

INSPECTION REPORT

CHEDDINGTON COMBINED SCHOOL

Cheddington, Leighton Buzzard.

LEA area: Buckinghamshire

Unique reference number: 110215

Headteacher: Mr Dylan Jones

Reporting inspector: Miss Cheryl Thompson
22822

Dates of inspection: 25 - 26 June 2002

Inspection number: 230219

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	High Street Cheddington Nr Leighton Buzzard Beds
Postcode:	LU7 ORG
Telephone number:	01296 668324
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Carole Bryer
Date of previous inspection:	08/12/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cheddington Combined school is an average sized primary school serving Cheddington and surrounding villages in a relatively advantaged area. There are 108 boys and 96 girls on roll including a small number of travellers. Very nearly all pupils are white with their origins in the United Kingdom. No pupils are eligible for free school meals - a proportion which is well below the national average. Forty pupils are on the school's register of special education needs including four with a statement of need - a proportion just below the national average. The main area of identified need is dyslexia. Attainment on entry to the Reception class is around the level expected of children nationally. In the past two years there has been a change of almost half the teaching staff and it has been difficult to recruit full-time, permanent teachers.

HOW GOOD THE SCHOOL IS

Cheddington Combined is a good school. By the time they leave the school, pupils normally attain well above average standards. Very good leadership and management together with good teaching ensure an effective school providing sound value for money. There are good strategies for making sure all pupils are fully included in lessons.

What the school does well

- Year 6 pupils normally attain well above average standards in National Curriculum tests.
- Leadership and management by the head and deputy provide a clear sense of purpose for the school.
- Good teaching helps pupils achieve well and develop positive attitudes to their work.
- The Reception class gives children a good start to school.
- Parents' involvement in the life and work of the school is very beneficial.

What could be improved

- There are no formal procedures for checking on samples of pupils' work.
- Too much time is allocated to teaching literacy skills particularly for Years 1 and 2. As a consequence, the curriculum is not as rich and interesting as it should be.
- Though standards in information and communication technology (ICT) are satisfactory, not enough use is made of it in other subjects such as science, history and geography.
- Individual Education Plans are not always suitably matched to the specific needs of pupils with learning difficulties.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December, 1997 when it was found to be '*... a good school that provides a good education for the pupils it serves*'. Since then, improvement has been good despite the difficulties associated with staff changes and recruitment. Very good standards have been sustained for Year 6 pupils and, in the past year, standards have risen significantly for Year 2. Most of the key issues raised by the last inspection have been dealt with effectively, although staff changes have slowed progress in developing co-ordinators' roles. The capacity for further improvement is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	A	A	C	D
Science	A	A	A	B

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

The table shows that, over time, standards in Year 6 have been well above average and have compared favourably with those of similar¹ schools. This year (2002), standards are likely to be around average because there is a higher than normal proportion of pupils with special education needs in this year group. Standards attained by Year 2 pupils have fluctuated over time but this year have improved significantly and are likely to be above those expected nationally in reading and mathematics and around average in writing. Nearly all children in the Reception class are likely to attain the nationally determined 'early learning goals' and a significant number should exceed these. Pupils achieve well in Cheddington school in response to good teaching and work matched to their abilities. The school sets realistic targets for pupils' attainment in National Curriculum tests based on its good procedures for tracking pupils' progress.

Inspection evidence shows standards in ICT have improved considerably since the last inspection and are now in line with those expected. However, the school recognises that it is not making enough use of ICT in other subjects. In art and design and in design and technology, inspection evidence gathered from pupils' work, displays and discussions with older pupils, shows their great enthusiasm and pride in their work and that standards in some areas of these subjects are above those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their work and when teaching is lively and subject matter interesting, they demonstrate very good attitudes. Children in the Reception class love coming to school and are very keen to get on with their interesting tasks.
Behaviour, in and out of classrooms	Good. Pupils are well behaved, courteous young people. They work well together and help each other. Behaviour is good in and out of classrooms.
Personal development and relationships	Relationships are very good. Older pupils are very kind and considerate towards the younger ones. Personal development is good; pupils thrive on the opportunities provided to take on responsibility.
Attendance	Good and above the national average.

¹ 'Similar' schools are those with a similar proportion of pupils eligible for free school meals.

TEACHING AND LEARNING

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.

