

INSPECTION REPORT

COCKWOOD PRIMARY SCHOOL

Cockwood

LEA area: Devon

Unique reference number: 113194

Headteacher: Mrs S Jezard

Reporting inspector: Mr L Lewin
22330

Dates of inspection: 2nd – 3rd December 2002

Inspection number: 247325

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 - 11

Gender of pupils: Mixed

School address: Cockwood
Starcross

Postcode: Exeter
EX6 8RF

Telephone number: 01626 890471

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Appropriate authority: Governing body

Name of chair of governors: Mr S Parsons

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cockwood Primary School is a small village school situated to the south west of Exeter. The school is popular and approximately half of the pupils come from outside the immediate catchment area. Pupils come from private housing in the vicinity and from local-authority housing. There are 77 boys and girls on roll taught in three mixed-age group classes by three full-time and one part-time teacher. All pupils are from white heritage backgrounds, with none speaking English as an additional language. At 11.7 per cent, the proportion of pupils registered as having special educational needs is below average, and no pupils in the school have Statements of Special Educational Need. At nine per cent, the proportion of pupils eligible for free school meals is below the national average. The attainment of children on entry to school is wide ranging, but broadly average overall.

HOW GOOD THE SCHOOL IS

This is a very effective school. Very good leadership and management by the headteacher and governors, high-quality teaching and a rich curricular provision result in pupils achieving very well and reaching high standards by the time they leave the school. The school provides very good value for money.

What the school does well

- Very good leadership and management ensure that the headteacher, staff and governors work together as a highly effective team.
- Very good teaching helps the pupils achieve very well and reach high standards.
- Very successful promotion of spiritual, moral, social and cultural development results in pupils developing very good attitudes and behaviour, and excellent personal development and relationships.
- An expansive range of interesting opportunities within the curricular provision, and very good links with the parents, community and partner institutions provide stimulating enhancement of pupils' learning.

What could be improved

- There are no significant issues for improvement apart from the ongoing struggle the school faces with its lack of space – which is beyond its power to improve further.
- Within its own improvement plan the school has identified clear priorities to strengthen its provision in many areas, with particularly useful initiatives under way to develop further the roles of the subject co-ordinators and enhance the extra-curricular activities programme.

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 improved at a good rate since it was last inspected in March 1998. Assessment and recording of pupils' attainment and progress, highlighted last time for development, have improved to a very good standard. Everything possible has been done to maximise the use of current accommodation, which was criticised in the last report, but there remains a chronic shortage of space, which means that staff and pupils need to work in very cramped conditions. Much hard work through the active partnership with the local community has led to the school securing the use a nearby field site for sports and

environmental activities. However, it still lacks a full-sized hall and this makes it very difficult to improve further the provision for physical education. The school has significantly upgraded its facilities for information and communication technology since the last inspection and has moved ahead at a very good pace in implementing all national initiatives.

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*	A*
Mathematics	A	A*	A	B
Science	B	A	A	A

Key	
top five per cent of schools nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

On entry to school, children show average attainment in the main, and by the time they are seven most pupils reach above average levels in English, mathematics and science. The above table shows that in comparison with those in all other schools and other similar schools, 11 year old pupils attained well-above-average results in the 2002 national tests. The school's results have been improving to a greater extent each year than the national trend. The picture of high standards was confirmed by inspection observations of the current cohort of pupils in Year 6, which also showed a significant minority of pupils working at a well above average level. By this age, the pupils are very articulate and have especially well developed investigative and research skills. Not only do they do well in English, mathematics and science, but they also reach above average levels in information and communication technology and art and carry out much good quality investigation and research work in history and geography. Work seen and the evidence of the school's detailed tracking of pupils' attainment show that they progress rapidly as they move through the school and achieve very well by the time they leave. The school sets challenging targets for the pupils and is successful in getting pupils to achieve these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils develop very positive and mature attitudes to learning and working in school. They are keen and well motivated.
Behaviour, in and out of classrooms	Very good and occasionally excellent. Pupils are very friendly and polite. They are quick to help one another and adults, and work happily together throughout the day.

Personal development and relationships	Excellent. Pupils show much initiative, eagerly take on responsibility and collaborate fully with each other to enhance their learning. The school is especially successful in promoting pupils' social awareness so that relationships flourish in a family atmosphere where all individuals feel valued.
Attendance	Good. Pupils are keen to come to school. They arrive punctually and lessons run on time.

