

INSPECTION REPORT

ALL SAINTS PRIMARY SCHOOL

ELSTON

NEWARK

LEA area: Nottinghamshire

Unique reference number: 122799

Headteacher: Mrs. Lesley Molyneux (Acting)

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 24th - 26th June 2003

Inspection number: 248400

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 Aided
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Top Street Elston Newark
Postcode:	NG23 5NP
Telephone number:	01636 525324
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A. Pinchera
Date of previous inspection:	8/12/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Anglican Methodist Primary School is situated in the village of Elston, near Newark. Ninety-five boys and girls, aged 4 to 11, attend school, and are currently taught in four classes. The number on roll has increased since the time of the previous inspection, when there were 52 pupils. Until recently the school was arranged in four classes each morning and three each afternoon to make the most of the available funds. The children may start school part-time in Reception in the term following their fourth birthday and they attend full time at the beginning of the term in which they are five. Pupils come mainly from homes in the village, but nearly a third travel from homes in surrounding villages and towns. Virtually all of the pupils are from a white British background and all of the pupils speak English as their first language. About 12 per cent of the pupils have special educational needs, which is below average. There are no pupils with a statement of special educational need. About 12 per cent of the pupils are eligible for free school meals, which is broadly average. Attainment on entry covers a wide range, as noted by the previous inspection in 1997, but is average overall. There have been significant changes to the staffing of the school since the previous inspection, mainly due to promotion. Most of the teachers and many support staff have been appointed since that time. Levels of pupil mobility are also higher than average. For example, only a half of the pupils in the current Year 6 have attended the school since the reception class. A significant proportion of pupils also transfer to other local schools before the end of Year 6. This makes comparison between attainment at the end of Year 2 and Year 6 less straightforward than in many schools.

HOW GOOD THE SCHOOL IS

This is an effective and friendly school where pupils of all levels of ability make good progress in their learning and attain above average standards overall. This is due to the good leadership and management by the head teacher and senior staff, which has resulted in overall good teaching and a rich and varied curriculum. Pupils enjoy school, behave well and have very good attitudes to their learning as a result of the hard work of all staff. The school provides good value for money.

What the school does well

- Standards in English and science are above average at the end of Year 6.
- Pupils like school and have very good attitudes to their learning. They enjoy coming to school and attendance is above average.
- Assessment is good and is starting to be used very well to track the progress of individuals and groups.
- Teaching in the junior classes is good and leads to pupils making good gains in their learning.
- Provision for pupils with special educational needs is good and is managed very well. These pupils make good progress towards their learning targets as a result.
- The curriculum is of good quality and is enriched by a wide range of trips and visitors. It provides a rich and stimulating experience for pupils. The provision for extra-curricular activities is very good.
- Parents value the work the school does to help their children to become mature and responsible.

What could be improved

- The accommodation has significant limitations as the school hall and dining room also functions as a class for the oldest pupils. Library space is extremely small.
- Opportunities for pupils to learn about the multi-cultural nature of British society are too limited.

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 1997, when three key issues were raised. The school has responded to each of these issues well and there has been a good level of improvement in each of them and satisfactory improvement overall. Effective criteria have been established in the policy for pupils with special educational needs against which their needs and progress can be measured. Individual education plans are clear and relevant and the targets are regularly reviewed. Assessment of standards attained by children in reception is undertaken regularly and the information gained is used well when planning future work.

Assessment of pupils' progress in reading is recorded and due note is taken of National Curriculum level descriptors to provide information for the next teachers.

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	A	A	C	D
mathematics	C	C	C	D
science	D	A*	D	E

Key	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

As can be seen from the table above, standards in subjects vary from year to year. This is partially due to the small size of each year group, which causes statistical analysis to be less reliable, and partially to regular, significant pupil turnover. In English, standards were well above average in the end of key stage tests for pupils in Year 6 in 2000 and 2001, but average in 2002. This result indicated that these pupils had made overall satisfactory progress since their results at the end of Year 2, although compared to similar schools on the basis of the number of pupils eligible for free school meals, the standards were below average. In mathematics, results have been consistently in line with the national average and pupils' progress has been average compared to their prior attainment. Again, the results were below the average for similar schools. In science, standards were below average in 2000, in the top five per cent nationally in 2001 and below average in 2002. These results were well below those attained in similar schools and represented unsatisfactory progress since the teacher assessments of that cohort at the end of Year 2. The school has responded to this by re-scheduling the timing of science lessons to the morning and making it a major focus for improvement in its development plan.

