

INSPECTION REPORT

BRAUNSTON C.E. PRIMARY SCHOOL

BRAUNSTON

LEA area: Northamptonshire

Unique reference number: 121963

Headteacher: Mrs B Parfitt

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: 11th-13th November 2002

Inspection number: 248308

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 Controlled |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Braunston C E Primary School Barby Lane Braunston Nr. Daventry Northants |
| Postcode: | NN11 7HF |
| Telephone number: | 01788 890494 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs G Thompson |
| Date of previous inspection: | 26/01/98 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|---------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Braunston C. E. Primary School is in the pleasant village of Braunston a few miles west of Daventry. The school is growing steadily with many pupils coming from outside the village. The majority of pupils are of white ethnic background. There are 184 pupils on roll, 90 boys and 94 girls aged four to eleven. Children's attainment on entry to the school varies but it is generally average overall, some children having above average communication skills and personal and social development. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs, most for learning difficulties, is also below the national average. At present, no pupil has a statement of special educational need. No pupils are at an early stage of learning to speak English as an additional language. Children start school in the September of the school year that they become five. At the time of the inspection there were 26 children in the reception class (The Foundation Stage).

HOW GOOD THE SCHOOL IS

Braunston C. E. Primary is a good school and it has many strengths. By the end of Year 6 the majority of pupils achieve very well, because the overall quality of teaching and learning in Years 1 to 6 is good. It is very good in Years 1 and 2, some excellent teaching was observed at both key stages. Pupils have very good attitudes to school. They behave very well and work hard. The school cares for pupils very effectively and parents have positive views of the school. Braunston School has made good improvements since the previous inspection. The school recognises and celebrates what it does well and is aware of what could be better. The school is led well and staff work together effectively to provide a positive learning environment that reflects the aim "We care". All pupils are fully included in the work of the school. Management of the school is effective, providing good value for money.

What the school does well

- National Curriculum results compared to all schools show that pupils achieve very high standards in mathematics. They are in the top 5 per cent nationally. Standards in English and science are well above the national average.
- The overall quality of teaching and learning is good in Years 1 to 6. It is very good in Years 1 and 2. Some excellent teaching was observed at both key stages.
- Pupils have very good attitudes to school. They behave very well in lessons and around the school. Relationships are warm and positive.
- Leadership and management of the school are good. The headteacher leads by example and uses her talents in mathematics and music very effectively. She is supported well in the management of the school by a hard working staff and committed deputy headteacher.
- Pupils are cared for very well. Child protection procedures and policies to ensure pupils' welfare are given a high priority ensuring that pupils are happy and secure in school.

What could be improved

- The overall quality of teaching and learning for children in the Foundation Stage could be improved even more.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. It has made good improvement since that time. Standards in information and communication technology and art have improved through the school. Standards in history at Key Stage 2 have also improved. Curriculum planning and assessment procedures are now effective. Individual pupil targets are set and monitored from Year 1 to 6. Weaknesses identified in the quality of teaching at Years 4 and 5 have been addressed successfully. The role of subject co-ordinators is developing satisfactorily. The school is aware of what it has achieved and what it needs to do next.

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 | C | A | A | A |
| Mathematics | A | A* | A* | A* |
| Science | D | C | A | B |