TEACHING AND LEARNING

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

Teaching is very good throughout the school. Teachers have confident subject knowledge and plan and prepare their lessons in great detail to ensure that work matches the needs of pupils precisely. They prepare interesting activities and pass their enthusiasm on to the pupils so that individuals are motivated to work at a good rate and do their best. Very skilful questioning ensures that pupils have to think hard, remain fully attentive at all times and work at a very good pace. Teachers are especially good at ensuring that pupils of all attainment levels are fully involved and encouraged. The skills of literacy and numeracy are very well taught, with an especially good emphasis on pupils gaining a full understanding through discussion and practical activity wherever possible. Teachers show that they value the contributions of all individuals and this is the touchstone that ensures that pupils enjoy their work and learn in a confident manner.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Thorough planning systems have been devised that ensure pupils are provided with an interesting and varied curriculum. Pupils' learning is very effectively enhanced by links to the wider community.
Provision for pupils with special educational needs	Very good. All individuals with special educational needs are carefully monitored, guided and encouraged. In addition, teachers are very good at extending more-able pupils.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. Pupils' spiritual awareness is very effectively fostered through opportunities for them to reflect on issues in the world around them. Their social and moral awareness is strongly promoted through the family atmosphere and emphasis upon the needs of individuals to work together in a responsible and caring way. Activities and projects are designed that help pupils develop a clear insight into the richness of their own and other cultures.

How well the school cares for its pupils	Very well. Staff know the pupils well and cater sensitively for individual needs. The school provides a safe and secure environment. Very good procedures are in place to track the attainment and progress of pupils and full use is made of this information to guide curriculum development and lesson planning.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides positive and enthusiastic leadership so that staff and governors work together as a highly effective team. All areas of management are very efficient and centre rightly on the need to continually seek ways to enhance the quality of education in the school.
How well the governors fulfil their responsibilities	Very good. Governors have a very clear overview. They monitor the effectiveness of the school very closely, provide strong support for the headteacher and staff, and use their wide range of expertise well to help move the school forward.
The school's evaluation of its performance	Very good. Robust systems are in place to check the performance and progress of pupils and to monitor and evaluate teaching, learning and the curriculum.
The strategic use of resources	Very good. Staff and governors work hard to ensure that the best possible value is gained from all grants and resources available. Spending is very carefully planned and monitored to ensure that appropriate funds are allocated to support school initiatives for improvement. The school has rightly built up its financial reserves to help fund further refinements and improvements to the accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents have a very high regard for the work of the school. In particular, they feel:</p> <ul style="list-style-type: none"> • The school is very well managed. • Teaching is good and staff are very approachable. • The school works closely with parents and keep them well informed. • Children enjoy school and are expected to do their best, and staff help them to become mature and responsible. 	<ul style="list-style-type: none"> • Thirty-eight per cent of parents do not agree that the school provides an interesting range of activities outside lessons.

The above views are based on a 52 per cent return of parent questionnaires and discussion with nine parents who attended the pre-inspection meeting with the registered inspector. Inspectors agree with the very positive views of the parents. In comparison with other schools of this type and size, an appropriate range of extra-curricular activities is provided. However, the school is aware of the parents' views in this area, and plans are already well advanced to expand the programme of activities through the involvement of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good leadership and management ensure that the headteacher, staff and governors work together as a highly effective team.

1. The current headteacher has been at the school for just over one year and has very effectively built upon the well-established procedures and good practice evident in the school before her appointment. She is positive and enthusiastic, and communicates very well with all members of the school community. In this way she creates an atmosphere in which the staff and governors work together as a highly effective team. She has done especially well to maintain the quality of education through a period of changes in the staffing at the school. Working closely with the staff, she creates a strong family ethos in the school in which all pupils feel valued and important. The headteacher has a clear vision for the school's future development, which is laid out in the comprehensive and realistic improvement plan. Over the last year she has already instigated initiatives that have made a significant impact upon improving further the quality of curriculum provision and teaching. For example, the large-scale upgrade of computer facilities with the acquisition of 15 new laptops, an interactive whiteboard and computer projector, plus the installation of wireless networking, means that the pupils now fully use information technology to enhance a wide range of work. This upgrade also means that the school is now better equipped than most other primary schools in terms of the numbers of computers available for pupils to use. The headteacher has also set up very effective systems for checking pupils' progress and performance as they move through the school. She ensures that staff use this information well to help modify their lesson planning where needed, and to identify areas for future curriculum development.
2. All of the staff work very well together, supporting each other through close liaison and collaborating on projects to make the most of all available resources. All individuals, including the administrator, the school cook and the caretaker make significant contributions towards the smooth running of the school.
3. The school benefits from having a governing body with a wide range of expertise which it uses to full effect; for example, in guiding and advising about the recent upgrade of information-and-technology systems in the school. Governors have a clear overview of the school through the regular visits that they make and are fully informed about and involved in all of the management processes. Working closely with the headteacher, they consider the allocation of the budget carefully to ensure that all funding is used as well as possible to promote the development of the school. For example, the plan to fund supply-teaching cover over the current year enables individual staff to develop their co-ordinator roles and monitor lessons.

