and personal targets are set. Help is given when needed. In Year 6, pupils are invited to attend 'booster classes'. The skilled teaching they receive has been successful in helping to raise pupils' attainment.
4. In English, pupils' skills in reading and in speaking and listening are very well developed. Reading is a strength of the school. The access to good quality books, promotes pupils' enjoyment and very good attitudes to reading. Throughout the school, standards are well above average. Pupils enjoy taking part in class discussions and role-play activities. They are articulate and listen very well to others when it is appropriate. The answers pupils give to teachers' questions and the points they make in discussions are enhanced by their good general knowledge. They often comment upon and add to what others have to say. Standards in writing are average. Writing is a focus for development and the school encourages pupils to attain higher standards in writing. Pupils' writing covers the full range of the curriculum and the basic skills of spelling and grammar are well developed. However, not enough time is given to developing pupils' skills in story writing. In mathematics, pupils are confident in their understanding of pattern and relationships between numbers and their

operations. A good emphasis is placed on pupils understanding and explaining how to solve number problems from an early age. In science, the skills of predicting, observation, testing, recording and drawing scientific conclusions are developing well throughout the school for most pupils. However, the most able are capable of independent learning and could be challenged further to plan and carry out their own investigations.

The headteacher has set clear educational direction to raise standards.

5. There is a clear direction set for the work of the school. Priorities are underpinned by plans for their achievement within the school improvement plan. There is a shared commitment to raising standards among the staff and improving the school's provision.
6. The school has clearly focused priorities for English, mathematics and science. An effective tracking system to monitor pupils' progress in these subjects has been introduced. This is used well to identify any pupils or groups of pupils who fall behind. Additional help is given so they do not 'fall through the net'. Personal targets are set for pupils. These are shared with their parents so that they may help and encourage their children at home. This helps pupils to know which areas need improving and to evaluate their own progress. Pupils with special educational needs are identified early. The needs of the pupils are effectively met through teaching and support in class or individual support given outside the classroom. There is good support from the Local Education Authority (LEA) personnel when needed. There is good provision for the very able pupils who sometimes work within a year group in English or mathematics that is above their own but at an appropriate level.
7. Since the last inspection teachers have responsibilities for subjects and their roles as subject leaders have developed as well as they can within the constraints of the present levels of staffing. The staff have taken responsibility for monitoring planning and agreeing standards. This has provided mutual support and enabled the subject leaders to gain an overview of pupils' progress. Limited time has been given for staff to develop their subject expertise and to monitor the teaching and learning across the school. This is because there are few staff and consequently little time to release teachers to carry out these tasks. However, staff share their expertise with one another and contribute effectively to the school improvement plan. The courses that teachers attend for their professional development linked to the school priorities and their subject responsibilities have helped staff to improve the quality of teaching. This sharing of expertise has facilitated a climate of openness to develop in which constructive comments contribute to raising standards. Subsequent action taken has focused on the development of priorities and issues for improvement. Most recently the staff, governors, parents and friends of the school have successfully raised monies and set aside the surplus monies accrued in the budget to extend the building. This will provide additional teaching space that is much needed as the hall is presently used as a classroom each morning.

There is good quality teaching and learning across the school.

8. The quality of teaching and learning are good overall. This is good improvement since the last inspection. In most lessons, the teachers effectively use the methods promoted by the National Literacy and Numeracy Strategies. Lesson objectives are shared with the pupils from the start and a useful summary at the end of each session consolidates pupils' learning and informs the teachers how well the objectives have been achieved.
9. In the very good lessons, especially in Years 5/6, the teacher moves learning along at a rapid pace. The pupils make rapid progress because they frequently revisit their existing knowledge which they are then able to apply in their new learning. The teachers frequently and

successfully question pupils to test their understanding. The quality of pupils' presentation of work is variable. The teachers set personal targets to help pupils improve. However, the marking of work does not always demonstrate clearly enough to pupils how to improve. Where teaching and learning are satisfactory, the pace of pupils' learning is slower than it could have been.

