

INSPECTION REPORT

PERTON SANDOWN FIRST SCHOOL

Perton, Wolverhampton

LEA area: Staffordshire

Unique reference number: 124184

Headteacher: Val Yeoman

Reporting inspector: Vivien Davies
20350

Dates of inspection: 10th and 11th March 2003

Inspection number: 248562

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Sandown Drive Perton Wolverhampton
Postcode:	WV6 7PS
Telephone number:	01902 742686
Fax number:	01902 742686
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sheila Bradley
Date of previous inspection:	9 th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Perton Sandown First School is a larger than average primary school for boys and girls aged four to nine. Perton is a new village built on a former aerodrome to the west of Wolverhampton in south Staffordshire. Whilst most pupils attending the school live locally in privately owned housing, a few travel in from Wolverhampton. Perton Sandown is a community school attended by 255 pupils (138 boys and 117 girls), mostly from white ethnic backgrounds, with a small number from other backgrounds including Chinese, Indian and black. Twenty-one pupils are supported because they speak English as an additional language and two pupils are in the early stages of English language acquisition. The numbers on roll are steadily falling due to the declining local birth rate. Twenty-one pupils are entitled to free school meals, which is below average. More parents than average have a higher education qualification. Nine pupils have special educational needs, which is below average, and two pupils have statements of special educational need, which is average. Ten pupils left and nine joined outside the usual admission time; this is lower than most schools. Children are admitted into full-time reception classes in September. Prior to this some attend part time in the morning and most attend playgroups. There is a broad range of attainment on entry; local information suggests children start school at about the same stage as most four-year-olds.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features that provides a very high quality education for its pupils. Excellent leadership by the headteacher is combined with very good leadership and management overall. Very good teaching throughout the school underpins the school's success and results in good progress and well above average standards in English and mathematics. The school receives below average funding compared to other primary schools; it makes exceptionally good use of its funding and gives excellent value for money.

What the school does well

- Excellent leadership by the headteacher promotes a joyful learning ethos where pupils are appropriately challenged, very well supported and high standards are expected in all aspects of school life.
- Very good teaching captures pupils' imagination, makes learning exciting and motivates pupils to do their best and achieve high standards.
- Care and the provision for pupils' personal development is very good, so pupils are developing as independent learners, have very positive attitudes and behave exceptionally well.
- The curriculum is very rich and stimulating for all pupils, including the able and those with special educational needs; children in the Foundation Stage are also receiving a very exciting and well planned start

What could be improved

- There are no major areas of weakness

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in 1998. Standards of attainment, which were above national standards then, are slightly higher now. Teaching was generally good then, it is now very good with an example of excellence. In particular the teaching in the Foundation Stage has improved and is consistently very good. The teaching of art and design has also improved and is now good. The school has made very good progress in addressing the key issues from the previous inspection. Standards in art have risen. Foundation Stage provision has substantially improved. The accommodation is now very good and includes many high quality resources including indoor large play

equipment and an exciting sensory room where children can experience changes in light sound and texture. Pupils have gained more independence as learners. They also act as monitors, delivering fruit and helping at lunchtime and work without direct supervision from their teacher on occasions. The school has developed a very thorough set of systems for monitoring standards, teaching and the curriculum. The governors play an important role in this and work closely with teachers to check on quality and improve standards. The school has the capacity to maintain and further improve its high standards.

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
Reading	A	A	A	A
Writing	A	A	A	A
Mathematics	A	A	B	A

Key

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

Similar schools: those with broadly the same proportion of pupils entitled to free school meals

Over the last three years the school has achieved consistently high standards. Results in reading and writing have been well above average. In mathematics in 2002 the result was fractionally below an A grade. Inspection evidence shows that pupils do well or very well in lessons due to very good teaching and their own very positive attitudes. By the end of Year 2 and Year 4 pupils are achieving well above average standards in English and mathematics. Children start school with broadly average standards and make good progress in the reception year and achieve above average standards by the time they start Year 1.

The school's performance over time is gradually improving and results are consistently exceeding the national average. Pupils, including those with special needs make very good progress. More able pupils are achieving well and consistently achieve the higher levels in the national tests at the end of Year 2. The picture is similar in Year 4. Pupils from different ethnic groups achieve similar high standards, frequently reaching higher levels.

