

## **INSPECTION REPORT**

### **EASTON COMMUNITY PRIMARY SCHOOL**

Easton, Woodbridge

LEA area: Suffolk

Unique reference number: 124579

Headteacher: Mrs Karen Albertini

Reporting inspector: Mrs. Marianne Harris  
23288

Dates of inspection: 20<sup>th</sup> – 21<sup>st</sup> January 2003

Inspection number: 248599

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 -11

Gender of pupils: Mixed

School address: The Street  
Easton  
Suffolk

Postcode: IP13 0ED

Telephone number: 01728 746 387

Fax number: 01728 747 557

Appropriate authority: Governing Body

Name of chair of governors: Mrs. Sue Innes

Date of previous inspection: 13<sup>th</sup> – 15<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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<b>REPORT CONTENTS</b>	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
How well the school is led and managed	
Other aspects of the school	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
 <b>WHAT THE SCHOOL DOES WELL</b>	 <b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	 <b>15</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Easton is a very small community primary school situated in rural Suffolk. It serves the local and surrounding villages, with many children coming from outside the immediate area. It has 73 pupils, aged from five to eleven, grouped in four classes in the morning and three in the afternoon. Very few pupils are eligible for free school meals, and an average proportion have special educational needs. The number of pupils who have a statement of special educational need is above average. The needs of these pupils vary, although the statements are mainly for physical difficulties. There are no pupils learning English as an additional language. Almost all pupils come from a white British background. Most of the children have pre-school experience and, although the skills and knowledge that they bring to school vary from year to year, overall, their attainment when they start school is average. The social circumstances of the pupils are above average. There is an above average percentage of pupils who leave or enter school other than at the normal times and, during the last eighteen months, there have been changes of staff, including the headteacher.

### **HOW GOOD THE SCHOOL IS**

Easton school provides a satisfactory standard of education for its pupils. Leadership and management are sound, although, the headteacher does not place enough emphasis on improving aspects of the school's work because she has a heavy class teaching load. The governing body does a good job. Teaching is satisfactory overall, with some good elements. Standards in national tests vary each year because the number of pupils taking the tests is so small. However, children start school with attainment that is close to that expected for their age. Their achievements are satisfactory as they move through the school and, by Year 6, standards of attainment are average in the work seen. The school provides satisfactory value for money.

#### **What the school does well**

- The curriculum is enriched by a good range of extra activities.
- Provision for pupils' spiritual, moral, social and cultural development is good and this leads to good attitudes and behaviour.
- Pupils' information and communication technology skills are developed well.

#### **What could be improved**

- Systems for assessing pupils' attainment and progress are poor.
- Many parents have negative views of some aspects of the school's work.
- The school building is inadequate.

*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 October 1997, and it has made satisfactory improvement since then. Subject co-ordinators have attended training and now monitor their subjects by looking at planning and at pupils' work. The role of the governing body has been improved significantly and they now play a greater part in drawing up plans to improve the school. The quality of teaching has improved since the last inspection, with no unsatisfactory lessons being seen this time. Although standards in national tests have fluctuated over the past few years, owing to the varying attainment of each small year group, those seen in pupils' current work are about the same as at the last inspection. However, the issue of developing assessment systems has not been tackled and the progress pupils make is not recorded and tracked effectively. This means that teachers are not always aware of how well pupils are doing, so they cannot plan activities that help pupils attain higher 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
English	C	B	D	D
mathematics	D	D	E	E
science	C	E	E	E

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

Test results over the past three years have fluctuated considerably but, as the number of pupils in each year group is very low, the performance of just one or two children can have a significant effect on the school's overall results. This makes comparisons with national and similar schools' test results unreliable. However the trend in test results over the recent past has shown a fall in standards. This is due to the increase in pupils with special educational needs and the very small numbers taking the tests. The school does not have an assessment and tracking system for each pupil and, therefore, it is not possible to accurately judge the achievement of those pupils in Year 2 and Year 6 who took the national tests last year. However, the available data suggests that Year 6 pupils achieved well in English when compared to their results in Year 2, although they did not do as well in mathematics and science where results were below those that could be expected. In 2002, the school set targets for test results in English and mathematics that were low, and these were exceeded by pupils in Year 6. The targets for next year are higher for both subjects.