Overall, teaching is good and ranges from excellent to satisfactory. When teaching is excellent or very good, lessons are lively and interesting with good opportunities for discussions and with a very brisk pace that keeps pupils on their toes and ensures very good learning. All teachers set high expectations for their pupils and, within a framework of very good relationships, manage them very well. Throughout, teachers have a good understanding of how to teach the basic skills of literacy and numeracy. Teaching in English is good but constrained by the school's perceived need to follow, unerringly, the National Literacy framework for teaching which has narrowed the range of work covered. For example, there is little evidence to show pupils experience a range of poetry or have opportunities to draft and re-draft their work. In response to the need to raise standards in Years 1 and 2, too much time is allocated to teaching literacy skills and lessons lack relevance and interest especially when they are not related to other subjects. Teaching and learning in mathematics are good overall throughout the school, but there tends to be an over-reliance on work books which slows learning. Teaching for Reception class children is good and underpinned by very good knowledge of how young children learn and very good teamwork. Teaching in ICT is good but, over time, learning is only satisfactory because pupils do not have enough time to practise and consolidate their skills through ,and in, other subjects. In the main, teaching meets the needs of pupils with the exception of a few pupils with special educational needs where their Individual Education Plans and class work are not closely matched to their specific need.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but heavily weighted towards English and mathematics. As a consequence, the curriculum is not broad, balanced and relevant enough to the ages, needs and interests of pupils. A very good range of extra curricular activities enriches the curriculum particularly for older pupils. There is a good range of learning opportunities for Reception class children.
Provision for pupils with special educational needs	Satisfactory overall with sound support for pupils with statements of special educational need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Residential visits contribute very well to pupils' social and personal development. The school is successful in promoting multi-cultural awareness.
How well the school cares for its pupils	All staff know their pupils well and take very good care of them. Procedures for child protection are good.
How well the school works in partnership with parents	The high level of parental involvement in the life and work of the school is very beneficial.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head and deputy provide a clear sense of direction for the work of the school. All staff share a strong commitment to maintaining high standards.
How well the governors fulfil their responsibilities	Good. Governors are keenly involved in the work of the school and fulfil their responsibilities well although more work has to be done to finalise the school's race equality policy.
The school's evaluation of its performance	Good. Analysis of test data is very good. There are good procedures for checking on teaching but no formal ways of checking on how well pupils learn across the school.
The strategic use of resources	Satisfactory overall but the ICT suite is hardly used in the mornings because of timetabling for literacy and numeracy. The extensive environmental area is rarely used which is a great waste of a valuable and highly interesting resource.

The principles of best value are applied satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel welcome in school and like the opportunities to attend assemblies. • The school expects children to work hard and do their best. • There is a family feel to the school; older pupils look after the younger. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • Children do not get the right amount of homework. • A few parents felt they were not well-informed how their children were getting on. • In their response to the questionnaire, a few parents felt that the school did not work closely with them.

Inspectors agree with parents' positive comments. Inspection evidence shows there is an inconsistency in the amount and regularity of homework. There are more than adequate opportunities for parents to meet with teachers to discuss progress and annual reports are very informative. In their two meetings with inspectors, parents expressed the view that the school was very approachable and soon sorted out any difficulties. However, parents' concerns about their child's learning difficulties are not always dealt with promptly by the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Year 6 pupils normally attain well above average standards in National Curriculum tests.

1. When they start school, nearly all children attain levels in numeracy, literacy and personal development that are around those expected for their age, although very few attain higher levels.
2. By the time they leave the school at age 11, pupils have made good progress and normally attain standards that are well above average in English, mathematics and science with a good proportion of pupils gaining the higher Level 5 in National Curriculum tests. However, this year (2002) it is likely that standards will be closer to the average because there is a higher than normal proportion of pupils with special educational needs in the year group. These pupils have achieved reasonably well but there will not be the usual proportion of pupils attaining the higher Level 5.
3. Strong emphasis is put on teaching English, mathematics and science and government funding for 'booster' lessons is used to best advantage to help pupils achieve as well as they can in the Year 6 national tests. Considerable funding has also gone into providing learning support assistants in most classes which is beneficial in terms of providing extra adult help for group work and individuals.
4. Parents have high expectations of the school. The governing body, headteacher and staff are keenly aware of their responsibilities and are committed to providing opportunities for pupils to reach the highest standards. The school has a very good system for tracking pupils' progress as they move through the school and uses this for setting challenging targets for attainment in tests. Individual pupils have targets for literacy to help them focus on what to improve. For example, it may be to 'use paragraphs in story writing' or 'use at least two adjectives in descriptive work'.

Leadership and management by the head and deputy provide a clear sense of purpose for the school.

