

INSPECTION REPORT

RATTLESDEN CEVC PRIMARY SCHOOL

Rattlesden

LEA area: Suffolk

Unique reference number: 124711

Acting Headteacher: Mr P Fletcher

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 14 – 15 January 2003

Inspection number: 248619

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:	Voluntary controlled
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
School address:	School Road Rattlesden Bury St Edmunds
Postcode:	IP30 0SE
Telephone number:	01449 736335
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Mr K Osman
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rattlesden CEVC Primary School is a popular, rural school. There are currently 94 boys and girls on roll between the ages of four and nine, with thirteen children in the nursery attending school part time. This makes it smaller than most similar schools, but more pupils wish to come to the school than it can accommodate. Pupils come from a wide distance to attend school, with some travelling by the school bus. They come from a variety of backgrounds, although none is from a home where the first language is not English. The proportion of pupils known to be eligible for free school meals is very low, at around 3 per cent. Around 9 per cent of pupils are on the school's register of special educational needs, which is low compared with all schools. None has a Statement of Special Educational Need. Pupils' attainment when they join the school varies widely, but is average overall.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils join with average levels of attainment, and by the time they leave are achieving well above average standards in English, mathematics and science. This is the result of consistently very good teaching throughout the school. All teachers work exceptionally hard to provide a rich and interesting curriculum. They have very high expectations, which pupils meet in an exemplary way. The warm, family ethos of the school is one in which all are valued and included in its daily life. The acting headteacher has been in post for less than a week, but the very good leadership of the retired headteacher and overall good management of the school is continuing in a seamless fashion. As a small school, the costs per pupil are high, but the budget is very carefully managed and the school provides very good value for money.

What the school does well

- Very good teaching leads to high standards across all curriculum areas.
- Provision for pupils' personal and social development is excellent; they develop very mature, responsible attitudes and behave very well.
- The school provides a very rich and stimulating curriculum, both in and out of lessons.
- The teamwork between all partners in the school, staff, governors and parents, is very good.

What could be improved

- The school's accommodation leaves very much to be desired.
- Pupils' detailed annual reports do not follow a consistent format.
- The school could consider adjusting the length of lessons during the afternoon sessions.

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 in addressing the issues identified by the last inspection in January 1998. Overall standards in mathematics are well above average. All teachers assess pupils' work thoroughly and consistently, so that they have a clear understanding of each individual's progress. Additionally, as a result of this detailed analysis, the school can clearly demonstrate the value added to every pupil in the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A*	A*
Writing	A	A	A*	A*
Mathematics	A	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that attainment in the 2002 national tests for seven-year-olds in reading and writing was in the top 5 per cent of standards found in all schools in the country, and very high compared with similar schools. Attainment in mathematics was also well above both the national average and performance in similar schools. Teacher assessment of standards in science showed all pupils reaching the expected level of attainment, and half the pupils reaching above average standards. Although small numbers of pupils in each year group mean that year-on-year comparisons need to be treated with caution, standards overall have been rising steadily over the past three years. This very pleasing picture is mirrored in standards seen in lessons and in pupils' work during the inspection, and attainment of pupils currently in Year 2 is on course to be equally high in the 2003 tests. By the time pupils reach the age of nine, when they leave the school, they reach impressively high standards in English, mathematics and science. Evidence also shows standards to be above expectations for pupils' ages across all subjects of the curriculum. The youngest children in the nursery and reception enjoy a wide and stimulating curriculum. They are on course to exceed the expectations for their age in the Early Learning Goals in all six areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school, work hard and take full advantage of the many opportunities provided for them.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, polite and friendly. They work and play harmoniously together and older pupils take very good care of younger ones.
Personal development and relationships	Excellent. By the time they leave the school, pupils are mature, thoughtful and confident individuals. Relationships between pupils and adults, and between pupils themselves, are characterised by mutual respect, creating a warm, family ethos in the school.
Attendance	Very good. Pupils enjoy coming to school and arrive promptly in the mornings.

All aspects of pupils' attitudes and values are strengths of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery 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.