Children enter school with average attainment and by the time they enter Year 1 most have achieved the expected goals for children's' learning. This represents satisfactory achievement. All of the pupils in Year 2 who took the national tests in 2002 reached the expected levels. When looking at the work of the pupils currently in Year 2 and Year 6, standards are average. Pupils' work shows that their achievements are satisfactory across the school, including for those who join the school other than at the normal times. Pupils throughout the school attain above average standards in information and communication technology. A judgement on standards in subjects other than English, mathematics, science and information and communication technology has not been made, as this was a short inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school, are enthusiastic and work well together in lessons. Consequently, they are keen to get a lot done. In the occasional lessons where there is too much teacher talk, pupils can become fidgety and restless.
Behaviour, in and out of classrooms	Behaviour is good, both in lessons and around the school. Pupils are polite and helpful. There have been no exclusions during the last year.
Personal development and relationships	Relationships are good. Pupils of all ages get on well together. There are many opportunities for the pupils to mix with others of different ages. Older pupils are quite capable of taking on extra responsibilities but are not given enough opportunities to do so.
Attendance	Good. The school discourages the pupils from taking unnecessary time off school.

## TEACHING AND LEARNING

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

*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.*

Teaching is satisfactory overall, with no unsatisfactory lessons being seen during the inspection. The children in the reception year are currently taught with pupils in Year 1, and have activities that are appropriate for their age and ability across the school. Planning takes into account the different ages and abilities within each class and, although tasks are usually similar, teaching assistants are used appropriately to support pupils who are less able or who have special educational needs. Where teaching is good, teachers tell the pupils what they will learn about, and revisit this objective at the end of the lesson. Explanations are clear and lessons have a brisk pace. This results in pupils knowing what is expected of them. They are interested in the activities and get a lot done in lessons. English and mathematics are taught satisfactorily and basic skills are reinforced well. For example, pupils use their knowledge of numbers to solve complex mathematical problems. Throughout the school, information and communication technology skills are taught well. Pupils practise their computer skills because laptops are used in many lessons. Where teaching is satisfactory but has weaknesses the purpose of the lesson is not shared with the class and pupils are not sure what is expected of them. There is too much teacher talk so pupils can become restless and fidgety. When work is marked there is little indication of what pupils need to do to improve further. There are no individual learning targets for pupils so that they understand what they have to aim for in order to reach higher standards. The school has no hall for physical education lessons or for whole school assemblies. This results in some lessons being disrupted because furniture has to be moved to create space for these activities.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning opportunities. Lessons are enriched by visits out of school and the pupils benefit from a good partnership with the local high school and a good range of visitors into school. The range of activities after school is good. There are good opportunities for pupils to extend their learning during the year when the staff plan times where one subject is the focus for study (focus weeks).
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory. Pupils have individual education plans with relevant targets, and those with a statement of need have appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good and this results in good attitudes and good behaviour. Provision for pupils' spiritual, moral, social and cultural development is good. Pupils mix well together and this is further encouraged through links with local schools, including the high school that all of the pupils will attend. Activities outside of lessons provide more opportunities for the pupils to mix with children of different ages. Pupils' cultural development is promoted well through lessons and focus weeks where pupils learn about other countries and cultures.
How well the school cares for its pupils	The school takes good care of its pupils. There are good procedures for child protection and all staff have received recent training. Most of the staff are trained in first aid and pupils are well cared for if they feel unwell. However, assessment procedures are poor. The school currently has no system for keeping track of how much progress pupils make during their time in school. Marking in books is inadequate, and pupils do not know how well they are doing, or what they need to do to improve their work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and key staff are satisfactory. The headteacher leads by example and provides a clear educational direction for the school. Staff work together and support each other well. However, the headteacher has a heavy teaching commitment and has had insufficient time to carry out tasks such as devising and implementing effective assessment procedures. All teachers have a full teaching commitment with little time to monitor the many subjects for which they are responsible.
How well the governors fulfil their responsibilities	The governors are supportive of the school and do a good job. They have a good understanding of the strengths of the school and where improvements need to be made.

