

## INSPECTION REPORT

### **WALTON CE VC PRIMARY SCHOOL**

Walton, Street

LEA area: Somerset

Unique reference number: 123776

Headteacher: Mrs G Cousins

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> April 2003

Inspection number: 248507

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Meadow Lane Walton Street Somerset
Postcode:	BA16 9LA
Telephone number:	01458 443675
Fax number:	01458 841908
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Fletcher
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20893	Mr D J Curtis	Registered inspector
9614	Mrs C Webb	Lay inspector
16038	Mrs J Bavin	Team inspector

The inspection contractor was:

TWA Inspections Ltd  
102 Bath Road  
Cheltenham  
GL53 7JX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Walton CE VC Primary School is situated in the village of Walton just to the west of Street in Somerset. It is smaller than the average-sized primary school, with a total of 146 pupils on roll, including 71 boys and 75 girls. Just fewer than 3 per cent of pupils come from ethnic minority groups, none of whom have English as an additional language. There are nine pupils on the school's register of special educational needs; as a proportion this is below the national average. Two pupils have a statement of special educational need; as a proportion this is below average. Currently, three pupils are entitled to free school meals; as a proportion this is below average. Five pupils are designated as coming from Traveller families. Children enter school with standards that are average for the local education authority. Currently, two of the five classes are taught by teachers on temporary contracts, with another class taught by a newly qualified teacher.

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

This is a good school that provides its pupils with a high quality education. By the end of Year 6, standards in mathematics and science are well above average, with those in English above average. Pupils successfully use and apply their literacy, numeracy and computer skills in other subjects; this is an impressive feature of their work. Pupils enjoy school and show positive attitudes to their work. Behaviour is good, as are relationships between pupils, and between pupils and adults. Teaching is good, with significant strengths in Year 6. The leadership and management of the headteacher and key staff are very good. The school provides good value for money.

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

- By the end of Year 6, standards are well above average in mathematics and science, and above average in English and information and communication technology.
- Pupils' attitudes to school, behaviour, relationships and personal development are good as the result of very good provision for their spiritual, moral, social and cultural development.
- Teaching is good, with significant strengths in Class 5, and this contributes to the high standards achieved at the end of Year 6
- The leadership and management of the school are very good.

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

- Teaching in Class 4 is not of the same high standard as in the rest of the school, with the result that progress is only satisfactory. Pupils in Year 5 in Class 4 do not make the same good progress as pupils in Year 5 who are in Class 5. (Year 5 pupils are split between Class 4 and Class 5.)
- Parents' understanding of the opportunities available to discuss their children's progress.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION**

The school was previously inspected in February 1998. It has made good progress since then and has the capacity to sustain that improvement. The quality of education for pupils in the Foundation Stage and in Years 1 and 2 has improved. Pupils' written work is now good. Standards in religious education have been raised by the end of Year 2 and now meet the expectations of the locally agreed syllabus. Co-ordinators have been appointed for English, mathematics and science, and the school now has sufficient resources to teach the National Curriculum. The quality of teachers' daily and weekly planning is good and is linked closely to their day-to-day assessment of pupils' learning.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	B	C	E
Mathematics	A	B	B	C
Science	B	C	C	D

**Key**

Well above average    A

Above average        B

Average                C

Below average        D

Well below average   E

*Similar schools are those up to 8 per cent of pupils entitled to free school meals.*

Results of National Curriculum assessments are affected year-on-year by the relatively small number of pupils in Year 6 and variations in the proportions on the school's register of special educational needs. The school is achieving well in terms of maintaining the proportion of pupils achieving the expected Level 4 and above in the National Curriculum tests. The proportion achieving the higher Level 5 was not as high in 2002 and this depresses the overall results based on average point scores.

Current inspection findings judge that, by the end of Year 6, standards are well above average in mathematics and science, and above average in English and information and communication technology. In English, standards are well above average in reading, and above average in writing. In mathematics, standards in number and mental arithmetic are particularly strong. In science, pupils show very good skills in experimental and investigative science. Pupils show very good computer skills and use them effectively in other subjects, for example when using the Internet to carry out geographical research into India. A significant strength is pupils' use and application of literacy, numeracy and computer skills when they are working in other subjects.

By the end of Year 2, standards are above average in reading, writing, mathematics and science.

By the end of the Foundation Stage, children meet the expectations of the Early Learning Goals in all areas of learning, with more-able children exceeding them.

