

INSPECTION REPORT

TINTAGEL PRIMARY SCHOOL

Tintagel

LEA area: Cornwall

Unique reference number: 111939

Headteacher: Mrs E Cleves

Reporting inspector: Mrs P Francis
2440

Dates of inspection: 16th -17th September 2002

Inspection number: 250942
Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	mixed
School address:	Treven Tintagel Cornwall
Postcode:	PL34 0DU
Telephone number:	01840 770473
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Orton
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small, rural community primary school located in the village of Tintagel, on the north Atlantic coast of Cornwall. During the inspection 109 pupils, aged 4 to 11 years, attended the school. There are slightly more boys than girls. All pupils are white, and there are no pupils at an early stage of learning English. Pupils come from mixed social backgrounds within Tintagel and beyond the school's designated area. A higher than average proportion of pupils join or leave the school during the school year due to two factors. Many parents have seasonal employment connected with the tourist industry and a small proportion lives in temporary accommodation that is provided by the local authority. The proportion of pupils who are eligible for a free school meal is in line with the national average but fluctuates through the year because of this movement of families. Pupils' attainment on entry is wide ranging but below average overall. The proportion of pupils who have special educational needs, approximately 40 per cent, is above the national average and the proportion with a Statement of Special Educational Needs is broadly average. Pupils with special educational needs have moderate and specific learning difficulties, emotional and behavioural difficulties and there are two pupils with Statements. Since the previous inspection in 1998, the proportion of pupils with special educational needs has increased by a third.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils and gives satisfactory value for money. Most pupils achieve well and at the end of Year 6, attain above average standards in mathematics, English and science. This is due to the good overall teaching and the headteacher's strong focus on directing her main efforts at improving teaching and pupils' standards. Leadership and management are otherwise sound.

What the school does well

- Due to the good teaching, most groups of pupils achieve well and, by the end of Year 6, standards in English, mathematics and science are above average.
- As a result of the good relationships that teachers and their teaching assistants enjoy with pupils, their good management of pupils and the school's good pastoral care, pupils have good attitudes to their work and behave well.
- Teachers' very effective planning of work, the good leadership by the co-ordinator and the good support given by teaching assistants ensure good provision for pupils with special educational needs.

What could be improved

- The well below average standards attained by pupils in information and communication technology (ICT) and its use as a tool across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1998. Since then, the school has made satisfactory improvement. This has mainly been seen in teaching and learning, and in pupils' standards in English and mathematics. The school gained a nationally recognised achievement award for the improvement in its standards in 2001. There has been good progress in three of the key issues from the last inspection; standards in mathematics, pupils' presentation of work and teachers' use of assessment. Other aspects, such as the pupils' good behaviour and the school's good care of pupils, have been maintained. There has been unsatisfactory improvement in pupils' standards in ICT because the governing body and headteacher have failed to address adequately an important recommendation of the previous inspection report, to develop the school's provision for the subject. This weakness has implications for most of the school's curriculum as pupils do not have adequate skills to use ICT as a tool in other subjects. The

school has shown a satisfactory capacity to improve further through the establishment of the key priorities of the quality of teaching and pupils' standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E	A	A
mathematics	D	E	B	B
science	A	D	A	A*

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

Children achieve well in the Foundation Stage. They attain average standards at the end of their reception year in communication, language and literacy and mathematical development.

By the end of Year 2, in comparison with schools nationally and with similar schools, test results in 2001 indicated low standards in reading and writing that were in the lowest five per cent nationally; in mathematics and science, standards were well below average. These results were lower than normal because there was a high proportion of pupils with special educational needs in the year group, pupils who entered the year group during the year were low attainers and there had been a change of teacher after the first term of the year. The unvalidated test results for the end of Year 2 in 2002, however, show a significant improvement and standards are much nearer the average in reading, writing and mathematics although writing is below average. The work pupils were doing during the inspection confirmed these average standards for the end of Year 2 and pupils' achievement is satisfactory.

At the end of Year 6, the 2001 science test results were a strength and were in the top five per cent in the country when compared with similar schools. An above average proportion of pupils reached the higher Level 5 in English and a well above average proportion attained the higher level in science. In 2002, the results of national tests were slightly down from those in 2001 and comparative national data is not yet available. The work pupils were doing during the inspection confirmed that they achieve well through Years 3 to 6 and reach above average standards in English, mathematics and science at the end of Year 6. Pupils with special educational needs, high attainers and the few talented pupils make good progress. Pupils' standards in ICT at the end of Year 6 are well below average; consequently, pupils make insufficient use of ICT in other subjects.