The quality of teaching is a significant strength of the school and the major contributing factor to the high standards, very good relationships and warm ethos in the school. During the inspection, all teaching was at least good and almost all was very good. Teachers plan lessons thoroughly and carefully, taking full account of the needs of different pupils in their classes and that ensuring all are included in activities. They provide good challenge both for those pupils who are particularly able and for those with special educational needs. All pupils make very good progress as a result. Lessons are lively and interesting, and the quality of learning is very good. Teachers' very high expectations result in pupils developing impressive levels of independence. English and mathematics are taught very well and pupils' literacy and numeracy skills are very well developed as a result. The quality of imaginative writing is particularly impressive. Pupils in the oldest class are taught in separate year groups for English, mathematics and science and this makes a positive contribution to developing skills in these core subjects. Teaching for the youngest children in both the nursery and reception age groups is characterised by a very clear understanding of the needs of the age groups. All adults involved are skilled at working closely with children, encouraging them very effectively to think and talk about what they are doing, and their quality of learning is very good as a result.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Statutory requirements are met fully and the curriculum is very well planned to be interesting, relevant and challenging.
Provision for pupils with special educational needs	Very good. Pupils' needs are very well understood and provision is planned carefully to meet these.
Provision for pupils with English as an additional language	The school does not have any pupils whose mother tongue is not English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' personal and social development is excellent, for their moral and spiritual development is very good, and is good for their cultural development. Pupils have a wide range of opportunities to take responsibility and meet these in an exemplary fashion. They respond to the school's expectations of good behaviour and mature attitudes very well.
How well the school cares for its pupils	Good overall. Procedures for supporting and guiding pupils, and for assessment, are very good and information gained from the latter is used very well to plan appropriate work for all pupils.

Provision for pupils' understanding of their own culture is very good. The school works hard to promote an understanding of life in a multi-cultural society, but is hampered by its rural location.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The acting headteacher has only been in school for a very short time, but has taken over the very good leadership of the previous headteacher in a seamless way. All staff carry several management responsibilities and fulfil these well.
How well the governors fulfil their responsibilities	Very well. Governors are very active, both in terms of their practical support on a day-to-day basis and in maintaining a clear strategic overview of the work of the school.
The school's evaluation of its performance	Good. The school has a clear understanding of its strengths and areas for development and has useful plans to address the latter.
The strategic use of resources	Very good. The school makes very good use of all resources at its disposal and the budget is very carefully managed.

The school is led and managed well despite the heavy teaching commitment for the headteacher. All staff share an equal commitment to ensuring the school runs smoothly, with notable success. The school applies the principles of best value well in all its decisions. The apparently high carry forward figure in the budget results from accounting procedures and does not exist in reality. The damp in the 'Horsa' building is unacceptable, but beyond the school's control.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifteen parents attended the meeting with inspectors and 65 per cent of questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, behave well and develop mature, responsible attitudes. Teaching is good; teachers have high expectations and children make good progress. The school is led and managed well, and is very approachable. 	<ul style="list-style-type: none"> Some parents would like to see more activities outside lessons. A small minority of parents do not feel the school works closely with them or keeps them well informed about progress.

Inspectors fully support parents' positive views about the school. They do not agree that the school does not keep parents well informed; reports are detailed and staff are always willing to meet parents to talk about their children. Inspectors do not agree that the school does not provide sufficient activities outside lessons. The range of visits and visitors which enriches the curriculum is impressive. The size of the school, and the number of pupils who travel on the school bus, limit opportunities for after school clubs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching leads to high standards across all curriculum areas.