Pupils with special educational needs make good progress in their learning because of effective support from class teachers and learning support assistants.

Pupils from ethnic minority groups make good progress in their learning because of effective support from class teachers, learning support assistants and their peers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard. Pupils are polite, friendly and very welcoming to visitors.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils and between pupils and adults are good. Parents value the way in which older pupils play with and care for younger ones.
Attendance	Good. Pupils are punctual and lessons start on time.

This is an inclusive school and relationships between pupils, regardless of ability, background and gender, are good and contribute to the positive attitudes seen in the majority of lessons.

## TEACHING AND LEARNING<sup>1</sup>

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

Teaching in the Foundation Stage is good, with strengths in all six areas of learning. Relationships with children are good, and effective use is made of resources to support children's learning. There is a good balance of adult-led activities and those children choose for themselves. Learning support assistants make a positive contribution to children's learning.

Strengths of teaching in Years 1 to 6 include good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including learning support assistants, to help pupils in their learning. Lesson planning meets the different learning needs of pupils. Lesson objectives are shared with pupils at the start of lessons, which enables them to take a full part in their own learning. In addition, teachers have very high expectations of how pupils should present their work.

Teaching of literacy is good; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully. The teaching of numeracy in Years 1 to 6 is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is good and contributes to the very high standards.

Teaching in Class 3 (37 pupils from Year 2 and Year 3) is good, with significant strengths in planning, which results in each year group being taught the respective elements of the National Curriculum.

Teaching in Class 5 (Year 5 and 6) is very good with excellent features, and contributes to the high standards achieved.

In Class 4, expectations of what pupils should achieve are not as high as in other classes and marking does not consistently tell them how well they are doing or what they need to do in order to improve. As a result there is significant variation in the quality of the teaching for pupils in Year 5.

The teaching of pupils with special educational needs is good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure that pupils' work is matched carefully to them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with strengths in the successful implementation of the National Literacy and Numeracy Strategies.
Provision for pupils with special educational needs	Good, with pupils receiving effective support from teachers and dedicated learning support assistants. Individual education plans are of good quality.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good, with significant strengths in all aspects. In lessons, pupils are given good opportunities for reflection. Effective provision makes a strong contribution to pupils' good behaviour and relationships.
How well the school cares for its pupils	Pupils are well cared for in the school. Assessment in English, mathematics and science is good and used effectively to plan pupils' future work. The school has good procedures for monitoring and promoting good behaviour.

Parents who returned questionnaires were mainly very supportive of the work of the school. However, a significant number feel that the school does not provide sufficient information on the progress that their children are making. There are significant strengths in the way in which the school cares for all of its pupils, which contribute to the inclusive ethos of the school. The school has effective procedures for assessing pupils' learning in English, mathematics and science and using the results of information gathered to plan their future work.

<sup>1</sup> Based on all inspection evidence, including the analysis of pupils' work and discussions with pupils



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the future of the school. She is firmly supported by her able deputy headteacher, staff and governors. In particular, they have managed the school successfully through a period of significant staffing instability.
How well the governors fulfil their responsibilities	Very well. Governors have a clear understanding of the school's strengths and weaknesses. They are hard working and very supportive of the school's work, and play a full part in planning for school improvement.
The school's evaluation of its performance	Very good. The headteacher and her colleagues have a clear and detailed understanding of the school's strengths and areas for improvement.
The strategic use of resources	Good. Funding for special educational needs is used efficiently. The ICT Suite and a specialist teacher are used very effectively to support pupils' learning.

The accommodation is good, with the new ICT Suite having a positive impact on pupils' learning. Staffing levels are adequate, with strengths in the number of high quality learning support assistants. Resources are good and are used effectively to support learning. Strengths of the leadership and management are an awareness of the school's strengths and weaknesses, and managing a period of change. The school's application of the principles of best value in its spending decisions is good.