The trend in the school's results is steadily improving and the school exceeded its challenging targets in 2001. In 2002, it exceeded its target in English, but just missed reaching the target in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school, they are keen to learn and have good attitudes towards their work.
Behaviour, in and out of classrooms	Good. Pupils follow the school's high expectations of behaviour. The only exclusion in recent years was appropriate.
Personal development and	Overall good. Relationships are good; pupils get on well together and with

relationships	all the adults in the school. Pupils' personal development is satisfactory; they work constructively, co-operating in groups and productively on their own.
Attendance	Satisfactory attendance rate in 2000/2001 with below the national average rate of unauthorised absence.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. In Years 3 to 6, teaching is good in English and the skills of literacy, and in mathematics and the skills of numeracy; in Years 1 and 2 it is satisfactory. The particular strengths in teaching are the very effective planning and the good use of skilled teaching assistants, which enables teachers to meet the needs of all groups of pupils effectively. Pupils who have learning difficulties learn well, due to the good targeted support that they receive from their teachers in partnership with the teaching assistants. The very effective teachers' planning provides work that challenges the higher attaining pupils and enables them to reach the higher levels of the National Curriculum. Teachers have high expectations for pupils' academic standards and behaviour, they manage pupils well and make good quality assessments of pupils' progress and use this knowledge well when planning the next lesson. As a result, in most lessons and most year groups, pupils, including those with learning difficulties, learn well. Pupils try hard to succeed and work productively at a good pace, they are interested in their lessons and know what steps they must take to improve.

A weakness in teaching is the insufficient use of ICT due to teachers' lack of confidence and skills in the subject and the inadequate resources. This weakness accounts for the well below average standards in ICT at the end of Year 6, as pupils do not receive enough experience in the subject during their time in the school. A second weakness is the use of the conclusion of the lesson. Usually, it is an opportunity for pupils to show their work to the class and for teachers to provide feedback and encouragement to pupils. However, better use could be made of the session by re-emphasising teaching points related to the learning objectives, clarifying misconceptions and developing an atmosphere of constructive criticism.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An unsatisfactory quality and range of learning opportunities are provided because the requirements for the National Curriculum in ICT are not met. There are good strategies for the teaching of literacy and numeracy and all groups of pupils benefit from good access to the curriculum.
Provision for pupils with special educational needs	Good, due to the work designed for them by their teachers, the extra support given by skilled teaching assistants and the good leadership by the co-ordinator for special educational needs.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall provision for pupils' personal development, with good provision for pupils to develop an understanding of their social responsibilities. The school has a satisfactory policy for promoting racial equality although it is too early for the school to assess its impact yet. It prepares pupils adequately for life in a diverse multicultural society in Britain.
How well the school cares for its pupils	Good. Teachers and teaching assistants know pupils well and take good care of them. Teachers' monitoring of pupils' progress and their use of assessment to match work to children's ability is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear vision for improving teaching and raising standards in English, mathematics and science, which has been achieved successfully. There are weaknesses in the decisions taken on the school's priorities for development, which have led to an unsatisfactory curriculum and well below average standards in ICT. Most co-ordinators provide sound leadership in their subjects.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is committed to the school's success, is aware of the school's strengths and weaknesses, but has not adequately addressed the previous inspection's important recommendation for the improvement of standards in ICT. The governing body has been successful in achieving an agreement from the local authority to replace the temporary buildings by 2005.
The school's evaluation of its performance	Satisfactory. The school evaluates pupils' performance thoroughly and takes effective steps to improve areas of weakness in English, mathematics and science. This is one of the reasons why the school has made good improvement in pupils' standards.
The strategic use of resources	Satisfactory. Financial planning is sound and there are clear plans for the use of a financial surplus to move to the new building. The governors apply best value principles satisfactorily and target their spending to bring about improvements in standards mainly through the school development plan.

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. • Their children are making good progress in school. • The school expects their children to work hard and achieve their best. • Behaviour in the school is good. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information they receive about how their children are getting on. • The amount of homework their children receive. • The leadership and management of the school. • The way the school works with parents.

The inspectors endorse parents' positive comments. The inspectors agree with parents that the range of activities outside lessons is limited and that the way the school works with parents could be improved. The school should be more proactive in its communication with parents to gain the confidence of the majority. There is a contradiction in that parents are positive about their children liking school, the good progress that they make, their good behaviour and the school's expectations of pupils to work hard, but say that they are not well informed about how their children are getting on. The inspection team found that the information parents receive about how their children are getting on, the amount of homework their children receive and the leadership and management of the school are satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Due to the good teaching, most groups of pupils achieve well and, by the end of Year 6, standards in English, mathematics and science are above average.

