

INSPECTION REPORT

GODSTONE VILLAGE SCHOOL

Godstone, Surrey

LEA area: Surrey

Unique reference number: 125021

Headteacher: Miss. M. E. Place

Reporting inspector: Marianne Harris
23288

Dates of inspection: 7th – 8th July 2003

Inspection number: 248640

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 category: | Foundation |
| Age range of pupils: | 3 – 8 |
| Gender of pupils: | Mixed |
| School address: | Ivy Mill Lane Godstone Surrey |
| Postcode: | RH9 8NH |
| Telephone number: | 01883 742326 |
| Fax number: | 01883 743646 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs. M. Dupre |
| Date of previous inspection: | 10 th – 13 th November 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|-----------------|----------------------|
| 23288 | Marianne Harris | Registered inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Godstone Village School is smaller than average with 113 pupils on roll, 41 of whom attend part-time in the nursery. Although it is designated as a first school, meaning that it admits pupils up to Year 3, or eight years old, there are currently no Year 3 children on roll. The oldest are seven years old and are in Year 2. However, there are plans to expand the school so that it can admit pupils up to Year 6. Most of the children come from a white United Kingdom heritage and there are no pupils who are at an early stage of learning English as an additional language. The proportion of pupils who have special educational needs is about average, with needs that are mainly for learning difficulties. The proportion who have a statement of need is above average. The number of pupils who are eligible free school meals is below average. Pupils come from generally socially advantaged backgrounds and when they come into school their attainment is above average.

HOW GOOD THE SCHOOL IS

Godstone Village School is very effective. Standards in national tests have been consistently high over recent years and teaching is very good. During their time in the school pupils make very good progress in all subjects. The school is very well led and managed, with governors doing a very good job and effectively supporting the work of the headteacher and staff. Overall the school provides very good value for money.

What the school does well

- Pupils reach high standards in all their work
- Teaching is very good
- Provision for pupils' personal development is excellent and, as a result, pupils have very positive attitudes to learning; their behaviour is exemplary, and they get on very well together
- Pupils benefit from a very rich and varied curriculum
- The school is very well led and managed

What could be improved

- Parents could do more to support their children's learning by not taking holidays in term time

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in November 1997, it was judged to be a good school with no significant points for development. Since that time there has been very good improvement. The quality of teaching has improved and high standards have been maintained. There were a few minor weaknesses that have been tackled effectively. The role of the subject co-ordinators is now well established. Planning is very good and meets the needs of all pupils.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

| Key | |
|--------------------|----|
| Very high | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

When children join the school they have skills and knowledge that are, overall, above average. All of the children make very good progress during their time in the nursery and reception class, so that, by the time they enter Year 1, all have reached the expected goals and the majority have exceeded them. This very good progress continues during Years 1 and 2 resulting in standards in national tests being consistently high over the past few years. These high standards were reflected in the work seen during the inspection, in all subjects, not only reading, writing and mathematics. In science, last year, all pupils in Year 2 reached the expected level, and many reached the higher level. Pupils achieve particularly high standards in music and French because teaching is very good. Pupils have a very good knowledge of historical events and have a deepening understanding of a variety of different faiths. Information and communication technology skills are taught very well and pupils systematically learn the skills needed for our technological age. The provision of swimming is another strong feature of the school and pupils from the nursery upwards learn to swim and become confident in the water. All pupils achieve very well.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Excellent. Pupils are extremely keen to come to school and settle very quickly to lessons. They listen attentively, are very eager to learn, and have a very mature and sensible attitude to work. |
| Behaviour, in and out of classrooms | Excellent. Pupils' behaviour is exemplary in lessons, around the school and in the playground. They are polite and responsive to adults, and to each other. |
| Personal development and relationships | Very good. Pupils eagerly take on extra responsibilities in the school and some are confident members of the school council. Pupils of all ages get on very well together and with the adults in school. |
| Attendance | Unsatisfactory. Parents are largely very supportive of the school. However, despite the fact that the school has procedures in place to promote good attendance, and these are well known, too many parents take their children out of school during term time for holidays. |

TEACHING AND LEARNING

| | | |
|-------------------------------|------------------------------|--------------------|
| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 |
| Quality of teaching | 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.

