

# INSPECTION REPORT

## WALTON ON THE HILL PRIMARY SCHOOL

Walton on the Hill

LEA area: Surrey

Unique reference number: 124939

Headteacher: Mr F M Jeffery

Reporting inspector: Rosalind Johns  
22745

Dates of inspection: 10<sup>th</sup> and 11<sup>th</sup> February 2003

Inspection number: 248633

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Walton Street Walton on the Hill Tadworth Surrey
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Appropriate authority:	The governing body, Walton on the Hill Primary School
Name of chair of governors:	Mrs J Turnbull
Date of previous inspection:	6 <sup>th</sup> to 9 <sup>th</sup> October 1997

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</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	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Walton on the Hill Primary School educates boys and girls between five and 11 years. It is smaller than other schools of its type as there are 181 pupils in seven classes. Only about 50 per cent of the pupils come from the village; others come from a three-mile radius including areas of Tadworth and Kingswood. There are 94 boys and 78 girls on roll who attend full time. Thirteen children attend full time in the Reception class and four boys and 13 girls attend part time. There is a gender imbalance in Year 5 with 19 boys and nine girls. There are 39 pupils on the school's register of special educational needs which is broadly average. Pupils with dyslexia are the largest group. There are three pupils with statements of special educational need which is about average. Two pupils are from minority ethnic backgrounds and one speaks English as an additional language. This pupil is not at an early stage of learning to speak the language and does not need additional support. Eight pupils are eligible for free school meals which is below average. During the last year, 16 pupils joined the school other than at the usual time of first admission and 12 left. This is a high rate of mobility. Pupils generally enter the school with above average levels of attainment although some, including the more able, leave at a later stage to join independent schools.

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

This is a good school with many very good features in its work. The very good leadership and management of the headteacher and key staff, and the good partnership with governors, mean that the school examines its performance critically and challenges itself to do better. In Year 6, pupils attain well above average standards in English, mathematics and science. By the time they leave the school, pupils achieve well because they profit from the consistently good quality of teaching and learning in the Reception class and in Years 3 to 6 and because they work with enjoyment and pride. The school's overall very good provision for pupils' spiritual, moral, social and cultural development is at the heart of its ethos. All pupils are fully included in the school's activities. These qualities, combined with the very good systems to monitor its performance, mean that the school gives good value for money.

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

- In Year 6, pupils attain well above average standards in English, mathematics and science because they take learning very seriously and bring growing confidence and imagination to their work.
- The very good leadership and management of the headteacher and key staff, and the good partnership with the governors, mean that the school has the vision and the systems in place to sustain the momentum for change and improvement.
- Pupils' attitudes to school, their behaviour, personal development and relationships are all very good and are deeply rooted in the school's very good provision for their moral and social development.
- The overall good quality of teaching and learning in the Reception class and in Years 3 to 6 means that pupils respond very positively to the challenges presented to them and produce good amounts of high quality work.
- The school has very good procedures for ensuring pupils' academic and personal welfare which give them the security and stability to become confident and well-motivated learners.

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

- The attainment of pupils in Year 2 in reading and mathematics.
- Provision for pupils' cultural development which, although good overall, does not adequately develop their understanding and awareness of Britain as a multicultural society.

*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. Since then, it has made a very good improvement and is very well placed to improve in the future. Key issues for action have been addressed rigorously as current planning is much more comprehensive and has a clear focus on the development of pupils' skills. Leadership and management are now very good and there is a culture of critical self-evaluation in the school. This, together with the analysis and measuring of performance data, has led to a significant improvement in the standards attained by pupils as they move through the school and in their overall achievement. The quality of teaching and learning is better than at the previous inspection because of more careful monitoring systems. Teachers' skilful and consistent management of pupils' behaviour means that there is no sign of the inappropriate attitudes in

class reported at the last inspection. Provision for spiritual and cultural development is now good and governors fulfil their statutory duties. Procedures for monitoring pupils' academic and personal welfare which had some weaknesses at the last inspection are now very good.

## 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	A	A	A
mathematics	C	A	A	A
Science	C	A	A*	A

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

The table shows that, in 2002, standards in the national tests at the end of Year 6 were well above average nationally in English and mathematics and very high in science. In science, pupils' results were in the top five per cent in the country. Compared with similar schools based on the percentage of pupils known to be eligible for free school meals, standards were well above average in all three subjects. At Level 5, results were very high nationally in English and science and well above average in mathematics. Since 1999, the school's results in these three subjects have risen steadily in line with the national trend. The school exceeded its targets in 2002 for the number of pupils expected to reach Level 4 and above in English and mathematics and has set appropriately challenging targets for 2003.

The findings of the inspection are that, in Year 6, pupils attain well above average standards in English, mathematics and science. In Year 2, pupils are reaching above average standards in speaking and listening, writing and science, average standards in mathematics and below average levels in reading. In the Reception class, children achieve well in all areas of learning and are on course to reach or exceed the Early Learning Goals by the time they enter Year 1. Pupils with special educational needs make good progress and attain good standards compared with their earlier attainment. There are some weaknesses in the guided reading lessons for younger pupils which prevent them from making the best possible progress. In mathematics in Years 1 and 2, more able pupils are not always challenged further and the use of worksheets limits pupils' independent thinking and recording. In general, pupils, including those with special educational needs, the more able, the gifted and talented and the few minority ethnic pupils, achieve well in the Reception class and Years 3 to 6 and satisfactorily in Years 1 and 2. This is because they know that they are at school to learn and respond very positively to well-informed, structured and energetic teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy the stimulus of new learning and love a challenge. Older pupils ask questions of their teachers which show lively and enquiring minds and confidence in their ability to succeed.
Behaviour, in and out of classrooms	Very good. Pupils generally behave very well in lessons, assemblies, around the school and at play. They have a very clear understanding of the routines and procedures expected of them and respond very readily to teachers' instructions. Their behaviour contributes significantly to the calm, purposeful atmosphere in the school and ensures that no time for learning or play is lost. There have been no exclusions.

