

# INSPECTION REPORT

**SEAGRY C of E (VC)**

**PRIMARY SCHOOL**

Upper Seagry Chippenham

LEA area: Wiltshire

Unique reference number: 126352

Headteacher: Mr D Brown

Reporting inspector: Mr M S Burghart  
20865

Dates of inspection: 3<sup>rd</sup> - 4<sup>th</sup> June 2003

Inspection number: 248767

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Upper Seagry Chippenham Wiltshire
Postcode:	SN15 5EX
Telephone number:	01249 720213
Fax number:	01249 720213
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev G Oswald
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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9847	Dr F Hurd	Lay inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Seagry C of E VC Primary is a below average sized primary school in the village of Upper Seagry near Chippenham in Wiltshire. There are 104 children on the school roll aged four to eleven. All four classes contain pupils from more than one age group. There is an average of 26 pupils per class. Pupils are drawn from a wide area, some travelling by bus over considerable distances. Most of the pupils attend some kind of pre-school group before starting Year R. Their attainment on entry to the school is about average. The headteacher has been at the school for almost four years and has announced his resignation with effect from December 2003. He teaches the top class for three days a week in a job share arrangement. Two other teachers job share a class of reception and some of the Year 1 pupils. Three of the 4.4 teachers are full time. The proportion of pupils on the special educational needs register is above average. One pupil has a formal statement of need under the terms of the DfES Code of Practice<sup>1</sup>, which is below average. Thirteen children are known to be eligible for free school meals, which is below the national average. No pupils require extra support as a consequence of having English as an additional language. The quality of the school's acts of worship was inspected under Section 23 of the Education Act, by a representative of the diocese in the week after this inspection.

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

This continues to be a happy, very caring school with a variety of good, and some very good, features. Pupils and staff get on very well together. The school provides a curriculum where planning supports good teaching. Standards slipped for Year 6 pupils in 2002 and some more able pupils underachieved. This triggered a revision of the school's priorities and is leading to improvements to the point where standards for those pupils now in Year 2 and Year 6 are judged as in line with national expectations for their ages. A good management partnership of head, staff and governors has proved effective in overcoming a deficit budget. Currently the school gives satisfactory and improving value for money.

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

- Standards of reading are above average throughout and writing was well above average at the end of Year 2 in 2002 national assessments. Pupils' skills of speaking and listening are good.
- Teaching is usually good, including good support for the Foundation Stage<sup>2</sup> and support for special educational needs.
- The school takes very good care of pupils and very successfully encourages their positive attitudes. Standards of behaviour and relationships are very good and pupils' personal development is good throughout.
- The school presents a very good outdoor learning environment.

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

- Standards at the end of Year 6 in English and mathematics as measured by national tests in 2002 were not high enough.
- Monitoring of teaching and pupils' performance by subject co-ordinators to gauge progress and predict standards is not sufficiently effective.

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

<sup>1</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

<sup>2</sup> The term 'Foundation Stage' refers to children's education from the age of three until the end of reception.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress against most of the issues raised by the last report in 1998. There is now a much better school development plan and better structures for governors to be involved in its construction. There have been good improvements to systems for parents to drop off and collect their children at the start and finish of the day and increased security arrangements. There are no longer any mixed key stage classes. Staff, notably the head, had time set aside to enable them to carry out their management duties, but this has been withdrawn following a budget shortfall and has had a negative effect on standards. Assessment and recording systems have been improved, (as has the quality of subject planning), but better use of data is still needed. Resources have been systematically improved (especially for ICT) through better use of funding and because governors are more effectively involved in the running of the school. The National Strategies for Literacy and Numeracy have been successfully introduced. Developments to accommodation: for example in creating better office and library space, are having positive effects on learning and management.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>3</sup> in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	B	E	E*	well above average A above average B average C below average D well below average E very low E*
Mathematics	A	C	E	E	
Science	B	A	C	C	

The table shows that standards for eleven year olds in 2002 were well below average in English and mathematics. E\* performance would put the school in the bottom five per cent of all similar primaries and some pupils had made insufficient progress since they were tested in Year 2. However with small year groups (in 2002 there were 14 pupils in Year 6) care should be taken in interpreting statistics. Inspection evidence points to improvement with pupils presently in Year 2 and Year 6 being broadly in line with what is expected of them nationally in all three subjects. Attainment in reading, speaking and listening is above average throughout the school. To the school's credit pupils in Year 2 in 2002 did well in reading and particularly well in writing with high proportions reaching above average levels. A good feature of standards is that following good improvements to provision, most children in Year R in the Foundation Stage make good progress from an average start to complete the Early Learning Goals<sup>4</sup> before they join Year 1. Pupils with special educational needs make good progress and usually achieve well for their abilities.