Ten lessons were seen during the inspection and the quality of teaching and learning was good or better in all of them, with a high proportion being very good or excellent. Literacy and numeracy skills are taught very well and this results in the high standards that the pupils attain. Teachers have very good subject knowledge and expect the children to do their best and achieve well. Planning is very good and ensures that tasks and activities are matched to the abilities of the children. More able pupils are challenged appropriately and this results in them attaining the higher levels in national tests. Pupils with special educational needs are very well supported in lessons, and they make very good progress, with many attaining the nationally expected levels in tests. Teachers have high expectations and pupils respond very well to these, working hard and getting a lot done in lessons. Pupils throughout the school concentrate very well and fully participate in all of their lessons.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Very good. The curriculum is very broad, well balanced and contains a rich variety of experiences. There are many opportunities for pupils to learn from activities outside lessons. During school time, the older children learn French and all pupils benefit from specialist teaching of music. Classes go on interesting outings to a wide variety of places, and the provision of the Breakfast and After School club is a particularly strong feature. |
| Provision for pupils with special educational needs | Very good. Pupils with special educational needs are very well supported in class and make very good progress. Many reach the nationally expected standards in tests because teaching is focussed on the targets in pupil’s individual education plans and work is very well matched to their ability. |
| Provision for pupils’ personal, including spiritual, moral, social and cultural development | Excellent. Provision for pupils’ spiritual, moral, social and cultural development is excellent and this results in pupils developing very mature qualities at an early age. |
| How well the school cares for its pupils | Very well. There are very clear procedures for child protection and pupils are well looked after when they have minor bumps and scratches. Detailed assessments are carried out to make sure that pupils are making the expected progress and this information is used well to plan lessons that meet the needs of all pupils. |

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 ensured that high standards have been maintained. Key members of staff are very effective, taking a strong lead in curriculum areas. The day-to-day management of the school is very good, enabling all staff and pupils to concentrate on teaching and learning. |
| How well the governors fulfil their responsibilities | Very well. The governors are very supportive of the school and are well aware of its strengths and areas for further development. They work together very well to fulfil their statutory responsibilities, and are keen to embark on the planned expansion of the school. |
| The school's evaluation of its performance | Very good. The school has a clear understanding of how well it is doing compared to other schools. Parents are consulted regularly and the school council has a voice in what happens in the school. The principles of <i>best value</i> are applied very well. The school has gained an Achievement Award for its good results, and a government Charter Mark for the whole of its work. |
| The strategic use of resources | Good. Money coming into the school is well spent and the particular skills of the adults in the school are used very well to enrich the opportunities that the pupils have. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Their children like school and are expected to do their best • Teaching is good and their children make good progress • Behaviour is good, and their children are becoming mature and responsible • Children get the right amount of homework • They are kept well informed about how their children are getting on and they feel comfortable approaching the school with any questions and concerns • The school works closely with them • The school is well led and managed | <ul style="list-style-type: none"> • The range of activities outside lessons |

Parents feel that the school is doing a very good job. Inspectors agree with all of the positive views of the parents. However, they do not agree that the range of activities outside lessons is too limited and found these to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in all of their work

In national tests for pupils at the end of Year 2, results have been consistently high in recent years. Test results and teacher assessments show that pupils reach standards that are, overall, well above those expected nationally in English, mathematics and science. The pupils' work is also of a high standard. By the time they are in Year 2, pupils read confidently and with much expression. They enjoy books and talk enthusiastically about their favourite writers. Many of the pupils write at length and spell common words accurately. When speaking in class, all pupils are articulate and listen attentively to what others have to say. In mathematics, pupils confidently add and subtract, and can use multiplication and division facts when carrying out mental calculations. In science, pupils plan their own investigations and record these accurately in their books, drawing conclusions from their experiments. For example, pupils have investigated how far a car will travel on different surfaces and have discussed the idea of what a fair test is.

