

INSPECTION REPORT

Chapmanslade C.E.V.A Primary School

Chapmanslade

Westbury

LEA area: Wiltshire

Unique reference number: 126316

Headteacher: Mrs J Jewell

Reporting inspector: Paul Bamber
15064

Dates of inspection: 17th-18th September 2002

Inspection number: 248776

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 Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	High Street Chapmanslade Wiltshire
Postcode:	BA13 4AA
Telephone number:	01373 832367
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Julian House
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chapmanslade Church of England Voluntary Aided Primary School has 85 pupils on roll, (much smaller than average), who are taught in three classes. Children enter the school at the age of four in September and the youngest of these attend part-time for the first term. The ten children aged under five are taught in a class with pupils in Years 1 and 2. Children enter the school with above average attainment. Around seven percent of pupils have special educational needs, which is below average. None have statements of special educational need. No pupils use English as an additional language and they are from predominantly white British backgrounds. Many pupils come from relatively advantaged backgrounds and a below average percentage receive free school meals.

Since the last inspection, five years ago, the school has had two changes of headteacher and a period when it was led by an acting headteacher. The present headteacher has been in post for a term, and only one teacher remains in post since the last inspection.

HOW GOOD THE SCHOOL IS

Chapmanslade is an effective school. By the time Year 6 pupils leave the school, they attain high standards because they are taught very well, have very positive attitudes, behave most responsibly and relate very well to each other. The school is ably led and managed. The school has made good improvement since the last inspection and offers good value for money.

What the school does well

- By Year 6 pupils attain high standards in English, mathematics and science.
- The quality of teaching is good overall.
- Pupils have very positive attitudes to learning and behave very well as a result of their very good moral and social development.
- As a result of the school's very good provision for pupils with special educational needs, they make rapid progress.
- The school is well led and managed.

What could be improved

- Provision for physical education and the physical development of children aged under five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in July 1997. The strengths identified at that time have been maintained. Very good improvements have been made in standards in English, mathematics and science, particularly in Year 6. Governors have addressed the key issues identified in the last inspection report. However, the facilities for outdoor play for children aged under five and those for dance and gymnastics remain inadequate.

STANDARDS

Because the number of pupils in Year 6 has been very small over the last few years, no table showing comparisons with schools nationally or of similar type has been included. In the national tests, pupils in Year 6 attained very high standards in English, mathematics and science. The 2002 test results, as yet unvalidated, indicate similar standards. The present Year 6 pupils are attaining well above average standards in English, mathematics, science and design and technology. Standards are above average in geography and history and average in art and design, information and communication technology, music and physical education.

In the 2001 Year 2 national tests, standards were well above average in writing, above average in reading and average in mathematics. Standards in mathematics were lower than in previous years due to the unusually high number of pupils with mathematical learning difficulties. In the 2002 Year 2 national tests, 100 percent of pupils attained the standard expected for their age in reading, writing, mathematics and in the teacher assessments in science. In other subjects of the National Curriculum, standards are above average apart from in art and design, music and physical education, in which they are average. Throughout the school, pupils speak clearly and confidently and write well. Their high standards in writing contribute well to their attainment in history and geography.

The school sets realistic and challenging targets for its performance in national tests. Pupils with special educational needs make very good progress, often attaining the standards expected for their age in the Year 6 national tests. Very good progress is made by pupils who are gifted and talented and they are suitably challenged and achieve very well. The small size of the school hall places limitations on the standards pupils can achieve in gymnastics and dance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils very much enjoy coming to school and participate enthusiastically in lessons and other activities. They are proud to be members of the school community.
Behaviour, in and out of classrooms	Very good. Behaviour in lessons is sensible and mature. Pupils of all ages play happily together, and older pupils care well for the younger ones.
Personal development and relationships	Very good. Pupils get on very well together and this is very evident in the way in which they co-operate in lessons. The relationships between adults and pupils contribute very well to the quality of learning and pupils' achievements.
Attendance	Very good. Rates of attendance are well above average and there is little unauthorised absence.

Pupils are friendly and welcoming and the quality of relationships is a strength of the school.

