

## INSPECTION REPORT

**ST MARY'S C OF E (AIDED) PRIMARY  
SCHOOL**

Horsham

LEA area: West Sussex

Unique reference number: 126029

Headteacher: Mrs Sandra Jones

Reporting inspector: Dr John Collings  
20752

Dates of inspection: 10<sup>th</sup> - 11<sup>th</sup> June 2003

Inspection number: 259890

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 - 11

Gender of pupils: Mixed

School address: Normandy  
Horsham  
West Sussex

Postcode: RH12 1JL

Telephone number: (01403) 265999

Fax number: (01403) 252071

Appropriate authority: Governing body

Name of chair of governors: Mr Robin Pilbeam

Date of previous inspection: 22 - 26 June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a voluntary aided smaller than average primary school of 203 pupils aged four to 11 and whose ethnic background is white. The number of pupils who receive free school meals is two and well below the national average. The number of pupils identified as having special educational needs is 32 and is below the national average. The number of pupils with Statements of Special Educational Needs is two and broadly in line with the national average.

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

This is a very effective school with very high standards, very good teaching and leadership and management, and gives good value for money. The points identified below in 'What could be improved' are already part of the school's improvement plan. The school was presented with Department for Education and Skills Achievement Awards in 2002 and 2003.

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

- Leadership and management of the headteacher are excellent.
- Standards in English, mathematics and science are very good.
- Teaching, particularly in the reception and in Years 3 to 6 is very good.
- Pupils' attitudes and behaviour are very good.
- The curriculum including spiritual, moral, social and cultural provision is very good.
- The governing body is very good.

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

- Consolidation of the senior management team.
- Use assessment more systematically in subjects other than English and mathematics.
- Create more opportunities for independent investigation in science and the application of mathematics.
- Create more opportunities for pupils in reception to use large wheeled toys.

*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 very good improvement since the last inspection. Standards have improved through significant improvements in teaching and learning. Assessment procedures in English and mathematics.

## 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	A*	A	B
Mathematics	A	A*	A	B
Science	A	A*	A	C

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

Pupils do very well in national tests and standards are well above average overall. A significantly higher than average number of pupils reach higher than expected levels particularly in English and mathematics. Pupils' independent investigative skills in science and the application of the knowledge, understanding and skills of mathematics, although good are not so well developed as the other aspects of these subjects.

The standards achieved by pupils at the end of Year 2 in 2002 in reading, writing and mathematics are excellent and in the top five per cent in the country. When compared with similar schools standards were very good in reading and writing and in the top five per cent for mathematics.

Over time the very high standards in Year 2 have been maintained with an increasing number of pupils achieving the higher Level 3. Standards in Year 3 to 6 have also improved overall.

The school's very challenging targets for 2002 were narrowly missed for English and mathematics. The school is in line to achieve its targets in 2003.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and the challenge it provides.
Behaviour, in and out of classrooms	Very good; enabling pupils to make very good progress.
Personal development and relationships	Excellent; both between pupils and pupils and staff.
Attendance	Very good.

The excellent personal development promoted by the school leads to excellent relationships, which generate the very good attitudes and behaviour pupils have. This gives a very positive ethos where all are respected and pupils can learn effectively.

## TEACHING AND LEARNING

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

Of the 33 lessons seen 12 were very good, 19 good and two satisfactory. Of the 13 English and mathematics lessons seen, nine were good and four very good. As a result of challenging well-planned lessons, literacy and numeracy are taught well.

The strengths in teaching are:

- The very clear planning based firmly on the Programmes of Study of the National Curriculum with well matched work to meet the needs of all pupils regardless of ability;
- The high expectations and sharing with pupils what it is they are expected to learn;
- Teachers' very good knowledge and understanding in questioning and challenging pupils to extend their thinking;
- Range of teaching approaches, the very good pace in many lessons that ensures pupils' involvement;
- The use of classroom assistants who make a significant contribution to pupils' learning.

A few individual lessons had aspects that could be improved, overall there are no significant weaknesses in teaching.

The school meets the needs of all pupils through detailed planning, a very good range of curricular opportunities and the very good support of classroom assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; particularly the visits and visitors and the very good extra-curricular opportunities.
Provision for pupils with special educational needs	Very good; pupils with special educational needs are very well supported through the particularly effective implementation of individual education plans and the support of classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; with excellent provision for moral development and very good provision for spiritual and social development and good provision for cultural development.
How well the school cares for its pupils	Very good.