10. The teaching assistants make an effective contribution to the pupils' learning because they are deployed well and receive effective training for their work. They most frequently assist the lower attaining pupils. These pupils are either helped in class or withdrawn in small groups from lessons. The assistants are skilled in interpreting the content of the lesson so that pupils are studying the same curriculum as the other pupils in the class, but at their own level. Consequently these pupils are achieving as well as all others when they are helped this way. However, when there is no help in class or where there are a large number of pupils, they receive less individual help and their progress is diminished from a good to a satisfactory level.
11. Teachers have good subject knowledge and between them there is particular expertise in the core subjects of English, mathematics and science. In subjects such as physical education and music visiting specialist teachers or sports coaching help to further enhance the curriculum.
12. Homework throughout the school usefully extends what pupils have been learning in their lessons. The activities help to consolidate their learning during the day and successfully promote research skills.

Pupils' attitudes, values and personal development are very good.

13. Pupils of all ages have very positive attitudes to their learning. In lessons, most concentrate very well and are keen to participate. When given the opportunity they take part in role play activities enthusiastically. At other times, they show they are able to sit quietly when listening and watching others. The vast majority of pupils in the school work independently when required without the over-reliance on adult help. They sensibly share resources and, when faced with difficulties, help one another. For example, this was evident during an English lesson on poetry for Years 5 and 6 pupils. Most pupils in Year 5, worked independently at a good pace, writing imaginative and interesting endings to Walter de la Mare's 'The Listeners' while Year 6 were in discussion with their teacher on another text. Pupils take pride in most of the work that they do. Praise from the staff and certificates motivate them to succeed. However, in the absence of an agreed policy for presentation of work, handwriting and presentation of written work is not always well formed or tidy. This limits pupils' capacity to write neatly and legibly at speed, for instance, when note-taking.
14. Pupils' behave very well and are friendly and polite to visitors. From entering school, pupils are encouraged to have positive attitudes towards others and their work. The youngest pupils who have just entered school know the school routines well and respond sensibly and quickly to the teachers' requests. The older pupils undertake routine tasks such as putting out tables and chairs without the need for continuous adult supervision. The responsibilities given to pupils and the high expectations that the staff have of them has a very positive impact on their personal development. There are very good relationships between the pupils themselves and the pupils and the staff. This is extended into the playground as pupils happily play together.

There is very good provision for pupils' spiritual, moral and social development. There is very good provision for extra-curricular activities.

15. The school makes very good provision for pupils' spiritual, moral and social development. A Christian ethos is strongly represented in everyday life, especially school assemblies. The local clergy regularly take assemblies. Each assembly provides opportunities for reflection, prayer and to sing a hymn. Themes for the week are continued in the classrooms. The teachers encourage pupils to reflect on the issues raised during assemblies and matters that concern them through whole class discussions such as 'circle times'. During weekly achievement assembly praise and rewards for good work and acts of kindness and helpfulness are key to promoting the very good attitudes to work and responsible and caring attitudes to others.
16. Provision for moral development is very good. The school code of conduct is clear and unobtrusive. Pupils are taught effectively to know the difference between right and wrong and to regulate their behaviour. The pupils are self-disciplined and when asked, know what is expected of them. Instances where pupils were admonished were rare during the inspection.
17. Relationships between pupils are very good. Friendships across all ages are successfully promoted through whole school ventures and reinforce the family ethos of the school. The organisations of mixed age group classes provide the opportunity for pupils to build relationships with pupils in different year groups. Pupils responsibly play their part in the running of the school and help with the day-to-day activities. Boys and girls work well together and most take part in competitive sports or activities where they meet pupils from other schools.
18. The provision for extra-curricular activities for a school of this size is very good and is well supported by the pupils. Pupils have opportunities to learn to play the recorder, clarinet, a brass or stringed instrument or join the choir. There are sporting activities such as football, netball, rugby and cricket. Some of which are offered by the school and some by outside coaching. All of which are popular choices. Pupils take part in competitive sports, including athletics with other schools. Pupils learn the basics of French at the French club and get a chance to practise their skills during a day trip to Boulogne as they buy items from the local shops.

WHAT COULD BE IMPROVED

Provision for: pupils' story writing; opportunities for the most able to devise their own investigations in science; and the school's computers and software.

19. The development of pupils' writing is a focus for the school improvement this year. Spelling is developing well. The teachers have adopted a number of initiatives such as the spellings recommended by the National Literacy Strategy so that pupils progressively build up their knowledge and understanding of common spelling patterns and words. Teachers plan a range of opportunities for pupils to practise their skills in writing. While pupils' work contains a wide range of different types of writing, there is not enough time given to the development of story writing. There are missed opportunities across the curriculum for pupils to practise the skills of developing a story structure and narrative style. The staff are good at identifying where pupils need to improve their work; in practice the targets set for improvement are not always sharp enough to demonstrate improvement. Some pupils know where they need to go next, but the staff do not always clearly communicate to pupils how to improve. While most pupils have lively and imaginative ideas, there is limited comment in the marking of pupils' work that

demonstrates the next steps in learning. A sharper focus on pupils' personal targets and more opportunities to practise their skills would help pupils to attain at the higher levels.