TEACHING AND LEARNING

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

Overall, the quality of teaching and learning is good. All teachers promote pupils' literacy and numeracy skills very well and encourage them to use information and communication technology to support their learning in many subjects. Lessons are conducted in a calm, orderly and purposeful manner because teachers expect pupils to work hard and behave well. The brightest pupils are set challenging work and those with special educational needs are set appropriate targets and are supported very well in their efforts to achieve them. Teachers use resources imaginatively to enthuse pupils and to help clarify new learning. Strengths in pupils' learning include their ability to work with sustained concentration, their willingness to tackle demanding work and to co-operate in pairs or groups. Teachers use homework well to reinforce basic literacy and numeracy skills and to promote pupils' independent research skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Strengths include the breadth and depth of the curriculum in English and mathematics. However, aspects of the arts and physical education curriculum are limited.
Provision for pupils with special educational needs	Very good. As a result of the very well directed support and challenging targets these pupils make very good progress in lessons and achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good moral and social development contribute significantly to pupils' very positive attitudes and behaviour. Pupils' spiritual development is good and their cultural development is satisfactory. The school could do more to promote pupils' awareness of the diversity of cultures that exist in their society.
How well the school cares for its pupils	Very good. Arrangements for child protection are secure. There are adequately trained first-aiders available to deal with minor injuries. The tight supervision at break and lunchtime ensures pupils play safely.

Recently the school has improved its involvement with the local community and communication with parents. As a result, parents are better informed about what goes on in school and they and other members of the community are making very positive contributions to the school's curriculum, for instance, in organising extra-curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has established a clear vision for the future of the school. She is ably supported by her senior teacher who contributes significantly to the high standards achieved by the oldest pupils and to the very good achievements of pupils with special educational needs. The literacy co-ordinator has been very influential in raising standards in writing.
How well the governors fulfil their responsibilities	Good. Governors are knowledgeable about the school's standards and where improvements need to be made. They are directly involved in setting priorities in the school improvement plan and monitor the quality of education within the school.
The school's evaluation of its performance	Good overall. The school is self-evaluative and ensures that pupils are challenged to achieve the highest standards. As a result of evaluating the quality of lessons, targets are set for improvements in teachers' performance and training needs identified. The analysis of test data is used effectively to ensure that any weaknesses in pupils' attainment are addressed.
The strategic use of resources	Good. Governors are rigorous in their monitoring of the school's budget and astute in their financial planning. They have fully recognised the need to plan ahead for the predicted fall in the school's roll. Funds are well directed towards educational priorities, for instance in creating an information and communication technology area, which has contributed well to raising standards in the subject.

Governors are knowledgeable about and fully apply the principles of best value. They compare the school's results nationally, locally and with similar schools, challenge themselves to do better, consult with the school

community and ensure that resources and services are purchased at competitive prices. The school's administration is efficient. A weakness is in the quality of accommodation. The hall is very small and this restricts the school's ability to teach aspects of the National Curriculum for physical education. The dedicated outside play area for children aged under five is cramped and similarly restricts their physical development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Teaching is very effective. • Behaviour is good. • Children are expected to work hard and make good progress. • The school is approachable. 	<ul style="list-style-type: none"> • The amount of homework given. • The quantity of information they receive about their child's progress. • The range of extra-curricular activities.

Inspectors fully agree with the positive views of the parents. Some parents felt there was too much homework given and others not enough. Evidence shows that regular homework for all pupils helpfully reinforces basic literacy and numeracy skills and that the research tasks set for older pupils contribute well to their ability to work independently. Inspectors found that the school provides detailed information on a regular basis similar to other schools. The number and range of out-of-class activities is limited but this is not unusual in such a small school with so few staff and some parents also run sports clubs at weekends for pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By Year 6 pupils attain high standards in English, mathematics and science.