In other subjects, standards are very high. In Year 2 pupils learn French, and, during the lessons, speak mainly in French with very little dialogue in English. Pupils are confident when carrying on conversations and answer simple questions, such as their name and age, accurately. Standards in music are very high with all pupils from reception to Year 2 singing in two parts confidently and with much enthusiasm. Many pupils can identify a variety of composers and know some of the works of Beethoven, Mozart and Handel. One boy told the whole school that his favourite composer was Dvorjak, and many nodded in agreement. In music lessons, all pupils learn how to read music and can identify tunes from the notes on the scale with very little prompting from the teacher. Lessons are very enjoyable for the pupils and consequently they learn a lot. All of the pupils, from the children in the nursery to the oldest ones in Year 2, go swimming in the summer months. By the time they leave the school, many can swim and all are confident in the water. Standards in art are very high. For example, pupils have looked at the work of Jackson Pollack and have created their own paintings in his style. The pupils talk about his work and have produced a very good display of their own. Close observation drawings are very good with much care being taken to produce thoughtful and accurate work.

Teaching is very good

All of the teaching seen during the inspection was good or better. A significant proportion of lessons were very good or excellent. In the nursery, the children have a wide variety of experiences that prepare them well for when they start school full time. Teaching is very good and results in children who are keen and eager to learn. The opportunities the children have to act out stories are particularly good, and this helps them to use their imagination and, later, to be able to write good stories. In the reception class the skills the children bring with them are developed very well so that all children achieve very effectively. In Years 1 and 2 all pupils are expected to participate fully in lessons and all are very well supported.

Lessons are very carefully planned so that those pupils with special educational needs are very well supported. More able pupils have work that is well matched to their abilities and there are designated times when those who are more able writers have lessons designed to challenge them. In one lesson observed, the teacher explained very carefully what the pupils would learn and by the end the whole group could explain the main differences between factual writing and fiction. Teachers have high but appropriate expectations of pupils' progress.

The purpose of each lesson is explained to the pupils so that they know what it is they are expected to learn. In a Year 2 mathematics lesson, the teacher shared with the class what they were going to learn

and checked that the pupils understood. The teacher's expectations of all pupils were high and, through careful questioning and very good support for pupils with special educational needs, all of the class learnt how to use a decision tree to sort various animals into sets. By the end of the lesson, all of the class were confident about using a decision tree and were very enthusiastic about their learning. All of the teachers have high expectations of pupils' learning and, consequently, all pupils achieve very well. A very good example of these high expectations is in music lessons. Using a mixture of humour, very high expectations and excellent subject knowledge the teacher encourages the pupils to become very good singers, confident readers of music and very good composers and performers.

Teachers set targets in English and mathematics for all pupils. These targets are displayed in the pupils' books so that they know what they are working towards. Work is very well marked and corrections are followed up. For example, spelling is corrected and where work could be improved pupils endeavour to make it better.

Provision for pupils personal development is excellent and, as a result, pupils have very positive attitudes to learning: behaviour is exemplary, and pupils get on very well together

There is excellent provision for pupils' spiritual, moral, social and cultural development. Pupils of all ages learn to care about each other and to consider how other people might feel. As a result, pupils are very thoughtful, kind and develop excellent relationships with each other. Pupils think about their actions and discuss solutions to potential problems. For example, during the inspection, a group of girls found a dead bee and wanted to have a funeral for it. They talked carefully about which song they could sing and how they would conduct the ceremony. They chose an appropriate hymn thoughtfully and knew they had to pray as well. They sang solemnly and prayed for the dead bee. They were very surprised when they discovered the bee was not, in fact, dead, but resting, and were delighted when it flew away. This was a typical example of how the pupils acted and showed that they care about all living things.