The curriculum fully meets statutory requirements and its strengths are; the wide range of opportunities offered to pupils, the use of the national strategies for literacy and numeracy, the use of the more demanding levels of the National Curriculum to ensure pupils are fully



challenged, the range of extra curricular opportunities offered, and the range of visits and visitors to support the curriculum.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall; with excellent leadership of the headteacher.
How well the governors fulfil their responsibilities	Very good; they have a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good; very good monitoring of teaching and very good school improvement plan; identifying priorities and targets.
The strategic use of resources	Very good; all resources are well used with very good use of new technology to support pupils' learning.

The strength is the excellent leadership of the headteacher. Since the last inspection she has been dedicated, and single minded in raising standards in the school. She has inspired staff to give of their best. She has managed this without a stable senior management team. From September 2003 a new deputy headteacher has been appointed and it is part of the school improvement plan to further develop the roles of co-ordinators and key staff.

The school is very clear about the principles of best value, for example, the evaluation of information and communication technology since the installation of a new computer suite.

### 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 and parents think their children are expected to work hard, make good progress and their behaviour is good and the school helps their children to become mature.</li> <li>• They think that the school is well led and managed, and teaching is good.</li> <li>• They think the school works closely with parents and the parents feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children do at home.</li> </ul>

The inspection team fully agrees with the very positive comments of the parents. The evidence suggests that some parents think there is too much homework, others too little. Overall, from reviewing work, talking to teachers and pupils, the team judged that the amount of homework to be challenging but similar to that found in most schools.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher provides excellent leadership so that the entire school community is committed to raising standards.**

1. Since her appointment, the headteacher, through her dedication and inspirational leadership has ensured a very significant improvement in standards and the achievement of all pupils in the school. She has managed this largely without the support of a senior management team. All the staff are fully committed to the school's wholly appropriate aims ensuring a very positive ethos pervades the school. With the staff and governors, the headteacher has developed a detailed school development plan indicating her clear vision for the future and how she sees the school moving forward.
2. In addressing the areas for improvement since the last inspection, the school's assessment procedures in English, mathematics and science and the monitoring and evaluating of teaching and learning throughout the school have had a significant impact on raising standards. This is currently being developed further to involve the co-ordinators of all subjects.
3. Governors are very supportive, well informed and meet their statutory requirements. They have a good committee structure to improve the efficiency of their management. Many visit on a regular basis and the chair of governors is kept well informed about school issues through regular meetings with the headteacher.
4. The school monitors and evaluates its performance closely, and governors have a very good understanding of the school's strengths and weaknesses. Good use is made of the detailed analysis of national tests to make comparisons with other schools both locally and nationally. School based assessment is also used well to review pupils' progress through the school. In the past, this has resulted in changing the curriculum to support boys' writing.
5. The school operates according to the principles of best value. All funding, including designated grants, is used properly and linked appropriately to school development planning. Together, the headteacher, staff and governors are committed to providing the best education for the pupils and the raising of standards.

### **High standards in English, mathematics and science.**

6. Whilst pupils enter the school achieving above expectations for their age, by the time they are seven, pupils attain excellent standards in English, mathematics and science and are in the top five per cent of all schools. When compared to similar schools, pupils attain standards that are well above average in reading and writing and in the top five per cent of all similar school for mathematics. The school has significantly increased the number of pupils achieving the higher Level 3 from 1999 to 2002.
7. When pupils leave the school at 11 they attain standards that are well above average in English and mathematics and above average in science. Pupils who left in 2002 made very good progress in English and mathematics, good progress in science and very good progress overall when compared to the standards they achieved at seven.