<sup>3</sup> Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

<sup>4</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprising a set of skill, knowledge and understanding that children might be expected to achieve by the end of reception year. There are six areas of learning: personal, social and emotional development; communication. Language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are normally interested and keen, and work hard. Most pupils like coming to school.
Behaviour, in and out of classrooms	Frequently very good.
Personal development and relationships	Good: pupils take responsibility, are considerate to others and know the difference between right and wrong. The quality of relationships is very good throughout the school.
Attendance	Very good: well above the national profile.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory with good features	Usually good with very good features

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

The overall quality of teaching is good. All but one of the 17 lessons observed unannounced in the two days of the inspection were at least satisfactory, with 13 good or better. Seven lessons were very good and these involved five different teachers. Strengths are in the quality of questioning, relationships, planning, and the clarity of learning objectives. Teaching in the Foundation Stage is very good and allows for a very good balance of structured play and more formal activities. Teachers manage mixed age classes effectively and in the best lessons work is set at a variety of different ability levels. This now benefits pupils with special needs and those with the potential to be higher attainers. Elements, which could still be improved, are in the use of time, marking and ensuring that pupils make sufficient progress in the lesson. Teaching assistants support pupils well and are well briefed. Teachers involved in job share arrangements liaise successfully and plan well together.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, broad and mostly balanced with strengths in provision for the Foundation Stage. Satisfactory use of homework. Satisfactory extracurricular activities and very good trips and residential opportunities.
Provision for pupils with special educational needs	Good: pupils are supported effectively through good individual education plans. Teaching assistants work well and make a good contribution to pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with very good moral and social provision. Spiritual and cultural opportunities are satisfactory.
How well the school cares for its pupils	Very good physical care and consideration of health and safety. More to do to use assessment data to predict pupils' performance and set targets for improvement.

Most parents have good impressions of the school and it has long had a good reputation. There is evidence of good co-operation between home and school, notably through the active parent teacher association and in self help activities to improve the grounds.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall with still more to do to allow time for, and develop, the management roles of subject co-ordinators, and to improve communication with some parents. Improvements to the buildings and grounds well managed. Staff make a good team.
How well the governors fulfil their responsibilities	Governors give good support and are more successfully involved in management than at the last inspection, especially in contributing to the school development plan and controlling finance to overcome a budget shortfall.
The school's evaluation of its performance	Satisfactory overall, with more to do to for co-ordinators to scrutinise standards. The school's priorities for improvement are appropriate.
The strategic use of resources	Satisfactory: recently improved to balance the budget. Good use of staff, accommodation and resources. Some aspects of time management in need of review.

## 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>• The quality of teaching.</li> <li>• Behaviour is good.</li> <li>• Provision for special educational needs.</li> <li>• The friendly, family atmosphere.</li> <li>• How pupils are helped to be mature.</li> <li>• Music provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework arrangements.</li> <li>• Information about progress.</li> <li>• The quality of leadership and the management of communications.</li> <li>• Extracurricular activities.</li> <li>• The quality of reports.</li> </ul>

A very high proportion of parents (72 per cent) returned the Ofsted questionnaire and eleven attended a meeting with the registered inspector prior to the inspection. A further five parents met with the lay inspector during the inspection. Most views expressed were positive, especially about the school's caring, family ethos. Inspectors are pleased to support these sentiments. However, a significant minority of parents were keen to show inspectors that they were concerned about aspects of communication, the school's approachability, and the quality of reports. These views have been investigated as part of the inspection and discussed with the head. The inspection team finds that there is some room for the school to review how parents are kept informed and consulted.

### PART B: COMMENTARY

#### WHAT THE SCHOOL DOES WELL

**'Standards of reading are above average throughout and writing was well above average at the end of Year 2 in 2002 national assessments. Pupils' skills of speaking and listening are good.'**

1. From a combination of the school's own records and the direct observation of the Ofsted team it is possible to judge that reading is above expectations throughout the school. This is most obviously the case at the end of Year 2 and Year 6.