At Key Stage 1, results of the tests at the end of Year 2 have varied from above to well above average in reading. These results were average when compared to similar schools. Results were consistently well above average in writing, and in the top five per cent of schools nationally in 2002. This was well above the average for similar schools. In mathematics, results were consistently well above the national average and well above the average of similar schools. The school's targets are ambitious, but changes in the cohort as pupils come and go mean they may not always be met despite the acceptable progress of individual boys and girls within the cohort. Currently, standards in English, mathematics and science are average at the end of Year 2. Standards in mathematics are average at the end of Year 6. Standards in English and science are above average at the end of Year 6 and pupils' achievements are good. Pupils with special educational needs make good progress towards their learning targets, due to the good quality of support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to their learning. They pay attention and are very interested and involved in lessons and other school activities.
Behaviour, in and out of classrooms	Behaviour is good overall. There are small, but significant, numbers of pupils with challenging behaviour in each class, but these pupils are managed effectively so that the learning of the majority is not disrupted. Behaviour around the school, at playtimes and at lunch-times is good.
Personal development and relationships	Pupils make good progress in their personal development and older pupils show good levels of initiative and responsibility in their work and in social

	interactions.
Attendance	Attendance is above average. Pupils enjoy school and are keen to come. Lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	satisfactory	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 good overall. It is satisfactory in the reception and infant classes and good in the junior classes. At the top end of the school, teaching is frequently very good. The quality of teaching is good overall in English and particularly so in the classes for the oldest pupils, who make good gains in their learning as a result. In mathematics, the quality of teaching is satisfactory overall throughout the school. However, a significant proportion of the teaching of the junior pupils is good. Scrutiny of workbooks indicates that in the past, work had, on occasion, been set in mathematics for infant pupils, which was the same for those in Years 1 and 2, irrespective of their prior attainment. This did not provide enough challenge for potentially higher attaining pupils in these lessons, although their progress overall has been satisfactory in the long term. Teachers are confident in their teaching of literacy skills. Teaching of numeracy is generally confident and the school has recently focussed on the development of investigative skills in mathematics. Teachers make great effort to make their lessons interesting and exciting and arrange a wide variety of visitors and trips to places of interest. These generate great interest in pupils, who respond with good levels of effort. Teachers let pupils know what the learning targets are for each lesson and this involves them fully in their own learning and makes them aware of how well they are doing in each lesson and what they need to do next to improve. Pupils with special educational needs are taught well and make good progress towards their learning targets as a result.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. Staff all work very hard to make lessons interesting and exciting. The provision for extra-curricular activities is very good and has a positive effect on pupils' attitudes, and the standards they attain.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. It is managed very effectively by the special needs co-ordinator and pupils make good progress towards their individual targets as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Pupils are given good opportunities to learn to take responsibility for their actions and to use their initiative. Provision for social and moral development is good. Provision for spiritual and cultural development is satisfactory overall. However, while pupils learn a lot about the local culture and traditions, opportunities for them to learn about the multi-cultural society in which they live are too limited.
How well the school cares for its pupils	There are satisfactory procedures for child protection and ensuring pupils' welfare. The acting headteacher is actively addressing the fact that no member of staff has up-to-date training in child protection and first aid procedures.

The school works effectively with parents, who are generally supportive of its work. Good quality information is provided for parents about what is going on in school and how well their children are progressing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the head teacher is good and ensures clear educational direction. Management is good; the priorities for development are very appropriate and focussed on raising standards further.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively. They have ensured that statutory requirements are met and take a positive role in monitoring standards, for example, by analysing attendance figures. They have a good understanding of the strengths of the school and areas for improvement. Financial systems are sound.
The school's evaluation of its performance	Performance management is underway. The school evaluates its performance well and systems are being developed still further to enable swift analysis of pupils' progress and the gains they make in their learning.
The strategic use of resources	The school makes good use of new technology. Financial planning is good. The school makes effective and imaginative use of the accommodation available. Staff are deployed appropriately. Resources for learning have been audited and supplemented and are satisfactory in quantity and quality. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The quality of teaching is good. • Parents say they would feel comfortable approaching school with a query or a complaint. 	<ul style="list-style-type: none"> • Some parents do not think that behaviour is good. • Some say their children do not get the right amount of homework. • Some parents feel they are not well enough informed about how their children are getting on. • Some parents feel the school does not encourage their children to work hard and do their best.