Personal development and relationships	Very good. There is a genuine sense of community where every one's contribution is valued. Strong bonds of trust and support between pupils and all adults mean that pupils thrive and become confident learners. They are friendly and considerate to one another and generally act responsibly. Pupils develop mature attitudes for their age and show increased independence in learning. They carry out tasks around the school calmly and efficiently.
Attendance	Satisfactory. Pupils' attendance is average and unauthorised absence is broadly the same as the national average. Pupils usually arrive punctually and lessons begin on time.

Pupils are encouraged to be active and reflective learners. They contribute willingly to oral sessions, pursue activities with enthusiasm and take pride in their achievements.

## TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning in the school is good. It is satisfactory overall in Years 1 and 2 although instances of good and very good teaching were seen in these classes during the inspection. Teaching and learning are good overall in the Reception class and Years 3 to 6. During the inspection, 19 lessons or parts of lessons were observed: five were very good, ten were good and four were satisfactory. The basic skills of literacy and numeracy are taught satisfactorily in Years 1 and 2 and well in Years 3 to 6 so that all pupils achieve well by the time they leave the school. Throughout the school, lessons are well-planned and organised with clear learning objectives so that pupils know what is expected of them and are keen to learn. Good subject knowledge means that teachers present topics in a lively, interesting way, make constructive links between subjects and give accurate and in-depth explanations. They insist on pupils using the correct technical vocabulary, being very precise in their answers and backing up their opinions with evidence. Their searching questions also make pupils think for themselves, explain their reasoning and develop good investigative skills. Teachers' calm and sensitive management of pupils makes them feel relaxed, confident and eager to try out new experiences. Pupils with special educational needs receive well-focused support especially in group work but the targets in their individual education plans are too general to provide realistic stages of development. All teachers are very conscientious about providing extension work for more able pupils but, in a few classes, they do not make enough intellectual or creative demands on the most able within that group. Learning objectives are not sharply defined, or imaginative enough, to enable them to reach new heights in their learning. Other weaknesses in teaching include not always making efficient use of teaching assistants' time at the beginning of lessons and some over direction which limits pupils' individuality and freedom to experiment.

Strong features in pupils' learning are their obvious awareness that only their best work and behaviour are good enough and the way they tackle different approaches to a subject and are prepared to learn from their mistakes. An occasional weakness is when pupils' very good behaviour masks a degree of passivity and their initial enthusiasm and attention begin to wane.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well-organised and interesting and gives pupils across the school many opportunities for self expression and enjoyment whilst also focusing on their literacy and numeracy skills. It is extended by a good range of other activities such as clubs, productions, workshops, visitors and visits to places of interest. Special Curriculum Weeks are an exciting way of encouraging practical and innovative approaches to learning. The school is committed to equality of opportunity and generally the needs of different pupils are met well. However, in a few classes, the most able pupils are not realising their talents fully.
Provision for pupils with special educational needs	Satisfactory overall. Teachers liaise closely with committed support staff who enable pupils to make good progress in group work. However, targets on their individual education plans are not specific enough to identify achievable steps forward. Pupils with statements of special educational need are also well supported in class and annual reviews provide a good focus for appraisal and improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Times of stillness, prayer and reflection, as well as joyful music making, heighten pupils' spiritual and personal awareness effectively. Across the curriculum, teachers seize opportunities to channel pupils' natural curiosity and enthusiasm into a spiritual response. Very good provision for pupils' moral and social development develops a sense of self-worth and responsibility for others in the school community. The school celebrates the richness of other cultures through assemblies, art, literature and music but there are not enough opportunities for pupils to develop an awareness and understanding of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Very good. The school places a high priority on providing a safe and caring community where the climate for learning is strong and positive. There are very good procedures for first aid, health and safety and child protection. Attendance is monitored carefully. Rigorous analysis of assessment data and the school's very good tracking and monitoring systems identify strengths and weaknesses in learning and quickly determine the actions needed to tackle them. An appropriate policy for race equality is in place.

Informative and interactive displays around the school have a powerful visual appeal and create a colourful and exciting learning environment. The outside play area for children in the Reception class lacks the vibrancy of their classroom and does not have enough clambering and agility apparatus. The library is not attractive enough to encourage pupils to browse and enjoy books. The school's warm, friendly ethos creates a happy atmosphere as pupils are expected to support one another and learn together.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the future of the school and has built up a strong management team to drive it forward. Their commitment to change and continuous improvement is also shared by staff and governors. All work together as a coordinated and cooperative team who believe in their ability to succeed.
How well the governors fulfil their responsibilities	Good. Governors are committed and well-informed and, by working closely with the headteacher and staff, are able to play an important part in shaping the direction of the school. They have taken a keen interest in analysing performance data and evaluating the impact of new initiatives and are prepared to challenge the headteacher and staff in a constructive way. The school benefits from their wide-ranging skills and professional expertise. However, they do not make a sufficient contribution to the strategic thinking and planning of the school in drawing up the school improvement plan.
The school's evaluation of its performance	Very good. Through in-depth analysis of performance data and close scrutiny of assessment information, the school has built up a frank and objective picture in order to guide its work. In this way, strengths are built up and problems confronted decisively. This leads to clear programmes of action and ensures that the school is constantly moving forward.
The strategic use of resources	Good. The school makes full use of competitive prices, compares them carefully with alternative sources and monitors how effective financial decisions have been. Spending priorities are determined by the school improvement plan and governors keep a close eye on the impact of expenditure on the standards attained by pupils. The financial reserves are higher than those recommended to meet the costs incurred by improvements to the school's heating system.

The school compares its results both locally and nationally with other schools but does not compare costs with other schools to analyse aspects of its provision. Since the previous inspection, the school has been outward looking and has embraced considerable change which has made a very significant contribution to its success.