1. By the end of Year 6, test results in 2001 indicated well above average standards in English and science and above average standards in mathematics compared to all schools and to schools with a similar profile of pupils. Results in English and science were particularly good; the proportion of pupils who attained the higher Level 5 was above average in English and was well above average in science. Test results in 2002 were similar, but slightly lower than in the previous year. The work pupils were doing during the inspection showed that they achieve well in Years 3 to 6 and reach standards in English, mathematics and science that are above average at the end of Year 6. The difference between inspection findings and test results is because the test results were for a different group of pupils from those in Year 6 during the inspection and performance data is unreliable for such small groups. By the end of Year 6, boys and girls, pupils with special educational needs and those with differing prior attainments, achieve well in relation to their below average attainment on entry. Pupils' skills in reading, writing, mathematics and science are good. These above average standards have been achieved because the headteacher has emphasised the importance of improving teaching and learning as her first priority to improve standards. The result is that pupils are taught well and there has been an improving trend in standards.
2. Initial assessments undertaken soon after children entered school in 2001 show that the majority of pupils enter the reception year with below average skills in personal, social and emotional development, communication, language and literacy and mathematics. The overall good teaching in the school means that they achieve well, although there is a dip in Years 1 and 2 where teaching is satisfactory rather than good. Teachers have a good knowledge and understanding of English, mathematics and science and teach basic skills well. In science in Years 5/6, the teacher was concerned with pupils' recording of their practical investigation and emphasised the style of writing to be used. She also reminded pupils about accurate measuring of distances during the practical activities.
3. A strength in the teaching is the way in which teachers provide suitable activities for each of the groups of differing attainment in their mixed age and ability classes. Lessons have very clear objectives that are shared with pupils and are often displayed in the classroom. As a result, pupils are clear about the purpose of lessons and what is expected of them in order to achieve their best. In a discussion about homes in the past, in the class of reception and Year 1 pupils, the teacher used skilful questioning to match the discussion to reception pupils, who had only been in school for a week, and to higher attaining Year 1 pupils. The tasks the children were given to reinforce their knowledge and understanding were also matched well to their prior attainment. The older pupils identified the village and school on a map and undertook writing. The reception children made drawings of pictures of the old houses and their contents that they had seen during their walk in the village, and carefully identified features such as slate roofs, metal bedheads and patchwork quilts. During the afternoon, there was a very small class of seven pupils from mainly Year 1 because many reception children attend school on a part-time basis. At this time, work is matched very closely to individual needs and the high attainers and talented pupils are challenged very effectively. In all classes, teachers make good use of teaching assistants to support all groups of pupils well. Teaching assistants lead small groups to provide work at suitable levels for pupils' differing prior attainments. This includes additional literacy support, additional numeracy support and additional numeracy extension.
4. Teachers use effective teaching methods and good resources in a good proportion of practical activities to motivate pupils. In a mathematics lesson in Years 3/4/5, the teacher used practical activities with coins for a lower attaining group as she judged that they needed more visual and concrete examples to understand the value of coins. In the reception class, pupils' knowledge and understanding of counting on from a number other than one was reinforced by the good use of various board games, such as snakes and ladders, so that children found it fun to learn. In the

good teaching in science in the Years 1/2/3 and the Years 5/6 classes, most of the lessons were practical and involved pupils in scientific enquiry to develop their skills, knowledge and understanding. In the Years 1/2/3 class, after a short introduction, pupils spent most of the lesson in using their five senses to find out about objects and substances. In Years 5/6, pupils explored friction as a force that slows down a moving object and set up an investigation to find out which type of sole from a variety of shoes slid down a ramp most easily. As a result of the good use of resources in practical activities, pupils are interested, concentrate well, try to succeed and make good progress in lessons.