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

A* means in the highest 5 per cent nationally

Compared to all schools, results for eleven year olds have been very high in mathematics for two years. They have been well above average in English for the last two years, and in science they improved from below average to well above average in 2002. The trend for improvement is broadly in line with the national trend. In comparison to similar schools, (where similar numbers of pupils are entitled to free school meals) results were very high in mathematics, well above average in English and above average in science. Inspection evidence confirms that pupils in the current Year 6 are attaining standards that are above the national average in English and science and well above in mathematics, although targets indicate that standards will not be quite as high as last year. At the age of seven, pupils' results compared to all schools have been above average in reading, writing and mathematics for the past two years except last year when mathematics was similar to average. Inspection evidence confirms that pupils in the current Year 2 are attaining standards that are above the national average in reading, writing and mathematics. Standards in information and communication technology (ICT) and art in Years 1 to 6, and history in Years 3 to 6, have improved since the previous inspection. Throughout the school, standards in all subjects except English, mathematics and science are as expected for 7 and 11 year olds. There are examples of above average standards in some subjects such as music and art. The majority of children in the Reception Year, but not all, are likely to achieve the early learning goals by the end of the school year. The school sets challenging targets for national tests, based on careful assessment of pupils capabilities. From Year 1 to 6 achievement is at least good, often very good and pupils attain standards that are higher than might be expected in light of their initial attainment.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are eager to come to school and quickly and positively become involved in a wide range of activities. |
| Behaviour, in and out of classrooms | Very good. Pupils behave very well in and around school. They work constructively and co-operatively in groups and productively on their own. They understand the school and class rules and adhere to them. |
| Personal development and relationships | Very good. Pupils are tolerant of each other, and show a mature and growing understanding of each other and of different points of view. They are kind and considerate. |
| Attendance | Average. The attendance figures for the school are broadly in line with the national average. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|----------------|-------------|-------------|
| Quality of teaching | Unsatisfactory | Very 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 overall quality of teaching and learning is good in Years 1 to 6. It is very good in Years 1 and 2 and consistently good in Years 3 to 6. Some excellent teaching was observed at both key stages. However, it is unsatisfactory overall in the Foundation Stage. This is because although curricular planning, assessment procedures and the physical layout of the classroom have improved recently, there is a mismatch between the work that is planned and what actually happens. This results in children making slower progress than could be expected, particularly for the higher attaining children. In Years 1 to 6 teachers have a good knowledge of the subjects taught and a good understanding of how pupils learn. This is a particular strength in the teaching of literacy and numeracy. Organisation of pupils into different groups in numeracy is having a very positive impact on pupils' learning. Work is matched very well to pupils needs. In all subjects, very good use is made of positive praise to motivate pupils and build self-confidence. Teachers are adept at identifying the needs of different groups and plan their work accordingly. They set pupils fair but challenging targets and monitor progress towards them effectively. Classroom assistants work hard and are used effectively to support groups or individuals, such as pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory overall. The curriculum meets statutory requirements and all subjects are provided for effectively. Literacy and numeracy are particular strengths. However, outdoor provision in the Foundation Stage is underdeveloped at present. Extra curricular activities are satisfactory. |
| Provision for pupils with special educational needs | Satisfactory. The school implements the most recent Code of Practice and individual education plans identify appropriate targets for pupils with special educational needs. These pupils receive appropriate support. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Personal development is supported well through circle time and initiatives such as the befriending system at play times. Provision for pupils' moral and social development is very good. Provision for pupils' spiritual and cultural development is satisfactory. |
| How well the school cares for its pupils | Very well. Parents rightly have positive views of the school. Child protection procedures, and policies to ensure pupils' welfare are given a high priority, so that pupils feel happy and secure in school. There are very good procedures in place to assess pupils' attainment and to plot progress towards agreed targets. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher ensures that all staff share a common purpose and put pupils and their achievements at the heart of everything they do. Staff with particular responsibilities are clear about what they need to do and how to measure success. |
| How well the governors fulfil their responsibilities | Satisfactory. Governors are very supportive of the school and enjoy good relationships with staff. They have a sound sense of the strengths and weaknesses of the school. They are currently working towards being more involved in development planning. Statutory requirements are met appropriately. |
| The school's evaluation of its performance | Good. Results of national assessments are analysed carefully and findings provide a structure for development. The school canvasses the opinions of parents and pupils, and it responds promptly to any appropriate suggestions. |
| The strategic use of resources | Good. Staffing, accommodation and resources are good and used well. Classrooms are of a good size, there is an ICT suite and the Makepeace room is used for group work and during out of school hours it is used by the community. The Foundation Stage classroom has recently been improved. However, there is limited outdoor provision for these children. Externally the grounds are small but used in an imaginative manner. A larger than usual financial carry forward is explained by the purchase of a new boiler. The school is aware of its responsibility to apply the best value for money principles and a governor is sharing the training information appropriately. |

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 child likes school. • That their child is making good progress. • That behaviour is good. • That teaching is good. • They feel comfortable approaching the school. • That the school expects their child to work hard. • That the school is well led and managed. • That their child is becoming mature. | <ul style="list-style-type: none"> • Some parents would like more information. |

The inspection team agrees with all of the positive comments. The Inspection team judge that the school provides good information about children's progress and uses every opportunity to encourage parents to come into school to discuss any matter.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

National Curriculum results compared to all schools show that pupils achieve very high standards in mathematics. They are in the top 5 per cent nationally. Standards in English and science are well above the national average.