## 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>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The high expectations which the school has of their children.</li> <li>• Their children make good progress.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency in homework.</li> <li>• Information about their children's progress.</li> <li>• Range of activities outside lessons.</li> </ul>

The inspection team endorses the positive views of parents. It does not support the other views of parents and considers that the school's provision of homework is satisfactory for the age of pupils. There are problems of communication with some parents but the school provides good information about pupils' progress including an annual report, two summary reports, curriculum workshops, e mail facility, three parents' consultation meetings and an open door policy. There is a good range of activities outside lessons although they are more limited for younger pupils.

## **PART B: COMMENTARY**

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

**In Year 6, pupils attain well above average standards in English, mathematics and science because they take learning very seriously and bring growing confidence and imagination to their work.**

1. Pupils' attainment on entry to the school is generally above average although there is a high rate of mobility and some pupils, including the more able, leave at a later stage to join independent schools. Overall, in Year 6, pupils attain well above average standards in English, mathematics and science. This represents good achievement by the time they leave the school. At the time of the previous inspection in October 1997, the school was in a transitional phase between a first and a full primary school so that it had its first Year 6 class. Pupils, who had entered the school with average levels of attainment, were reported as reaching average standards in English, mathematics and science so that their achievement was satisfactory. The judgements of this inspection broadly reflect the school's results in the national tests in 2002 where many pupils achieved very well from average levels on entry. In these tests, results for pupils in Year 6 were in the top five per cent nationally in science and were well above average in English and mathematics. Compared with similar schools based on the percentage of pupils known to be eligible for free school meals, results were well above average in all three subjects. When the results are compared with those schools that had similar results in the Year 2 tests in 1998, results were very high in English and science and well above average in mathematics. In these 2002 tests, 56 per cent of pupils reached the higher Level 5 in English, 72 per cent in science and 40 per cent in mathematics. This achievement was very high nationally in science and well above average in the other two subjects.

2. Pupils' overall performance has, therefore, improved since the last inspection. This is because teachers' high expectations of content and the quality and pace of work are clearly communicated to pupils of all levels of ability. In turn, pupils are responsive and responsible: they are prepared to take more chances in their learning as they get older and are aware that they must aim as high as possible. Staff work together effectively as a team and are constantly examining their own practices, reviewing initiatives and assessing the impact of their work on how pupils learn. The roles of the coordinators in English, mathematics and science are very well defined and they have the vision and expertise to diagnose weaknesses and devise action plans to tackle them. More rigorous analysis of performance data, scrutiny of pupils' work and careful tracking procedures mean that areas of concern are identified, addressed and revisited. In addition, these procedures enable the school to build up an accurate and easily accessible profile of each pupil and teachers use this information in planning to meet individual needs. The successful implementation of the literacy and numeracy strategies, setting for older, more able pupils in mathematics, and the whole school focus on improving pupils' performance in science through practical enquiry have all had a significant influence on driving standards upwards.

3. In Year 6, in English, pupils are given the freedom to experiment with ideas and content and are encouraged to be bold and innovative in their choices. As a result, they show a real awareness and enjoyment of the richness of language and how it can be mastered and manipulated for various purposes. They are also accurate and reflective listeners who discuss their feelings maturely and build on others' opinions carefully. In a Year 6 lesson about establishing a fantasy setting and creating characters through appearance, speech and movement, pupils expressed their ideas about Bloddon's quest concisely and articulately with an appropriate touch of humour. Pupils read widely for pleasure and information and know how to bring the text alive by using their voices expressively to match the mood and character of the story. They identify simple features of style and technique, respond imaginatively to the plot and detect hidden meanings in the text and comment on their significance.

Pupils also enjoy the challenge that is presented to them in reading a range of classical authors. As writers, they are developing a strong, individual style and have a lively confidence in their use of language. They fill their narrative work with arresting images and use techniques to create tension and build excitement as they develop the story line. The vigour and freshness of some of their writing were evident in their work on comparing a novel in print and for screen-play and their spirited version of the witches' incantation in *Macbeth*.

4. In mathematics, the oral starter helps to develop the speed and accuracy of pupils' mental skills and to increase their confidence as young mathematicians. This was seen at the beginning of a Year 6 lesson when pupils were converting fractions to decimals using division. The teacher's questions became increasingly complex to encourage pupils to be more adventurous in their approach and to take risks. As a result, pupils worked feverishly and were challenged intellectually by the task. They explain their reasoning using good technical language like 'numerator' and 'denominator' which helps them to consolidate their learning or see where they have made mistakes. Pupils are also aware of how important it is to present their work such as adding decimals to two places, long division and equivalent fractions in a clear, organised and logical way. However, there are too many worksheets with insufficient space for pupils to show their calculations. Pupils' knowledge of shape is seen in their work on angles, regular and irregular lines of symmetry and plotting points. They find and justify probabilities and use data from pie charts to analyse the percentage of time spent on different activities during an out of school visit. Pupils are developing their skills in devising and solving real life problems, finding patterns and trying out ideas although this area is less well developed. A healthy competitive edge also enables pupils to sharpen their mathematical skills as they are encouraged to compete with a partner in solving numerical problems and then to devise a further challenge. Information and communication technology is used very well, including work with calculators, to support the development of skills and understanding.

5. In Year 6, pupils are treated as young scientists and most have very good investigative skills. They see a challenge, suggest suitable tests, predict carefully and have a keen understanding of how to control variables. Their ability to plan an investigation and to carry it out in a methodical and organised way was evident in a lesson on solids and saturation. Pupils, building on their previous knowledge, measured salt, baking powder and sugar to record how much could be dissolved in a given amount of water. When one pupil gave a vague answer to a scientific question, the teacher insisted on the use of specific language. This encouraged pupils to think creatively and to make connections between cause and effect as they made systematic observations in pairs and recorded their findings carefully on tally sheets. At the end, pupils were able to draw informed conclusions about the different materials and to compare their findings confidently and knowledgeably. In general, pupils record their work neatly, interpret the data collected carefully and explain their methods and results accurately. Pupils have acquired most of their knowledge and understanding through investigation and observation and their skills in scientific enquiry are evident. Their work on interdependence and adaptation, such as the starfish and plankton, the height of plant growth when variables are altered, making micro-organisms grow and testing the purity of water shows that they have concentrated very effectively on the process of predicting, investigating and drawing conclusions. Pupils' natural curiosity and enthusiasm as budding scientists were successfully channelled by a Science and Technology Week which was an exciting way of learning more about electricity and magnetism.

