

# INSPECTION REPORT

**ST JOHN'S CE VC INFANT SCHOOL**

Glastonbury

LEA area: Somerset

Unique reference number: 123759

Headteacher: Mrs W Turner

Reporting inspector: Mr C Parker  
11897

Dates of inspection: 26<sup>th</sup> and 27<sup>th</sup> November 2001

Inspection number: 194724

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

© Crown copyright 2001

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:	Infant
School category:	Voluntary controlled
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	High Street Glastonbury Somerset
Postcode:	BA6 9DR
Telephone number:	01458 832085
Fax number:	01458 834584
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr George Steer
Date of previous inspection:	16 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11897	Mr C Parker	Registered inspector
9196	Mrs L Keyworth	Lay inspector
20596	Mr M Lester	Team inspector

The inspection contractor was:

St Mary's Strawberry Hill Inspection Unit  
Waldegrave Road  
Strawberry Hill  
Twickenham, TW1 4SX

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**

**Paragraph**

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

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

### **PART B: COMMENTARY**

<b>WHAT THE SCHOOL DOES WELL</b>	<b>1 - 28</b>
<b>WHAT COULD BE IMPROVED</b>	<b>29 - 30</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>31</b>

### **PART C: SCHOOL DATA AND INDICATORS**

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

### **INFORMATION ABOUT THE SCHOOL**

St. John's Infant school has 211 pupils on roll aged from three to seven years. Almost all are of white UK heritage and speak English as their first language. A very small number of pupils speak other European languages but do not require additional support with English. The school serves a very diverse community with some pupils coming from families with alternative philosophies of life. The number of pupils receiving free school meals has fallen and is now below average. Overall, the proportion on the special educational needs register is broadly average; currently 35 pupils are identified but this is significantly lower than in recent years. There are no pupils with statements of special educational need. The pupils' attainment on entry covers a very wide range of capabilities, but taken overall is broadly average.

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

Following a period of uncertainty the new headteacher has brought stability and a commitment to improvement that is well supported by the governors, teachers and parents. The school is providing an effective education for its pupils because the teaching is good, the pupils are achieving well and the standards they attain are now above average. Consequently, the school gives good value for money.

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

- Standards are above average and the pupils' work is of good quality.
- The teaching is good. As a result the pupils are learning effectively, making good progress and achieving well.
- The curriculum is well organised, carefully planned and enhanced by a wide range of activities.
- The care and welfare of the pupils' are very good.
- The new headteacher leads the teaching team very effectively.

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

- The systems for evaluating the impact of spending decisions on the quality of education provided by the school.

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

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

Since the school was last inspected in June 1997, it has undergone several changes. The number of pupils has fallen so that there is now one class fewer. There have also been a number of staff changes, including the appointment of a new headteacher. A new computer suite has recently been opened, significantly improving the facilities for information and communication technology.

In spite of these changes, the school has made good progress and most of the issues raised in the last inspection report have been fully addressed. For instance, there have been significant improvements in the assessment arrangements and the pupils' progress is now comprehensively recorded. The role of the subject managers has developed considerably and they now play a full part in the management of the school. The teaching has improved; the small amount of unsatisfactory teaching has been eradicated and the proportion of good and very good teaching has increased markedly. However, not enough has been done to evaluate the effects of the school's expenditure, particularly in relation to the school development plan, and this remains an area where improvement is required.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	B	B	D	E
writing	A	A	C	E
mathematics	B	A	E	E

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

By the end of the foundation stage a high proportion of the pupils achieve the early learning goals and many exceed them. They are well prepared for key stage 1 where they continue to make good progress. Over recent years, the results of the national tests have been above, and in some cases well above, average. However, in 2001 the results were not so good. The results in writing were similar to the national average, but in reading they were below average and mathematics they were well below average. When compared to similar schools they were also well below average. This significant fall in the standards being achieved was due in part to the higher than usual proportion of pupils (over 40%) on the special needs register. The threat of redundancy, staffing changes and a generally unsettled period for the school also had a considerable impact on the provision for year 2 pupils and the standards they attained.

The new headteacher has stabilised the situation by appointing experienced teachers, and as a result the school is back on course. There are clear and appropriate targets for improvement. The inspection findings indicate that the standards in English, mathematics and science are now above average. Moreover, standards in art and design are well above average. There is a great deal of high quality artwork attractively displayed around the school. The new information technology facilities are enabling the pupils to make rapid progress and they are now displaying skills that exceed expectations for their ages. Overall, the pupils are achieving well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most of the pupils have positive attitudes to learning. They listen carefully and are keen to respond to their teachers' questions.
Behaviour, in and out of classrooms	Most of the pupils behave very well. The few whose behaviour is unsettled are generally well managed by their teachers and the teaching assistants.
Personal development and relationships	Relationships are good throughout the school. The pupils enjoy taking responsibility and work well together in pairs and small groups.
Attendance	Although attendance was below average last year, it was considerably better than the previous year. This year the improvement is being maintained because the school is continuing to encourage regular and punctual attendance.