1. The quality of teaching is a significant strength of the school. During the inspection, four-fifths of lessons seen were very good and all the remainder were good. All teachers have extremely high expectations of what pupils can achieve and pupils respond to these in an exemplary way. As a result, they work very hard and standards across all areas of the curriculum are high.
2. Teaching for the youngest children is very skilled. All adults who work with this age group have a clear knowledge and understanding of their needs and work closely together to ensure these are met. They work very hard to engage children in thinking and talking about what they are doing, effectively promoting vocabulary development, self-confidence and independence. When exploring ice-blocks, for example, in both the nursery and Class 1, teachers used effective questioning to encourage children to explain how ice felt and what happened to it when exposed to the air. Each block had an animal embedded in it, which caused great excitement. When asked how they got there, one nursery child volunteered 'They climbed in!' Children are confident, enthusiastic learners as a result of the very good provision and are attaining standards above expectations for their age.
3. In the infants and juniors, teachers have a clear understanding of curriculum requirements and a very good knowledge of the pupils in their classes. All lessons are characterised by excellent relationships and work which is matched closely to individual needs. Teachers are very adept at involving all pupils in discussions and value all contributions. In a very good Year 4 English lesson, for example, pupils evaluated pictures and extracts to decide which genre of writing they represented. Although not all pupils agreed with each other, their reasoned choices were well argued and the teacher was equally appreciative of all suggestions. Lessons are very well paced and teachers use encouragement and praise very effectively; pupils' self-esteem is high as a result. In a very good Class 2 mathematics lesson, absolute silence and total concentration reigned as pupils completed 'beat the clock' number sheets and then responded enthusiastically to the teachers' 'give me an answer in ten' working in groups on white-boards. Both more able pupils and those with special educational needs are identified effectively and challenged very well, and they make very good progress as a result. Additional support in literacy and numeracy is provided for those pupils who need it. The lesson taken by a classroom assistant to support literacy in Year 1 was good. She had a secure understanding of the materials and had a good rapport with her small group, so that they made good progress in the short session.
4. Pupils' work is marked thoroughly and evaluative comments encourage them to think carefully about how their work could be improved. Teachers' knowledge of each pupil is supported by comprehensive assessment in all subjects and this enables them to set challenging targets, tailored to the individual. The termly evaluation in English in Class 3 is particularly detailed and impressive. Homework supports schoolwork very effectively and is valued by parents and pupils alike. Years 3/4 pupils, for example, had investigated friction in their homes and discussed this comprehensively at the start of their science lesson.
5. The effect of teachers' skill is clearly evident in pupils' results. Inspection evidence shows standards in English, mathematics and science are on course to be well above average by the time pupils leave the school at the age of nine. All aspects of these core subjects are covered fully and pupils display a secure knowledge and understanding. In English, the thoughtful quality of pupils' imaginative writing and poetry is particularly impressive. Pupils

have very well developed literacy and numeracy skills, which they use to very good effect in all subjects of the curriculum. In history and geography, for example, detailed research is very well presented in topic folders, which include contents pages. Pupils voted history their favourite subject in 2002 and work in their topic folders certainly supports this, such as writing in 'copper-plate' style using quill pens during an interactive visit. Themed days, such as in food technology, result in high standards throughout the school as pupils design, cook and evaluate scones: 'the chocolate chip scones did not work because 'X' forgot to put the chocolate chips in!' Pupils use numeracy skills well to draw graphs of favourite scones, and literacy skills equally well in their evaluations. Pupils' information and communication technology (ICT) skills are good and they use ICT regularly to support their work, for example to word process stories, poems and accounts of visits.

6. Standards in art and design are very high. Work on display and in the portfolios shows pupils use a wide range of media skilfully, such as observational drawings of candles in Class 3, atmospheric pastel drawings in the style of Monet in Class 2 and large scale African pictures in Class 1. Less evidence was available for standards in music, physical education and religious education, but in the single lessons seen in each of these subjects, attainment was at least in line with expectations.

Provision for pupils' personal and social development is excellent; they develop very mature, responsible attitudes and behave very well.

7. Provision for pupils' spiritual, moral, social and cultural development is very good, with a particular strength in provision for their personal and social development. This provision underpins all the work of the school, ensures all are included fully in its daily life and is central to its success in developing mature, sensible and thoughtful individuals by the time pupils leave.
8. Pupils really enjoy coming to school and have very good attitudes to their work. Excellent relationships pervade the playground as all age groups play happily together whilst waiting for morning school to start. In class, pupils are keen, responsive and attentive to their teachers and each other. Teachers provide very clear role models of courtesy and consideration to which pupils respond with equal respect. They readily answer teachers' questions and provide thoughtful, mature contributions to discussions. In a very good Year 4 science lesson, for example, pupils worked with great concentration and co-operation when deciding which surface would provide the most friction. In another very good lesson, pupils in Class 2 worked at their gymnastics with great enjoyment and energy. They behaved very well, responding promptly to the teacher's instructions and clearly appreciating each other's performances. During all lessons seen, pupils' level of independence and self-motivation was very good, resulting in very good progress overall.
9. An understanding of life in other cultures and tolerance towards all individuals is a central part of the school's ethos, which starts from the moment children join the school. Pupils are given very many opportunities to appreciate the world around them and gain very good empathy and insight into their own thoughts and beliefs, as well as the impact of their actions on others. All classes negotiate their class rules and then follow these conscientiously. Assemblies, although rather short, provide very valuable opportunities for pupils to gain understanding and reflect on their attitudes and behaviour. Pupils thoroughly enjoyed the assembly by the visiting rector, appreciating that the golden bauble from a department store was not real gold and providing thoughtful answers to questions about the gifts of the Three Kings at Christmas. Another very good assembly by the acting headteacher led naturally through ideas of friendship to the concept that Jesus was the friend of the friendless, and pupils could follow his example in their own actions. Hands waved eagerly to explain what the 'buddy bench' was for.