1. In mathematics many pupils attain very high standards. In Years 3 to 6 pupils are organised into attainment groups, which means that each group has work that matches their needs well and challenges their mathematical thinking effectively. For example, the headteacher works with Year 5 and 6 teachers each day to form an extra group of higher attaining pupils. The scrutiny of pupils work and lesson observations confirm these very high standards, for example, in the Year 5 and 6 higher attaining group, the lesson objective was to discover the surface area of cubes and cuboids. Pupils checked the area of the faces and added them together successfully. They then worked very effectively on different shapes, for example, a cylinder and a triangular prism using the formulae they had learnt. Pupils were encouraged to explain how they had arrived at their results developing further their mathematical skills. Other pupils improved their mental calculations using the four number operations well.
2. Standards in English are well above average. Pupils are articulate, speak confidently and listen carefully to each other and to their teachers. In an effective literacy lesson pupils successfully distinguished between biography and autobiography. They offer correct answers to elements of writing, for example, the use of subordinate clauses, drafting and redrafting techniques. Teachers use praise well to build self esteem and confidence in pupils so that they are keen and eager to try new things without been worried that an incorrect answer will be dismissed. Pupils understand that improvement comes through making work better than it was before, not necessarily getting it right the first time.
3. In science, standards have improved from below average to well above average in the past two years. This is because of better co-ordination of the subject, improved teaching in Years 4 and 5 and in a curriculum that meets individual needs much more appropriately. For example, pupils in Year 5 learnt that the earth rotates on an axis over a period of time and that different parts of the earth are heated at different rates. The class teacher provided interesting resources to enable pupils to see at first hand, the effect that a light turning, had on different surfaces. Pupils could feel the heat when the light was near to them and were aware of a reduction in temperature as it rotated away from them. Pupils were keen and eager to begin their work and hypothesised accurately the outcome of their investigations.
4. Standards in all other subjects are as expected for 7 and 11 year olds. This is an improvement since the previous inspection when standards were below average in information and communication technology and art at 7 and 11 and in history at 11. Standards in information and communication technology have improved because provision of an ICT suite has meant that all pupils have directed teaching time in the ICT room and consolidate this learning in the classroom. The co-ordinator is effective and supported well by an experienced support assistant who also works with small groups of pupils to improve their ICT skills. Standards in history have improved in Years 3 to 6 because there is no longer a reliance on published work sheets. Pupils now have interesting and relevant source material to work from. Some of the artwork undertaken during the Arts Week was of a high standard. In assemblies, pupils sing enthusiastically, their singing is tuneful and is enhanced by instrumental accompaniment, which is of a high standard.

The overall quality of teaching and learning is good in Years 1 to 6. It is very good in Years 1 and 2. Some excellent teaching was observed at both key stages.

5. Almost all of the teaching observed in Years 1 to 6 was good or better. Some excellent teaching was observed at both key stages. The good and very good teaching is characterised by expert use of praise to motivate and build confidence in pupils, so that they are keen to learn and hungry for new challenges. In the best lessons, teachers use very good questioning skills, and review learning with pupils effectively at the end of each lesson. Learning objectives are made clear to

pupils so that they understand what is expected of them. For example, in a very good dance lesson pupils understood that the lesson objective was to compose and link movements to music that interpreted the seasons of the year. The lesson plan was clear and pupils were provided with interesting activities that they enjoyed and enabled all of them to participate enthusiastically. Teachers' management and organisation of pupils is very good. In a topic lesson about homes and houses in Year 1, all groups were on task, and working hard even though the teacher was focussing on one particular group, she was actively watching the whole class and at intervals intervening with challenging questions to maintain attention and concentration. The best lessons provided pupils with a high level of challenge. For example, in a music lesson in Year 5 the class was split into two groups, one working with the class teacher the other with the headteacher. Both groups were characterised by very good relationships that encouraged pupils to improve their performance, and by the excellent match of work that effectively challenged all pupils.

6. In a Year 2 numeracy lesson, the skills of a classroom assistant were used very well to support a small group of pupils. The teaching was characterised by excellent strategies to develop pupils' mental activity, by enabling pupils to share their thinking clearly, and extend their understanding. Pupils learn well because they are interested in the tasks set them. They work at a good pace, and concentrate well, acquiring a good understanding of the concepts taught and achieving the objectives set for them.

Pupils have very good attitudes to school. They behave very well in lessons and around the school. Relationships are warm and positive.