## 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>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school has high expectations of their children.</li> <li>• The school helps their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Better information about the progress their children are making.</li> <li>• The school working more closely with them.</li> </ul>

Twenty-six parents attended the meeting with the registered inspector and 88 questionnaires were returned. Inspection findings support the positive views of parents. Inspection findings judge that the school needs to ensure that parents have a greater understanding of the ways in which it makes available to them the information on the progress made by their children.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**By the end of Year 6, standards are well above average in mathematics and science, and above average in English and information and communication technology.**

1. By the end of Year 6, standards in mathematics are well above average. Pupils show very good skills in mental arithmetic and in the rapid recall of multiplication facts. They know that '60 squared is 3,600' and that the 'square root of 2500 is 50'. Pupils are very quick in solving mental word problems; for example, when told, 'The answer is twenty boxes', they pose the question, 'There are five boxes in each crate; if there are four crates how many boxes are there?' Pupils successfully solve written word problems with two parts, such as, 'The train fare to London is £16. Mr Singh makes the journey every day for two weeks; how much does it cost?' In solving problems they show good application of skills in addition, subtraction, multiplication and division.
2. Pupils show a good knowledge and understanding of number. They read, write and order numbers to one million and understand the relationships between fractions, percentages and decimals. In work on shape, space and measures they show a good understanding of how to calculate the area of regular and irregular shapes. In work on handling data, pupils show good skills in drawing and labelling graphs correctly, including those which they produce on the computer. Pupils show particularly good skills in drawing and interpreting information from conversion graphs, for example pounds to kilograms.
3. By the end of Year 6, standards in science are well above average. Pupils' skills in investigative and experimental science are strong. They show a good understanding of a 'fair test', 'variables' and how to draw conclusions from the results of their experiments. They carry out good investigations, for example into the distance from a light source to a card, and the width of the shadows formed. Pupils show a very good understanding of the parts of a plant and in a lesson observed made very good progress in understanding how plants reproduce. They show a good understanding of 'reflection' and 'refraction', of the phases of the Moon, and of day and night. They carry out good personal research projects into famous scientists, for example Galileo.
4. By the end of Year 6, standards in English are above average, with skills in reading well above average. Pupils read fluently, confidently and with very good expression. They talk confidently about the plot and characters in the stories they read. Pupils express strong preferences for their favourite books and authors. For example, one pupil said, 'My favourite book is 'Artemis Fowl' by Eoin Colfer. I like it because I really like anything to do with high technology. This has a good storyline and I like the idea of nuclear batteries which will outlive humans by a thousand years'. Another pupil said that her favourite author was Jacqueline Wilson because, 'She can write from the heart of a child'. Pupils' library skills are good and they are confident in locating books using the Dewey system. They are secure in their knowledge of the use of the contents, index and glossary.
5. Standards in writing are above average, with strengths in the use of creative and imaginative writing. However, pupils are inconsistent with spelling, punctuation and grammar, and need regular reminders to use and apply these skills when they write. The quality of imaginative writing is often outstanding, as can be seen in this poem, entitled 'Dove of Peace':  
*'I saw a dove gliding by a window,  
The sun sparkling on her snowy white feathers,  
I gazed at the dove's beauty,  
And wished her well on a mission of peace.*

*She flew over oceans and the seas,  
And she sprinkled her gladness  
All over the world.'*

Pupils write successfully for a wide range of audiences and different purposes. For example, they produce detailed instructions for growing daffodils, formal and informal letters, and writing in which they aim to persuade the reader to a particular viewpoint.

6. A significant strength of pupils' work is their use and application of literacy, numeracy and computer skills in other subjects. For example, they use more advanced reading skills such as skimming when they read information on the Internet to find key geographical facts about India. In writing, they apply their skills successfully, for example in writing up the results of their scientific investigations. Numeracy skills are used well in science, particularly in accurate measurement in drawing graphs to show the results of experiments. Pupils make good use of computers, especially word-processing to present their work imaginatively and creatively. Such skills are evident in their factual accounts of a visit to Meare School to make kites and in their 'newspaper front pages' showing the results of an archaeological find. They make effective use of programs to create graphs to show their favourite chocolates.
7. By the end of Year 6, standards in information and communication technology are above average. Pupils benefit considerably from the school's employment of a specialist teacher who teaches each year group for one lesson per week. These lessons allow pupils to be taught successfully the key skills, and their class teachers then provide experience of using and applying these skills in other lessons. As a result, pupils are very confident in the key skills of logging on and logging off, and in loading files from within folders. Word-processing skills are good, including the importing of clip-art and digital photographs to improve the quality of work. Pupils are quick in accessing the Internet and show good skills in using it as a source of information, including for individual homework projects.