10. Pupils take the very many opportunities to take responsibility and work harmoniously together very seriously. Family groups on Friday afternoons, for example, provide exemplary opportunities for older pupils to work alongside younger ones, to the benefit of all. The school council is a very valuable forum for developing a sense of responsibility. It is a pity there is no representative from reception and that time for meetings is too short to cover their lengthy agenda! Members earnestly debate matters of immediate interest, such as the format of the 'achievement tree', and have been responsible for the appointment of a bus monitor.

The school provides a very rich and stimulating curriculum, both in and out of lessons.

11. The school curriculum is rich and varied, and teachers work extremely hard to make it interesting for the pupils. All elements of statutory requirements are covered fully. A significant strength within the curriculum at all levels is the close linking of different subjects within topics, which makes learning relevant. In the Foundation Stage, children experience a wide range of different activities closely linked to the areas of learning as defined in the recommended curriculum for this age group. These are effectively linked to topic work - during the inspection week it was 'The Puzzled Penguin' - and are very well resourced. Children thoroughly enjoy their activities and make very good progress in their learning as a result.
12. Displays, pupils' work, photographs and teachers' planning show clearly the richness of the range of activities pupils in the infants and juniors experience. An effective example is the juniors' work on lighthouses completed in the autumn term. This combined science, design and technology and information and communication technology (ICT) as pupils designed circuits and then constructed working models. Literacy skills were employed when pupils wrote evocative poems within lighthouse outlines, and both geography and history skills were used in researching information on the subject. Excellent use is made of themed days, the locality, visits and visitors to enrich pupils' experience, supporting both the curriculum and pupils' cultural development. Artists regularly work with pupils, with very impressive results. One example amongst very many is an art gallery project. Pupils created unusual and atmospheric effects with digital imagery and wrote interesting accounts of imagining themselves alive in the 1950s. This work combined literacy, art and design, history, geography and ICT in a most imaginative way.
13. The 'Life of Class ...' photographic records of a year's achievement provide invaluable evidence of the work covered. For example, Class 3's superb Ghanaian art was exhibited at the Suffolk Show, Class 2 conducted detailed research into history topics, and Class 1 and the nursery studied habitats in the village environment, wearing animal masks to get a real feel for life in the woodlands.

The teamwork between all partners in the school, staff, governors and parents is very good.

14. All those involved in the school, staff, governors and parents, work together as a highly effective team to create a warm, family ethos in which learning is fun and very high standards are achieved. Teachers and their assistants work in very close partnership in lessons, providing effective support for pupils of all abilities. This is enhanced very well by the large number of parents and governors who willingly and regularly give their time to help in class and with activities outside the classroom. All adults are very well briefed by teachers to maximise on their effectiveness. The vast majority of parents are very pleased with all aspects of the school's work.
15. The governing body is very supportive and fulfils its responsibilities very well. In addition to their practical support, governors have a very clear understanding of their roles and bring a

good degree of expertise to these. They monitor the work of the school closely through regular reports and staff presentations, and understand the need to consider and challenge standards and decisions to ensure the school is doing the best for its pupils.

16. Leadership and management are effective. The acting headteacher has seamlessly adopted the very good leadership of the retired headteacher and is determined to maintain and enhance the ethos, values and aims of the school during his tenure. Management is good. As a small school, all staff carry many responsibilities and all give 110 per cent of energy and time to these. Part-time teachers are in school well beyond their official hours, working hard for the benefit of the pupils. The secretary provides a warm, welcoming 'front of house' and efficient support for the acting headteacher and staff. Her talent at playing the piano is much appreciated in some assemblies! All staff, caretaker, cleaners, cooks and assistants feel valued as essential members of the team.
17. The enthusiastic 'friends association' arranges a variety of activities, including the annual Christmas fair and the 'Duck Race' which are very well attended and raise significant funds, which are spent for the pupils' benefit. Recent purchases include a new television for the hall and a computer in the mobile, and the 'friends' ensure the bark safety surface on the adventure playground is regularly maintained.