5. Another strength in the teaching is the good quality assessments that teachers make of pupils' progress and the way in which they use this knowledge when planning the next step in pupils' learning. The headteacher and staff analyse the school's performance thoroughly and take steps to improve any areas of weakness. The school has analysed its test results and the conclusions show comparisons of results with previous years, the achievement of boys and girls and whether the targets set were realistic. The school carefully tracks pupils' progress from the baseline assessments made after pupils' entry to the end of Year 6. In the English books in Years 3 to 6, there was some good marking of work, and it was very good in Year 6 as it gave a clear indication to the pupil of what needed to be done to improve the work and reach the next level. In a higher attaining pupil's book the teacher had written, 'To get a good level 4 or 5 you need to write at more levels, for example, description, asides and little bits of detail in brackets etc'. In a Year 4 pupil's book, a similar comment had been written. 'Try testing out if the plot makes sense by reading it to a friend. Can they follow it?' At the end of an English lesson in the Years 5/6 class, from her ongoing assessments during the lesson, the teacher recognised the difficulty of the task for many pupils. She used the good examples of pupils' writing to illustrate the non-chronological style of writing and explained how she would support pupils in future lessons to help them to improve their work. As a result of the good quality assessments, pupils know what steps they must take to improve. In mathematics in the Years 3/4/5 class, the teacher started the lesson by using her assessments of pupils' previous errors. She explained how mistakes had been made in using coins by counting the number of coins rather than the total value of the coins and explained how pupils could correct this mistake. During the lesson, she continued to check that pupils had overcome the problem.

As a result of the good relationships that teachers and their teaching assistants enjoy with pupils, their good management of pupils and the school's good pastoral care, pupils have good attitudes to their work and behave well.

6. Good relationships are evident between all adults and pupils and between the pupils. Adults and pupils know each other well in this small school. Teachers have high expectations for pupils' academic standards and behaviour, they manage pupils well and pupils respond with good behaviour. All parents who responded to the pre-inspection questionnaire reported that their children liked school. Adults provide pupils with good role models and manage them in a consistent and positive manner. Consequently, pupils are confident in contributing their ideas. As a result of the positive way that adults treat them, pupils have good attitudes to their work. They are keen to work hard for their teachers, persevere in their activities and show interest. These attitudes develop well from their earliest days in school. The good relationships develop quickly in the reception class and contribute to the children settling into school routines rapidly. All groups of pupils are valued and receive good support to succeed. Pupils have good work habits. They take pride and care in the presentation of their work, a key issue from the previous inspection that has been addressed well, and settle quickly to tasks. The school takes good care of its pupils. There are good procedures for child protection with particularly good use of outside agencies to respond to any concerns. The governors ensure that the accommodation and grounds are safe and healthy for pupils, which contributes to the school's good pastoral care. The good relationships and attitudes, together with good behaviour, all contribute positively to the ethos of the school and are fundamental to its success.

Teachers' very effective planning of work, the good leadership by the co-ordinator and the good support given by teaching assistants ensure good provision for pupils with special educational needs.

7. Forty per cent of the pupils in the school have special educational needs; of these pupils, 14 per cent have difficulties with their emotional and social behaviour. The governors have chosen to spend highly on teaching assistants to provide for the large proportion of pupils with special educational needs. The specific grants for special educational needs are also used to employ teaching assistants. Although at times these assistants support higher attaining pupils in small groups, the majority of their time is spent in supporting pupils with special educational needs. The school manages these pupils well due to work that is well matched to the priorities within their individual educational plans, which identify appropriate targets to meet their needs. Teachers plan very effectively against these targets and liaise well with their classroom assistants to provide suitable work and sufficient support from adults to enable these pupils to learn well. Teaching assistants are very skilled at helping individuals and form a good partnership with teachers to support pupils. In the Years R/1 class, the good partnership between the teacher and her assistant enabled them to change roles during pupils' activities to support each other and the pupils. In a science lesson in the Years 1/2/3 class, where 40 per cent of the pupils have special educational needs, the teaching assistants used skilful questioning skills to encourage these pupils to use their senses to increase their knowledge and understanding of the world around and to record their findings. This effective partnership between the teachers and their assistants contributed greatly to the good progress made by all pupils.
8. The co-ordinator for special educational needs leads the staff well and ensures good provision for these pupils. She liaises with the specific governor for special educational needs and undertakes her responsibilities well. She has a good overview of the school's work and plans the work of support staff effectively to ensure that each class has the maximum time available. She teaches some of the pupils personally in her non-class teaching time. The school has adapted its practice well to meet the recommendations of the revised Code of Practice. At a staff meeting in July, after a meeting with each teacher where performance data was analysed and pupils with special educational needs were identified, the co-ordinator outlined each teacher's support from teaching assistants for individual pupils for September. This effective management of her responsibilities ensured that her colleagues were well prepared for their work for the new term and no time was wasted.

WHAT COULD BE IMPROVED

The well below average standards attained by pupils in information and communication technology (ICT) and its use as a tool across the curriculum.