**The quality of teaching is very good overall and has improved significantly since the last inspection. It is very good in the Foundation Stage, good in Year 1 and 2, and**

**very good in Years 3 to 6. This very good teaching has a significant impact on pupils' learning and contributes greatly to the high achievement of pupils in English, mathematics and science by the time they leave the school.**

8. Teachers are experienced, conscientious and work extremely hard for the benefit of all pupils. Of the 33 lessons observed two were satisfactory, 19 good and 12 very good. In the reception all lessons were at least good and well over half were very good. In Years 1 and 2, seven of the nine lessons seen were at least good and one very good and, in Years 3 to 6, all were at least good and nearly half very good. Because of this high quality teaching, pupils make good progress and often very good progress in their learning leading to high achievement and standards in English, mathematics and science by the time pupils leave the school.
9. In all classes, teachers plan work to meet the demands of the National Curriculum and literacy and numeracy lessons are taught in line with strategy requirements. Teachers use assessments very effectively in English, mathematics and science to provide very challenging work for all pupils. This is a significant improvement since the last inspection, when the use of assessment was a key issue. Teachers cater for the wide range of attainment levels of pupils in their classes very well and also promote learning for pupils with special educational needs successfully. They provide appropriately matched work for the lower attaining pupils and support them effectively with additional input or one-to-one assistance during the activity. Classroom assistants are very supportive and effective.
10. Teachers are enthusiastic and clear about what they expect pupils to learn. The very good lesson planning clearly identifies a range of expectations that is challenging for all pupils and includes very high expectations for higher attaining pupils. For example, when pupils were writing 'alternative endings for a known story' in a Year 4 English lesson, the good knowledge and understanding of the teacher ensured that the work set was very well matched the age and abilities of all the pupils in the class. In the best lessons, teachers share with the pupils, at the beginning of lesson, what they are going to learn, and then at the end, encourage them to review what they have achieved. This is particularly so in literacy and numeracy lessons where teachers successfully provide a good balance between building and reinforcing pupils' previous knowledge, and presenting them with new ideas and information. For example, in a Year 5 English lesson, very good planning and use of information and communication technology, ensured work was very well matched to pupils' ability and chosen to inspire reluctant writers. As a result, pupils produced very good quality work putting forward a persuasive argument for and against pedestrianisation of the High Street.
11. Supported through very good relationships teachers frequently use skilful questioning techniques to extend the thinking and learning of all pupils. For example, in a Year 6 information and communication technology lesson, pupils were given significant independence to complete a 'Power Point' presentation about their recent visit to France. Good questioning was used to challenge the higher attaining pupils to include sound whilst lower attaining pupils were very well supported to create a chronological account of the visit. Another example of very challenging work was in a Year 3 mathematics lesson, where as a result of very good relationships, pupils of all abilities gave of their best and made good progress in creating tally charts showing the number of bulbs sold in a garden centre over a week.
12. The vast majority of lessons have good pace, involve pupils and keep them fully engaged in their work. This ensures pupils make good progress and give of their

best. For example, a well planned Year 1 mathematics lesson, was based firmly on assessment of the previous day's work. The time spent on the range of activities was matched very well to pupils' concentration span and ensured pupils worked hard, concentrated well and made very good progress.

13. As a result of well-planned lessons, challenging work, high expectations, good pace and very good relationships, class discipline is very good. Pupils listen attentively and respond thoughtfully to clearly delivered explanations and instructions. This enhances and extends their learning. They respond very well to the range of interesting and stimulating work, which teachers provide, for example, very good use of a wide range of flowers, which pupils observed and compared in Year 2. This enabled them to identify the similarities and differences of the common structures of flowers. Pupils successfully compared how these may be related to each plants habitat and life cycle. Pupils are also given frequent opportunities to share their work with others, developing their speaking and listening skills. For example, in a Year 2 English lesson where pupils read poems they had written and identified how they intended to develop these in the next lesson.
14. The contribution classroom assistants make to the pupils' learning is very good. They are experienced and support pupils extremely well, especially those with learning difficulties. They are well briefed by teachers on pupils' expected learning outcomes and consequently pupils make good progress. For example, in a reception class lesson, very good planning and assessment supported by classroom assistants ensure that the language used was rich, challenging and well used to name letters, sound and blends for 'reading' non-fiction books about mini-beasts.