The school targets were broadly met last year. This year the school has set its targets slightly lower to reflect their analysis of a different cohort and their concern that changes in the tests may affect pupils' performance. Standards in music are very high. Standards in art and design, a weakness in Years 1 and 2 during the last inspection, are now above expected levels. History is another area of strength with pupils achieving above average standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school very much and are eager to do well
Behaviour, in and out of classrooms	Excellent. Pupils behave exceptionally well, have fun in lessons and in the playground and exhibit politeness and courtesy to fellow pupils and adults alike
Personal development and relationships	Very good. Pupils of different backgrounds work together happily and well; relationships with staff are excellent

Attendance	Very good. The attendance rate is well above average
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Pupils work very hard and do their best in lessons. They work very well together and really enjoy school and the company of their fellow pupils and their teacher.

TEACHING AND LEARNING

Teaching of pupils in:	Pre-reception and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Very good	Very 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.

Overall the quality of teaching and learning is very good. Pupils respond very well to their teachers' high expectations of them, listen well, concentrate hard and make very good progress. Teachers are particularly confident and knowledgeable in literacy and numeracy lessons; they plan work very well and work very effectively with very good classroom support staff. Lessons are very interesting and lively so pupils are keen to learn. Teachers are very good at asking searching questions so they know whether pupils understand new ideas. They use simple equipment very well to help pupils visualise difficult ideas. Teachers manage their classes very effectively; relationships are very good. They make very good arrangements to meet the needs of different groups of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very well planned and subjects are purposefully linked. Lessons are enhanced by visits, speakers and high quality classroom displays. Children in the reception classes receive a rich curriculum including very good opportunities for physical development
Provision for pupils with special educational needs	Provision is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The high quality of lessons produces many special moments. The school is very well ordered with clear rules. Moral questions are debated in class. Pupils are prepared very well for life in a culturally diverse society and given very good access to the arts including music. Staff are very aware of racial equality and equal opportunities. Social development is very good and includes the development of play support.
How well the school cares for its pupils	Pupils are very well cared for and assessment is very well used to identify what pupils know and what they need to learn next. The school is exceptionally good at encouraging good behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership; she is constantly seeking improvement and shows exceptional commitment to her school. A very effective team of senior managers complements her skills.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive, well informed and work hard.
The school's evaluation of its performance	Excellent. Monitoring procedures are thorough and the school evaluates its work regularly. It takes very effective action to secure improvement.
The strategic use of resources	Excellent. The school makes very prudent use of its funding to enhance its work. Purchasing decisions are carefully made influenced by best value principles. The school takes great care of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school listens to them when they have questions or problems • The school is very well lead and managed • The teaching is very good • Their children like school and are expected to work hard and do their best 	<ul style="list-style-type: none"> • None were identified

Parents think highly of the school. Responses to the parents' questionnaire were overwhelmingly positive. The inspection team agree with parents' positive views. Inspectors found that the school values parents and think they give very good support to their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Excellent leadership by the headteacher promotes a joyful learning ethos where pupils are appropriately challenged, very well supported and high standards are expected in all aspects of school life

1. The school has a very clear commitment to reaching the highest standards in all aspects of its work. This is shared by staff, governors and pupils and supported well by parents. The school lives by its values and there is excitement and joy in learning. The inspiration stems from the headteacher who gives excellent leadership. She is rightly proud of her school and seeks to do the very best for the pupils in her care. The quality of the school's accommodation typifies the attention to detail and constant drive for improvement based on a clear vision of what children need. The Foundation Stage accommodation illustrates this emphasis. It has improved since the last inspection and is now very good. It contains a magical sensory room where pupils can experience texture and light and sound. The exterior areas are also well cared for and show attention to detail. Provision for the physical development of Foundation Stage children has been imaginatively improved. Younger children now have access to a small, enclosed courtyard for playing on bikes or a grassed area for use during fine weather. These spaces are adjacent to the newly developed and very attractive school garden. Plants, flowers, displays and beautiful objects contribute to the atmosphere of quality. The school worked with a local artist to produce a beautiful pottery time line to mark the Millennium. The school places a very high value on reading. It has a very good collection of books which are housed in several libraries to enable access for all pupils. This very high quality enhancement of the accommodation is provided from a lower than average funding per pupil which, coupled with high standards and quality of provision, explains why the school is judged to offer excellent value for money.
2. Other senior staff make very good contributions to the management of the school. They are experienced practitioners who are confident and able to prioritise. Teachers, including classroom staff, benefit from working in well led teams in which pupils' needs are discussed, lessons evaluated and future lessons planned. Team leaders, along with the headteacher, monitor the school's work very carefully. They consider the progress of all groups of pupils, average, able and those with special educational needs. Under the leadership of the deputy headteacher they analyse test results to identify areas of strength and weakness and work with colleagues to improve the teaching of the curriculum. This is a considerable improvement since the last inspection when monitoring was identified as an area for improvement. The leadership in the foundation stage is also very strong and also benefits from a strong team. Since the last inspection this area of the school's work has improved. Areas of weakness including assessment, resources and suitability of the curriculum have been very well addressed.
3. Governors offer the school very good support. The school culture is one of continuous improvement so there is no complacency about high results. They are very committed to staff development and training. They consider this to be a key factor in maintaining enthusiasm for the job and keeping alive the level of professional criticism that powers the school's search for improvement. The school is exceptionally effective at monitoring its own performance. The clarity of the analysis is evident in the school development plan. It is a first rate, thorough document which