**The very good leadership and management of the headteacher and key staff, and the good partnership with the governors, mean that the school has the vision and the systems in place to sustain the momentum for change and improvement.**

6. 'A village school delivering a 21<sup>st</sup> century education for all children.' The headteacher's vision for the school combines the values based on the strengths of the village community with being at the forefront of technology. This enables the pupils to have 'Global school vision' or links with the wider

world and to take advantage of the many opportunities that present themselves to the next generation. This belief, which has been shared and embraced by staff and governors, has provided a strong momentum for change and improvement which have occurred since the previous inspection in 1997. At that time, pupils attained average standards and achievement was satisfactory. Behaviour was generally good although there was unacceptable behaviour among a few pupils. Teaching was good overall but there were weaknesses in planning and assessment. Provision for pupils' spiritual and cultural development was unsatisfactory.

7. The school has made a very good improvement since the previous inspection and is very well placed to improve further. All key issues for action from the previous inspection have been addressed rigorously. In this inspection, pupils' achievement was judged to be good by the time they leave the school. The quality of teaching and learning has improved, and behaviour and overall provision for pupils' spiritual, moral, social and cultural development are very good. Leadership and management are now very good and the school gives good value for money. Among other changes in recent years, the school has undergone a major building and refurbishment programme to create a vibrant and dynamic learning environment.

8. Central to this success is the headteacher's high expectations of himself and of every member of the school community. His determined but thoughtful leadership provides strong drive and direction for the work and development of the school and the management of very well paced change. He has built up a committed and clear-sighted management team whose strengths complement each other and where roles and responsibilities have been clearly defined to ensure maximum effectiveness. The headteacher and newly structured management team have worked hard to put structures and procedures in place to adapt to changing needs while maintaining through 'Rotational Monitoring' continuous development in every aspect of its work. Staff also work as a coordinated team who are very reflective about their teaching and are very willing to learn from each other because pupils' needs come first. The school has developed an approach among staff which allows for challenge and confrontation in a valued and secure environment. This open culture enables staff to use their initiative, take risks and be responsible for their own decisions. It also means that the concept of leadership is embedded in the school and is not confined to senior staff. Coordinators are given time to play a pivotal role in monitoring, developing and evaluating their subjects and manage their own budgets. In turn, they are expected to give high quality creative input. This unity of purpose and high aspirations result in a happy, well-ordered school where all work as a close-knit team to raise the performance of pupils.

9. The school's commitment to critical self-evaluation is the key to its effectiveness. A key issue for action from the previous inspection was 'to extend the monitoring and evaluation processes within the school to provide improved management information on the quality of education provided upon which to make decisions and develop a better understanding of value for money in the school'. Since that time, there has been in-depth and recurring evaluations based on detailed analysis of assessment data from national and local tests and comprehensive assessment procedures. They are used to build up a frank and objective picture of the school and an accurate profile of pupils' past and present performance in order to measure the effectiveness of teaching and learning and to guide its work. As a result, the school has a good awareness of its own strengths and weaknesses. Data are used to check trends and to set targets for pupils' individual performance. It compares results nationally and locally. Careful scrutiny of pupils' responses in national and internal tests in English, mathematics and science and comprehensive tracking and recording procedures help to ensure that gaps in pupils' knowledge, skills and understanding are decisively confronted and that the school challenges itself to do even better. For example, the school identified underachievement in science in Years 1 and 2. Under the direction of the science coordinator, a determined effort was made to make lessons more practical and to raise expectations through careful differentiation and learning objectives. As a result of these successful strategies, in the national tests in 2002, results were very high in science in Year 2 and in Year 6, where they had always been very good, had improved further. Similarly, results in 2002

showed a decline in reading and mathematics in Year 2. The school has introduced book-banding, consolidated guided reading and developed a methodical programme of learning new words. In mathematics, the coordinator has analysed the results and has produced an action plan to improve standards. It is too early to gauge the success of these new initiatives.

10. The monitoring and evaluation of teaching and learning is systematic and regular. The headteacher's style is 'management by walk about' and he visits all classrooms at least once a week with a clear focus for monitoring such as learning objectives, organisation or behaviour management. In addition, he and the deputy headteacher visit all classrooms to make formal judgements and coordinators also evaluate teaching in their own areas. Strengths are recognised and built on and problems are addressed through professional dialogue and feedback at daily meetings which are a good forum for supporting and challenging teachers in their work. 'Rotational Monitoring' is a regular checklist used by the management team to ensure that the school's strengths are not allowed to decline while other priorities are highlighted. Planning is checked regularly by the deputy headteacher and curriculum leaders and is overseen by the headteacher. Arrangements for Performance Management, which also include support staff, are carefully interwoven into these systems and encourage all staff to have collective responsibility in the pursuit of school improvement.

11. Governors work closely with the headteacher and senior management team and bring a good range of interests and professional expertise to their role. They are active in the school, their committees have appropriate terms of reference and they carry out their responsibilities well. They make regular visits to the classroom, with a clear focus, and all staff and governors are positive about the benefits of monitoring. Governors gain their understanding of the school through these visits, reports from the headteacher, meetings of the full governing body and various sub committees and attendance at school events. They are confident in asking challenging questions to fulfil their role as critical friends, for example, the differences between results in reading in Year 2 and Year 6. Governors are fully involved in debating issues around the school improvement plan and monitoring its progress but are not as closely involved in its earliest stages to give them a firmer grasp of strategic planning for school improvement.