**All pupils have very good attitudes to the school. They behave very well and enjoy very good relationships with each other and the staff. The very positive attitudes they have to their work enable them to make very good progress in their learning. This is an improvement since the last inspection.**

15. Pupils are interested in their work and concentrate very well during lessons, even when not directly supervised. For example, in a Year 5 information and communication technology lesson pupils worked in pairs to control a simulation of traffic lights. They persevered, correcting programming errors involving increasing complexities. For example, lights for oncoming traffic, lights for traffic approaching at right angles and the involvement of pedestrian lights. Their very good attitudes and behaviour made a significant contribution to enabling all pupils to make good progress.
16. Pupils co-operate very well in lessons and work collaboratively when required. For example, in a Year 6 science lesson, pupils worked in groups of four or five to investigate the effect of temperature on the amount of gas released from Cola. Pupils demonstrated considerable teamwork, which enabled this process to be carried out successfully. Pupils show pride in their work and present it very well in a neat well-formed cursive script. This pride in presentation extends to the use of 'Power Point' to create presentations of their visit to France. They used this program imaginatively to work collaboratively combining text and pictures producing very informative slide shows.
17. Pupils are very confident to talk to visitors, discuss their work and explain that they enjoy school because they find the work interesting and challenging. All pupils feel included and want to do well. Behaviour in class, in assemblies and around the school is very good. This makes a significant contribution to learning by ensuring no

time is wasted during the school day and all pupils are able to concentrate and work hard. Pupils' positive learning attitudes and very good behaviour reflect the high expectations teachers have of them and contribute significantly to their social and academic progress.

**A very good wide-ranging curriculum enhances pupils' learning, during and outside the normal school day including their spiritual, moral, social and cultural development.**

18. The school offers a wide variety of experiences, which enrich pupils' learning opportunities and enhance curriculum provision. Many activities are linked closely to the curriculum and pupils make a wide range of educational visits to support their topic work. For example, residential trip for Years 5 and 6 in alternate years to France and an adventure week in England, Horsham Arts Centre, the Imperial War Museum, Warnham Nature Reserve, and Anne of Cleves House.
19. Through the daily act of worship, the very strong Christian ethos in the school and the curriculum, pupils' spiritual awareness is developed very successfully. Assemblies provide regular opportunities to discuss and promote the school values and aims and give time for reflection. The school values its link with St Mary's Church. Pupils often celebrate Christian festivals there. The curate and vicar of the community church and other local religious leaders regularly lead the school assemblies.
20. Pupils' moral development is excellent. Pupils clearly know the difference between right and wrong. This is a very good example of the positive mutual respect existing between pupils and adults in the school. The staff constantly distinguish between what is acceptable and unacceptable behaviour. Pupils are encouraged to discuss issues or worries they may have during personal, social, cultural and health education through whole-class discussion. They respect each other and the world around them. Older children are able to consider how people other than themselves may feel in a given situation. For example, pupils in Year 5 were encouraged to think how they would feel if 'only those with black hair needed to take the spelling test and all the rest were let off'. These pupils also study the life of Martin Luther-King and consider how they might interpret world events if they were Muslim.
21. The school makes very good provision for the pupils to enjoy the expressive arts. Visitors to the school, authors, poets, a storyteller, dancers, artists and musicians who work alongside pupils, develop their skills by sharing their expertise. Year 4 pupils particularly enjoyed being part of the Opera Brava production of 'The Promise'. They are encouraged to take part in drama performances. These provide opportunities for, not only good social interaction, but also the development of pupils' speaking and listening skills. The school provides well for pupils showing an interest and aptitude in playing musical instruments such as the violin and brass.
22. Many pupils play in the school orchestra supporting the school assembly each Wednesday morning. They also take part in country dancing lessons and Years 5 and 6 pupils have regular French lessons in their curriculum, which helps them become familiar with the life and culture of France.
23. During the days of the inspection the school was alive with pupils enjoying the after-school clubs well beyond the normal school day. The curriculum is enhanced through pupils taking part in the Horsham Music Festival and country dancing for the Flower Festival and 'Dancing in the Park'. There is also a very wide choice of extra-curricular activities ranging from sporting sessions such as 'Kwik Cricket', athletics,

football and netball to sketching, drama, chess, craft, choir, technology and Christian Union. Pupils meet other schools for sporting and other activities, which also helps to develop their moral and social awareness. Pupils are aware of the range of other cultures through the study of other religions in religious education, other times in history and other places in geography. For example, pupils study Judaism and Hinduism, the Victorians and Tudors as well as Martin Luther-King. The school is also addressing today's multicultural society of Britain through a multicultural week when Indian dancers and African drummers are amongst the activities arranged for the week.

