

INSPECTION REPORT

LONG FURLONG PRIMARY SCHOOL

Abingdon

LEA area: Oxfordshire

Unique reference number: 123085

Headteacher: Mrs F Thomson

Reporting inspector: Helen Ranger
22223

Dates of inspection: 31 March – 1 April 2003

Inspection number: 248422

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior with nursery
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Boulter Drive Abingdon
Postcode:	OX14 1XP
Telephone number:	01235 532358
Fax number:	01235 539692
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Butler
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22223	Helen Ranger	Registered inspector
14214	Gillian Smith	Lay inspector
22390	Claire Fagan	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Furlong Primary is an average-sized community school that currently has 194 full-time pupils between the ages of four and eleven. A further 45 children attend the nursery; most of these are part time but seven of the oldest children attend full time. The attainment of children on admission is above average. There is an unusual gender balance in several classes, with far more boys than girls in the Reception year and Year 5, and more girls than boys in Year 6. The proportion of pupils identified as having special educational needs is five per cent and is lower than in most schools. Most pupils come from white British families and live near the school. Four per cent come from a range of other ethnic backgrounds; six pupils are bilingual and are fluent English speakers. There has been quite a high staff turnover in the past few years and most of the teachers are relatively new to the school.

HOW GOOD THE SCHOOL IS

This is an effective school with some very good and excellent features. It gives good value for money. Pupils achieve well as a result of skilled teaching and the oldest reach high standards in their work. The headteacher and governors lead and manage the school very well. The newly-established senior staff team makes a positive contribution to the school's success.

What the school does well

- The oldest pupils attain standards that are well above average in English and mathematics.
- Good teaching, combined with a broad and interesting curriculum, enables pupils to achieve well.
- Pupils have very positive attitudes to learning, behave well, form very good relationships and have excellent attendance rates.
- The headteacher and governors have a clear vision for the school's continuing development and manage the school very well.
- Parents hold the school in exceptionally high regard and the school works in a close partnership with them.

What could be improved

- The impact of the open-plan accommodation on teaching and learning.
- Aspects of teaching in a few lessons that, while satisfactory, do not achieve the high quality generally seen in the school.

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 November 1997. It has sustained the high standards identified then in many aspects of its work. The standards attained by pupils in the National Curriculum tests have generally been above or well above the national average. Pupils' attitudes to school, the quality of teaching, the links with parents and the way the school is managed are still strengths.

The school has addressed well the key issues for action from the last inspection. Curricular planning is now more systematic and is linked well to more effective assessment procedures. The monitoring of teaching and learning has improved and is contributing to raising standards further. Financial planning is better and is an integral part of the strategic vision for the school.

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	A	C
Mathematics	A	A	A	B
Science	B	B	B	C

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

The school's performance in the national tests at Year 6 has been consistently high over the past few years compared to national averages. It has been at least in line with the average for schools with similar intakes (based on the proportions of pupils who are eligible for free school meals). The school's results for this age group have risen in line with the national trend. In 2002, pupils in Year 2 achieved standards in the national tests in English and mathematics that were well above the national average and above the average for similar schools. The school sets appropriately challenging targets for its oldest pupils each year and exceeded these in 2002.

This short inspection focused on the key subjects of English and mathematics and is not able to judge standards in other subjects. Inspection findings are that the pupils from all backgrounds currently in Year 2 and Year 6 achieve well and attain standards in English and mathematics, and in their literacy and numeracy skills, that are well above average. The oldest children in the Reception class (the end of the Foundation Stage¹ of their education) attain higher than expected standards in communication, language and literacy and in their mathematical development. Pupils who have special educational needs achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and show a very positive approach to learning.
Behaviour, in and out of classrooms	Good. Most pupils behave very well in lessons, in the playground and around the school. A small number need additional adult support with their behaviour and receive this from the school so that they are settled enough to learn soundly.
Personal development and relationships	Very good. Pupils get on very well together. They develop maturity, show initiative and take responsibility.
Attendance	Excellent. The attendance rates are very high compared with other schools nationally.

¹ The Foundation Stage begins when children are admitted to a school with a nursery at the age of three or four. The last year of this stage is usually described as the Reception year.