12. The priorities for improvement identified in the school improvement plan are supported well by the school's financial management and administration. The budget surplus is above that recommended but was earmarked for expenditure for the school's heating system. There is careful monitoring of the school's spending patterns but it does not compare costs with other schools. Governors are keenly aware of the need to obtain good value for money and consider a number of options before making financial decisions. All staff training is evaluated in terms of value for money. They analyse the impact of all financial projects on the potential for pupils to improve their learning and to make teaching more effective. For example, they checked the improvement in science results after expenditure on resources and are currently monitoring younger pupils' progress in reading after spending a considerable amount of money to add to schemes and books for guided reading.

13. The school improvement plan is central to the school's drive for improvement and is constantly responding to change. For example, a high priority like book banding was written and implemented within weeks. However, it does not always give detailed steps to be taken to achieve these goals and some success criteria are not sharply defined. Parents' views are canvassed through questionnaires and contribute to the plan and pupils, through the school council, also have an effective voice in running the school. This means that all are working with a common purpose to fulfil the school's aim: 'to ensure that the children receive a high quality education in an established, caring environment which enables them to fulfil their potential both academically and socially'.

**Pupils' attitudes to school, their behaviour, personal development and relationships are all very good and are deeply rooted in the school's very good provision for their moral and social development.**

14. The school has an unofficial motto ‘Attitude makes the difference’ which the pupils know and understand. They are also keenly aware of the school's high expectations of their work, behaviour, level of commitment and response and even the youngest pupils strive to meet them. Building on its position at the heart of the village, the school aims to retain all the advantages of a small village school whilst also giving pupils, especially through information and communication technology, a broader world perspective. By praise, recognition and encouragement, pupils understand that they are not judged by academic standards alone but are equally valued and all have a vital part to play in the life of the school.

15. As a result, pupils feel personally valued and fairly treated as learners and are keen to do their best. Their very positive attitudes are shown in the confidence, care and perseverance with which they approach their work and their determination to aim as high as possible. As with many of the school's strong features, this is evident in the Reception class where children are well-motivated and eager learners who show great curiosity in their rich learning environment. Pupils are imaginative in their responses, are eager to tackle new experiences and pursue tasks with enthusiasm. This was seen in Year 5's dynamic ‘Talking Textiles’ experiment based on *The Pebble who had no toes*. Year 3 pupils also showed high levels of creative effort when they explored the work of Chagall linked to expressing relationships visually. In their study of the Roman army, they listened to marching music and described in detail the images which it evoked. Pupils show initiative in problem solving, enjoy investigative, independent learning, make intelligent comments and ask searching questions. Some Year 5 pupils showed that they were thinking creatively when they asked the teacher probing questions about the seasons in the North and South hemispheres. In a numeracy lesson, Year 6 pupils enjoyed wrestling with putting fractions in order as the teacher steadily increased the demands and pace of the lesson.

16. At the previous inspection, a key issue for action was to ‘revise and make the behaviour policy more explicit within the school community to improve the consistency of its implementation’. Currently, the unity of expectation among all members of the school community, including the pupils themselves, and teachers’ sensitive responses to individual need, provide a strong framework of values on which pupils’ very good behaviour is based. Teachers encourage values such as honesty, fairness and mutual respect in everyday relationships and their positive and skilful management of pupils’ behaviour provides a good basis for moral understanding. In a Year 1 lesson where one pupil hurt another, the teacher swiftly pointed out the Swans’ contract for behaviour which had been agreed between them all at the start of the school year. This led naturally to a discussion on forgiveness, the theme of that week’s class assembly, and ended with a prayer. In an whole school assembly based on the Book of Proverbs: ‘Thoughtless words can hurt as deeply as a sword but kind ones heal’, pupils listened carefully and made thoughtful contributions as the headteacher skilfully led them to consider the consequences of verbal bullying. There is a well-structured reward system including team points, certificates, headteacher’s award and class awards such as Year 5’s everyday award for exceptional behaviour. Sanctions including names on the board, being sent to the headteacher or exclusion at lunchtime, are used to reinforce the school's expectations of behaviour.

17. With such consistent guidelines, pupils know what is expected of them and generally behave very sensibly around the school, in the classroom and at lunch. A small amount of over exuberant play by a few older boys was seen in the playground during the inspection. Pupils respond promptly to teachers’ instructions and settle at once to established routines so that no time for learning or play is lost. They treat equipment and resources carefully, respect others’ property and think about their environment both locally and globally. Pupils are normally highly motivated learners but occasionally their very good behaviour masks a degree of passivity and their attention is not sharply focused enough.

18. The school's very good provision for pupils’ social development means that pupils are encouraged to develop a sense of self worth and personal responsibility towards others in the

community. All staff show high levels of care and understanding and pupils are taught to be thoughtful, ready to help others and to accept and value differences. The school's effective provision for personal, social and health education based on 'circle time' guides pupils into considering the effects of their actions and to celebrate the achievements of others.

19. As they move through the school, pupils are enabled to develop maturity and confidence through many opportunities for personal development. They enjoy being given tasks which help in the smooth running of the school. Younger pupils help with class routines whilst Year 6 pupils show prospective parents around the school, help in the office and take on responsibilities with younger pupils in the lunch hour. Feelings of self worth are promoted very well, for example, by opportunities to take part in productions like *Bugsy Malone*, local competitions, Music and Art Week, Tudors' Day, and the choir performing at music festivals and at the Royal Albert Hall. Pupils also learn the importance of teamwork and cooperation in clubs including drama, art, French, judo, chess and football. Visits to places of interest like Reigate Priory Museum, Young Citizens' Day at Lingfield Park, the Water Treatment Centre Bough Beech, Fishbourne Roman Palace and the London Eye enable them to learn together in unfamiliar surroundings. Residential trips such as Youth Hostel trips to Medway and staying at chateaux in France help them to learn the social skills of living and working in a group. Visitors like representatives from the emergency services, theatre groups, Skylab, musicians and Plummy the clown also help to broaden their horizons. Pupils learn about their responsibility towards the poor and disadvantaged through involvement in charities like Tadworth and Walton Overseas Aid, Barnardos, sponsoring an electric wheelchair and boxes for Bosnia.