20. In science, pupils throughout the school are taught the appropriate skills. The most able pupils are not always stretched sufficiently in their thinking. They are capable of working independently on investigational work. This approach would extend the pupils' skills of initiating investigations, recording and forming hypotheses to solve a given problem.
21. In information and communication technology, pupils are learning most skills appropriately with limited resources. Because there is insufficient software and the computers are not centralised, this limits the teaching of new skills. There are not enough computers available to teach skills as a class lesson. When only a few pupils at a time can use the computers, learning new skills is time consuming and places a heavy demand on teaching. The pupils use information and communication technology appropriately to support learning in all other subjects. However, the relevant software is not always available. Consequently, pupils' attainment is restricted to a satisfactory level.

The headteacher has a very high teaching commitment. There is insufficient time for management responsibilities.

22. Despite the very heavy demand made on her time, the headteacher fulfils the tasks required of her as much of her work is done at home. The schools procedures for evaluating its performance are in place. The observations of teaching and learning identify strengths and areas for improvement. The monitoring of teaching and learning in subjects other than English and mathematics is limited. The minimal staffing has hindered progress in this area. More tasks are delegated to other staff than at the time of the last inspection. Teachers are working more effectively together, sharing their expertise. However, the little time for teachers to monitor the teaching and learning in subjects for which they are responsible, limits the staff in forming an effective overview of the teaching and learning across the school.

Pupils' understanding of the cultural diversity within the current United Kingdom society.

23. Pupils have a satisfactory understanding of a range of cultural traditions and beliefs in the world. An appreciation of world musicians, artists and a variety of cultures are studied within art and design, music, history and geography. However, planned opportunities to exploit the locality and learn about diversity within our present United Kingdom society are not fully developed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The governors, headteacher and staff should:
 - (1) continue to raise pupils' attainment in story writing, science, and information and communication technology by:
 - planning further opportunities for the development of story writing in the curriculum so that pupils develop a structured narrative style and clearly communicate to pupils the skills they need to improve their work;
 - improving and centralising resources for information and communication technology;

- providing opportunities for the most able pupils to carry out their own investigations in science.
 - improving the quality of daily planning to ensure that work is matched to the attainments of the pupils.
- (2) seek ways to improve the level of staffing so that the headteacher has an appropriate time with the staff to carry out her management responsibilities.
 - (3) plan opportunities for pupils to learn and appreciate the diverse nature of society.

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	6	3	0	0	0
Percentage	0	36	43	21	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 one seven 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)	87
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	25

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

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.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	5	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (92)	100 (92)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (92)	100 (92)	100 (92)
	National	84 (85)	84 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Where 10 or fewer boys or girls take the tests their results are not reported.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	10	3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	92 (100)	92 (67)	100 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	13
Percentage of pupils at NC level 4 or above	School	84 (67)	84 (67)	100 (83)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Where 10 or fewer boys or girls take the tests their results are not reported.

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	85	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	3.8
Number of pupils per qualified teacher	22
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	49

Financial information

Financial year	2001/02
	£
Total income	242460
Total expenditure	205920
Expenditure per pupil	2901
Balance brought forward from previous year	28450
Balance carried forward to next year	64990

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	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.

Results of the survey of parents and carers

Questionnaire return rate 65 per cent

Number of questionnaires sent out	87
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	2	0	0
My child is making good progress in school.	45	45	2	2	6
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	27	45	18	4	6
The teaching is good.	48	46	0	0	6
I am kept well informed about how my child is getting on.	39	45	14	0	2
I would feel comfortable about approaching the school with questions or a problem.	53	36	5	2	4
The school expects my child to work hard and achieve his or her best.	57	37	4	0	2
The school works closely with parents.	23	50	21	2	4
The school is well led and managed.	41	47	12	0	0
The school is helping my child become mature and responsible.	45	50	5	0	0
The school provides an interesting range of activities outside lessons.	31	44	9	4	12

Percentages are rounded to the nearest integer and may not total 100.