WHAT COULD BE IMPROVED

The school's accommodation leaves very much to be desired.

18. This popular school is suffering from its own success, with the rising numbers of pupils wishing to join putting pressure on the available accommodation. The school occupies an extensive site, with classrooms in the original school building and a 'Horsa' classroom block. Some relief has been obtained through the acquisition of a mobile classroom, which enables Years 3 and 4 to be split for English, mathematics and science lessons. All areas of the school are considerably enhanced by colourful, lively and attractive displays of pupils' work, which staff work hard to mount and maintain. However, the classrooms in the 'Horsa' block are cold and damp. This is evident from the chill which strikes through the soles of shoes, the smell and visible mould on the walls and the fact that displays have to be continually replaced as they fall from the walls. Two classrooms are too small for the number of pupils, particularly the nursery, although this is imaginatively laid out to ensure all aspects of the Foundation Stage curriculum are covered fully. Staff and pupils cheerfully make the best of the situation, but deserve better. The school does not have space for an information and communication technology suite, which it would really like to establish to facilitate teaching in this important aspect of the curriculum.
19. Additionally, the site overall is not well planned. The position of the 'Horsa' block results in a large area of land being unusable for outdoor play, and the school overall is short of hard play areas for physical education. Pupils have the opportunity to use the village field for games, but this is at some distance from the school along a road with no pavement and, consequently, the facility is not often used. The school has planned its available space imaginatively, with a popular adventure playground and tractor tyres for climbing and sitting on. These latter, however, are on a concrete base and this should be reviewed. Despite considerable money paid for grounds maintenance, both boundaries and internal hedges are overgrown with brambles and untrimmed bushes, and sweeping leaves is a chore regularly and cheerfully undertaken by the pupils.

Pupils' detailed annual reports do not follow a consistent format.

20. Pupils' annual reports are very detailed and parents are very pleased with them. They contain a wealth of information about the work pupils have covered, the standards achieved

and the progress pupils have made. This shows clearly how well teachers know and understand the individuals in their care. Pupils make serious comments on their own performance, what they are pleased about and where they would like to improve. However, difficulties in accessing computer software, coupled with the number of different teachers contributing to reports on individual pupils means that some parts of the same report are word-processed and some are hand-written. This presents a rather untidy appearance. Additionally, not all reports contain the same headings - noticeably in those for pupils of the same age in different classes. The school is aware of the need to review the format of reports.

The school could consider adjusting the length of lessons during the afternoon sessions.

21. The richness of the curriculum and the effective linking of subjects across the curriculum are strengths of the school. However, teachers agree that some afternoon lessons are too long, where they last for the full two hours on a single subject. Whilst this is appropriate on some occasions, for example, for family groups on Friday afternoons, other sessions could usefully be divided, to maintain pupils' interest and concentration even more effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school. In order to maintain and build on its very many strengths, the governors, acting headteacher and staff should:

- as a matter of urgency, pursue with vigour the plans to improve accommodation so that they are achieved at the earliest opportunity;
- review the format of pupils' annual reports;
- review the timetable in afternoon sessions, where some lessons are rather long.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	12	3	0	0	0	0
Percentage	0	80	20	0	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	7	80
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	5

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0.1

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	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (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	78	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	20.5
Average class size	27

Education support staff: YR– Y4

Total number of education support staff	3
Total aggregate hours worked per week	38.4

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	14
Total number of education support staff	2
Total aggregate hours worked per week	25.6
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	1.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2002
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	£
Total income	224 297
Total expenditure	220 477
Expenditure per pupil	2 756
Balance brought forward from previous year	23 200
Balance carried forward to next year	27 020

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	94
Number of questionnaires returned	61
Percentage returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	0	2	0
My child is making good progress in school.	54	42	2	0	2
Behaviour in the school is good.	59	34	0	0	7
My child gets the right amount of work to do at home.	49	39	8	2	2
The teaching is good.	61	34	2	0	3
I am kept well informed about how my child is getting on.	57	25	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	25	5	0	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	49	36	10	5	0
The school is well led and managed.	61	26	3	7	3
The school is helping my child become mature and responsible.	54	36	0	0	10
The school provides an interesting range of activities outside lessons.	43	33	10	10	4