20. In the previous inspection, pupils were not given sufficient opportunities to express thoughts and consider their own feelings, beliefs and opinions and those of others. This led to some misbehaviour when such opportunities did arise so that learning was interrupted and the teacher had to waste time re establishing control. 'Circle time' now allows pupils to learn to relate to each other and to share their experiences and concerns. There were lots of smiles in the Reception class, who had talked about how every one is special, as they waited for their 'special friendship squeeze'. In Year 3 pupils discussed their responsibilities at home and school and how they had changed since they were younger. Pupils are taking increasing responsibility for their own learning, and in some cases for behaviour, through individual targets which show them how to reach higher levels and through discussing learning objectives. Occasionally, over direction by teachers limits pupils' independence to choose and experiment.

21. The network of very good relationships across the school based on trust and mutual respect inspire confidence and make for a happy partnership in the classroom. Parents spoke warmly of the way children are taught to care for each other. Pupils in Year 4 have 'Our Friendship Web' and good inter age activities include paired reading, and Year 6 pupils holding story time in the library for younger ones. They often work in pairs or groups, share skills and resources generously and cheerfully and applaud the successes of others. Year 3 practised their battle formations of the Roman army together and were able to explain why manoeuvres were important. In a Year 4 literacy lesson, pupils worked well together as they predicted stories from newspaper headlines.

22. Part of the school's mission statement is that it seeks to maximise the potential of children at the school. Its high quality provision for pupils' moral and social development ensures that pupils are developing initiative, confidence, respect and care for themselves and others within and outside the school community.

**The overall good quality of teaching and learning in the Reception class and in Years 3 to 6 means that pupils respond very positively to the challenges presented to them and produce good amounts of high quality work.**

23. Overall, the quality of teaching and learning in the school is good. It is consistently good in the Reception class and in Years 3 to 6 and satisfactory in Years 1 and 2. However, instances of good and very good teaching were seen in both these classes during the inspection. Nineteen lessons or parts of lessons were observed: five were very good, ten were good and four were satisfactory. These figures show a significant improvement from the previous inspection when ten per cent of lessons were very good or better, 88 per cent satisfactory or better and there was a small amount of unsatisfactory teaching. The teaching of basic literacy and numeracy skills is satisfactory in Years 1 and 2 and good in Years 3 to 6 so that pupils achieve well by the time they leave the school. Staff are a coordinated team who are very open and willing to learn for each other and search constantly for ways to improve their performance in the classroom for the benefit of pupils. The school has addressed the key issue for action from the last inspection concerning teachers' planning very well. Since that time, short term planning has become consistent across the school and has appropriate learning objectives which are modified according to the outcomes of previous lessons. It shows clearly what the lesson will teach specific groups of pupils and how their progress will be measured.

24. Right from the outset, lessons have a definite sense of purpose because of teachers' positive and clearly expressed expectations of pupils' commitment and of the quality and pace of work. Learning objectives ensure that pupils know quickly what is expected of them and how it fits in with previous work. Teachers' clear instructions and fluent explanations mean that pupils settle promptly to activities; no time is lost and learning is accelerated. In a Year 2 lesson when pupils were adding two digit numbers, the teacher's lively presentation enabled pupils to manage problem solving confidently. Teachers also insist on pupils being very precise in their answers, using specific vocabulary and explaining their reasoning. In a good session on the physical and human features of settlements, the Year 4 teacher made pupils stop and think very carefully before answering as they scrutinised aerial photographs. In another lesson, she also emphasised the importance of scientific language as pupils looked at different kinds of sugars with magnifying lenses and predicted whether or not they would dissolve. Teachers are also skilled at asking questions which encourage pupils to work things out for themselves and then think carefully about how to frame their ideas. In a Year 5 science lesson, the teacher asked taxing questions to ensure that pupils fully understood that the seasons are caused by differences in the Earth's tilt. In a Year 1 guided reading session, the teacher asked her pupils simple and specific questions about the book *The Perfect Pizza* to draw out their personal responses so that they offered a wealth of ideas about their favourite foods.

25. At the last inspection, it was reported that there were some unacceptable instances of misbehaviour in the school. Foremost among teachers' skills is their successful and consistent management of pupils' behaviour. This creates a happy but stimulating environment for learning where pupils are not afraid to ask questions and learn from their mistakes. This stems from the value that teachers place on their contributions so that pupils try even harder. Teachers also make lessons meaningful and fun which captures pupils' imagination and steps up the pace of learning. Children in the Reception class sang happily *One, two cars at the lights* and added and took away cars as the lights changed. There was also an air of excitement in a Year 2 class when one group used egg shakers to imitate the rhythm of the steam train 'jicketty-can, jicketty-can'. This rose to a dramatic crescendo when another group read *The Engine Driver* with real gusto.

26. Overall, the quality of teaching and learning for pupils with special educational needs is good particularly in group work and individually. Teachers ensure that appropriate work is identified in the planning so that pupils are able to grasp more basic skills and concepts. However, targets on individual education plans are sometimes too broad to enable pupils to make progress in small, achievable steps. At the beginning of lessons, teaching assistants sometimes sit and listen rather than observing and encouraging pupils, re-phrasing questions, reinforcing concepts or recording responses. All teachers are very conscientious in providing extension material for more able pupils but, in a few classes, the degree of challenge is not inspiring or imaginative enough to allow the creativity and independence of the most able pupils in that particular group to flourish. However, a good level of challenge for the



most able children was seen in a numeracy session in the Reception class when they were asked where they would put the numbers on a blank clock face. Similarly in a Year 6 literacy lesson when more able pupils were developing two characters in a fantasy tale, the teacher introduced the element of conflict between the two protagonists in order to challenge them even further. This enabled the most able in the group to indulge in greater flights of fancy.