**Pupils' attitudes to school, behaviour, relationships and personal development are good as a result of very good provision for their spiritual, moral, social and cultural development.**

8. Pupils enjoy school and work hard in their lessons. In most classes they show great care and pride in the quality of presentation of their work. Concentration is good and, because they know exactly what is expected of them, they apply themselves diligently to their work. Behaviour is good in lessons and around the school because of teachers' high expectations and of work being matched carefully to pupils' individual learning needs. Pupils are polite and friendly and during the inspection were very keen to discuss their work. Relationships are good between pupils and between pupils and adults. Parents recognise how well older pupils play happily with and care for younger pupils in the school. Pupils relate well to their teachers and with all adults with whom they come into contact, including parent helpers.
9. The provision for pupils' spiritual, moral, social and cultural development is very good and makes a significant contribution to their good attitudes, behaviour and relationships. In lessons, pupils have good opportunities for reflection on their own lives and those of others. In Year 6, pupils write and then read a daily prayer, with the class focussing on a candle; these prayers are valued and respected by the class and currently show a strong emphasis on the need for peace in the world. In other lessons, pupils are encouraged to work in pairs or small groups, for example in a Year 2 lesson on information and communication technology, where pupils supported each other by sharing and checking their own understanding of how to change fonts and font sizes.
10. Teachers expect that pupils should behave in lessons and work hard. This is mainly successful, especially where work is matched carefully to individual learning needs.

Pupils' knowledge and understanding of other cultures are developed strongly through religious education and geography. For example, in Year 6, pupils have a good understanding of the culture and beliefs of people living in India. Music and art contribute significantly to their knowledge and understanding of other cultures.

**Teaching is good, with significant strengths in Class 5, and this contributes to the high standards achieved at the end of Year 6.**

11. Teaching of children in reception (Foundation Stage) is good and makes a strong contribution to the good progress they make in their learning. Children are taught successfully the early key skills of reading and number. As a result, most know their letter sounds and use them to read and write simple words, such as 'cat'. Most children read, write and order numbers to 10. There is a good balance between activities which are adult led and those which children choose for themselves. Effective use is made of learning support assistants. For example, in one lesson observed the teacher was teaching early word-processing skills to a group in the ICT Suite. In the classroom a learning support assistant was working with a group of children who were 'building' houses out of large boxes and was encouraging them, through discussion, to think about how to join their 'building materials'. Another learning support assistant was supporting children who were taking part in a range of outdoor play activities.
12. Teaching in Class 2 (Years 1 and 2) and in Class 3 (Years 2 and 3) is good, with very good features. A significant strength is the quality of planning for pupils from different year groups within the same class. Planning ensures that the learning needs of pupils are met successfully based on their age and ability. Parents expressed some concerns about the size of Class 3; there are 37 pupils. Inspection findings judge that the quality of planning in this class is very good and ensures that pupils in Year 2 and those in Year 3 are taught to the National Curriculum requirements for their age. For example, in a numeracy lesson pupils in Year 3 were working on exercises which required them to answer questions about graphs, whereas pupils in Year 2 were taught how to draw block graphs from the information they had collected.
13. Teaching in Class 5 is very good, with excellent features, and this makes a positive contribution to the high standards achieved at the end of Year 6. Lesson objectives are shared with pupils and this immediately involves them in their own learning. For example, in a science lesson the objective was 'to understand that plants are living things and to understand the structure and function of plants'. At the end of lessons the objectives are revisited and pupils are expected to show how well they feel the objective has been met. Day-to-day assessment is very good, and it is very clear that marking does inform teachers' planning. For example, at the start of a literacy lesson the teacher told pupils, 'When I marked your work last night I noticed that many of you were forgetting your punctuation'. The teacher then made the correct use of punctuation, a key feature of the lesson which involved pupils writing informal letters to an 'agony aunt'. There are very high expectations of how pupils should present their work, with the result that their presentation skills are of the highest quality.
14. Pupils benefit from the school's decision to employ a part-time specialist teacher to teach basic computer skills to each year group. As a result, standards are above average by the end of Year 6. In these lessons, classes are split and are taught in single year groups. This means that each pupil has his or her own computer (there are 20 in the 'ICT Suite') and therefore has the maximum 'hands on' time. Key skills are taught successfully; for example, in Year 2, how to change the size and colour of fonts, and, in Year 6, how to access through a search engine geographical information on India. In addition, pupils in Class 5 benefit from the decision to use one of the part-time teachers to teach science and this results in the well above average standards attained.