Very good teaching helps the pupils achieve very well and reach high standards.

4. Throughout the school, teaching is of a consistently high quality. This was noted in the lessons observed and also confirmed by a scrutiny of pupils' work, where the well-structured approach and pride in presentation of work were indicative of pupils being given a very clear understanding of how to set about tasks. For example, older pupils have carefully recorded the area of focus at the start of many pieces of work and also finished their work with a ...'therefore I have learned

5. In a Year 4/5/6 science lesson seen, pupils worked at a rapid pace to meet the teacher's high expectations of what they should achieve in the time available. They designed their own investigations to explore the relationship between pulse rate and the way in which the heart works, and collaborated very effectively with each other to help devise fair tests. At times, two thirds of the class worked independently outside in the playground. There was a relentless pace, with all pupils totally focused on the tasks. Back in class they recorded their work in detail, used laptop computers to record data and made graphs of the results – much of the time without any need for prompting from the teacher. This session of highly focused teaching and learning typifies the way in which pupils work at the school – absorbed in their learning and keen to complete tasks. Very careful planning and preparation bring about this purposeful atmosphere. For all lessons teachers plan in great detail, taking care to match tasks precisely to the needs of groups and individuals. For example, in a Year 4/5/6 lesson in information and communication technology (ICT), pupils of all attainment levels were given plenty of scope to explore the control procedures in a program. This led to an excited 'Yesss!' declaration as one higher-attaining pupil successfully created an advanced-level control sequence for changing traffic lights.
6. Teachers precisely pinpoint activities to match pupils' attainment through very effective ongoing assessment of class-work. This can be seen in the very useful strategy of including a section entitled 'assessment of previous lesson(s)' at the start of each lesson plan. This clear recap helps monitor the success of previous teaching and helps teachers set precise levels of expectation for the current work. It is this kind of approach that enables teachers to accelerate pupils' learning and helps individuals to achieve very good results.
7. Teachers know their pupils very well and use this knowledge to promote the progress of all individuals. For example, the teacher of the Reception/Year 1 class worked very effectively with a group of younger children who had difficulty remembering to put their hands up before speaking and struggled occasionally to sustain their concentration. The teacher maintained a very effective, calm and persistent approach with these individuals – encouraging them, but at the same time helping them learn that they needed to adopt certain forms of acceptable behaviour and attitudes whilst working on tasks. In this way she demonstrated a very confident knowledge of the way in which young children learn.
8. Basic skills are very well taught so that pupils have a strong fundamental basis on which to develop their learning. For example, in a literacy lesson for Year 2/3 pupils the teacher showed a very confident and thorough approach towards teaching phonics, sound blends, basic grammar and spelling rules. She worked in a dynamic way, with much humour that helped the pupils enjoy their learning. As a result, individuals worked confidently and made very good progress in improving their ability to read and spell a range of new words.
9. Very effective use of questioning helps the teachers maintain a rapid pace in work sessions; for example, keeping pupils thinking quickly during oral/mental work in numeracy lessons. This rapid pace of learning is often further enhanced by the use of mini white boards, with pupils having to respond quickly to teachers' questions. In this way, teachers skilfully check that all pupils are participating fully and gauge the extent of their understanding. Higher-attaining pupils are extended further, with teachers fielding more-demanding questions. For example, in the Year 4/5/6 class lessons seen, the teacher often followed up initial questions with further enquiries such as, "Why do you think that?" or, "Can you expand on that?"