27. Weaknesses in teaching are few and generally intermittent. Occasionally, pupils are directed too much and lose the opportunity to develop their own initiative and independence. Teachers generally move lessons along quickly but, from time to time, the pace becomes too comfortable and pupils relax into a leisurely rate of working. Pupils' very good behaviour can mask passive listening and teachers do not have enough strategies to refocus their attention and revitalise learning.

28. The use of information and communication technology is an integral part of the school's work and supports teaching and learning very well. For example, pupils in Year 2 used the interactive whiteboard to identify rhyming pairs and spelling patterns. Year 3 pupils have taken digital images of themselves with friends in the playground as part of their artwork on expressing relationships visually. In a science lesson, Year 4 pupils exclaimed in wonder when images of different kinds of sugars appeared under the computer microscope. Right from the Reception class, pupils enjoy using computer programs and the internet as part of their independent learning.

**The school has very good procedures for ensuring pupils' academic and personal welfare which give them the security and stability to become confident and well-motivated learners.**

29. In its prospectus, the school tells parents that in spite of the extensive building work carried out, it still retains its identity as a village school at the heart of the community and will 'continue to strive for a warm, friendly atmosphere where the children can feel happy and secure and where they can grow in independence and confidence'. In a parents' survey, 95 per cent of parents mentioned this as an important feature. This was confirmed at the pre inspection meeting where parents felt that, although the school had grown in recent years, it had retained its open, welcoming approach. A marked feature of the school is the self-confidence of pupils, both academically and socially, as they grow older and a pleasing maturity relative to their age. The genuine care and concern for pupils within the school lead to the sense of a close-knit family where older pupils care for younger ones and where every one has responsibilities but is cared for and supported.

30. In the previous inspection, it was reported that the school provided sound procedures for the support and guidance of its pupils and had a 'strong and caring ethos which supports their everyday well-being successfully'. However, its informal arrangements for monitoring personal development were insufficient to meet the demands of all pupils in an expanding school and measures to promote discipline and good behaviour were not consistently applied by all staff. The school promoted the overall health and safety and general well-being of its pupils satisfactorily but, although they met statutory requirements, there were shortcomings in the arrangements for child protection procedures.

31. The school has made a very good improvement in these areas since the previous inspection and places a high priority on pastoral care and providing a secure but challenging learning environment. All adults in the school give high levels of care and nurture, and handle issues carefully so that pupils develop a sense of self worth and are aware of their increasingly responsible role in the school as they get older. Particularly notable is the mature approach of Year 6 pupils who willingly take on social responsibilities within the school and are rewarded with privileges such as their own garden. Teachers build on these warm, supportive relationships in class so that pupils feel safe to ask questions, explore and express their feelings and admit that they do not understand. Lunchtime supervisors are also teaching assistants so that they know the pupils very well and are aware of those who find it difficult to interact socially. They are well briefed on those who have emotional problems or are delicate. The school's developing programme for personal, social and health education and citizenship includes talks

and drama based interaction on drugs, personal safety, coping with bullying and taking responsibility for one's actions. The school council is another forum where pupils can raise issues or concerns.

32. The provision made for the health and safety, care and welfare of pupils and the procedures for child protection are now very good. Almost all members of staff are trained in first aid. Three members of staff have received training in child protection arrangements and pupils' awareness of these issues is raised through regular discussion of current or sensitive matters in 'circle time'. Good support is given to the school by external agencies such as the education welfare service and social services. There is an active governors' health and safety committee which is involved in regular checks of grounds, buildings and equipment. Pupils' behaviour is monitored carefully and results in the absence of oppressive behaviour. Twice yearly summary reports, in addition to the annual report, highlight any changes in performance or attitudes which can be tackled quickly.

33. The school is committed to equality of opportunity for all its pupils. The academic ethos of the school with its respect for individuals ensures that pupils take a full part in all activities and are thoughtful and ready to help others, for example, in helping new pupils to integrate very quickly. Pupils with special educational needs are well supported especially in group work so that they consolidate their skills with regular practice and show increasing confidence. However, targets on their individual education plans are not precise enough nor do they focus sufficiently on short term targets with practical examples. In some classes, teachers do not challenge the few most able in the group to enable them to delve more deeply into the subject and make the most of their abilities. Wiz Kidz, a Year 5 initiative is used to challenge more able pupils through games and problem solving.

34. At the previous inspection, arrangements for the formal assessment of pupils' progress were weak as there was a lack of focus on attainment levels and learning needs. This also formed part of a key issue for action which the school has addressed rigorously as assessment procedures in English, mathematics and science are now very good. An assessment framework has been established and there is a coordinated approach to assessment across the school. Teachers now use assessment in a more systematic and analytical way so that the focus of planning can be adjusted as necessary, teaching styles adapted and work carefully matched to various levels of understanding and need. Through meticulous analysis of data from national and internal tests on the school's customised spreadsheets, a very detailed and accurate profile of each pupil is built up and is used to set targets and predict levels of performance. This information is easily accessible, is tracked very carefully and formally reviewed twice a year. Data are also used to check trends such as value added and boys' and girls' achievements. There is regular benchmarking with other schools. Careful analysis of pupils' responses in national and internal tests is used to diagnose problems and to give precise insights into the reasons for pupils' underachievement, for example, the successful strategies put in place which raised standards in science across the school and the current initiatives to raise the attainment in reading and mathematics among younger pupils.

35. Pupils are also very aware of their targets which enable them to concentrate on the quality of their learning and are a springboard to improved standards.

36. As a result of these very good procedures for pupils' academic and personal support, pupils are relaxed, happy and ready to fulfil the school's intention that they should 'make progress on the "ladder of learning" in the vital primary years'.