## TEACHING AND LEARNING

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

The teaching is good overall. In the lessons seen, it was always at least satisfactory, and mostly good; in over a third of lessons it was very good. The teachers plan their lessons very thoroughly and engage the pupils purposefully by using good questioning techniques. The skills of literacy and numeracy are well taught through good direct teaching and a range of interesting and often challenging activities. As a result, the pupils learn effectively.

The pupils on the special educational needs register are well supported and fully integrated into all lessons. The teachers modify the tasks to meet their needs. Equally, they extend the tasks to provide greater challenge for the more able pupils. The teaching assistants are thoughtfully deployed to provide good support for the pupils and their teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is thoroughly and carefully planned to take account of all of the requirements for the foundation stage and the national curriculum.
Provision for pupils with special educational needs	The school makes good provision for pupils on the special needs register. They are well supported by the teachers and the teaching assistants.
Provision for pupils with English as an additional language	The very small number of pupils who speak English as an additional language do not require additional support in this area.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	The pupils’ spiritual development is enhanced through activities in lessons such as art and music. The introduction of ‘weeks’ which focus on, for example, arts or Africa make a consider contribution to the pupils’ cultural development. They are also involved in a wide range of activities intended to extend their moral and social development. The school is strongly committed to the personal development of the pupils.
How well the school cares for its pupils	The care and welfare of the pupils’ is very good. Arrangements for child protection and for ensuring the health and safety of pupils are very well documented.

The parents appreciate the new head teacher’s efforts to involve them in all aspects of school life. Those who attended the pre-inspection meeting and most of those who responded to the questionnaire were very pleased with the work of the school. Some parents are now running lunchtime clubs in conjunction with the teachers. These clubs provide a good range of activities that extend and enhance the formal curriculum.

The monitoring of the pupils’ progress and personal development is very good. Detailed records are kept and pupils are set individual targets.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher leads the teaching team very effectively. She has established very positive relationships with all sections of the school community. The subject managers now have clear roles and responsibilities and as a result contribute fully to the management of the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities and are playing an increasing role in moving the school forward. They are well informed and are monitoring the work of school effectively. However, they are not yet systematically evaluating the impact of their spending decisions on either the provision for the pupils or the standards that they attain
The school's evaluation of its performance	The senior management team is making increasingly effective use of the available performance data. The national test results are thoroughly analysed and areas for improvement are clearly identified.
The strategic use of resources	The school makes good use of its available resources. The subject manager co-ordinate the acquisition of learning resources efficiently.

The new headteacher has set out to develop a consultative style of leadership. This is greatly appreciated by the teachers who feel their contributions to school development are valued. Consequently a strong teaching team is emerging following a period of uncertainty for the school. The governors have fostered the change in leadership style and are benefiting from greater involvement. The parents, too, value the opportunities to present their views on issues which affect the school.

The governors make good use of performance data to draw comparisons with other schools. They also seek to ensure that the funds they have available are used well, for example, in setting up the new computer room.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good progress made by the pupils.</li> <li>• The good teaching and the care the teachers show for the pupils.</li> <li>• The good relationships within the school and between parent and the school.</li> <li>• The positive impact of the new headteacher and her wish to fully involve parents in the life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspectors agree with the many positive comments made by the parents. The arrangements for activities outside lessons are currently good because they involve all of the pupils who wish to participate. However, the school is seeking to broaden the range of activities on offer.