2. Most Year 2 pupils are well aware of what strategies to use to decipher new words and build effectively on work started in Year R on phonics (sounding out) and using pictures and context to understand what words say and mean. By the end of Year 6 all pupils, except those with the most extreme special needs, reach at least national average levels with about a third doing better than this.

3. Reading is used effectively to support other curriculum areas. For example Year R children are introduced to reading simple instructions for play activities; Years 1 and 2 pupils begin using reference books to find out more about minibeasts; Years 3 and 4 are encouraged to read about Judaism; and Years 5 and 6 make use of the Internet, scanning for information about micro-organisms.

4. Pupils' attitudes to reading are positive. Most pupils are keen to read and this is channelled into regular habits through a combination of homework and group reading activities. A highlight of the week is when Years 5 and 6 pupils spend time with Years R and 1 sharing books and reading stories.

5. The school has a good ratio of books to pupils with an appropriate variety of fiction and non fiction. In a good improvement since the last inspection a well presented library has been created. Together with events like Book Week this serves to maintain pupils' healthy interest. A measure of the success of the school's provision in reading is that contrary to the national trend boys achieve better than girls aged seven and both girls and boys exceed the national average.

6. Following analysis of pupils' performance over the past two years, writing became a major focus for improvement. This resulted in considerable success in end of Year 2 National Curriculum assessments in 2002 with nearly all pupils reaching at least average levels, and double the national average achieving the higher level, Level 3. A higher proportion of pupils with special educational needs in the current Year 2 means that it is unlikely that such standards will be reached in 2003. However, inspection evidence shows that most pupils now in Year 2 and Year 6 (where the school's performance in 2002 was well below average because very few pupils achieved the higher Level 5) are broadly in line with national average levels in writing.

7. Throughout the school pupils build on the good start they make in Year R with regard to speaking and listening. This leads to good levels of discussion and debate: for example in a very good Years 5 and 6 literacy lesson pupils responded very well to the teacher's input featuring characteristics of information brochures to attract tourists. Pupils expressed themselves enthusiastically and listened sensitively to each other. The lesson transcended English in favour of personal, social and health education. For most pupils throughout the school skills of speaking and listening are above average.

**'Teaching is usually good, including good support for the Foundation Stage and support for special educational needs.'**

8. The overall profile of teaching is good judged on the basis of a combination of unannounced lesson observations in each class across a range of subjects, analysis of pupils' work, and scrutiny of teachers' planning and records. This indicates that the quality of teaching has been sustained since the last inspection, even though only one of those teachers still remains the same.

9. All but one of the seventeen lessons in this short inspection were at least satisfactory with thirteen good or better and a creditable seven (featuring five different teachers) very good. Because teaching is good pupils' learning is good and most pupils make good progress.

10. Strengths in teaching are in:-

- The Foundation Stage: where although children are in a class with some Year 1 pupils, activities are planned against the full range of recommended opportunities for this age group. Children are encouraged to learn through a combination of structured play and more formal lessons. As a result, most children achieve well to reach the Early Learning Goals before becoming Year 1;
- Teachers' questioning which probes for answers and responses where pupils have to give full sentences on the basis of drawing their own conclusions. For example in a very successful Years 3 and 4 literacy session the teacher probed for pupils to give examples of alliteration and onomatopoeia and was pleasantly surprised at the response and pupils' use of examples;
- The clarity of learning objectives identified in planning made clear at the start of lessons, both orally and on the board, and referred back to, in the best lessons, during group work, and in all lessons in the plenary (review) element;
- The very good quality of relationships which means that in each class there is an atmosphere of trust where pupils can make and learn from their mistakes. For example, in a very good Years 1 and 2 science lesson pupils wrongly identified spiders as insects,

but will remember the correct classification because of their mistake and the sensitive approach of their teacher and teaching assistant;

- Good support for special educational needs, and more recently higher attainers, with work set at different levels in the best lessons. This means that as for example in good lessons in Years 1 and 2 and Years 3 and 4 work is matched not only to different ages, but different abilities. Because work matches pupils' needs, behaviour and response are usually very good and this plays a major part in the school's good ethos.
- Teachers manage mixed age classes effectively.

11. Teaching assistants make a good contribution to pupils' learning and play a significant part in supporting special educational needs and especially providing continuity year on year when pupils change classes.