## **WHAT COULD BE IMPROVED**

### **The attainment of pupils in Year 2 in reading and mathematics.**

37. Pupils enter the school with above average levels of attainment and leave it in Year 6 at well above average or very high standards in English, mathematics and science. Their achievement is, therefore, good in spite of the fact that some more able pupils leave at later stage to join independent schools. Prior attainment data for 2002 show that some achieve very well in English and science. However, in Year 2, standards in reading are below average and in mathematics are average although they are well above average in speaking and listening, writing and science. This is the same as the national test results in 2002 when, compared with similar schools, results in reading were well below average and in mathematics were below average. In contrast, results in writing were above average and average in comparison with similar schools. Teachers' assessments in science in 2002 showed standards to be very high. Since 1998, standards in reading have fluctuated with dips in 2000 and 2002. In mathematics, standards started to rise and fell again in 2000 and 2002.

38. The school is well aware of the need to improve its performance in reading and mathematics in Years 1 and 2 and to compensate for the instability in staffing in Year 1 over a long period. It has taken the decision to introduce book banding from October 2002. Every book in the reading scheme has been re-graded and pupils take reading books home every night. Resources have been considerably increased and extra help from parents enlisted. Pupils' progress is being very carefully monitored and teachers have been set ambitious targets to aim for. The profile of reading and books has been raised and the use of the library promoted. It is too early to gauge the success of the book banding initiative but it is not supported well by the organisation of the guided reading sessions in class which have weaknesses in ensuring the best possible progress for all pupils. Those in the focus groups led by the teacher or the teaching assistants make good progress in reading skills and in talking about the text but other pupils lack direction and often do not understand the task set for them. They do not follow a text when listening to tapes and some have weak comprehension skills or choose a book that is too difficult for them. This means that they lose interest and some become listless and distracted. There is a good range of high quality books in the school but the appearance of the library is not stimulating enough to encourage pupils to browse and develop a love of books.

39. In mathematics, there is broad coverage and close links with the National Numeracy Strategy but more able pupils are not challenged further in higher level work such as solving problems in writing as well as by figures, tables, multiplication and division and work with three digit numbers. The use of worksheets also limits independent thinking and recording and restricts the attainment of higher standards.

### **Provision for pupils' cultural development which, although good overall, does not adequately develop their understanding and awareness of Britain as a multicultural society.**

40. At the previous inspection, a key issue for action was to improve the quality and range of pupils' cultural development. This has been addressed very carefully and provision for pupils' cultural development is now good. They are taught to value their own heritage and the traditions of the local community. Pupils visit places of interest like the Natural History and Science Museums, Chatham Docks and Country Park and take part in village celebrations on May Day. They have entertained visitors such as student theatre groups, a robot from a local firm, music and dancing groups, representatives from local churches and Skylab. In Reception, dolls and dressing up clothes reflect cultural diversity. Pupils gain a broad knowledge of world faiths through studying Hinduism, Judaism, Islam and Christianity in religious education. They are given an effective range of experiences to widen their appreciation of music such as Jamaican folk songs, musical instruments from around the world, especially the Caribbean and West Indies, and being entertained by Indian dancers. In assemblies, they sing hymns and songs like the South African traditional *Siyahamba*, and learn about

Black sportsmen such as Jesse Owens and Tiger Woods and the significance of festivals including Chinese New Year, Hanukkah and Divali.

41. However, there is not enough emphasis through the curriculum and the everyday life of the school to prepare pupils for life in a culturally diverse society. This includes ensuring that the images presented to pupils through displays, books, artefacts, games, links with schools with a high number of minority ethnic pupils, languages, posters, role models are fully representative of Britain in this century. Pupils are not given a broad enough range of experiences to enable them to be fully aware of the impact of a wide variety of cultures and to develop an understanding of Britain as a multicultural society.

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

42. In order to improve further the quality of education offered to the pupils, the headteacher, staff and governors should:

**(1) Raise the attainment of pupils in Year 2 in reading and mathematics by:**

(Paragraphs 37,38,39)

- reviewing the effectiveness of the organisation of the guided reading sessions;
- ensuring greater consistency for provision in mathematics for more able pupils especially in problem solving.

**(2) Increase pupils' awareness and understanding of the ethnic and cultural diversity of British society.**

(Paragraphs 40,41)

## 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	9

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	10	4	0	0	0
Percentage	0	26	53	21	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.*

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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	181
Number of full-time pupils known to be eligible for free school meals	8
<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	39
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<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	16
Pupils who left the school other than at the usual time of leaving	12

### *Attendance*

#### **Authorised absence**

	%
School data	5.3
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	15	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	12	13	11
	Total	26	28	25
Percentage of pupils at NC level 2 or above	School	90 (80)	97 (92)	86 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	11	14	14
	Total	25	28	29
Percentage of pupils at NC level 2 or above	School	86 (92)	97 (96)	100 (88)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	16	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	16
	Girls	9	9	9
	Total	22	23	25
Percentage of pupils at NC level 4 or above	School	88 (88)	92 (88)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	9	9	9
	Total	20	21	24
Percentage of pupils at NC level 4 or above	School	80 (n/a)	84 (n/a)	96 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

### *Ethnic background of pupils*

### **Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	0	0	0
White – Irish	0	0	0
White – any other White background	0	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 – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	149

### *Financial information*

Financial year	2001/02
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	£
Total income	380145
Total expenditure	377826
Expenditure per pupil	2171



*FTE means full-time equivalent.*

Balance brought forward from previous year	32051
Balance carried forward to next year	34370

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

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	180
Number of questionnaires returned	87

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	5	0	0
My child is making good progress in school.	43	53	3	0	1
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	22	55	20	3	0
The teaching is good.	49	48	1	0	1
I am kept well informed about how my child is getting on.	21	56	22	0	1
I would feel comfortable about approaching the school with questions or a problem.	52	40	6	0	2
The school expects my child to work hard and achieve his or her best.	52	46	2	0	0
The school works closely with parents.	23	62	15	0	0
The school is well led and managed.	26	66	2	1	5

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

60	38	1	0	1
24	48	15	7	6

Rows may not add up to 100 because of rounding