Pupils' behaviour is exemplary and this is promoted very well by the staff, who expect everyone to get on very well with each other. Teachers are excellent role models and treat all of the children with respect. Children, in turn, respect each other and the adults in school. Pupils are given much responsibility and children from the reception class to Year 2 have representatives on the school council. The council meets regularly and makes decisions about some aspects of the school's work. They are proud of the fact that they made good decisions about the play equipment and that they have designated time in class to gather views and to tell the rest of the class what has happened at school council. The pupils feel very involved in the life of the school and are very enthusiastic about learning.

A particularly strong feature of the provision for pupils' personal development is the emphasis on learning about other cultures. Children in the nursery learn about African animals and the types of homes they have, the weather they experience and how they differ from the animals they are familiar with. In the reception class, the children learn about different climates and what it is like to live there. By Year 1, pupils learn about Africa and what life is like there. The pupils have researched Africa using computers and have looked at many photographs to help them understand better. The children have learnt about Indian dance and have had a go at trying to move to Indian music. In Year 2, pupils learn about what it was like in the Crimean War, the conditions and the work of Florence Nightingale. All of the pupils benefit from very good displays, for example, the one that celebrates the art and dress of China. The provision for pupils' cultural development prepares them very well for life in an ethnically diverse society. For example, they talk confidently and sensitively about the difference between their own experiences and those of children in Africa, for example, and this knowledge is extended very well through religious education lessons. All pupils learn about Christianity and about Judaism and can compare the two religions, explaining the similarities and differences confidently.

Pupils benefit from a very rich and varied curriculum

The curriculum is very rich and varied, and this leads to the high standards in all subjects. The pupils go on many visits into the local area and beyond. For example, children in the reception class have visited a steam railway and learnt about many geographical features. In Year 1 pupils have been to Guildford Cathedral and learnt many facts about the building and why it is so important. Pupils in Year 2 have looked at the local area and found out how it got its name. They can explain clearly what they have learnt and write careful, accurate accounts for a variety of readers. Children in the nursery get off to a good start and their enthusiasm is maintained throughout the school, and this helps all pupils to achieve very well.

The school provides many interesting lessons not normally found in a small school. The older pupils learn French and are very competent. Music is a particularly strong part of the curriculum with all pupils, from the youngest to the oldest, fully participating in singing, composing and identifying a range of tunes and well-known pieces. These opportunities result in confident children and lively lessons.

The work that the pupils do is very well displayed so that classrooms are vibrant and motivating places to learn. This enhances the curriculum as pupils know that their work is valued and will be celebrated by all. All of the pupils participate fully in lessons, and have access to the rich opportunities available.

The school is very well led and managed

The leadership and management of the school are very good. The headteacher has a very clear vision for what the school should aim to achieve, and has put in place secure structures to ensure that high standards are maintained and that staff are well supported. The school development plan is clear, has very appropriate targets for improvement, and the strategies employed have been successful. A good example of this is the provision for the pupils who are more able writers. They now have their own sessions that ensure that work is appropriately challenging for them and that they can make very good progress. The recently earned Charter Mark for high standards in all aspects of the school's work is an excellent example of how everyone in the school is committed to excellence in everything they do.

The governors do a very good job. They are very supportive of the school and have a very clear understanding of what particular strengths the school has, and where energies need to be focussed to improve further. This currently means helping the school to expand and the major building works this will entail. The governors are adamant that the planned expansion to an all-through primary school will not affect the achievements of the pupils.

All of the staff take on huge curriculum responsibility in this small school. They work together as a very effective team to prioritise the areas for improvement and ensure that all pupils achieve very well. New members of staff are very well supported and there is a commitment to continued professional development that results in new ideas being brought into school for the benefit of the pupils.