12. Eighty-five per cent of parents who expressed a preference in the Ofsted questionnaire think that teaching is good. Inspection evidence supports this and confirms that this has positive effects on what pupils achieve. Since the disappointing results of 2002 there has been much analysis of teaching with a view to improving provision.

**'The school takes very good care of pupils and very successfully encourages their positive attitudes. Standards of behaviour and relationships are very good and pupils' personal development is good throughout.'**

13. This inspection raises no issues of health and safety and notes that those arising from the previous inspection have been successfully addressed. For example new arrangements for parents to drop off and collect their children are effective and the erecting of a fence around the site has overcome the problem of dog fouling as well as having improved security. It is clear that the school has maintained its high level of physical care. Arrangements for first aid and child protection are very good, with the administrative officer, teaching assistants, lunchtime supervisors and site manager and cleaners taking an active role in putting children first. The school's aims and values to consider the child as an individual are met very well.

14. Parents report that they like the school's family atmosphere rooted in Christian ideals, and inspectors confirm that the school's ethos is good. A highlight is that Year 6 pupils regularly go to Class 1 to 'look after the little ones', reading to them and playing along side them. This is obviously popular with both age groups. This is an excellent example of the very good relationships which are common throughout the school and represent good personal development. Pupils and staff show that they care about each other, and provision to help pupils develop a sense of morality is very good.

15. Pupils know who to turn to if they have a problem and are very supportive of each other. For example several children moved quickly to comfort a girl who was upset in Year 1; and a child apparently lost at the end of the day was united with his mother by two older girls in a very sensitive and comforting way with no fuss.

16. Pupils respond very positively to the staff's consideration and show very good attitudes. In all lessons observed, even in the single session judged as less than satisfactory, pupils behaved well and showed interest. Behaviour around the school and at lunchtime is very good. Pupils demonstrate self control and observe the rules of the school. As a result there is very little evidence of bullying and pupils and parents report that any incidents are dealt with swiftly, fairly and effectively by the head.

17. Pupils work very well in groups, even when they have not chosen partners, and throughout the school build on the very good habits established in Year R of taking turns and sharing resources. Opportunities to develop social awareness, co-operation and responsibility are very good. For example pupils representing their class on the school council are instrumental in shaping school policy and influencing decisions such as

suggesting ideas for playground games and equipment before taking part in fundraising to pay for it.

**‘The school presents a very good outdoor learning environment.’**

18. A significant improvement since the last inspection is in developing the quality and use of the school site. This has included significantly improving security and safety with new fencing, and implementing an effective system to manage traffic access.

19. Amongst other things the already attractive grounds have been enhanced with:

- Gardens and seating where pupils can go to be quiet;
- An excellent decked area where groups or classes can sit together;
- New paths which form a nature trail;
- A pond (safely fenced) to encourage wildlife;
- A dedicated secure area with play house for children’s role play activities in Year R;
- A three-dimensional noughts and crosses game suggested by the school council and provided as a result of fundraising;
- The dedication of a sculpture partly designed by pupils and produced by a commercial artist to represent the ‘Seagry steam engine’.

20. Outdoor facilities are well used to support the curriculum: for example Years 1 and 2 minibeast hunts; and observational drawing and painting work in a variety of classes.

21. Pupils are encouraged to appreciate the beauty and wonder of nature and to take advantage of space to play and socialise. This has very positive effects on pupils’ personal, spiritual and social development and is entirely in keeping with the aims of the school.

22. Head, staff, governors and parents are commended for the part they have played in the self help projects to create, maintain and promote the outdoor learning environment.

**WHAT COULD BE IMPROVED**

**‘Standards at the end of Year 6 in English and mathematics as measured by national tests in 2002 were not high enough.’**

23. Since the last inspection there has been a change in the way results are considered for comparisons. At that time judgements were made simply on the basis of the percentage of pupils achieving the expected level (Level 4) aged eleven. Now each pupil’s performance is given a score in points weighted by their success (or otherwise) against national expectations and this is then averaged to establish the school’s profile.

24. Over the three year period 1999 – 2001 if the previous method had been applied the school’s performance looked to be above average. However, even with such evaluation in 2002, results fell well short of the national average.

25. Results for Year 6 calculated on the basis of average point scores in 2002 tests in English were very low and in the bottom five per cent of all similar primary schools. Pupils’ performance was very low compared with their own results at the end of Year 2. In mathematics, results were well below average against all and similar schools. In both subjects few pupils achieved the higher level, Level 5 and, although care must be taken when considering statistics based on relatively small year groups, this still indicates that some children should have done better.