chronicles the school's programme for improvement. The very good overview gives a clear view of the school's priorities in three areas:

- Performance (raising standards of achievement)
- Entitlement (improving quality of curricular provision)
- Enrichment (school environment and extra curricular provision)

The associated targets, tasks and evaluative tools are very well documented and are key working documents for school managers. The governing body checks the progress of the plan regularly.

4. The school is very efficiently run. Administrative staff provide very good support. They are very well organised enabling the headteacher and teaching staff to concentrate on the pupils and teaching. Procedures for monitoring attendance are very good. The school checks spending very carefully and maintains very good records. Communication between the school and parents are very good. Governors also feel very well informed and briefed. The school building is sparklingly clean and this level of day-to-day care contributes strongly to the very high quality of the environment.

Very good teaching captures pupils' imagination, makes learning exciting and motivates pupils to do their best and achieve high standards.

5. Teaching is very good. This represents a significant improvement since the last inspection when teaching was pre-dominantly satisfactory or good. Teaching was good, very good or excellent in every lesson seen. It is consistently very good in the Foundation Stage and in English and mathematics lessons across the school. Teaching in other lessons is good except in music where it is very good. In Year 4 an excellent mathematics lesson was seen. The high quality of the teaching promotes very good learning and achievement by all groups of pupils, including pupils with special educational needs and the more able. The standards achieved by pupils in English, mathematics and science have been well above average for several years and this is the result of the very good teaching. This the case at the end of Year 2 and Year 4. Pupils, throughout the school, also achieve very well in music and well in history and art and design. The teaching team is very well supported by classroom assistants who plan closely with the teams and play an important role in lessons.
6. Throughout the school very good teaching pre-dominates particularly in the foundation stage and English and mathematics lessons. In the three reception classes full and part-time children enjoy a very good range of play based opportunities which help them to develop very good reading writing and mathematical skills ready for Year 1. Their teachers understand the learning needs of these young children. They play purposefully in "an opticians shop" because their teacher has taken the time to help them set up characters and develop appropriate roles. English lessons are imaginative and based on the National Literacy Strategy which teachers have adapted to the learning needs of their pupils. Mathematics lessons are lively and teachers make use of the full range of interactive techniques advocated by the National Numeracy Strategy. All members of the team have benefited from very good opportunities for curriculum training and professional debate.
7. In all classes, throughout the school, teachers prepare very thoughtfully for their lessons. Although they plan in outline in teams, they deliver lessons in the way that suits them and their class. As a consequence of team discussion, very good training and shared expertise within the staff, teachers have very good subject knowledge. This enables them to be flexible in their teaching approaches because they

understand the subject well, so when pupils are stuck they can present ideas in a different way. Teachers are very aware of the importance of teaching at an appropriate pace. Pupils' understanding of fractions was very well developed because the teacher used a model to help pupils visualise equivalent relationships, gave them time to try out their knowledge with a partner and then got them to check answers against a model.