5. Leadership and management are very good. The recent appointment of a dynamic deputy headteacher has provided the strong leadership needed in the lower part of the school. The effects of this leadership are already evident in the much better results in National Curriculum tests this year.
6. Leadership is very good. The headteacher has a very clear vision for the school which is encapsulated in the school's mission statement '*... Cheddington Combined School will be a provider of high standards of teaching and pupil learning based on a partnership between the home and the school, plus effective teamwork between staff, governors, parents and the LEA*'. The headteacher has managed significant changes in staffing well, and a good team spirit remains. In the past two years, there has been a turnover of five staff, including the deputy, as well as the long term absence of another senior member of staff who is ICT co-ordinator and special educational needs co-ordinator and who has also acted as deputy headteacher. Currently, there are two teachers on short term contracts because it is very difficult to recruit staff. These changes have slowed progress in such areas as developing co-ordinators' roles and raising standards in Years 1 and 2. However, with the appointment of the deputy headteacher in September 2001, there has been a clear focus on raising expectations and standards. Inspection evidence and predicted test results show that this focus has been very successful.
7. Management is very good. The headteacher and deputy make very good analyses of National Curriculum test results and results of other tests used through the school. Using the outcomes of their analyses, they track the progress of individual pupils, set targets for attainment and also note if there are areas in tests where pupils find a common difficulty and change teaching

accordingly. In the main, the headteacher monitors the quality of teaching through the school and has a good idea of strengths and weaknesses. From this informed base, good strategic planning is undertaken. The school improvement plan is comprehensive and has a clear focus on raising standards for Years 1 and 2 and sustaining standards for Year 6. Currently, the plan does not run for more than a year, although informally, there is a rolling programme for building maintenance and policy review. These could now be the basis of a longer term plan for the school.

8. Financial planning is good. In response to the concern caused by fluctuating standards for Year 2, the headteacher and governors decided to admit all children to the Reception class at the start of the autumn term. This is not the usual practice for the local education authority and as a result the school is not funded for all these pupils and needs to pay for the extra resources and the proficient classroom assistant from its normal budget. It is now the end of the first year of this arrangement and judging by the standards being attained in the Reception class, it has been very successful. The school has also decided to invest in a good number of classroom assistants who make a sound contribution to pupils' learning. However, there has been no evaluation of their effectiveness.

Good teaching helps pupils achieve well and develop positive attitudes to their work.

9. All teachers have established very good relationships with their pupils and usually manage them very well. Other than those who have very recently joined the school, teachers know their pupils' strengths and weaknesses very well which gives a good basis for providing the right work to ensure all achieve their best. In the main, higher attaining pupils are usually provided with work to challenge them and extend their thinking. Lower attaining pupils frequently have help from classroom assistants and suitable work to help them achieve well and develop good self-esteem. Most pupils with special educational needs have appropriate Individual Education Plans but some plans are not matched carefully to pupils' needs and in a few cases, the work they are expected to do in class is not appropriate.
10. Throughout the school, lessons are always well prepared and no time is wasted. Basic literacy and numeracy skills are taught well. Pupils are clear about what they are expected to learn because teachers tell them. In the very good and excellent lessons, teachers make very good use of questioning to help pupils remember what they have learned previously and to lead them into new learning. In these lively lessons teachers positively encourage pupils to discuss, give opinions and share their ideas. In an excellent lesson for Year 2, pupils had many opportunities to practise saying given sentences in a particular way such as 'horrified' or 'amazed'. They worked very well with their partners to practise and were asked to report back on their partner's performance which they did confidently. Interesting and fun tasks such as 'describe going to bed in a frightening way' kept pupils' interest high and made sure they were very keen to write down their ideas. In lessons that are satisfactory, not enough opportunities are provided for pupils to contribute their ideas and ask questions.
11. Teachers set high expectations for pupils to apply themselves to their tasks and work at a good rate. Pupils respond very well to these high expectations. In a good lesson in Year 1, pupils applied themselves very well to practising their handwriting and persevered to improve their style and fluency. They took pride in their finished work. In an enjoyable outdoor activities session for Year 3, pupils learned from good practical experiences to accomplish tasks as a team and work together for a common goal. Good teaching provided a careful balance between telling pupils what to do and allowing them to fail and find a different method of achieving their task. This lesson promoted pupils' personal development very well.
12. Displays of pupils' work show that they take great care with art work. Discussions with pupils show they are very enthusiastic about the 'whole school art days' when pupils of all ages work together on a common theme. They take great pride in showing the pieces of work to which they have contributed. The most recent day was given to the theme of 'Jubilee' and the many collages and clay tiles produced are of high quality.