Aspect	Comment
The school's evaluation of its performance	The school applies the principles of best value effectively to evaluate how well it is doing. The teachers have looked at how provision for pupils could be improved and has taken steps to implement these initiatives. For example, pupils in Year 2 are taught separately for part of the school day to ensure that they achieve well, and this has been successful.
The strategic use of resources	The school is well resourced and has used money from the local "e-learning" initiative wisely to buy laptop computers. This has significantly raised the standards in information and communication technology. Teaching assistants are used effectively to support with pupils with special educational needs and the money allocated for pupils with statements of special educational needs is used appropriately and extra money from the school's budget is used to supplement this.
Accommodation	The school building is inadequate because it lacks a hall, so classes are often disrupted when furniture has to be moved for physical education lessons and whole school assemblies.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The school expects my child to work hard and achieve his or her best.</li> <li>• The school is helping my child become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour.</li> <li>• Homework.</li> <li>• Information about how their children are getting on.</li> <li>• Working closer with parents.</li> </ul>

Inspectors agree with the positive view expressed by most parents that their children like school. The children do work hard and are beginning to take on responsibility, although the older pupils are capable of taking on more. Inspectors found behaviour to be good, both in class and around the school. They also found that reports to parents are good, giving much information about individual pupils, including targets for the forthcoming year. The school tries to work closely with parents and has consulted parents over the routines at the end of the school day when many children have to wait for the school bus. Inspectors agree that homework is inconsistent. In the younger classes it is set and marked consistently, whereas in the older classes the procedures are less well known and homework is set on an irregular basis.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The curriculum is enriched by a good range of extra activities.**

1. Easton is a very small school but has forged many good links with the local community to improve learning opportunities for the pupils. Parents and pupils are very positive about the focus weeks that the school arranges which enable the pupils to learn about other countries, such as Ghana, and deepen their understanding. A very positive feature of the school is the links it has forged with other small schools. There are regular opportunities for the pupils to meet and some of the children from a neighbouring school join the Year 6 pupils at Easton for French lessons. These lessons are taken by a teacher from the local secondary school and contribute positively to the social development of the pupils.
2. Pupils in Years 5 and 6 have the chance to join a residential trip and this gives them the opportunity to visit places such as London and Norfolk. The school also arranges for adults with particular expertise to work in the school. For example, the pupils have benefited from an artist in residence and have visited art exhibitions to further improve their knowledge and skills. Visitors are welcomed into school and parents speak positively about the visits from the fire brigade and police officers. Pupils throughout the school go on trips and visits. These include excursions to Framlingham and Colchester castles, resulting in greater understanding of history, and to local attractions such as farms and the local mill.
3. There are opportunities for the pupils to join in with the many extra-curricular activities that the school offers. These activities rotate and include art, sport and musical clubs. There is something for everyone and the pupils are able to mix well with each other, further developing their social skills. The activities are chosen so that all pupils can benefit, and cover a wide range of interests.

**Provision for pupils' spiritual, moral, social and cultural development is good and this leads to good attitudes and behaviour**

4. The school provides well for pupils' personal development and this results in good behaviour and attitudes to learning. Despite the disruption caused by moving furniture, assemblies are a time for quiet reflection and a chance for all of the pupils to meet together. Pupils are encouraged to think about the needs of others and to accept everyone. Issues, such as disabilities, are openly discussed and all pupils are included in the life of the school. When learning about countries such as Ghana, pupils are encouraged to think about what life is like and how it differs from their own.
5. The pupils' moral development is promoted well. Each class is encouraged to draw up its own set of rules laying out how they will behave in school. The pupils then feel that they have made the rules and stick to them. This results in clear codes of conduct and good behaviour. This impacts on learning as all of the pupils work together well in groups and pairs, supporting each other. In a history lesson on Ancient Egypt the pupils were very keen to include everyone and help each other to feel like an archaeologist. In the older class, pupils who are less able are fully included in the life of the school. Every child knows what is expected of them, and they know what is acceptable from others.
6. Pupils' social development is very good. The mixed age classes enable pupils of different ages to socialise in class as well as in the playground. This results in pupils of all ages working well together and supporting each other in their learning. Extra-curricular activities further promote

social development and the older children look after the younger ones. The older pupils have the opportunity to work with pupils from a local small school which widens their social circle so that, when they go to secondary school, they are able to mix successfully with others.

7. The school's focus weeks not only enhance learning opportunities for pupils, but contribute significantly to their cultural development. The pupils learn about the rainforest and about the things that threaten its existence. They learn about Ghana and some of the customs and beliefs of the people. Pupils in Years 3 and 4 have made a study of Tocuaro in Mexico and have contrasted life there with their own. In art lessons, pupils study artists such as Cezanne, and younger children have produced thoughtful paintings in his style. Work on ancient Egypt also contributes to pupils' cultural development. In a history lesson, pupils in Years 2 and 3 pretended that they were archaeologists and "found" objects from the past. This caused great excitement and enabled the pupils to find out what it was like to discover things from the past.
8. Overall, the school's provision for spiritual, moral, social and cultural development results in pupils who enjoy school and are keen to work. Rules are well known and pupils are encouraged to get on well with each other in every aspect of the school's life. Staff are good role models and have high expectations of pupils being polite and considerate.