Inspectors agree that the quality of teaching is good overall. The school generally expects pupils to work hard and as a result they make good progress, especially in English and science. The team does not support parents' concerns about homework, which is generally at an appropriate level for pupils' ages and attainment. The school tries hard to be accessible to all and to inform parents of events and the progress their children are making. This information is of good quality. Behaviour is good overall. However, in each class there is a small proportion of pupils who have challenging behaviour. These pupils are well managed, in the main, and do not prevent their fellow pupils from making progress in their learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and science are above average at the end of Year 6.

1. Pupils make good progress in the junior classes and attain standards in English and science that are above average. In science, pupils effectively develop their ability to question and experiment. They develop investigative skills very well and develop a good scientific knowledge, including appropriate scientific vocabulary. Work is well presented and covers the full requirements of the curriculum for that age. Pupils take obvious pride in the work that they do and record data from experiments very carefully. During the week of inspection, pupils in Years 3 and 4 made good progress in learning about different habitats for plants and animals, looking in particular at those in the school grounds. Pupils in Years 5 and 6 were learning about the adaptations plants and animals have which suits them to different environments. Pupils were interested in the lessons and worked at a good pace, attaining levels of understanding and knowledge above those expected for their age.
2. In English, pupils make good progress throughout the junior years. For example, in Years 3 and 4 they learn to plot a sequence of episodes to act as a plan for writing a story. The pupils make good gains in developing their skills, working quietly and maintaining high levels of concentration. They write clearly and articulately and create stories that are well thought-through and include good levels of characterisation, detail and expression. In Years 5 and 6, pupils compare and contrast writing by different authors effectively. For example, they identify the similarities and differences between Defoe's "Robinson Crusoe" and Morpugo's "Kensuke's Kingdom". They use inference and deduction well and demonstrate knowledge of a range of texts in different styles. They identify key themes in the writing and select sentences and relevant information to support their views when explaining these to the rest of the class. Writing is of a good standard and presentation is very good. Handwriting is neat, joined and regular. Pupils' writing is imaginative with correct punctuation and uses grammatically complex sentences, when appropriate. Ideas are sustained well and pupils develop good ability to write effectively in specific genre, such as when writing their own mystery stories.

Pupils like school and have very good attitudes to their learning. They enjoy coming to school and attendance is above average.

3. Pupils like coming to school and levels of attendance are above average. At the meeting with parents and in questionnaires and letters, parents commented on how much their children enjoyed coming to school and that they were reluctant to miss school for any reason. This positive attitude is evident in lessons, where pupils listen with interest to their teachers and concentrate very hard on the tasks they are set. For example, in a lesson investigating local evidence of the Civil War, pupils in Years 3 and 4 worked very enthusiastically researching places of local historical interest and the lives of local dignitaries. They were co-operative with each other when using computer resources, books and information from maps and other texts. They were excited and interested in sharing and discussing what they found with the rest of the class. This had a very positive impact on their understanding of the lives of local people at that time. Pupils' enthusiasm for school extends to the large numbers, about 80 per cent, who take part in the wide range of extra-curricular activities which extend their learning further.

Assessment is good and is starting to be used very well to track the progress of individuals and groups.

4. Systems for assessing the standards pupils achieve and the progress they make are good. This represents a good level of improvement in this aspect. Effective systems are in place to assess the attainment of each pupil in all core and most non-core subjects. Records are kept meticulously

and results of statutory and non-statutory testing are recorded and analysed and used to inform planning and to set specific targets for individual pupils. The school is in the process of transferring much of the accumulated information onto computer systems to allow for the swift analysis of the achievements of different groups of pupils.

5. Initial assessments are made in the reception class and good use is made of them when planning lessons to ensure that children are provided with activities that match their needs. During the inspection, lessons were planned to target particular children in the class and their understanding of volume and capacity. Teachers throughout the school know their pupils well and have clear ideas about what they are able to do in different subjects. They generally use the information effectively when planning lessons. Pupils and their parents are given good information about how well they are doing and what they need to work on next. Day-to-day assessment is of a high standard and marking is consistent and helpful in letting pupils know how well they have done and what they need to do to improve further.

Teaching in the junior classes is good and leads to pupils making good gains in their learning.