8. Teachers are very clear about the purpose of lessons and they make sure that pupils are too. They know how important it is to tune pupils into the lesson. In a very good Year 2 English lesson pupils relished the introduction because they were able to share a favourite poem they had learnt by heart - "Suzy, Suzy suck your toe". They were well prepared for the rest of the lesson because the teacher shared her key assessment question at the beginning of the lesson. On-going assessment of pupils as they learn is a very strong feature of teaching. Techniques include: very good questioning to probe understanding; instant assessment of understanding because pupils display answers; and very good self-evaluative techniques. Teachers have very good relationships with their pupils so levels of trust are very high and pupils are willing to discuss their mistakes so all pupils benefit.
9. Teachers know that pupils need to understand subject language, so in a very good Year 2 lesson pupils were helped to understand symmetry because the teacher related the ideas to a visit to Shugborough Hall where many of the decorations were based on symmetry. Understanding of technical language is cemented because teachers ensure that pupils use new language in purposeful discussion so that new words become easy to say. These discussions are often with a partner. In a very good music lesson pupils evaluated and discussed each other's performance and this contributed to the improvement in quality of the compositions.
10. Throughout the school teachers make very good use of visual materials to help pupils learn. In Year 3 the teacher introduced a science lesson by asking pupils to make a lively picture about their favourite meal. After a discussion about healthy eating pupils created a new picture, this time creating a healthy meal which they would enjoy based on sound nutrition. All this was done at great pace so the purpose of the lesson was maintained. However, in some classes because accommodation is cramped, teachers need to consider more carefully arrangements for seating on the carpet so that they can see all the pupils and the pupils can all see the visual materials.
11. Expectations for all groups of pupils are high. In the Foundation Stage children are expected to listen and follow instructions so they produce a very lively musical piece and can use musical instruments and the cassette recorder independently. In all classes teachers plan for different abilities so pupils are appropriately challenged. Teachers help pupils to present their work well. In consequence books are very neat and pleasing handwriting and attractive layout a habit. Teachers challenge their pupils to think hard so in a mathematics lesson pupils were given a range of strategies and asked to select the best one and say why.

Care and the provision for pupils' personal development is very good so pupils are developing as independent learners, have very positive attitudes and behave exceptionally well.

12. Foundation Stage children are given very good support to develop personal confidence. They become very good learners because they are given very well focussed help to develop the appropriate skills by their teachers. They learn to change for physical education and care for their clothes. Very good manners are a strong feature of this school because teachers are very good models and this is valued by parents. The development of independent learning skills is well supported. In particular, pupils have the opportunity to do independent research using the school's libraries or the Internet with suitable safeguard.
13. Induction procedures are very good. Children starting school have plenty of opportunity to spend time in school. Some, but not all, children have a very good opportunity to spend one or two terms in the pre-reception class. This is related to age. Summer born children do not have this opportunity. The school has developed good relationships with the middle school so pupils are well prepared for the next stage in their education.
14. Very good assessment procedures coupled with very good analysis helps teachers to plan appropriately for the pupils. They work very effectively in teams so individual's needs are analysed by the whole team. The target setting which accompanies this is sharp, so for example in mathematics pupils work towards a particular lesson target which the teacher discusses with them, and also some general targets like acquiring knowledge of mathematical symbols for greater and lesser in different contexts. The school has a thorough system and uses information from national tests both statutory and non-statutory to assess progress. This is combined with regular teacher assessments in lessons to give a very full picture. In the Foundation Stage teachers have developed a very accessible assessment system that enables them to monitor progress and plan for the learning needs of the group. Very good and frequent use of the digital camera enables teachers to capture and record key learning moments. This is an improvement since the last inspection.
15. The school keeps parent well informed about the school, their children's activities and progress in learning through a very high quality range of letters, newsletters, reports and meetings. There are regular arrangements for parents meetings. The school is aware that some parents would like more privacy when speaking to the teacher on open evenings. However the open door policy enables parents to speak to staff regularly and to make appointments outside these organized meetings. Pupils with special educational needs receive good support from their parents and staff ensure that parents are fully involved in reviewing the progress their children make against the targets set in their individual education plans. These reviews meet the requirements of the Code of Practice. There are good links to inform parents of their child's progress and regular consultations with parents to review progress and needs.
16. Pupils work hard in lessons because they are enjoying themselves. Expectations are very high so pupils' efforts are purposefully directed. They get on well and enjoy working co-operatively together; this is particularly important in the development of very good language skills. Pupils trust their teachers and each other, so know that even if they make mistakes they can be open without losing face. Pupils behave exceptionally well - parents confirm this - because they are well managed and motivated.

17. Behaviour in the playground is very good and pupils are well supervised and know what to do if they are unhappy. There is a friendship bus stop, which pupils can use if they have no one to play with. The school has a good system for recording incidents and communicating them to parents. These have been improved recently after a weakness in the communication chain was uncovered. There is a very good house system for rewarding positive actions and the pupils are very committed to doing well.

The curriculum is very rich and stimulating for all pupils including the able and those with special educational needs; children in the Foundation Stage are also receiving a very exciting and well-planned start.