### **Pupils' information and communication technology skills are developed well**

9. Information and communication technology skills are developed systematically and pupils achieve well. This is because the pupils have benefited from a local "e-learning" initiative. This has enabled the school to buy 12 laptop computers that can be used to supplement the ones already in each class. As the school is not big enough to have a dedicated computer suite, this has been the ideal solution for them. Children in the reception class have access to a computer and confidently use the mouse and the keyboard. By the time they are in Year 1, pupils are able to devise their own databases to record various types of musical instruments and categorise them according to how they are played. The pupils can then interpret the results to explain how many instruments are scraped, blown or shaken to make a sound. By the time they are in Year 2 the pupils are able to program a model to move to a given set of instructions. This causes great delight when the model actually goes where a child has programmed it to go. Pupils in Years 4, 5 and 6 use word processing packages to write poems and can integrate pictures into the text as well as changing the font and colour of the print.
10. All of the pupils are confident and can use the computers with little support from an adult. The pupils are aware of the school's internet safety policy pupils in Year 5 and 6 use the internet for research purposes. The school's digital camera is used effectively to record events such as the Christmas production, and these pictures are displayed for all to admire. The computers are stored so that there is easy access, but space is still an issue. When the staff want to teach programming skills, classes have to be moved so that the larger room can be used for the task. This means that some pupils have to change rooms and, whilst staff ensure minimal disruption, there is still some inevitable loss of pace to lessons.

### **WHAT COULD BE IMPROVED**

#### **The systems for assessing pupils' attainment and progress are poor**

11. The systems for assessing pupils' attainment and progress have improved recently but are still poor. The last inspection report identified the need for a system to record pupils' progress and this has not been tackled effectively. Last year, for the first time, the pupils in the older classes completed published tests to see how much progress they were making. This is an improvement, and staff plan to continue this practice. Pupils' assessment records are not complete. Results of

national tests taken in Year 2, however, have been recorded, but no subsequent data. It is, therefore, impossible to know how much progress each child has made in the juniors. In such a small school, with a higher-than-average number of pupils transferring in or out, other than at the normal times, it is very important to be able to track individual pupils. The teachers know the pupils very well, and write targets into the end of year reports, but they have no overview of how well the pupils are doing as they move through the school.

12. Alongside the lack of assessment information, teacher's marking of pupils' work is sometimes unsatisfactory. Work is usually marked, and sometimes praise is given so that the pupils are able to show pride in their work. However, there are few examples of marking giving the pupils a clear idea of what they need to do to improve their work and attain higher standards. This results in some work where corrections are not made, and some where work is not finished. In discussion, pupils say that they are not aware of the levels that they are reaching in the National Curriculum, and are given little indication as to how they can improve further.
13. The number of pupils taking the national test each year fluctuates, and is usually very small, but there has been little analysis of where the pupils lack specific knowledge and skills. This analysis would be of little benefit to pupils who have left to go on to secondary education, but would give teachers an indication of whether or not there are any aspects of English mathematics and science in which pupils are underachieving. Any analysis of test performance for pupils in Year 2 would be useful when planning the work needed in Year 3.