TEACHING AND LEARNING

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

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

All the lessons seen were at least satisfactory and three quarters were good, very good and, in one case, excellent. The teaching promotes pupils' effective learning in all age groups. It is good, sometimes very good, in English and mathematics and ensures that pupils are competent in the basic skills of literacy and numeracy. Teachers plan interesting lessons and make links between subjects that serve to maintain pupils' interest. Lesson planning is thorough and caters for all pupils in the class, including those with special educational needs. Teachers establish good relationships with their pupils based on mutual respect. As a result, pupils are motivated and concentrate well. The teachers give clear explanations and pupils know what is expected of them. They receive good oral and written feedback on their work. Support staff are briefed well and provide valuable help. The best lessons encourage pupils to be independent learners but this was a weaker feature in a few lessons which were too dominated by the teachers and in which pupils were too passive. Occasionally, parts of lessons lack some challenge and pace. Teachers work hard to overcome the constraints of the open-plan areas and to minimise sound transfer between classes; however, at times, this weakness in the accommodation means that teachers and pupils alike find it difficult to listen and to be heard. Pupils learn efficiently in the school and systematically build on their knowledge, understanding and skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A wide and varied range of learning opportunities is available to all age groups.
Provision for pupils with special educational needs	Good. Pupils' special needs are identified early and catered for well by the teachers and support staff.
Provision for pupils with English as an additional language	Good. Pupils whose first language is not English are mostly bilingual and take a full part in school. Any particular language or cultural needs are supported as they arise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school promotes pupils' personal development well and this helps to establish a positive climate for learning. The provision for pupils' social development is particularly strong.
How well the school cares for its pupils	Good. There are effective procedures for ensuring pupils' welfare, health and safety. The assessment of pupils' progress is thorough and the information gained is used well.

The school teaches the nationally recommended curriculum for children in the Foundation Stage and all subjects of the National Curriculum in Years 1 to 6. It has established good programmes for personal, social and health education and for citizenship. The curriculum includes effective attention to the European perspective but more limited opportunities for pupils to learn about the diversity of modern British society.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads and manages the school very well. She is well respected and is establishing the new staff team effectively. Several of the senior staff are new; they are capable and have clear responsibilities.
How well the governors fulfil their responsibilities	The governors work very effectively. They are active and well informed. They support the school well and ensure that legal requirements are met.
The school's evaluation of its performance	Very good. The school analyses thoroughly how well it is doing and uses this information to raise standards further. The written development plans summarise initiatives well. Teaching, learning and the curriculum are monitored well.
The strategic use of resources	Very good. The school's resources are directed to areas of priority. The principles of 'best value' are considered effectively in the planning and spending decisions.

The headteacher and governors have led the school successfully through a period of considerable staffing change. Staff induction and training arrangements have been good. The school benefits from a modern building and up-to-date learning resources. However, the open-plan nature of the accommodation is having a negative effect on teaching and learning, as sound carries too easily between classes and is often intrusive.

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 enjoy school and make good progress. • Teaching is good and children are helped to become mature and responsible. • Staff are approachable. • There are high expectations of pupils. • The school is led and managed well. • Behaviour is good. 	<ul style="list-style-type: none"> • Information about children's progress. • Amounts of homework. • The range of activities outside lessons.

The parents of 126 pupils (57 per cent) responded to the pre-inspection questionnaire and 21 parents attended the meeting with inspectors. The parents hold excellent views of the school; the proportion who expressed satisfaction was very high and only a small proportion had concerns. The inspection supports parents' positive views. Inspectors consider that the amounts of homework and extra activities support the pupils well and that parents are very well informed about their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The oldest pupils attain standards that are well above average in English and mathematics

1. The oldest pupils in the school have attained consistently high standards in the key subjects of English and mathematics. This is due to effective teaching combined with the pupils' own very positive attitudes to learning. For the past three years, pupils' performance in the National Curriculum tests in Year 6 has been well above the national average. A significant factor has been the very high proportion of pupils who reach at least the Level 4 expected of 11-year-olds nationally. In most recent years, a higher than average proportion of pupils has also reached Level 5, although this was not the case in 2002 when only an average proportion achieved this higher level. Reading standards have been particularly high over time. The inspection found that pupils continue to do very well in these subjects.
2. In English, the oldest pupils are effective listeners and confident speakers. They have a wide and interesting vocabulary and engage in articulate conversations and debates. They use standard English conventions where these are appropriate. They are very competent readers who compare styles of books critically and are establishing well their own preferences. Most read a wide range of fiction, often choosing books recommended by their teacher or classmates. Their reading ability supports their work in other subjects very well. They use reference books, non-fiction texts and the Internet efficiently and independently. Almost all pupils are fluent writers who spell well and are developing clear handwriting. Their competent writing skills equip them well in work across the curriculum. Very good examples of this can be seen in pupils' books when they record science experiments and describe historical topics, such as the development of transport in the twentieth century. Pupils apply their computer skills well in their writing, using laptop computers to research and present their work. During the inspection, the pupils in this age group learned how to write a balanced account of a controversial issue and completed this task well.
3. In mathematics, pupils' current work shows good coverage of all aspects of the required curriculum. They handle large numbers competently and most work accurately with decimals and percentages. They solve problems well, are flexible in the methods they use and explain and check their answers. During the inspection, the highest attaining pupils applied their learning well and, independently, began to produce formulae for finding the areas of complex shapes. Pupils apply their numeracy skills well to work in other subjects, such as science, geography and design and technology.
4. Pupils' good progress in these key areas is a result of a well-planned curriculum, effective assessment procedures and skilled teaching. Teachers plan interesting, varied activities that cater for all attainments, including those pupils who need extra individual help with learning. Tasks are sufficiently challenging for the most able pupils. The teachers are able to match tasks to pupils' capabilities well because of the detailed assessments they make to track progress. They use individual learning targets well to ensure that the pupils know how well they are doing and what they need to do next.
5. Pupils' well-developed literacy and numeracy skills equip them to cope with the demands of the wider curriculum and make a substantial contribution to their progress in general.