13. Teachers also give generously of their time to run after school clubs and sports activities which enrich the curriculum for those who attend.

The Reception class gives children a good start to school.

14. Good teaching in the Reception class is underpinned by a very good understanding of how young children learn. As a result, the wide range of interesting and carefully structured activities harnesses children's imagination and interest and promotes good learning. They are well prepared to start in Year 1. Children develop very positive attitudes and stay with a particular task, such as building with blocks or painting, for good lengths of time and know that they are expected to tidy up when they have finished.
15. Initial testing when children start school in September shows attainment to be around the level expected for their age but few attain higher than this. Inspection evidence shows children make good or very progress whilst in the Reception class with many making a good start on the National Curriculum in the areas of literacy and numeracy. Teaching of basic literacy and numeracy skills is good although the current method of teaching letter sounds does not provide for optimum progress in learning to use these to spell simple words and become independent writers. Also, more attention needs to be given to ensuring children develop and use a correct pencil grip. A key feature in the good progress made is the very good teamwork between the class teacher and classroom assistant and any volunteer parent-helpers. All are very clear about what they are doing and what children are expected to achieve through their activity. The classroom assistant provides very good support for those children identified as needing a little extra help with literacy or number work; they thrive on the extra attention and time to practise their skills. Higher attaining children have very high expectations set for them and always have suitable work.
16. Very good links are established with parents before children start school which ensures a smooth start. The on-site pre-school group visit the class weekly in the summer term prior to starting school; parents are welcomed as well. There is also a 'drop-in' session when children come to join the existing class with their parents. After children start school, parents are given the opportunity for a formal meeting with the teacher in the first two weeks of term. The teacher always takes the children out to meet their parents at the end of school and makes herself available to parents. Many parents help in the class on a regular basis and provide good adult role-models and give children the opportunity to meet with different adults and develop their social skills. Evidence from looking at children's reading diaries shows that parents make a significant contribution to the good progress children make in reading. Nearly all children read at home on a very regular basis and develop a love of stories.
17. The school's recent financial investment in improving the designated outside area for the class has been very successful. During inspection, the area was used to the full with children delighting in opportunities to devise plays for their puppets, make large cardboard boxes into cities and play tennis. Again, adults were used to advantage to help children develop a wider vocabulary and keep them focussed on their tasks.

Parents' involvement in the life and work of the school is very beneficial.

18. The school is fortunate to have a large number of parents who help in school on a very regular basis. Their help in classes and their individual talents are a very welcome addition to the life of the school. Several parents have been trained by the deputy head to support children with 'reading recovery' methods of teaching and consolidating reading skills. These parents give knowledgeable help to the same groups of pupils each week and note their progress. Pupils also have adults as 'reading partners' and look forward to the sessions when they share their books with their 'special person'. Parents with particular talents in needlework help groups of pupils with collage work and the results are of a high standard. Parents have also raised considerable

amounts of money for the school and have helped towards the purchase of computers and software for the ICT suite in the library.

19. Parents also give generously of their time to help with some after-school clubs and activities and accompany pupils on trips and residential visits.

WHAT COULD BE IMPROVED

There are no formal procedures for checking on samples of pupils' work.

20. Currently there are no systems in place to give the headteacher and senior management team a good idea of the quality of learning in the school. There is no means for seeing that planning is put into practice. They do not look at samples of pupils' books with a particular focus in mind. During inspection, scrutiny of pupils' books shows that there are inconsistencies in marking and in teachers' expectations across the school. For example, pupils have targets to achieve written in their literacy books but these are rarely, if ever, referred to when teachers mark pupils work. Some teachers give positive comments and suggest ways in which a pupil could improve their work, others do not. In some classes, presentation of pupils' work is better than others.

Too much time is allocated to teaching literacy skills particularly for Years 1 and 2. As a consequence the curriculum is not as rich and interesting as it should be.

21. In response to the need to sustain standards for Year 6 and raise standards for Year 2, the school has allocated a disproportionate amount of time to the teaching of literacy skills particularly for Years 1 and 2. This time allocation has had two effects: firstly, the time allocated to other subjects such as history and geography is minimal and, secondly, the literacy curriculum mostly lacks life, relevance and interest because it is not related enough to other subjects. Teachers are following the National Literacy framework for teaching but many areas of the National Curriculum programme of study such as poetry and drama, are having little time given to them. Most of the mornings are taken up with literacy and numeracy lessons and very little use is made of the ICT suite. In fact, on the summer term timetables it was noted that the ICT suite was only timetabled for use for two morning sessions in a week; this is not a good use of such a valuable resource.