6. The quality of teaching and learning in the junior classes is of a good standard. On occasion, the teaching is very good. Teachers are well organised and use information from assessment well. Lessons are planned well to take into consideration the different ages and levels of prior attainment of the pupils in each class. Preparation is efficient and lessons start promptly and proceed with good pace. Pupils know what the learning aims are for each lesson and can, with their teacher's support, assess for themselves how well they are doing as a result. Teachers have appropriately high expectations of pupils' response and behaviour and any disruptions are dealt with in a quiet, firm and efficient manner, so that the focus of the lesson is not lost. Pupils respond by listening attentively and keeping contributions to discussions relevant and thoughtful. Good use is made of new technology, such as computers, for pupils to research details and write their findings, or projectors for teachers to present new texts to the whole class. Good links are made with other subjects, such as mathematics. For example, in an English lesson for the oldest pupils, good links were made with work they had done on different methods of tallying. Teachers' knowledge of the subjects they teach is generally good and they bring enthusiasm for the various subjects to the lessons, which inspire pupils further. For example, in a history topic for pupils in Years 3 and 4, the teacher's obvious fascination with the subject had resulted in pupils dressing up and taking part in enactments of the times, which had significantly deepened their understanding. In Years 5 and 6, the teacher's own love of books and enjoyment of reading was evident, and pupils responded with enthusiasm when analysing the text and looking for clues and deeper meaning.

Provision for pupils with special educational needs is good and is managed very well. These pupils make good progress towards their learning targets as a result.

7. Provision for pupils with special educational needs is good. Detailed and accurate assessments are made of the needs of each pupil and appropriate teaching plans are drawn up to match these assessments. Since the previous inspection, the school has established effective criteria against which the progress of pupils with special educational needs can be measured. The management of the provision is very good. The co-ordinator is very knowledgeable and keeps meticulous records of pupils' attainments, monitoring and assessments by teachers in school and by other agencies, as well as communications with parents and other relevant persons. The Code of Practice is followed fully. Parents of children with special educational needs are initially and continuously involved in the discussions and arrangements for support. Information is made readily available and the way forward for each individual is discussed by teachers, support assistants and parents and, on occasion, by pupils themselves, and then planned appropriately. Individual education plans are of good quality and are reviewed regularly. Good support is provided in lessons in the form of careful individual planning by teachers to match the precise needs of these pupils and also in good support from well briefed and conscientious learning support assistants. As a result, pupils with

special educational needs are integrated effectively into all aspects of the school day and make good progress towards the targets that are set for them.

The curriculum is of good quality and is enriched by a wide range of trips and visitors. It provides a rich and stimulating experience for pupils. The provision for extra-curricular activities is very good.

8. The curriculum provided is suitably broad and is enriched with a wide range of trips and visitors. On occasion the school organises themed days or weeks, where all pupils focus on one area of the curriculum, such as design and technology. Teachers throughout the school plan very effectively to provide pupils with opportunities that make their learning come alive. For example, during the week of inspection, a racing driver visited school with his sports car to show pupils in Year 1 and Year 2. The pupils were keen to question him on many aspects of his experiences. Previously, pupils in Years 3 and 4 had the opportunity to dress up in clothes similar to those worn in Stuart times, as part of their work in history, and had photographed each other and written what they thought of the comfort and practicality of the different outfits. They enjoyed watching an actor take on the role of a citizen of that time and talk about his life and experiences. Pupils in the reception class regularly take advantage of the school's proximity to the local playing field and the climbing equipment there. In Years 5 and 6 pupils go on many outings, including one to the local cathedral and a residential trip to the sea-side linked to topics they are studying. Teachers regularly use the local church for assemblies as well as looking at the history it portrays.
9. The provision for extra-curricular activities is very good. There is a wide range of clubs and activities for infant and junior pupils alike. These include sports activities, such as netball, athletics, football and rounders, as well as board games, computer club, reading club and the opportunity to learn to play a musical instrument. Approximately 80 per cent of pupils take part on a regular basis. All of these activities help to enthuse pupils with a love of learning and have a positive effect on the standards they attain.

Parents value the work the school does to help their children to become mature and responsible.

10. Parents have positive views of the school, particularly of how it helps their children to learn to take responsibility and use their initiative. They appreciate the caring ethos of the school, and value the efforts it makes to give their children good opportunities to learn to become mature and responsible members of the community. The school balances the need to ensure that all pupils are reminded of what is expected of them and the opportunities it provides for them to make choices, which they do very effectively. School rules have been developed with the active participation of the pupils and they know what is allowed in class and around the school. Pupils help in a number of general classroom duties, including using the photocopying machine. Staff model the behaviour they expect from pupils, particularly that of respect for others. Older pupils are given responsibility for helping in the playground and supporting younger members of the school. The school council meets regularly to discuss issues on a range of topics, some of which are placed on the agenda by the pupils themselves. Pupils have taken part in a wide range of fundraising events for charities and develop good awareness of their responsibilities as citizens. The environmental club works on conservation issues around the school and environmental issues are given due regard. For example, pupils are actively encouraged to consider their environment and place fruit cores and orange and banana peel in compost collecting bins next to the rubbish bins in the playground.