Good teaching, combined with a broad and interesting curriculum, enables pupils to achieve well

6. Teaching is good in all age groups. It is based on an effective curriculum. Teachers have well-considered plans that cover all the recommended areas of learning in the Foundation Stage, the subjects of the National Curriculum and religious education. Strong features of the school are the way it is integrating information and communication technology into other subjects and the way that cross-curricular links are established between subjects. The curriculum is planned

systematically to ensure that pupils' learning progresses smoothly across all age groups; this is an area that was identified for improvement by the last inspection and is now good. This has been made easier to manage for staff by the fairly recent transition from mixed-age classes to single year groups. The statutory curriculum is enhanced well by the programmes for personal, social and health education and for citizenship. The school is currently part of a national project to improve European links and this is effective, although there are more limited opportunities for pupils to learn about the full diversity of modern British society.

7. During the inspection, almost three quarters of the lessons were at least good and almost a quarter were very good or excellent. There were no unsatisfactory lessons. Teachers' subject knowledge is good and appropriate attention is given to the skills of literacy, numeracy and information and communication technology. These give pupils the basic competence they need to cope with the curriculum in general. Explanations are clear so that pupils know what is expected of them. Question and answer sessions are used well to extend pupils' understanding and check what has been learned. Teachers establish very good relationships with their classes and handle pupils' behaviour in a calm, positive way. The teachers work closely, and mainly effectively, with learning support staff who are briefed well and make a positive contribution to lessons. These staff are particularly skilled in supporting the lower attainers in each class. Adults in the school know the pupils well. They give good oral and written feedback to pupils on their performance. The developing use of target-setting with individuals enables pupils to be more aware of their own successes and what they need to do to improve further.
8. In the best lessons seen, pupils participated fully at all stages; they were used by teachers to demonstrate good practice or to share their ideas with their classmates. Pupils had opportunities to plan aspects of their own learning and to work independently of adults, taking initiative as required. A good example of this was seen in Year 6 where the most capable mathematicians worked well together and with minimal adult assistance. They investigated new learning about shape competently, supporting each other and making very good progress. In an excellent lesson in Year 4, pupils were enabled to create a dance sequence in a team; the teacher's enthusiasm was infectious, she pitched the lesson at the right level based on her knowledge of the class and pupils' skills were built on systematically as the lesson progressed. The pupils were given a clear brief with high levels of responsibility and encouragement to work independently. A distinctive feature of the teaching was the final summary that clearly established and reinforced how pupils had improved during the lesson.

Pupils have very positive attitudes to learning, behave well, form very good relationships and have excellent attendance rates

9. Pupils have very positive attitudes to school. This was seen in lessons during the inspection and in discussions with pupils. They comment on how much they like their teachers and the work set for them. They have respect for their classmates and are proud of the school. Attendance levels are excellent and are very high compared with rates nationally.
10. Pupils are enthusiastic learners. They concentrate well and develop confidence. They are keen to take part in discussions and to answer questions. They know that their contributions are valued by their teachers. Relationships are very good at all levels and the school has a relaxed and friendly atmosphere. Boys and girls mix well. The pupils speak of an absence of any oppressive behaviour. They have confidence in the staff to sort out any problems that arise.
11. Behaviour is good. Almost all pupils behave very well in class and around the school. The small number who sometimes find it difficult to behave appropriately are managed well by staff and tolerated and supported by their classmates. The careful and caring management of these pupils by adults enables them to take a full part in activities with the minimum of disruption to others. The school has introduced a mediation service for pupils who have difficulties with others. The older pupils play a key role in this as playground helpers who are available to assist with any problems.
12. Pupils work well independently, in pairs or small groups. In all age groups, they work alone if required and take initiative when it is offered. They co-operate well with others in paired or group

work without interrupting their classmates unduly. On occasions such as assemblies, they show appropriate behaviour. The school council is valued by pupils who feel it helps them to play a part in the decisions made in the school. In recent months, the school council has contributed to improving playground equipment, to providing drinking water in classrooms and to the changes to the 'Forum' outdoor area.