7. Pupils' attitudes, behaviour, personal development and relationships are very good. Pupils have a thirst for knowledge. They concentrate extremely well in lessons and enjoy school. In Years 1 and 2 there is a buzz of excitement at the prospect of sharing learning. For example, in a numeracy lesson pupils in Year 2 were keen to show their division number sentences to each other and to the teacher. The majority of pupils across the school respond well to questioning and are articulate and keen to share their experiences, such as, retelling wartime stories they had heard from their grand and great grandparents.
8. Throughout the school behaviour both in and out of lessons is very good. Pupils are fully aware of how to behave and of the rules for a happy and hard working school. No disruptive behaviour was observed; any minor mis-demeanours are tackled swiftly, sensitively and always with the involvement of those concerned who are asked to think about the consequences of their actions. Pupils know the school motto "We care" and what that means in relation to their behaviour.
9. Personal development and relationships between pupils and pupils and adults are very good. Pupils are given appropriate responsibilities such as distributing the milk at break time, setting up the hall for assembly and helping out at lunchtime. The Playground Friends, in their yellow baseball caps, are a particularly good example of how pupils look after each other and how relationships between older and younger pupils are fostered and developed. In lessons relationships between teachers and pupils are good, teachers know the pupils extremely well and are sensitive to their academic and social needs. Praise is given frequently and appropriately and pupils grow in confidence. Pupils work equally well in groups and pairs, when asked to comment on each other's performance they do so sensitively. For example, in a good guided writing session in Year 6, and when listening to each other's contributions during reviews at the end of lessons. In a physical education lesson pupils spontaneously and without prompting clapped the performance of one of their friends. They show that they do indeed "care" about each other and this is a strength of the school.

Leadership and management of the school are good. The headteacher leads by example and uses her talents in mathematics and music very effectively. She is supported well in the management of the school by a hard working staff and committed deputy headteacher.

10. The headteacher is a dedicated and caring leader who uses her considerable skills in mathematics and music to benefit the pupils. She has created a committed team of hard working staff and supportive governors who ensure that the aim of the school "We Care" is fully embedded in the everyday work of the school. The headteacher is clear about what the school does well and has

implemented structures to address the main areas for development. The headteacher and her deputy work together well to give a clear educational direction to the work of the school. The role of subject co-ordinators, most who are relatively new to the school, is developing appropriately. The way that staff have worked together to develop ICT, led effectively by the co-ordinator, is a good example of how teamwork supports improvement in provision, teaching and standards.

11. Procedures are now in place and working effectively to set and monitor pupils achievement and then to set realistic but challenging school targets. The headteacher is keen to ensure that all areas of the school are assessed regularly to ensure that pupils are receiving the best provision possible. Parents and pupils are asked for their opinions on school life and, where appropriate, action is taken.
12. Financial management is good and contributes to the schools educational priorities effectively. One of the main priorities has been to maintain single year groups. There has been a higher than usual carry forward this year but it is explained by a large capital outlay. The governors are very supportive of the school and are developing their understanding of the principles of best value and applying them appropriately. The secretary supports the smooth running of the school effectively. All staff are committed to the aims of the school and there is a real feeling of team spirit.

Pupils are cared for very well. Child protection procedures and policies to ensure pupils' welfare are given a high priority ensuring that pupils are happy and secure in school.

13. The school is a very supportive community with a warm and caring ethos that places children firmly at the centre of everything it does. The high quality of care provided is apparent from the first moment a visitor enters the school and is welcomed by friendly staff and pupils. The school pays very close attention to protecting pupils from harm and to promoting their health, safety and general well-being. There are very comprehensive child protection procedures that are well understood by all staff.
14. There is a detailed health and safety policy that is checked rigorously by the headteacher and governing body. There are good arrangements for first aid, and fire drills are held regularly. Although school meals are no longer provided, caring and thoughtful arrangements make it a pleasant part of the school day. All adults make a positive contribution to the school's caring ethos. They act as very good role models and pupils follow their good example by showing kindness and courtesy to each other. Pupils show complete trust and respect for the adults who help them. They know that staff can be relied upon in every situation to provide wholehearted support and sympathetic guidance. Teachers know their pupils and their work very well and they respond readily and sensitively to their needs. They show they value pupils' contributions in lessons by encouraging them to answer with a warm smile. This is caring and effective teaching and helps to raise pupils' self-esteem. Pupils have complete confidence in the security and support that the school provides and this helps them to settle down and concentrate on their lessons. Pupils in Year 6 were keen to tell inspectors how much they had enjoyed their time in school and how much they valued and respected their teachers.

WHAT COULD BE IMPROVED

The overall quality of teaching and learning for children in the Foundation Stage could be improved even more.