9. The second recommendation of the previous inspection was to 'review and develop the teaching of information technology, both as a subject in its own right and to support more fully other areas of the curriculum'. The governors and headteacher have not addressed this important key issue sufficiently. While the school has undertaken some training for teachers in ICT since then, teachers are still not confident in teaching the subject because they lack personal expertise. In the teaching and pupils' work seen, there was inadequate use of ICT as a resource in lessons and as a tool in other subjects. A significant weakness in the otherwise good provision for pupils with special educational needs is the limited use of ICT to support these pupils because of inadequate resources. The requirements of the National Curriculum are not met because teachers teach a limited range of skills.
10. The development of ICT is a priority in the school's development plan and the headteacher has drawn up an action plan for the co-ordinator to manage this development. The plan is inadequate in that the success criteria are too vague and the developments required are not matched to the available finance. The weakness in the quality of the co-ordinator's action plan is a factor that has a negative impact on the development of his role in improving standards in ICT.
11. During the registered inspector's pre-inspection meeting with parents, they expressed dissatisfaction with the adequacy of the school's provision of computers. They commented that there were frequent problems with the machines and they were often unserviceable. This unreliability of equipment was apparent during the inspection. When teachers tried to use the

computers and other equipment, they broke down and teachers had to adapt their lesson plans to overcome the problems. Governors and the headteacher believed that there was insufficient space in the school to house a computer suite and that they should wait for the new permanent accommodation before increasing resources for ICT. If some alterations were made to the permanent part of the building, there is enough space to provide a computer suite. The local authority has now agreed to fund a permanent replacement for the temporary classrooms by 2005. If the governors continue with the plan to delay the development of improvement of ICT resources until then, pupils' standards could worsen even further. During the last four years, schools nationally have made great strides forward in their levels of resources, teachers' expertise and hence, pupils' standards in ICT. This school has slipped further behind because the governors and the headteacher delayed the improvements that were necessary; consequently, there is an unsatisfactory curriculum, teachers have insufficient expertise and resources are inadequate. The impact of these deficiencies is that the standards attained by pupils at the end of Year 6 have regressed and are well below average.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

12. In order to continue the good work of the school, the headteacher and governors should now address the following in their action plan:

(1) * improve standards in ICT by:

- increasing teachers' expertise in the subject;
- improving the quality and range of hardware and software;
- meeting the requirements of the National Curriculum in ICT;
- improving the quality of the ICT co-ordinator's action plan so that it is matched more specifically to the developments required;
- planning the use of ICT across the other subjects of the curriculum;
- planning the use of ICT to enhance further the provision for pupils with special educational needs.

(paragraphs 9, 10, 11)

* indicates a priority within the school's own development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	10	4	0	0	0
Percentage	0	7	67	27	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 six 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)		109
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		42

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	14
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

Unauthorised absence

	%
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	3	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	7	6	9
Percentage of pupils at NC level 2 or above	School	64 (83)	55 (75)	82 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	7	9	8
Percentage of pupils at NC level 2 or above	School	64 (75)	82 (92)	73 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	10	12
Percentage of pupils at NC level 4 or above	School	85 (55)	77 (55)	92 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	12	13
Percentage of pupils at NC level 4 or above	School	77 (45)	92 (45)	100 (45)
	National	72 (70)	74 (72)	82 (79)

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

Boys' and girls' results are not entered separately in the tables, as there were less than ten boys and less than ten girls taking the tests at the end of each key stage.

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	100	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	22.4
Average class size	28

Financial year	2001/2002
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Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	93

	£
Total income	249,857
Total expenditure	255,178
Expenditure per pupil	2,578
Balance brought forward from previous year	18,556
Balance carried forward to next year	13,235

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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	114
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	52	0	0	0
My child is making good progress in school.	30	65	4	0	0
Behaviour in the school is good.	28	61	7	2	2
My child gets the right amount of work to do at home.	24	46	22	4	4
The teaching is good.	39	46	15	0	0
I am kept well informed about how my child is getting on.	20	49	29	2	0
I would feel comfortable about approaching the school with questions or a problem.	46	37	11	7	0
The school expects my child to work hard and achieve his or her best.	41	54	4	0	0
The school works closely with parents.	16	53	24	2	4
The school is well led and managed.	17	57	15	11	0
The school is helping my child become mature and responsible.	30	57	11	0	2
The school provides an interesting range of activities outside lessons.	7	39	35	17	2

Other issues raised by parents

Five parents made further comments on the reverse of the questionnaire form or in letters. Most of the opinions expressed are reflected in the questionnaire responses summarised above.