24. The school positively reinforces its equality of opportunity policy and no child is excluded from any activity. Girls and boys work and play happily together and both enjoy games that have been traditionally single sex, such as football and netball.

## **WHAT COULD BE IMPROVED**

### **Consolidation of the senior management team.**

25. At the time of the inspection there was a limited senior management team and no deputy headteacher. However, a deputy headteacher has been appointed from September. Although subject co-ordinators review teachers' planning and review samples of pupils' work to ensure it is sufficiently challenging, there are insufficient opportunities for them to systematically observe the teaching of their subjects. This has been identified in the school improvement plan as an issue to develop.

### **More systematic use of assessment subjects other than English and mathematics.**

26. While detailed assessment is used very well in English and mathematics to plan an appropriately challenging curriculum for each cohort of pupils based on their identified need, assessment is less systematic in science, information and communication technology, and other subjects. The school is well aware of this and has developed an effective system to monitor pupils' progress in science and the foundation subjects (art, design and technology, geography, history, information and communication technology, music, physical education, religious education) more closely.

### **More opportunities for pupils to carry out their own investigations in science, and apply mathematics in a wider range of situations.**

27. Whilst the practical application of the knowledge, understanding and skills in science and mathematics are good, they are not as well developed as the knowledge understanding and skills themselves. Pupils carry out a good range of investigations in science but older pupils have too few opportunities to plan investigations to answer for themselves questions they have raised. In mathematics, whilst pupils have very good mathematical knowledge and understanding, they would benefit from a wider range of opportunities to consolidate these skills through their application in a variety of situations. The school is aware of this and it is part of the school development plan to address these issues.

### **Create more opportunities for pupils in reception to use large wheeled toys.**

28. Although the school has a secure play area for children in the reception class, its architecture makes it difficult for them to use large wheeled toys safely. This restricts the opportunities pupils have for their physical development. This has been identified and is being addressed through the school development plan to ensure pupils have sufficient opportunities to use a wider range of more challenging equipment safely.

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

29. To build on the current success of the school, the headteacher, staff and governors should now implement the school improvement plan which has already identified the need to;
- consolidate the senior management team and further develop the role of subject co-ordinators;
  - use assessment more systematically in science, information and communication technology and other subjects;
  - identify more opportunities for pupils to design, carry out and evaluate their own science investigations and identify a wider range of opportunities to apply mathematical knowledge, understanding and skills;
  - create opportunities for pupils in the reception class to use large wheeled toys.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	19	2	0	0	0
Percentage	0	36	58	6	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 three 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)	n/a	203
Number of full-time pupils known to be eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	32

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	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

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
	2002	14	13	27

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	12	12	13
	Total	26	25	27
Percentage of pupils at NC level 2 or above	School	96 (100)	93 (100)	100 (97)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	12	12	13
	Total	25	25	27
Percentage of pupils at NC level 2 or above	School	93 (97)	93 (97)	100 (97)
	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	14	13	27

<b>National Curriculum Test/Task Results</b>		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	10	9	12
	Total	24	22	26
Percentage of pupils at NC level 4 or above	School	89 (97)	81 (93)	96 (100)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	12	10	13
	Total	26	24	27
Percentage of pupils at NC level 4 or above	School	96 (97)	89 (93)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	172	1	0
White – Irish	0	0	0
White – any other White background	3	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	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)	8.5
Number of pupils per qualified teacher	24
Average class size	27

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

Total number of education support staff	8
Total aggregate hours worked per week	164

*FTE means full-time equivalent*

### **Financial information**

Financial year	2002-2003
	£
Total income	371, 878
Total expenditure	373, 315
Expenditure per pupil	1, 839
Balance brought forward from previous year	17, 933
Balance carried forward to next year	16, 496

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

205

Number of questionnaires returned

133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	60	37	2	0	1
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	29	50	15	5	2
The teaching is good.	63	35	0	1	2
I am kept well informed about how my child is getting on.	41	47	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	68	30	1	0	1
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	47	47	6	0	1
The school is well led and managed.	56	38	4	0	2
The school is helping my child become mature and responsible.	53	45	1	0	2
The school provides an interesting range of activities outside lessons.	40	44	8	1	8

### **Other issues raised by parents**

Although parents raised individual issues, there was none that all but a very small proportion of parents raised.