The headteacher and governors have a clear vision for the school's continuing development and manage the school very well

13. The headteacher is well respected and has a clear vision for the continuing improvement of the school. She took over her post at the beginning of a period of considerable staff change and is establishing the new staff team well. Newly-qualified teachers are supported well and given appropriate time away from their classes to work with colleagues and to continue their training. Experienced staff who have recently been appointed to the school are very satisfied with the support they have received. They are given good opportunities to undertake training and monitoring so that they can fulfil their new responsibilities. The school's policies and procedures for induction and performance management contribute well to this aspect. The senior staff are able and committed; most are new to the school and are establishing appropriate roles well. There is an effective programme for monitoring teaching, learning and the curriculum. The results of monitoring are used to inform initiatives for continuing improvement in the school.
14. Governors are active and well-informed. They support the school well and bring a wide range of relevant expertise to their meetings. They have an appropriate committee structure and this ensures that governors are involved in monitoring the school's work and its continuing development. Governors have a very good understanding of the strengths of the school and the priorities for further improvement. They work closely with the headteacher and the staff, visiting regularly to see the school at first hand. Governors question critically how well the school is doing. They consult widely when establishing priorities for action; for example, through surveys to parents. They ensure that statutory requirements are met and that current national and local priorities are considered. For example, they have acted well to implement appropriate new policies for promoting racial equality over the past year and are in the process of establishing ways of monitoring the success of this initiative.
15. The school's written development plans support the process of continuing improvement. They are suitably detailed and describe both immediate priorities and the longer-term strategic view. All interested parties contribute to the plans. The budget is allocated very well to the school's priorities and is managed efficiently.
16. The very effective leadership and management of the school underpin its successful provision for pupils and promote a pleasant working atmosphere for its personnel.

Parents hold the school in exceptionally high regard and the school works in a close partnership with them

17. A high proportion of the parents responded to the inspection team with their views of the school. Almost all who returned the pre-inspection questionnaire are very satisfied with most aspects of the school's provision. At least 96 per cent of parents agreed that:
 - their children enjoy school;
 - the teaching is good;
 - the school helps their children to become mature and responsible;
 - children make good progress;
 - they feel comfortable about approaching the school with questions for a problem;
 - the school expects children to work hard and achieve their best;
 - the school is led and managed well;
 - behaviour in the school is good.These views were endorsed by those parents who attended the meeting with inspectors.
18. A few parents have concerns about the levels of information available about their children's progress and the range of activities outside lessons. Some parents feel that there is too much

homework whereas others would like more. Inspectors investigated these parents' concerns and feel that levels of information and of extra activities are good and that the current homework provision helps to support the children's learning well.

19. The school keeps parents regularly informed about events. There are frequent general newsletters and, each term, the teachers send information about the planned curriculum and how parents can support their children's learning. The school holds information meetings, such as a recent one about the forthcoming national tests for pupils in Year 2 and Year 6. Parents' views are sought by surveys and questionnaires and the information gained from these is used in the school's planning. The 'Friends of Long Furlong School' association is active and keeps parents informed via its own newsletters. Significant funds are raised by this association and social contacts are promoted well.
20. The information about pupils' progress is of good quality. Parents have regular opportunities to meet teachers during evening sessions and say that the staff are always happy to arrange more informal, interim meetings as required. There are good quality annual written reports on pupils' progress. The school's arrangements for setting personal and academic targets with pupils are fully shared with parents. There are good contacts between the school and the parents of pupils with special educational needs.
21. The school is very successful in maintaining a working partnership with its parents. This benefits the quality of learning and the quality of life for its pupils.