WHAT COULD BE IMPROVED

The accommodation has significant limitations as the school hall and dining room also functions as a class for the oldest pupils. Library space is extremely small.

11. The numbers on the school roll have increased significantly since the previous inspection and this has caused the need to reorganise several aspects of school life. Amongst these changes has been the sensible decision to form the pupils into four classes for the whole school day. Previously, the school was organised into four classes each morning and three each afternoon. This new arrangement has had a beneficial effect on the organisation and continuity of the curriculum overall, as pupils in each class are now taught in the same year groups for all subjects. However, it has meant that the school hall is now used as a classroom for pupils in Year 5 and Year 6 for the majority of the day. This has organisational implications for the teaching of physical education, assemblies and lunchtime arrangements. The school makes good use of the local village playground for physical education and the local church for assemblies to remedy this. But it is only due to the very good organisational skills and ingenuity of the teacher of pupils in Year 5 and 6 that lunchtime arrangements run as smoothly as they do. The necessity to vacate the hall at the end of each morning results in the oldest pupils crowding into the small reception area for the end of each morning session, which limits the range of activities that can be planned for that time. In addition, the library space is too small for groups of pupils to work there to research projects, as it is currently housed in a recess beside the school meals serving bay. Teachers work hard to limit the detrimental effects of the lack of space, but development of library research skills are limited to times when parents can take their children to libraries in local towns as the village also has no library of its own.

Opportunities for pupils to learn about the multi-cultural nature of British society are too limited.

12. The school makes good provision for pupils to learn about local culture, history and customs and satisfactory provision for pupils to learn to appreciate music and art in a range of styles. However, there is insufficient emphasis on the development of the knowledge of other than Western European music or art. Pupils are given too few opportunities to learn about drama, poetry and writing of other cultures. There are limited examples, such as a visit by an Indian dancer, or art work done by children in the reception class on weaving, but these are too infrequent. Pupils learn about the beliefs of people from other faiths in religious education lessons, but not enough is done to develop pupils' awareness of the rich diversity of languages, art and cultures of life in Britain today. This is a significant weakness in a school which has very few pupils from minority ethnic communities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

13. In order to raise standards further the head teacher and governors should:-
 - (1) Seek for ways to improve the accommodation available to provide opportunities for pupils to have regular indoor access to library and arrangements for lunchtime that do not impinge upon the teaching time for pupils.
 - (2) Provide regular, planned opportunities for pupils to learn about the range of art, music and culture in British society today.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

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

11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	2	0	0	0
Percentage	0	33	50	17	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 approximately nine 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)	95
Number of full-time pupils known to be eligible for free school meals	13

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	13

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	7.5
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (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	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (92)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	3	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	82 (80)	82 (60)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	9	8
Percentage of pupils at NC level 4 or above	School	82 (80)	82 (60)	73 (100)
	National	73 (72)	74 (74)	82 (82)

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

Some data has been omitted to prevent identification of individuals within small cohorts.

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	83	0	0
White – Irish	0	0	0
White – any other White background	4	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	0	0	0
Asian or Asian British – Indian	1	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)	5
Number of pupils per qualified teacher	19
Average class size	24

Financial year	2002/2003
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Education support staff: YR – Y6

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

	£
Total income	298,693
Total expenditure	259,608
Expenditure per pupil	2616

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
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	95
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	28	4	4	0
My child is making good progress in school.	48	40	4	8	0
Behaviour in the school is good.	16	48	20	8	4
My child gets the right amount of work to do at home.	20	60	16	4	4
The teaching is good.	36	56	4	4	0
I am kept well informed about how my child is getting on.	36	28	20	16	0
I would feel comfortable about approaching the school with questions or a problem.	76	16	0	8	0
The school expects my child to work hard and achieve his or her best.	32	44	16	4	4
The school works closely with parents.	28	36	24	8	4
The school is well led and managed.	40	28	4	8	20
The school is helping my child become mature and responsible.	32	44	8	4	8
The school provides an interesting range of activities outside lessons.	36	44	12	4	4