## **PART B: COMMENTARY**

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

#### **Standards are above average and the pupils' work is of good quality.**

1. The pupils' attainment on entry covers a very wide range of capabilities but taken overall is broadly average. In the nursery they are well supported across all areas of learning. In mathematics, for example, they are learning to sequence numbers from one to five and to recognise and name shapes such as circles, squares and triangles. These basic skills are also well developed through creative activities so when they are singing the teacher introduces songs such as, 'Peter plays with five hammers' to reinforce their learning. The secure start the pupils are given in the nursery is built on effectively in the reception classes so that their confidence with numbers is extended to twenty and beyond. They count forward and backwards reliably, and many display a clear understanding of terms such as 'more' and 'less'. The pupils' literacy skills are also developing well. Many recognise words and phrases and join in telling familiar stories. They are able to retell a story putting the main events in the right sequence. In all lessons, the teachers encourage the pupils to listen carefully and speak confidently. By the end of the foundation stage, a high proportion of the pupils achieve the early learning goals and many exceed them. They are well prepared for key stage 1 where they continue to make good progress.
2. Over recent years, the results of the national tests have been above and in some cases well above average. In 2000, the results in reading were above average and in writing and mathematics were well above average when compared to schools nationally and to similar schools. However, in 2001 the results were not as good. In writing, they were similar to the national average, but in reading they were below average and in mathematics well below average. Furthermore, when compared to similar schools, they were well below average in all areas. This significant fall in the standards was due in part to the higher than usual proportion of pupils (over 40%) on the special needs register. The threat of redundancy, staffing changes and a generally very unsettled period for the school also contributed to the fall in standards.
3. The new headteacher has stabilised the situation by appointing experienced teachers. Consequently, the school is back on course and the inspection findings indicate that the standards in English, mathematics and science are now above average. There are clear and appropriate targets for improvement. In English the school has placed greater emphasis on the use of non-fiction texts to improve the boys' reading and also created a broader range of opportunities in writing. Most of the pupils speak clearly and confidently. In their writing they express themselves and many use good descriptive language. For example, one pupil wrote, 'A fairy tale' about 'the enormous green dragon' that, 'came stomping in'. The teacher had set this child a target to use interesting descriptive words. Through this carefully focussed approach, the pupils are on course to attain the expected level and a good proportion is likely to exceed it. Similarly, in mathematics the pupils display secure basic skills that indicate they are well on course to reach the expected level and again a good proportion is likely to achieve at higher levels.
4. Standards in art and design are well above average. There is a great deal of high quality artwork attractively displayed around the school. For example, the repeating patterns and stained glass windows that show a good use of colour, detailed observational drawings of the interior of the local church and pictures in the style of artists such Raoul Duffy and Matisse.

Work of similarly high quality in history and geography is carefully displayed on the walls and in large books. Much of the work in geography relates to the local area, but illustrates very well how the pupils are able to make comparisons between their own town and a rural village. In history there are good examples of the pupils extracting evidence from old photographs about life in the past.

5. The new ICT facilities are enabling pupils to make rapid progress and enabling them to display skills that exceed the expectations for their ages. For example, they confidently log on to the network, launch programs and open files. They are also able to use a wide range of image processing tools, copy and paste their work to make attractive Christmas cards.
6. Overall, the pupils are attaining above average standards and are achieving well.

**The teaching is good. As a result the pupils are learning effectively, making good progress and achieving well.**

7. The teaching is good overall. In the lessons observed, it was always at least satisfactory and mostly good; in over a third of lessons it was very good. The skills of literacy and numeracy are well taught through good direct teaching and a range of interesting and often challenging activities. As a result, the pupils learn effectively.
8. The teaching in the nursery is good and lays a secure foundation through well prepared activities that utilise, very effectively, the good levels of adult support. The pupils benefit from a wide range of experiences that are carefully built upon in the reception classes. The pupils' language, literacy and communication skills are constantly fostered through a wide range of activities. For instance, the teachers make effective use of puppets to motivate and interest the pupils to listen carefully. They also encourage a good degree of independence in the pupils by providing opportunities for them to make choices, and to take responsibility for tidying away at the end of lessons.
9. In English, the pupils in key stage 1 are making good progress in speaking and listening because the teachers are constantly seeking to extend their vocabulary through careful questioning. The pupils' reading and writing develop very well because the teachers focus on the acquisition of the relevant skills. The content, presentation and punctuation of the pupils' writing all improve at a good rate as they move through the school so that a high proportion are attaining the expected level. The teachers' marking also helps the children to improve their work and values their efforts. Consequently, their handwriting and general presentation of work is of a good standard.
10. Across the curriculum, all lessons are very thoroughly planned. In mathematics, for instance, there are precise learning objectives that are made clear to the pupils at the start of the lesson. The pupils know what they are expected to learn and the teachers skilfully modify the tasks they set for all groups within the class. They are particularly adept at pitching their questions at exactly the right level for each child, for example, during the mental starter sessions. The whole-class sessions are also used productively to both reinforce and check what the pupils have learned. Most lessons have a good pace, the pupils are well managed and as a result they concentrate on their work.
11. The teachers have good subject knowledge that they use effectively. This is particularly evident in their teaching of literacy and numeracy skills. They are now making good use of information technology and consequently they are developing the pupils' skills and capabilities

at a good rate. Similarly, the teaching of science is very good. In a year 2 lesson, for example, the teacher used a big bird glove puppet to set out an investigation to find the best material to make an opaque cover for his cage. The pupils responded very well to the challenge and the teacher made timely interventions to remind them about keeping the test fair.