10. The scrutiny of pupils' books showed that they cover a wide range of work in much depth and progress very well as they move through the school. Due to very good teaching, not only do most pupils reach a secure above-average standard in English, mathematics, science, ICT and art by the time they are 11, but a significant minority also reach well-above-average levels.
11. By the age of 11, pupils are knowledgeable and articulate, and many produce in-depth responses during discussions. There are clear signs of them developing 'joined up' thinking between the different areas of work carried out; for example, one pupil made a useful connection between control work in ICT and the control mechanisms in the body with heart and pulse rate. Pupils talk confidently and hold the listener's attention well, as was noted in an assembly presentation organised by Year 6 pupils in which they provided the school with an interesting talk, along with different PowerPoint presentations to illustrate their ideas. Pupils also read fluently and show a lot of skill in analysing text. This was noted in a discussion about an excerpt from Macbeth, where pupils talked about the use of 'archaic' language and showed a good understanding of how Shakespeare built up tension in the play. A few higher-attaining pupils showed a well-developed command of more-complex vocabulary in their speaking and writing, confidently using words such as 'macabre', 'sinister' and 'incantations'. Pupils' writing is neat, joined and fluent, and much care is often taken over presentation. They write well-developed factual accounts in a range of different situations and for different purposes; for example, in history, geography and science as well as in English lessons. Pupils write entertaining stories and often use vocabulary in an interesting and adventurous way, as in one pupils' work where he wrote, 'every second felt like a year and every inch a mile'.
12. In many areas of their work, but especially in mathematics and science, pupils show an advanced approach to investigating and applying their knowledge. They draw conclusions from the work they do and present their ideas in a logical fashion. For example, in a numeracy investigation, after trying two different approaches to ordering a set of fractions, they realised that one method was much faster than the previous one tried. In other areas of numeracy, pupils show rapid recall of number facts. They apply their knowledge of place value well when multiplying and dividing decimals to two places. In science, pupils make predictions and record detailed conclusions based upon their scientific knowledge about what has happened in their experiments. One pupil, for example, deduced that the pulse rates of different individuals varied because of differences in the fitness of the pupils concerned.
13. Pupils make good use of ICT in different subjects, and their skills, knowledge and understanding are above average by the age of 11. For example, they make good use of facilities such as PowerPoint and digital camera images to present information in different formats and styles that are attractive to an audience. Pupils' work in art is above average and they produced some particularly high-quality drawings and sketches in association with their recent multicultural week.

The very successful promotion of spiritual, moral, social and cultural development results in pupils developing very good attitudes and behaviour and excellent personal development and relationships.

14. Staff are very good at developing pupils' spiritual awareness through giving them an enhanced appreciation of and sensitivity towards the world around them. For example, pupils produced much high-quality work in connection with a visit to the Eden Project. They are also given very good opportunities to reflect on different real-life situations; for example, the assembly seen where pupils were asked to consider

the issues related to forming stereotypical views of how people live in Africa. All of these themes help the pupils to build on their ability to empathise with others and develop a respect for people living in different situations. Teachers work constantly to consolidate pupils' ideas about moral values and the correct ways to behave. Suitable opportunities are provided for pupils to discuss the issues of right and wrong in different situations. All staff set high expectations for pupils' behaviour and are very good role models themselves. Pupils respond by showing very good and sometimes excellent behaviour. They are polite and friendly and show respect for each other and adults. The spiritual and moral understanding they develop is a key element in promoting their sensitivity and helping them show a thoughtful and very positive attitude in all conversations and discussions. They collaborate very effectively, particularly during practical activities, and, by the age of 11, many pupils show a mature ability to work individually, in partners or in groups without the constant need for a member of staff to guide them.

15. The nature and size of the school naturally lend themselves to supporting a family ethos where staff and pupils work together as one big team. This is especially advantageous in terms of very effectively developing pupils' social awareness, with pupils often engaged in helping the staff to organise activities. In particular, older pupils develop excellent attitudes towards helping in this way, organising games for younger pupils in the playground, answering the telephone and carrying out a range of classroom responsibilities. Pupils carry out all such tasks with a high degree of common sense and good humour. Of particular note is the very efficient way in which pupils regularly help to reorganise the classroom furniture to help maximise the available space for lessons, assemblies and lunchtime. In one session observed, older pupils transformed the classroom from a whole-class session with furniture stacked, to tables out and everyone working in less than a minute. As a result of this constant teamwork, pupils show excellent personal development. This is apparent to the extent that many older pupils often show initiative in clearing up or preparing for activities and providing help for younger pupils in the playground or partners in the classroom without being asked. Relationships between pupils, and between pupils and their teachers, are excellent. Pupils clearly enjoy all aspects of school life, and the strong rapport that they have with each other and staff underpins the friendly and welcoming atmosphere apparent in the school.
16. The school has made very good efforts to acquaint pupils with life in different towns and communities in the UK. For example, they have carried out detailed research about life in a large city such as Birmingham, and studies of different religions give them a clear insight into the traditions within different cultures. This term the school staged a multicultural week during which a talented musician from Zimbabwe, a storyteller and an 'artist in residence' came to work with pupils to help them explore African art, music, stories and dance. All of this and the resultant detailed follow-up work by the pupils very strongly promoted their multicultural awareness.