1. Pupils consistently attain high standards in the National Curriculum tests for 11-year-olds as a result of well planned, challenging teaching.
2. Most pupils in Year 6 read accurately and the highest attaining pupils convey meaning by varying the tone and speed of their reading. Many enthusiastically discuss books they have read, highlighting their favourite parts and characters, for instance, from the *Harry Potter* books by J.K. Rowling. Pupils with special educational needs equally enjoy reading, recognise familiar words and use their knowledge of letter sounds to read unfamiliar or long words. These pupils, and those with average ability, find more difficulty responding to punctuation in order to read fluently.
3. Throughout the school pupils' skills in speaking and listening are a strength. By Year 6, pupils listen attentively to the ideas and opinions of their classmates which contributes well to their own attainment and achievement. Because pupils listen so attentively to their teachers, they respond promptly to instructions, grasp new concepts quickly and answer questions sensibly.
4. Pupils speak clearly and confidently. They articulate their ideas well using a wide range of interesting vocabulary. For instance, Year 5 and 6 pupils explained the complex relationships within Shakespeare's *Midsummer Nights Dream* with clarity and humour.
5. Pupils write very well for effect and for different purposes. Higher attaining pupils write very persuasive letters to 'government ministers' to argue for cheaper housing. Many write probing questions for an interview with an author or famous people. Year 5 and 6 pupils plan their writing by drafting paragraphs from notes they take. Evidence from work analysed, indicates high standards in using cartoons as a medium for communication, reproducing authors' styles of writing and in creating sensitive and humorous verse.
6. Year 6 pupils use and apply their mathematical knowledge and understanding very well to solve complex problems and to find shortcuts in their calculations. They set out their work logically to enable them to correctly use a step-by-step approach to problem solving.
7. Whilst solving money problems, Years 5 and 6 pupils sensibly round up or down to make calculations easier and use their very good knowledge of place value to multiply and divide decimals.
8. Pupils check their answers by adeptly using a calculator. They understand very clearly the relationships between decimals, fractions, ratios and percentages and are skilled in plotting and transforming shapes, using positive and negative co-ordinates. By Year 6, pupils attain high standards in all areas of their mathematics curriculum.
9. Standards in science are high. Year 6 national test results in 2000 and 2001, show a very high percentage of pupils attaining above the standards expected for their age.
10. Pupils apply their scientific knowledge and understanding very well to everyday situations. For instance, on a recent residential visit, many used their knowledge of plant biology to identify trees by their leaves. In design and technology, Year 6 pupils apply their knowledge of friction, fulcrums, force and electrical circuits to their design and manufacture of models. They clearly identify the degree of conductivity and insulatory properties of different materials and relate this knowledge well to identify which materials match the criteria for making goods. Older pupils have a

particularly clear understanding of plants, the working of the human body and of the need to make investigations fair, in order to obtain reliable results.

The quality of teaching is good overall.

11. The quality of teaching in English, mathematics and science is a strength of the school and contributes significantly to the high standards pupils attain in these subjects by the time they leave Year 6.

12. The quality of teaching is very good in the class containing the oldest pupils, a mix of Years 4, 5 and 6. It is particularly good in English, mathematics, science and design and technology.

13. Characteristics of the very good teaching in the Years 4, 5 and 6 class are very secure subject knowledge, very warm relationships, firm discipline and the imaginative use of resources. As a result, all pupils are challenged appropriately and achieve well. They are motivated to work hard because they are praised for their success and effort. The teacher's firm discipline is achieved through clearly expressed expectations and tempered by good humour and an understanding of the difficulties some pupils' experience with harder work.

14. Throughout the school, teachers nurture very good relationships between adults and pupils and between pupils. As a result, pupils feel confident in making contributions, expressing opinions and responding to questions, even if they are unsure of the correct answer.

15. Teachers assess pupils' progress thoroughly and this enables them to set work which takes pupils further on in their knowledge and understanding. This was evident in a mathematics lesson for pupils in the class for Year 2, 3 and 4, when the teacher allocated specific tasks to individuals or groups making reference to their recently assessed work. As a result, pupils set about their various tasks with a clear understanding of what they needed to do to improve, or to further their knowledge.

16. Resources and a variety of teaching methods are used very well to motivate pupils' interest and to clarify concepts and ideas. For instance, in an imaginative and absorbing English lesson, one of a series studying Shakespeare's *Midsummer's Night's Dream*, a group of pupils were enthusiastically rehearsing and acting out a scene from the play. An attractive model of the Globe Theatre was provided for them to use as an aid to their production, in which they were totally engrossed. The resulting 'production' was entertaining, indicated a good knowledge of the play and was enjoyed by the whole class.

17. In the same lesson, the teacher required pupils to use a variety of methods, cartoon, note taking and paragraph writing to emphasise different ways of conveying meaning and engaging readers.

18. Teachers very good use of support staff contributes significantly to the rapid progress made by pupils with special educational needs and for the children aged under five. Learning support assistants work is very well planned and the close collaboration between adults in classrooms greatly enhances the quality of learning.