12. The pupils on the special educational needs register are well supported and fully integrated into lessons. The teachers modify tasks to meet their needs. Equally, they extend tasks to provide greater challenge for the more able pupils. The teaching assistants are thoughtfully deployed to provide good support for the pupils and their teachers.
13. The pupils, throughout the school, are making good progress and achieving well because the teaching is good.

**The curriculum is well organised, carefully planned and enhanced by a wide range of activities.**

14. The foundation stage curriculum and the national curriculum requirements are covered within the comprehensive schemes of work and the long term plans which the teachers use as the basis for their lesson plans. The national literacy and numeracy strategies form the backbone of English and mathematics lessons. This comprehensive framework ensures that the pupils' learning builds on their previous experiences as they move through the school. The teachers' lesson plans are detailed and benefit considerably from this well organised and carefully planned framework. The above average standards and the good quality of the pupils' work are the end result of this secure platform created by the subject managers.
15. The school organises events that are brought together under the umbrella of 'arts' or 'health' weeks. The aim of these events is to engage the pupils in creative activities that stimulate their curiosity, raise their self-esteem and increase their confidence. The inspection evidence indicates that the school is being successful in this regard. There are good photographic records of the many activities the pupils have been involved in, including for example, creating percussion compositions with the 'Drumcrazy Percussion Orchestra,' working with visiting authors, contemporary dance workshops and working with textile designers.
16. The school also makes good use of visits to places of interest in the immediate area of the school, for example, to the local Abbey. They have also recently visited the Rural Life Museum where they were involved in role play activities that helped them to understand what it was like to be a child in the Victorian era.
17. Currently, there are four lunchtime clubs, two for craft activities, one for singing and one for story telling. The clubs change each term, for example, computer and may pole dancing are introduced in the spring term. Each club takes 20 pupils at a time, but all pupils are able to attend in rotation. A number of parents are involved in running these clubs and those attending the parents meeting were very appreciative of this development.
18. The wide range of additional activities extends and enhances the curriculum and has a considerable benefit for the pupils.

**The care and welfare of the pupils' is very good.**

19. The arrangements for child protection and for ensuring the health and safety of the pupils are very well documented. The school takes these aspects of its work very seriously and all of the

teachers are aware of the procedures. All members of the teaching and non teaching staff provide a very good level of care for the pupils. The good links with parents help the teachers to ensure that the pupils are secure and confident in school. A parent of a young child who initially did not want to be left at school was very appreciative of the care and encouragement given to the child at the start of the school day to overcome this difficulty. Other parents felt that the headteacher's positive and welcoming attitude to each pupil set the tone for the whole school. The parents at the pre-inspection meeting were very realistic about the potential for bullying and acknowledged that in recent years some parents had expressed concerns. However, they also felt that the teachers and, in particular, the new headteacher had done a great deal to eradicate the problem by improving the whole ethos of the school.

20. The pupils' progress and personal development are carefully monitored. When they enter the reception year, their capabilities are assessed and the information is used effectively both to set individual targets and to plan for the particular needs of the pupils. Since the last inspection, the school has developed a comprehensive range of assessment strategies and practices, the results of which are collected and recorded to build up a comprehensive picture of each pupil's achievements and ensure they are making the progress they should.
21. The arrangements for identifying the pupils who need additional support are well established. The teachers and their assistants work well in partnership to support the pupils on the special educational needs register. In lessons, the teaching assistants often provide a good level of support that gives the pupils access to the activities in the classroom. This was very evident in a reception class lesson where a teaching assistant continually helped a pupil with special educational needs to listen to the teacher, respond appropriately, answer questions and to participate in a number of activities. Similarly in a Year 2 mathematics lesson, the teaching assistants worked with groups of pupils whilst the teacher engaged a small group of pupils who were experiencing difficulty in concentrating on the tasks that she had set.
22. The school has improved attendance levels significantly over the last two years. The new headteacher and the school secretary have carefully monitored attendance and worked with parents to encourage regular and punctual attendance. Where necessary, the family liaison officer is involved to ensure attendance. These measures have been successful in increasing attendance levels from 88 per cent in 2000 to 93 per cent in 2001. The improvement has been sustained this term.