18. The curriculum is very rich. Subjects are purposefully connected when appropriate. Every opportunity is planned and used to capture the excitement of learning. Vivid photographs frequently capture these special moments. These pictures show reflective moments when children enjoy the scent of hyacinths or catch the thrill of science as they build experimental jelly towers or relate to a very interesting field trip to a Georgian mansion, Shugborough Hall.
19. Spiritual, moral, social and cultural education is very good. The school's ethos is very rich. Teachers are alert to special moments that enhance pupils' learning experience. Sometimes these are simple. In Year 3 one dismal March morning during the inspection pupils were writing about spring, when a sudden shaft of sunlight transformed the morning. The teacher stopped the writing. The class enjoyed the sudden brilliance of the light and were really enriched as a result. The school puts a rightful emphasis on work but play is valued throughout the school. Year 4 pupils benefit from working with a specialist play leader at lunchtime to extend their repertoire. Other opportunities to develop social skills are well used in lessons and in small monitoring tasks. Pupils are given very good access to the richness of the arts through school events including visiting artists and musicians as well as trips, including visits to the theatre. Other cultures are celebrated because the curriculum is planned to include a significant cross-cultural element. The school supports a family in Nepal and pupils are really interested in the family's lifestyle and progress. The pupils are very aware of the importance of rules and what they are. Pupils have very good opportunities to debate moral issues. They recently debated the Elgin Marbles issue, for example, and speakers are invited to the school to provide a focus for discussion on current issues, recently Romania.
20. In the last inspection provision for the under-fives was a key issue. It is now very good. Children have a very appropriate start based on the nationally recommended Foundation Stage curriculum. The school is committed to a play based curriculum but is careful to ensure that children's literacy and numeracy skills are well developed ready for Year 1 of the National Curriculum. In particular the school has developed very good provision to promote physical learning. Children now have very good access to large climbing apparatus in the early years suite as well as outdoor access.
21. Literacy is right at the heart of the curriculum and in all lessons very good attention is given to the appropriate language development. A particular feature of this school's timetable is the retention of the traditional end of day story time. Pupils' written English is very good and reflects their love of literature and this rich experience of storytelling. In conversation pupils indicated how much they valued listening to whole stories or serials. They enjoyed the novel 'Streetchild' because it added to their understanding of the Victorians. Pupils use their very good writing skills to record

independently across the curriculum, particularly in science, history and geography. Information technology is beginning to enhance other lessons as teachers begin to use the very good new facilities. In a mathematics lesson a program was well used to help pupils understand symmetry. Numeracy is well used to support science and for data handling. Provision for history is strong and pupils' work is enhanced by visits; there are good links to other areas of the curriculum so pupils' knowledge of eighteenth century architecture is well used to support their mathematics. Provision for art and design, which was unsatisfactory in some aspects during the last inspection, is now good.

22. Curriculum organisation for teaching the core subjects of English and mathematics is strong because it is flexible. Pupils are frequently set for English and mathematics but this is not always the case; sometimes teachers decide that pupils will be better served by working in their class groups. The decision whether to set by ability for these lessons depends on the outcome of team discussion. This is particularly the case when there are strong cross-curricular links. On other occasions the composition of groups may be changed as a result of careful targeting.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	6	-	-	-	-
Percentage	5%	63%	32%	-	-	-	-

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-Y4
Number of pupils on the school's roll (FTE for part-time pupils)		255
Number of full-time pupils known to be eligible for free school meals		21

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y4
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		7

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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	29	26	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	25	24	24
	Total	53	52	52
Percentage of pupils at NC level 2 or above	School	96 (100)	95 (95)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	20
	Girls	24	24	26
	Total	52	52	55
Percentage of pupils at NC level 2 or above	School	95 (98)	95 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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	154		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1		
Mixed – White and Black African			
Mixed – White and Asian	2		
Mixed – any other mixed background			
Asian or Asian British - Indian	4		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	2		
Black or Black British – Caribbean	3		
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded	53		

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-Y4

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	23.7
Average class size	26

Education support staff: YR-Y4

Total number of education support staff	6
Total aggregate hours worked per week	122

FTE means full-time equivalent

Financial information

Financial year	2001-2002
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	£
Total income	609,458
Total expenditure	575,115
Expenditure per pupil	2.032
Balance brought forward from previous year	53,140
Balance carried forward to next year	87,483

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)	0.6
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	255
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	1	0
My child is making good progress in school.	56	42	1	1	1
Behaviour in the school is good.	50	47	2	0	2
My child gets the right amount of work to do at home.	39	56	4	1	0
The teaching is good.	62	35	2	0	1
I am kept well informed about how my child is getting on.	36	55	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	67	30	2	0	0
The school expects my child to work hard and achieve his or her best.	61	37	1	1	0
The school works closely with parents.	41	48	9	1	1
The school is well led and managed.	64	32	1	0	3
The school is helping my child become mature and responsible.	58	40	0	1	1
The school provides an interesting range of activities outside lessons.	40	37	12	2	9