### **The leadership and management of the school are very good.**

15. The headteacher provides very good leadership and management, both at a day-to-day level and in long-term planning. She is very ably supported by the deputy headteacher. There is a clear understanding of the school's strengths and areas for improvement. Where necessary, clear action is taken to address issues, for example in improving the quality of teaching in Class 4. There is a clear vision for the future which is detailed in the school's good improvement plan. Performance management is fully in place and is having a positive impact on the school's work. The headteacher is managing successfully a difficult period of staffing instability. The decision made by governors to release the headteacher from class teaching during this period has been successful, as she is able to provide much stronger monitoring and support for teachers and pupils.
16. The governing body is hard working and is supportive of the school. The chair of governors works in close partnership with the headteacher and is very aware of the school's strengths and areas for improvement. There is a clear 'working party' structure in place. Governors are involved in target setting and in monitoring the school's progress towards achieving those targets. They benefit from 'in house' training provided by the headteacher, together with that provided by the local education authority.

### **WHAT COULD BE IMPROVED**

**Teaching in Class 4 is not of the same high standard as in the rest of the school, with the result that progress is only satisfactory. Pupils in Year 5 in Class 4 do not make the same good progress as pupils in Year 5 who are in Class 5. (Year 5 pupils are split between Class 4 and Class 5.)**

17. Teaching in Class 4 is only satisfactory and is not of the same consistently high quality as in the rest of the school. There are particular weaknesses in marking, which is inconsistent. It does not tell pupils how well they are doing nor what they need to do in order to improve their work. Expectations of how pupils should present their work are not high enough, with the result that standards of handwriting are inconsistent and do not show sufficient progress. Planning for pupils in Years 4 and 5 does not consistently meet their different learning needs. As a result, pupils in Year 5 in this class do not make the same good progress as the Year 5 pupils who are in Class 5. Progress for pupils in Year 4 is satisfactory.

### **Parents' understanding of the opportunities available to discuss their children's progress.**

18. At the meeting with the registered inspector and through the questionnaires a significant number of parents expressed the view that they did not receive sufficient information about the progress made by their children. A number of parents are not sufficiently clear about the school's arrangements for parent consultation meetings during the course of the school year.

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

19. To raise standards and improve the quality of education for its pupils the headteacher, staff and governors should:
  - (1) improve the quality of teaching in Class 4 by improving marking, expectations of how pupils should present their work, and the quality of planning for pupils in Year 5 within the class;
  - (2) ensure that parents are fully aware of the opportunities the school provides for them to meet teachers in order to discuss their children's progress.

## 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	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	6	5	4	0	0	0
Percentage	12	35	29	24	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	146
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

#### Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	9

#### 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	3

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	* <sup>2</sup>	*	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	91 (89)	95 (95)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	19	22
Percentage of pupils at NC level 2 or above	School	91 (95)	86 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	*	*	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	88 (76)	88 (71)	88 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	14	14
Percentage of pupils at NC level 4 or above	School	88 (71)	82 (71)	82 (82)
	National	73 (72)	74 (74)	82 (82)

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

<sup>2</sup> Where the number of boys and/or girls is less than ten, numbers are not given in order to avoid possible identification of individual pupils.



**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	134	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	24
Average class size	29

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

Total number of education support staff	7
Total aggregate hours worked per week	193

*FTE means full-time equivalent.*

### **Recruitment of teachers**

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

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
----------------	-----------

	£
Total income	323,985
Total expenditure	321,315
Expenditure per pupil	2,378
Balance brought forward from previous year	40,530
Balance carried forward to next year	43,200

## Results of the survey of parents and carers

Questionnaire return rate 60%

Number of questionnaires sent out	146
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	27	5	2	0
My child is making good progress in school.	64	31	3	1	1
Behaviour in the school is good.	40	49	6	3	2
My child gets the right amount of work to do at home.	52	39	6	2	1
The teaching is good.	65	30	5	0	0
I am kept well informed about how my child is getting on.	27	47	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	28	8	2	0
The school expects my child to work hard and achieve his or her best.	64	33	2	1	0
The school works closely with parents.	33	48	16	3	0
The school is well led and managed.	61	31	5	3	0
The school is helping my child become mature and responsible.	61	31	5	1	2
The school provides an interesting range of activities outside lessons.	24	54	14	7	1