Though standards in information and communications technology (ICT) are satisfactory, not enough use is made of it in other subjects such as science, history and geography.

22. Evidence from lessons observed in the computer suite, pupils' work and from demonstrations given by pupils, shows standards are in line with those expected nationally which is a considerable improvement on the unsatisfactory standards noted in the last inspection. However, there is little use made of ICT in other subjects of the curriculum and this restricts the progress pupils can make in consolidating and extending the skills they learn in ICT lessons.
23. Given the significant number of pupils identified as having specific learning difficulties (dyslexia), very little, if any, use is made of ICT to help them record their work. There is no up-to-date and suitable software available for them.

Individual Education Plans are not always suitably matched to the specific needs of pupils with learning difficulties.

24. This area for improvement must be seen in context. Over the past two years the special educational needs co-ordinator has had a great deal of long-term absence due to ill health. The headteacher has taken on the role temporarily and acknowledges that he does not have suitable expertise.

25. At meetings with inspectors and through letters and notes accompanying the questionnaires, a few parents expressed their concern that not enough was being done for pupils with special needs. Scrutiny of a range of Individual Education Plans (IEPs) shows that there are inconsistencies and that some plans are not relevant to the specific needs of pupils. For example, if it has been identified that a pupil has difficulty remembering how to spell words by picturing what they look like, it is not sensible to give this pupil lists of spellings to learn by the method of 'look, cover, write, check'. Similarly, some IEPs detail a list of words pupils should be learning which are entirely appropriate but in class work they are expected to learn words and letter strings that are far too difficult. In most plans seen, the targets are not clearly measurable so that progress, or lack of it, can be noted quickly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Cheddington Combined school provides a good education for its pupils. To make this effective school even better, the headteacher, senior management and governors should:

(1) Improve the monitoring of the quality of teaching and learning by:

- checking on pupils' work regularly and rigorously against agreed criteria;
- using the outcomes of the monitoring to make improvements;
- providing training for co-ordinators to also carry out this task;
- evaluating the effectiveness of classroom assistants.

Paragraphs 8 and 20

(2) Provide a better balance of teaching time between subjects to ensure an interesting and relevant curriculum and make better use of ICT in other subjects by:

- making relevant and meaningful links between subjects;
- including in planning the development and reinforcement of literacy, numeracy and ICT skills through other subjects;
- making full use of the computer suite;
- checking rigorously that specific subject skills are developed systematically as pupils move through the school;
- providing up-to-date software, and making good use of it, to help pupils with specific learning difficulties to record their work;
- providing foundation subjects such as history and geography, with more timetabled time, especially for Years 1 and 2.

Paragraphs 21, 22 and 23

(3) Improve the quality of Individual Education Plans by:

- increasing staff expertise by suitable training;
- making best use of any assessment information about a pupil that is sent to the school;
- setting clear and easily measurable targets;
- including in IEPs the use of ICT to support learning.

Paragraphs 9 and 25

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	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	7	4	0	0	0
Percentage	6	29	41	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)	204
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	40

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	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	15	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
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	83 (81)	79 (85)	92 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	21	24
Percentage of pupils at NC level 2 or above	School	79 (89)	88 (96)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	14
	Girls	25	18	26
	Total	41	33	40
Percentage of pupils at NC level 4 or above	School	93 (88)	75 (88)	91 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	24	22	24
	Total	40	38	40
Percentage of pupils at NC level 4 or above	School	91 (88)	86 (88)	91 (92)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	174
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	153

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	5.5
Total number of vacant teaching posts (FTE)	0
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.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/02
	£
Total income	453622
Total expenditure	454169
Expenditure per pupil	2248
Balance brought forward from previous year	6153
Balance carried forward to next year	5363

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	51	37	10	1	1
Behaviour in the school is good.	43	50	4	0	2
My child gets the right amount of work to do at home.	24	48	20	7	1
The teaching is good.	54	41	3	0	1
I am kept well informed about how my child is getting on.	33	48	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	31	4	0	0
The school expects my child to work hard and achieve his or her best.	43	54	1	0	1
The school works closely with parents.	30	50	19	1	0
The school is well led and managed.	48	44	4	0	3
The school is helping my child become mature and responsible.	40	57	1	0	2
The school provides an interesting range of activities outside lessons.	37	49	12	1	1