**The new headteacher leads the teaching team very effectively.**

23. The school is very well led and managed by the new headteacher. She works closely with the acting deputy headteacher and has given the subject managers clear roles and responsibilities. As a result, there is a strong teamwork approach to school development and improvement.
24. The new headteacher has also set out to develop a consultative style of leadership. This is greatly appreciated by the teachers who feel their contributions not only in the classroom, but also to the management of the school are greatly valued. Consequently, a strong teaching team is emerging following a period of uncertainty for the school. The governors have fostered the change in leadership style and are benefiting from greater involvement, improved communication and a wider range of information. The parents, too, value the opportunities to present their views on issues which affect the school, such as, the funding of improvements to the swimming pool. This change in the style of school leadership has helped to establish very positive relationships with all sections of the school community.

25. The senior management team is making increasingly effective use of the available performance data. The national test results are thoroughly analysed and areas for improvement are clearly identified. The governors fulfil their responsibilities and are playing an increasing role in moving the school forward. They make good use of performance data to draw comparisons with other schools. They also seek to ensure the funds they have available are used well, for example, in setting up the new computer room they utilised the some of the balance carried forward from the last financial year. The school is well supported by the governing body.
26. The strong commitment to continuing improvement is well illustrated in the comprehensive school development plan. It contains clear actions, details of implementation, the personnel involved, the timescale, resources and criteria against which success can be judged. However, the arrangements for the evaluation of the effect of these activities are not as clear. The process of performance management is now well established and increasingly linked to the school development plan.
27. The role of the subject managers has been significantly enhanced by the new headteacher. She has implemented a programme of planned opportunities that enable them to manage and monitor their subjects. This has resulted in a review of the curriculum plan, the quality of the teachers' planning, the teaching and the standards that the pupils achieve. The schemes of work are also being reviewed and revised to take account of the school's use of the locality and visits to places of interest. Discussion with the subject managers reveals a strong team approach and a commitment to provide a high quality education for the pupils.
28. The school is well placed to continue to improve under the leadership of the new headteacher.

## **WHAT COULD BE IMPROVED**

### **Systems for evaluating the impact of spending decisions on the quality of education provided by the school**

29. The last inspection report identified the need to put into place procedures to evaluate the effectiveness of spending decisions. The governors look closely at the implications and impact of some spending decisions, for example, the recent refurbishment of the swimming pool. Nevertheless, there are no established procedures for evaluating the impact of spending against priorities within the school development plan on either the provision for or the standards attained by the pupils.
30. The governors, headteacher and subject managers are all fully involved in monitoring all of the actions within the school development, but at present the information they gather is not used to establish whether or not the resulting improvements justify the time and money spent on them. Not enough has been done to address this issue since the last inspection.

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

31. The governors, headteacher and teachers should continue to implement the school development plan, but they should pay particular attention to
  - establishing clear procedures for systematically evaluating the impact of their spending decisions on the provision for and the standards attained by the pupils.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		7	10	2			
Percentage		37	53	10			

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 point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	17	194
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		
Number of pupils on the school's special educational needs register	5	30

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.9

#### 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	38	40	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	31	33
	Girls	37	37	34
	Total	66	68	67
Percentage of pupils at NC level 2 or above	School	85 (88)	87 (88)	86 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	34	36
	Girls	37	38	36
	Total	67	72	72
Percentage of pupils at NC level 2 or above	School	86 (92)	92 (96)	92 (96)
	National	85 (84)	89 (88)	89 (88)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	135
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

**Teachers and classes****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21.6
Average class size	24.3

**Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	137

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	8.5

*FTE means full-time equivalent.*

**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)	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.*

**Financial information**

Financial year	2000/01
	£
Total income	495 541
Total expenditure	472 429
Expenditure per pupil	1 883
Balance brought forward from previous year	22 468
Balance carried forward to next year	45 580



**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	211
Number of questionnaires returned	56

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	23	5	0	0
My child is making good progress in school.	54	38	2	2	5
Behaviour in the school is good.	38	48	5	4	5
My child gets the right amount of work to do at home.	34	54	5	0	7
The teaching is good.	64	32	2	0	2
I am kept well informed about how my child is getting on.	29	54	11	4	4
I would feel comfortable about approaching the school with questions or a problem.	64	34	2	0	0
The school expects my child to work hard and achieve his or her best.	61	32	2	0	5
The school works closely with parents.	50	34	9	2	5
The school is well led and managed.	54	41	2	0	4
The school is helping my child become mature and responsible.	54	38	0	4	5
The school provides an interesting range of activities outside lessons.	25	30	16	2	27