An expansive range of interesting opportunities within the curricular provision, along with very good links with the parents, community and partner institutions, provide stimulating enhancement of pupils' learning.

17. The school works hard to ensure that the pupils are provided with a wide range of experiences within all subjects. Great care is taken where possible to link themes and maximise the chances for pupils to develop their skills in literacy, numeracy and information and communication technology (ICT) in other subject areas. For example, the scrutiny of pupils' books shows that they make full use of ICT facilities in subjects such as art, literacy, numeracy, and science. Older pupils are adept at

- taking out the laptop computers to use as the need arises, so that ICT has become very much a 'tool' of everyday use.
18. Pupils study in significant depth many of the projects they undertake. A good example of this is the work carried out in connection with the Eden project, which encapsulated aspects of art and design, design and technology, English and science. The high-quality work from this project was selected for inclusion in the local education authority's display of best examples from schools participating in the project. Additionally, the school has established a very good programme whereby a theme week occurs each term to expand opportunities for wide-ranging cross-curricular work. The assembly seen during the inspection showed that pupils gained a lot from this term's multicultural week – based on the idea of 'bringing Africa to the school'. The resulting good-quality art display and the enthusiasm with which pupils talk about the music, dance and story-telling experiences from the week show that this approach is very successful. It provides pupils with stimulating ideas that significantly broaden their understanding and interest in learning about areas above and beyond the narrow confines of the National Curriculum. Yet another very good example of the way in which the school is keen to broaden and enrich its curriculum is the provision of French teaching on a regular basis each week.
 19. The school is fortunate to have very strong links with the parents, the local community and other schools in the area. These links make a significant contribution to improving the quality of education. For example, the school has worked in close partnership with the 'Village Green Committee' to secure the use of a field site for both sports and environmental activities.
 20. The school continually seeks out ways to enhance pupils' learning and, in particular, has involved itself in very useful initiatives to extend pupils who show particular talent or ability; for example, the project to link up schools using video-conferencing facilities and the residential visits for individuals to enhance their mathematics skills. The school is also currently involved in a local education authority action-research project to explore ways of extending more-able pupils. Development of the school's web site and the idea of developing home-school computer links are other clear indications of the school continually looking at opportunities to refine and improve current practice.

WHAT COULD BE IMPROVED

21. The inspection team identifies no major areas for development. However, as noted during the last inspection, aspects of the school accommodation are unsatisfactory, particularly the chronic shortage of space available. This is not raised as an area for development in the next section of this report because improving the accommodation further is beyond the power of the school. It is a very strong accolade to the governors and staff that there is almost no negative impact upon the standards, curriculum and quality of education provided at the school as a result of the cramped accommodation. The resourcefulness and inventiveness of the school mean that the difficulties are often used for the best. For example, the efficiency and team-work noted when pupils fold up tables and put away furniture ready for activities or lunchtimes, or organise themselves to walk down the hill to the village hall for physical education (PE), would be the envy of most military establishments. Nevertheless, these kind of activities soak up time that could be used profitably in other ways.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. Within its improvement plan the school has identified clear priorities to strengthen further its provision in many areas, with particularly useful initiatives under way to enhance the roles of the subject co-ordinators and extend the extra-curricular activities programme by involving the parents to a greater extent.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	4	0	0	0	0
Percentage	9.1	54.5	36.4	0	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 one nine 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)	-	77
Number of full-time pupils known to be eligible for free school meals	-	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Total
	2002	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	11	12	11
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (92)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Total
	2002	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	11	9	11
Percentage of pupils at NC level 4 or above	School	100 (100)	82 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	11	9	11
Percentage of pupils at NC level 4 or above	School	100 (100)	82 (100)	100 (100)
	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	77	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	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)	3.3
Number of pupils per qualified teacher	23.3
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	47

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	212,103
Total expenditure	204,491
Expenditure per pupil	2,525
Balance brought forward from previous year	21,066
Balance carried forward to next year	28,678

Recruitment of teachers

Number of teachers who left the school during the last two years	5
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)	2

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	28	0	0	0
My child is making good progress in school.	63	35	0	0	3
Behaviour in the school is good.	63	38	0	0	0
My child gets the right amount of work to do at home.	40	53	8	0	0
The teaching is good.	70	28	3	0	0
I am kept well informed about how my child is getting on.	65	35	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	13	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	73	28	0	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	20	40	30	8	3