15. There have been recent initiatives in the Foundation Stage with regard to planning for the early learning goals, assessment of children's achievement and the organisation of the classroom into clearly defined curriculum areas. Although still at an early stage, these improvements in provision are going some way to supporting children's learning and raising standards. However, for many children progress towards achieving the early learning goals and exceeding them is too slow. Although relationships are good and children enjoy the activities provided expectations of learning are not high enough. Planning covers the long, medium and short term and gives some guidance to adults working with the children. Daily planning identifies many learning objectives. However, in practice there is a mismatch between planning and what actually happens. For example, in a creative development activity the objective was linked to colour mixing, but the session began with a cutting activity that lasted far too long, resulting in little planned learning taking place. Therefore, progress towards the declared learning objective was too slow.
16. There are many activities available and used by children. However, for some groups learning objectives are unclear. There is a lack of adult intervention and direction, this results in children's attention waning, consequently they lose concentration and become silly. When this is noted, effective strategies are used to manage this behaviour and children respond immediately and conform to teachers' expectations but learning has been interrupted. For example, children using the computer were confused about loading a disk and lost interest after several unsuccessful attempts. Provision for outdoor activity is limited. There is an accessible area directly outside the classroom with some large equipment that is used from time to time but it is not an integral part of the curriculum at present. This is a lost opportunity to develop children's physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. Braunston is a good school with many strengths. Pupils achieve above average standards. Pupils have very good attitudes to school. They behave very well and work hard. Braunston has made good improvements since the previous inspection. To sustain and improve even more the headteacher, staff and governors should:

Ensure that the teaching and learning in the Foundation Stage are improved by:

continuing to improve curriculum planning so that all areas of the early years curriculum are fully implemented and that learning objectives are clearer to all adults working with the children.

(Paragraph 15 and 16.)

making sure that children are clear about what they are expected to learn.

(Paragraph 16.)

ensuring that all staff have high expectations of children's learning.

(Paragraph 15.)

continuing to improve assessment procedures so that staff know what children understand and can do, and are then clear about what the children need to learn next.

(Paragraph 15.)

improving the outdoor provision and its use so that children's physical development is fully included in the curriculum.

(Paragraph 16.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 17 |
| 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 | 2 | 4 | 7 | 3 | 1 | 0 | 0 |
| Percentage | 12 | 24 | 41 | 17 | 6 | 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 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) | 184 |
| Number of full-time pupils known to be eligible for free school meals | 5 |

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 | 35 |

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 | 36 |
| Pupils who left the school other than at the usual time of leaving | 7 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.4 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| 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 | 14 | 14 | 28 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 12 | 14 |
| | Girls | 14 | 14 | 14 |
| | Total | 28 | 26 | 28 |
| Percentage of pupils at NC level 2 or above | School | 100 (93) | 93 (89) | 100 (93) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 14 | 14 |
| | Girls | 14 | 14 | 14 |
| | Total | 27 | 28 | 28 |
| Percentage of pupils at NC level 2 or above | School | 96 (93) | 100 (93) | 100 (93) |
| | 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 | 11 | 12 | 23 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 10 | 11 |
| | Girls | 12 | 12 | 12 |
| | Total | 22 | 22 | 23 |
| Percentage of pupils at NC level 4 or above | School | 96 (96) | 96 (96) | 100 (96) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 10 | 11 |
| | Girls | 11 | 11 | 12 |
| | Total | 20 | 21 | 23 |
| Percentage of pupils at NC level 4 or above | School | 86 (96) | 91 (96) | 100 (96) |
| | 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 | 152 | 1 | 1 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 1 | 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**Financial information****Qualified teachers and classes: YR – Y6**

| | |
|--|----|
| Total number of qualified teachers (FTE) | 8 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 26 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 65 |

FTE means full-time equivalent.

| | |
|--|--------|
| Financial year | 01/02 |
| | £ |
| Total income | 379642 |
| Total expenditure | 361680 |
| Expenditure per pupil | 2358 |
| Balance brought forward from previous year | 48080 |
| Balance carried forward to next year | 66042 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 6 |
| Number of teachers appointed to the school during the last two years | 6 |

| | |
|--|---|
| 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 | 184 |
| Number of questionnaires returned | 110 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 27 | 2 | 0 | 2 |
| My child is making good progress in school. | 52 | 41 | 2 | 1 | 4 |
| Behaviour in the school is good. | 36 | 54 | 7 | 0 | 3 |
| My child gets the right amount of work to do at home. | 36 | 50 | 8 | 4 | 3 |
| The teaching is good. | 54 | 45 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 24 | 50 | 17 | 3 | 6 |
| I would feel comfortable about approaching the school with questions or a problem. | 61 | 36 | 2 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 53 | 47 | 0 | 0 | 0 |
| The school works closely with parents. | 34 | 48 | 16 | 1 | 2 |
| The school is well led and managed. | 48 | 48 | 0 | 0 | 5 |
| The school is helping my child become mature and responsible. | 42 | 50 | 3 | 2 | 3 |
| The school provides an interesting range of activities outside lessons. | 37 | 40 | 7 | 0 | 15 |