26. The school missed its targets set in conjunction with the local education authority by substantial amounts and it is clear that the low results disappointed staff following considerable efforts to make improvements.

27. The school is aware of the need to redress the situation, especially by improving planning and raising challenges for potentially higher attainers, and is working towards improvements. Early indications are that most Year 6 pupils will achieve the average level, Level 4, in 2003 tests, but that a higher proportion of pupils with special educational needs in the year group may still mean the school's performance is below average. However, overall there are indications of improvement.

**'Monitoring of teaching and pupils' performance by subject co-ordinators to gauge progress and predict standards is not sufficiently effective.'**

28. Subject co-ordinators are insufficiently aware of the potential performance of pupils especially at the end of Year 2 and Year 6 (which is where comparisons with other schools are made) and, as such, are not able to modify plans or give appropriate extra support. This situation is the result of:

- Most co-ordinators being new to their roles and having not yet monitored standards fully, especially in the age groups they do not teach in;
- Co-ordinators having not yet spent time observing colleagues when teaching in order to evaluate strengths and weaknesses in terms of effects on pupils' learning.

29. Staff have had no release time to support these activities since the budget went into deficit last year and this contributed to the unexpected fall in standards in 2002. At the same time the headteacher, who had previously taken classes so colleagues could carry out management duties, had to increase his regular teaching commitment to three days per week. Whilst he still monitors the overall profile of standards and tracks individual pupils' progress there is a danger that too much information is invested in too few people. This means the school is vulnerable in the event of staff change such as when the head leaves at the end of next term. This reiterates the key issue of the last inspection which recommended that more time for management responsibilities be allocated to the headteacher.

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

30. In order to further improve the school, governors, head and staff should seek to:

**Raise**, as intended, standards as measured by average point scores in National Curriculum tests for Year 6 in English, mathematics and science.

**Improve**, still further, the monitoring of standards and teaching by:

- Allowing head and subject co-ordinators sufficient time for the purpose;
- Ensuring that co-ordinators understand, and make use of the results of assessment to gauge progress, predict standards and set targets for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

17

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

11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	6	3	1	0	0
Percentage	0	41	35	18	6	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 six percentage points

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

104

Number of full-time pupils known to be eligible for free school meals

13

*FTE means full-time equivalent.*

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

24

#### 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

7

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

2

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	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	6	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	14
Percentage of pupils at NC level 2 or above	School	88(79)	88(79)	82(79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	88(93)	88(86)	88(86)
	National	85 (85)	89 (89)	89 (89)

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

The actual numbers of boys and girls reaching Level 2 and above are omitted from the table because of the relatively small size of the year group.

### 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	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	8	8	14
Percentage of pupils at NC level 4 or above	School	57(76)	57(82)	100(94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	7	9	11
Percentage of pupils at NC level 4 or above	School	50(82)	64(88)	79(82)
	National	73 (72)	74 (74)	82 (82)

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

The actual numbers of boys and girls reaching level 4 and above are omitted from the table because of the relatively small size of the year group.

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
101	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	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)	4.4
Number of pupils per qualified teacher	23.6
Average class size	26

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

Total number of education support staff	5
Total aggregate hours worked per week	75

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002/3
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	£
Total income	267744
Total expenditure	277376
Expenditure per pupil	2667
Balance brought forward from previous year	5376
Balance carried forward to next year	-4256

*There is evidence that this deficit has been overcome in planning for the current financial year.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1
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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	75

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	51	9	1	1
My child is making good progress in school.	36	52	4	4	4
Behaviour in the school is good.	40	51	3	0	7
My child gets the right amount of work to do at home.	19	55	21	4	1
The teaching is good.	40	45	4	3	8
I am kept well informed about how my child is getting on.	33	40	16	7	4
I would feel comfortable about approaching the school with questions or a problem.	59	20	15	5	1
The school expects my child to work hard and achieve his or her best.	45	44	4	0	7
The school works closely with parents.	33	39	19	7	3
The school is well led and managed.	35	40	9	13	3
The school is helping my child become mature and responsible.	41	43	7	1	8
The school provides an interesting range of activities outside lessons.	21	36	31	4	8

*Due to rounding percentages do not total 100.*