#### **Many of the parents have negative views of some aspects of the school's work**

14. There was a high response to the questionnaire and a significant number of parents attended the meeting. Most of the parents said that their children like school, and this is confirmed by the pupils' themselves. They work hard and have a positive attitude to learning. During the inspection, behaviour was good, with pupils being polite and considerate. Although parents expressed concern over the information they receive about how their children are getting on, inspectors found reports to be good. They contain much information about how well the children are doing and set targets for future improvement.
15. Inspectors do agree with the view of many parents that homework is inconsistent and pupils confirm this judgement. In the younger aged classes parents and pupils are clear about homework and the amount is about right for younger children. This includes reading, spelling and some mathematics work. Pupils have homework books and record what they are expected to do. However, homework in the older classes is not so well defined. Most homework books have little written in them and pupils say that it is not consistently set. There was homework set during the inspection, but it was given on a photocopied piece of paper that could easily be lost in the bottom of bags, or in pockets.
16. Parents are concerned that the school does not work closely with them, but this view seems to be based on historical events. The headteacher has been in post just over a year and has done much to improve communication with parents. For example, the end of day routines have recently been changed, after consulting the parents, and a review of this will take place before the end of term. There are regular newsletters and the headteacher is available in the playground at the beginning and end of each day to meet with parents. These are all positive features. Parents expressed concerns over the fact that there is only one parents' evening a year, but this has changed in the last year, and there are now three. This is what is normally found in schools. Parents of younger children felt that they had more contact with their child's teacher, whereas parents of the older pupils felt that they had little time to see their child's teacher. However, at the parents' meeting,

there was general agreement over the fact that teachers were approachable, and parents could contact the school if they had a concern. Overall the school does not do enough to keep parents informed about homework for the older children.

## **The school building is inadequate**

17. The school building is very old and was not built to teach modern lessons. There is no hall for physical education, assemblies or for eating in at lunchtime. There are plans to build an extension to rectify this but, at the moment, there is insufficient funding to complete the project, and the school is actively seeking funding from various sources. This results in lessons being disrupted for physical education, information and communication technology and for assemblies. One room has to be cleared for assembly and then reorganised again so that lessons can resume. The pupils are very skilled at doing this, but it nevertheless causes disruption. Similarly, when one class wants to use computers to make models move, another class has to be moved out of their room so that there is sufficient space. Most of the physical education lessons have to be taught outside to minimise disruption. When the weather is cold or wet, lessons have to be cancelled or improvised indoors. Although no physical education lessons were seen during the inspection, pupils report the frustration they feel when having to move furniture around.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the work of the school, the headteacher, staff and governors should now:

Continue to develop effective assessment procedures to track pupils' progress throughout the school by:

- Recording results of pupils' assessment systematically so that the progress they are making can be monitored.  
(*paragraph 11*)
- Analysing gaps in pupils' knowledge and skills shown in their performance analysis, so that any areas of weakness can be tackled.  
(*paragraph 13*)
- Ensuring marking is consistent and shows pupils what they can do to improve their work.  
(*paragraph 12*)

Work closely with parents to ensure that:

- Expectations of homework are clear.  
(*paragraph 15*)
- They are fully informed about developments in the school, possibly by providing a return slip to ensure that all newsletters actually reach home.  
(*paragraph, 16*)

Continue to seek funding for the planned extension of the school.  
(*paragraph 17*)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	5

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	4	5	0	0	0
Percentage	0	0	44	56	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 ten percentage points. Percentages may not sum to 100 because of rounding.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	73
Number of full-time pupils known to be eligible for free school meals	5
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	11
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5



*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	10	3	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (69)	100 (92)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	13
Percentage of pupils at NC level 2 or above	School	85 (77)	85 (85)	100 (85)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	6	8
Percentage of pupils at NC level 4 or above	School	64 (63)	55 (75)	73 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	5	5	6
Percentage of pupils at NC level 4 or above	School	45 (63)	45 (88)	55 (88)
	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 year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
71	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

*The table refers to all pupils in the school. It gives the number of exclusions, which may be different from the number of pupils excluded.*

***Teachers and classes*****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.89
Number of pupils per qualified teacher	19.28
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	66.5

***Financial information***

Financial year	2001-02
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	£
Total income	207,815
Total expenditure	200,982
Expenditure per pupil	2,734

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2.08
Number of teachers appointed to the school during the last two years	2.23

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.89
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

68

Number of questionnaires returned

50

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	4	0	0
My child is making good progress in school.	24	50	16	2	8
Behaviour in the school is good.	29	39	22	2	8
My child gets the right amount of work to do at home.	20	42	18	16	4
The teaching is good.	34	46	6	0	14
I am kept well informed about how my child is getting on.	20	38	28	12	2
I would feel comfortable about approaching the school with questions or a problem.	46	38	16	0	0
The school expects my child to work hard and achieve his or her best.	36	48	4	2	10
The school works closely with parents.	20	44	20	6	10
The school is well led and managed.	30	40	10	0	20
The school is helping my child become mature and responsible.	26	56	8	0	10
The school provides an interesting range of activities outside lessons.	38	48	10	2	2

*(Numbers may not sum to 100 due to rounding)*