19. In a Year R, 1 and 2 lesson, the teacher and learning support assistant worked very well together to increase the pupils' knowledge of the parts of their body. Also the pupils' understanding of the way in which they controlled their own movements, in contrast to a puppet which could not, was further enhanced.

Pupils have very positive attitudes to their learning and behave very well as a result of their very good moral and social development.

20. In the questionnaire completed prior to the inspection, parents indicated that their children enjoyed school and that they were encouraged to behave well and responsibly. Inspectors agree with these views and judge that pupils' very positive attitudes and behaviour are important factors in their very good achievements.

21. Pupils express pleasure in their own achievements and those of their classmates, spontaneously applauding for instance, when others succeed. They help each other willingly when working in pairs or groups and share tasks in order to maximise their efforts.

22. Because the school sets and applies a strong moral code, expressed through its 'golden rules', pupils respond by respecting all members of the school community and visitors. For example, pupils welcomed a peripatetic music teacher taking classes for the first time and responded enthusiastically to her teaching.

23. The school encourages pupils to assume responsibilities, through taking on routine tasks or by representing classmates on the school council. Pupils respond very well to these opportunities, carry out their allotted tasks responsibly and gain elementary knowledge of the principles of representational democracy and lobbying. These personal experiences help them in their lessons, for instance, when writing persuasively.

24. The school promotes pupils' personal development very well. Regular opportunities are provided for them to discuss sensitive and personal issues in 'circle time' sessions in class. As a result, they are responsive to each other's concerns and personal circumstances. Assemblies are also used to promote personal, moral and social development, emphasising such principles as 'not judging a book by its cover'.

As a result of the school's very good provision for pupils with special educational needs, they make very good progress.

25. The arrangements for supporting pupils with special educational needs are very well managed and meet requirements. Pupils needs are identified at an early stage. Appropriate classroom support is organised to ensure that these pupils progress rapidly towards the challenging but realistic targets set for them. The organisation of their teaching ensures that they are fully included in the school's curriculum.

26. The school pays due attention to the new special educational needs Code of Practice and ensures that parents and pupils are fully involved in target setting and regular reviews of progress. The school makes effective use of outside agencies and support services when necessary.

27. Within classrooms, experienced, well trained and hard working learning support assistants work closely with classroom teachers to direct the learning of the pupils with special educational needs. In a mathematics lesson for pupils in Year 4, 5 and 6, two were helped to better understand how to work out change from pounds with the use of coins and a number chart. It was evident that their understanding and confidence grew as a result of the specific support they received.

28. Very good support was provided in a Year 2, 3 and 4 literacy lesson to both pupils who struggle with their learning and those who find difficulty in behaving well and concentrating. Both the class teacher and learning support assistant used a variety of methods and resources to help clarify aspects of spelling and punctuation with positive results. The watchful eye and support given to those pupils whose concentration is likely to wander, ensured that they played a full part in the lesson and made good progress in their learning.

29. School records show that a substantial number of pupils, who are identified as having special educational needs early in their time at the school, overcame their difficulties and attain the standards expected for their age in the national tests. For example, in Year 6, in 2002, six pupils who had originally been placed on the special educational needs register, attained the expected standards in the national tests in English, mathematics and science.

30. This achievement is testament to the well managed procedures and the very well focussed work of the co-ordinator for special educational needs, classroom teachers and learning support assistants.

The school is well led and managed.

31. The quality of the school's leadership and management contributes well to the standards pupils attain and their quality of education.

32. The present headteacher, who teaches for two and a half days a week, has only been in post for one term. In that time, she has set a clear vision for the school that includes the maintenance of high standards of work and behaviour and improvements in curricular provision and the school's accommodation and resources.

33. Governors, parents and the teaching and support staff share this vision and are working closely together with a shared determination to further improve the quality of pupils' education.

34. Having three different year groups in one class presents many challenges to the school's management and individual class teachers. These challenges are fully met because the systems in place for monitoring pupils' academic progress and personal development are very good. Regular assessments are made of pupils' attainment and the information used to set challenging work for pupils of all abilities. As a result, pupils make excellent progress, especially between Year 2 and Year 6.

35. Because the quality of teaching is rigorously monitored, teachers' strengths and weaknesses are identified clearly. Where good practice is evident, it is disseminated throughout the school, either by all teachers becoming more skilled or through specialist teaching, for the benefit of all pupils. The well above average standards attained in design and technology are the result of such good practice.