The management team applies the principles of *best value* very well. This results in money being very effectively spent on resources and staff, to make sure that the needs of the pupils are met. Teaching assistants are used very well to support pupils and they play a major role in ensuring that all pupils make very good progress. Parents are consulted regularly and any major changes are well planned. The recent addition of a new classroom to accommodate the older pupils has meant that there are no mixed age classes and the pupils have access to a rich and varied curriculum.

The last inspection was very positive and the staff have maintained the high standards identified and improved on many aspects of the school's work.

WHAT COULD BE IMPROVED

Parents could do more to support their children's learning by not taking holidays in term time

Parents have very positive views of the school and are very supportive of its work. The school keeps parents well informed about events and what the children will learn, and sets out clearly the expectations for attendance. Although the school does all it can to promote good attendance, many parents still keep their children away from school unnecessarily. The procedures for reporting absence are well known and the vast majority of parents call the school on the first day their child cannot attend. Written notes are then sent into school confirming the reason for absence. This results in the number of unauthorised absences being below those found nationally. Nevertheless, the absence rate overall is unsatisfactory because many parents take their children on holiday during term time. During the last year, there has been over 70 requests for absences to be authorised, some for a day, but many for 10 days or more for holidays. Parents could do more to support their children's learning by not taking them out of school unnecessarily and thereby ensuring that learning is not interrupted.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the high standards already achieved, the headteacher, staff and governors should:

- Continue to encourage parents not to take holidays during school time, and not to keep their children away from school without good reason.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

10

Number of discussions with staff, governors, other adults and pupils

5

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 5 | 3 | 0 | 0 | 0 | 0 |
| Percentage | 20 | 50 | 30 | 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. Care should be taken when interpreting these percentages as each lesson represents ten percentage points.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 21 | 71 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 10 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 1 |
| Number of pupils on the school's special educational needs register | 3 | 12 |

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 | 0 |
| Pupils who left the school other than at the usual time of leaving | 13 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.5 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.4 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 | 13 | 11 | 24 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 13 | 13 |
| | Girls | 10 | 10 | 10 |
| | Total | 23 | 23 | 23 |
| Percentage of pupils at NC level 2 or above | School | 96 (100) | 96 (100) | 96 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 13 | 13 |
| | Girls | 10 | 10 | 10 |
| | Total | 23 | 23 | 23 |
| Percentage of pupils at NC level 2 or above | School | 96 (100) | 96 (100) | 96 (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 |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |

| No of pupils on roll |
|----------------------|
| 67 |
| 0 |
| 3 |
| 0 |
| 0 |
| 1 |
| 0 |
| 0 |
| 0 |
| 0 |
| 0 |
| 0 |
| 0 |
| 0 |
| 0 |

| Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------|--------------------------------|
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

| |
|--------------------------|
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

| |
|---|
| 0 |
| 0 |
| 0 |

| | |
|---|---|
| 0 | 0 |
| 0 | 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) | 4 |
| Number of pupils per qualified teacher | 17.8 |
| Average class size | 23.7 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 82 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 19 |
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 83 |
| Number of pupils per FTE adult | 13.7 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 2 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| 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 | 2002/03 |
| | £ |
| Total income | 292,941 |
| Total expenditure | 296,879 |
| Expenditure per pupil | 2,878 |
| Balance brought forward from previous year | 1,156 |
| Balance carried forward to next year | -2,782 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 112 |
| Number of questionnaires returned | 49 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 22 | 2 | 2 | 0 |
| My child is making good progress in school. | 65 | 33 | 2 | 0 | 0 |
| Behaviour in the school is good. | 63 | 37 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 53 | 43 | 2 | 0 | 0 |
| The teaching is good. | 76 | 20 | 2 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 55 | 37 | 8 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 78 | 22 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 67 | 33 | 0 | 0 | 0 |
| The school works closely with parents. | 63 | 35 | 0 | 0 | 0 |
| The school is well led and managed. | 73 | 24 | 2 | 0 | 0 |
| The school is helping my child become mature and responsible. | 61 | 37 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 33 | 39 | 16 | 4 | 8 |