WHAT COULD BE IMPROVED

The impact of the open-plan accommodation on teaching and learning

22. The school's accommodation is modern and maintained well. Displays are attractive and the building is a welcoming and well-organised space for its pupils. The nursery is spacious and self-contained. The teaching areas for other age groups are of an open-plan design. This means that sound travels very easily between adjacent areas and acoustics are often poor. Staff organise their days carefully to minimise the impact of noise transfer on their own and other classes. For example, they use the music room and hall for some practical activities. Adults and pupils are considerate of others while moving around the school; they do so quietly and with little obvious disruption. However, in spite of their best attempts, lessons are sometimes less effective than they could be, as a result of the open-plan design.
23. In recent years, the school has moved to classes that contain single year groups. It has implemented methods of working that encourage pupils to listen carefully to their teachers and to engage in whole-class discussions about their work. These methods include those of the National Literacy Strategy and the National Numeracy Strategy and they are integrated well into the curriculum. The design of the classrooms is not best suited to these methods. In several of the lessons seen during the inspection, teachers and pupils both seemed to be affected. Teachers are very conscious of not disturbing neighbouring classes and, for example, do not always use their voices to best effect when reading dramatic text or when simply demonstrating teaching points. They rightly give regular reminders to pupils working in small groups to reduce sound levels that could disturb others; these levels are not excessive and would be acceptable or desirable in schools of a different design. Often, while working as a whole-class group, pupils and teachers find it difficult to make themselves heard or to listen to the contributions of others. In the lessons where this had the most impact, there is an understandable tendency among some pupils to give up the effort of straining to hear as the lesson progresses and as they become tired.
24. The school has recognised that this is an area for consideration and it forms part of the school improvement plan. It is currently investigating the impact of the classroom design and how the difficulties can be overcome. This inspection considers that this initiative is timely and relevant.

Aspects of teaching in a few lessons that do not achieve the high quality generally seen in the school

25. While all the lessons seen during the inspection promoted pupils' progress, aspects of a few lessons that were judged satisfactory could be improved to bring them nearer the better teaching seen in the school.
26. Occasionally lessons are too dominated by the teacher. In several lessons, teachers talked too much and did not encourage pupil participation enough. Pupils were given tight instructions about how they should tackle activities and did not have opportunities to plan their working

enough or to be sufficiently independent in their learning. On these occasions, this detracted from the level of challenge available to pupils, especially the more capable ones, and led to pupils taking rather a passive role.
27. A few lessons suffered from rather a slow pace at times. This had the effect of losing pupils' initial motivation and interest. It also combined occasionally with routine activities that did not excite pupils or extend their learning.
28. Attention to these weaker aspects of lessons will improve the overall consistency of teaching in the school and benefit pupils' progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to build on the school's successes, improve the overall quality of education and raise standards further, the headteacher, staff and the governing body should:
 - (1) minimise the impact on teaching and learning of the open-plan design of the classrooms by carrying out the planned study and acting on its findings.
paragraphs 22 – 24
 - (2) improve the aspects of teaching that are not of consistently high quality throughout the school by:
 - ensuring that there are sufficient opportunities for pupils to be active and independent learners;
 - ensuring an appropriate balance between the amount of adult input and pupil participation in lessons;
 - ensuring that all lessons contain enough activities to interest and motivate pupils and to extend their learning sufficiently.
paragraphs 25 - 28

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	9	5	0	0	0
Percentage	6	17	50	28	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	194
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%	Unauthorised absence	%
School data	96.8	School data	0.0

National comparative data	94.1
---------------------------	------

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	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	13	13	13
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	96 (90)	100 (90)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	13	13	13
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	96 (97)	100 (97)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	14	13	14
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	97 (94)	97 (94)	97 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	13	14	14
	Total	26	28	28
Percentage of pupils at NC level 4 or above	School	90 (85)	97 (85)	97 (94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
164	0	0
0	0	0
2	0	0
2	0	0
0	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
9	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)	8.4
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	125

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils (FTE) per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32

Financial information

Financial year	2001/2002
	£
Total income	464,596
Total expenditure	454,607
Expenditure per pupil	1,855
Balance brought forward from previous year	66,858
Balance carried forward to next year	76,847*

*About half of the carry forward figure was of funds that had already been committed.

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years (FTE)	7.1
Number of teachers appointed to the school during the last two years (FTE)	8.1

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: 57 per cent

Number of questionnaires sent out	220
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	2	0	0
My child is making good progress in school.	59	38	2	0	2
Behaviour in the school is good.	47	49	2	0	2
My child gets the right amount of work to do at home.	35	46	9	1	10
The teaching is good.	65	33	2	0	1
I am kept well informed about how my child is getting on.	37	52	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	63	34	3	0	0
The school expects my child to work hard and achieve his or her best.	56	40	0	0	3
The school works closely with parents.	45	47	5	0	3
The school is well led and managed.	52	44	2	0	2
The school is helping my child become mature and responsible.	51	47	1	0	2
The school provides an interesting range of activities outside lessons.	44	39	8	1	8

Figures may not total 100 per cent owing to rounding