36. Where relative weaknesses are identified suitable training is provided by the school's management. For example, the standards, the quality of teaching and the provision for information and communication technology, have improved considerably as a result of intensive training for teachers and learning support assistants, and the creation of a dedicated information and communication technology area.

37. The governors and headteacher recognise that because the accommodation is inadequate the school cannot provide the full National Curriculum for gymnastics and dance. They are urgently pursuing opportunities to improve facilities, specifically in providing a new school hall.

38. Arrangements for monitoring spending and for financial planning are good. Numbers of pupils on roll are declining, due to demographic factors and the grant previously provided by the local education authority to support small schools, is being phased out. This means that governors have to be diligent in setting annual budgets and in planning the school's finances well in advance. The governors and the headteacher are well aware of the likely impact of a decline in income and have alerted the school community to the potential changes in provision which might result.

39. One area of weakness in management is in the timetabling of physical education lessons referred to in paragraph 42 in the following section of this report.

WHAT COULD BE IMPROVED

Provision for physical education and the physical development of children aged under five.

40. Aspects of pupils' physical education curriculum are unsatisfactory due to poor accommodation for indoor work. The school hall is very small. Two of the three classes have 30 or more pupils and this means that if the whole class works together, conditions are cramped. If pupils work safely, in suitable space, around half the class will not be engaged in activity. This means that the gymnastics and dance curricula are restricted in their range of activity. Pupils have limited experiences and are unable to progress well in their attainment.

41. The area allocated for children aged under five to safely play outside is too small to allow them the full range of activities they should experience. It is quite drab in appearance and provides limited stimulation for the children. The nature of this area places limitations upon the physical development of children in the reception year.

42. The present curriculum for physical education is restricted due to the timetabling arrangements. For all classes, one of the physical education lessons lasts 20 minutes. By the time the pupils change into their physical education kit, the lesson lasts barely 15 minutes and little fruitful teaching of skills, especially for higher attaining pupils, is possible in this short time. As a result, pupils do not make the progress they should.

43. Governors are aware of the difficulties presented by the size of the hall and the limitations on its use, as regards the physical education curriculum. Plans are advanced to build a much larger hall on a recently acquired plot of land adjoining the existing hall. However, present provision is unsatisfactory.

44. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve the provision for physical education and development by:

- Urgently seeking ways of providing appropriate indoor accommodation for physical education lessons.
- Reviewing the timetable to ensure sufficient time is allocated to individual physical education lessons.
- Improving the outside play facilities and resources for the children aged under five.

(Paragraphs numbers 39, 40, 41, 42, 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	5	3	0	0	0
Percentage	8	25	42	25	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 eight 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)	85
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

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	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.6
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	95 (100)	100 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

The data is not entered due to the small number of pupils in the Year group

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	80	0	0
White – Irish	0	0	0
White – any other White background	1	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	4	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	21
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

Financial information

Financial year	2001-02
	£
Total income	231159
Total expenditure	227474
Expenditure per pupil	2556
Balance brought forward from previous year	3685
Balance carried forward to next year	3685

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	2
Total number of vacant teaching posts (FTE)	1
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 55 per cent

Number of questionnaires sent out	85
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	48	2	0	0
My child is making good progress in school.	46	50	4	0	0
Behaviour in the school is good.	44	48	4	0	4
My child gets the right amount of work to do at home.	22	48	24	4	2
The teaching is good.	48	52	0	0	0
I am kept well informed about how my child is getting on.	26	46	24	4	0
I would feel comfortable about approaching the school with questions or a problem.	43	47	7	3	0
The school expects my child to work hard and achieve his or her best.	50	45	0	3	2
The school works closely with parents.	24	46	22	7	1
The school is well led and managed.	30	46	9	11	4
The school is helping my child become mature and responsible.	47	38	8	0	7
The school provides an interesting range of activities outside lessons.	30	39	23	4	4

Some parents were concerned about the criteria for allocating Year 2 pupils to be taught with younger children. They felt that those placed in the Year R, 1 and 2 class might not receive the same curriculum or challenge as those Year 2 pupils in the Year 2,3 and 4 class. There was no evidence during the inspection that these pupils were in any way disadvantaged.