

INSPECTION REPORT

**THE DENTON CHURCH OF ENGLAND
SCHOOL**

Grantham, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120518

Headteacher: Mrs J Hadley

Reporting inspector: Carole Green
21526

Dates of inspection: 12th – 13th November 2002

Inspection number: 248141

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Controlled

School category: Primary

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: Church Street
Denton
Grantham
Lincolnshire

Postcode: NG32 1LG

Telephone number: 01476 870649

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Appropriate authority: Governing Body

Name of chair of governors: Mr M Crush

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Denton Church of England Primary is a small village school in South West Lincolnshire. There are 68 pupils on roll. It is a popular school with a large proportion of pupils travelling from surrounding villages and the nearby town of Grantham. No pupils are eligible for free school meals. This is well below the national average. Twenty per cent of pupils have been identified as having special educational needs, with two pupils having statements of special educational need which is slightly above the national average. The nature of these pupils' needs are varied and include severe behaviour problems, and speech and language difficulties. The school admits children at the beginning of the year in which they are five and, when there are spaces, children are admitted in the term after their fourth birthday. There are nine children in the reception year group. Pupils' attainment when they start school is above the local authority average. None of the pupils belong to Britain's minority ethnic groups. Pupils are taught in three classes, one of which has recently been established in a new mobile classroom.

HOW GOOD THE SCHOOL IS

This is a good school where the staff knows and cares for the pupils well. The school has made good improvement since its last inspection. The standards that pupils attain in English and mathematics are above the national average. The quality of teaching is good and the curriculum is stimulating. Provision for pupils with special educational needs is very good. The school is well led and managed. All staff work well as a team, they continually strive for high standards and are committed to furthering their professional development. The chair of governors works closely with the headteacher and is well informed. The school gives good value for money.

What the school does well

- Standards in mathematics and English are above average.
- The quality of teaching is good and sometimes very good.
- Pupils' attitudes, behaviour and personal development is very good.
- Provision for pupils with special educational needs is very good.

What could be improved

- The use of outdoor accommodation for reception children.
- Standards in science and information and communication technology (ICT).

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 January 1998, and it has made very good progress since that time. The headteacher, governors and staff have worked hard to successfully address the issues identified for improvement. Standards for pupils aged five to seven have improved in mathematics and writing. Standards in information and communication technology have improved across the school as a result of good leadership, enhanced facilities, staff training and the careful monitoring of pupils' progress. The quality of teaching has also improved overall and especially for the younger children. Work is now clearly matched to pupils' abilities and teachers in all classes ensure that pupils have many opportunities to develop their investigational skills, especially in mathematics and science. A problem-solving project has been developed through links with a local Beacon School. Consequently pupils approach practical investigations confidently. The addition of a mobile classroom has meant that the youngest children have been rehoused in larger and more suitable accommodation, and has also allowed the older pupils to be taught in two separate classes. This has reduced class sizes for the older pupils, and is having a positive influence on the standards that all pupils achieve.

STANDARDS

National test results are not reported since the numbers of pupils in the year group were below 10. Such small cohorts make national tests results unreliable as an indicator of overall standards. They fluctuate considerably from year to year. Inspection findings confirm that pupils attain above average standards in English and mathematics. Standards in writing, especially for six and seven year olds have improved significantly since the last inspection. Standards in speaking and listening are good throughout the school. Pupils express their opinions and ideas confidently. Pupils in all classes use and apply their mathematical skills well in other curriculum areas. The standards pupils attain in science and information and communication technology have improved since the last inspection so that they are now close to the expected standard, nevertheless they lag behind the standards achieved in English and mathematics and could therefore be further improved. Pupils with special educational needs make good progress. The school sets challenging individual and class targets which are shared with parents. More could be done to remind pupils of these targets during lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and enjoy their learning. They are keen and eager to come to school.
Behaviour, in and out of classrooms	Behaviour is very good. Older and younger pupils play together well. Pupils co-operate well in lessons.
Personal development and relationships	Relationships between staff and pupils are good. Pupils of all abilities are very confident in expressing their own ideas and opinions. They respond well to the many opportunities that teachers give them to show initiative and take responsibility. This supports their high self-esteem.
Attendance	Good , above the national average.

Pupils' personal development is a strength of the school. Pupils enjoy taking initiative and

responsibility. There are a number of lunchtime clubs which they run for themselves. Pupils respond well to opportunities to work collaboratively in groups and to find different ways of recording their work.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	very 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 quality of teaching is good overall and very good for pupils in years 1 and 2. Teachers throughout the school have good subject knowledge, especially in English and mathematics. They plan activities that are well matched to pupils' abilities, and are particularly successful in supporting pupils with special educational needs. Teachers plan activities that are often related to pupils' own experience and this, together with the use of stimulating resources, helps to engage pupils' interest. Teachers use questioning very effectively to find out what pupils know and understand and to encourage them to think more deeply. Teaching assistants work with teachers well and are especially effective in supporting pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. There are very good opportunities for pupils to learn to play musical instruments. There are insufficient planned opportunities for children in the foundation stage to use the outside area regularly.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. All staff work well to ensure that pupils are fully included in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is very good. Provision for their spiritual and cultural development is good. The school's motto 'SPIRIT'- success and praise, independence and respect, inspiration and trust, is reflected in all its work.
How well the school cares for its pupils	All members of staff know and care for pupils well. Pupils and staff work in a safe environment. Child protection procedures are securely in place.

Despite the limited accommodation (there is no school hall) the school provides well for pupils' physical development. Good use is made of local facilities and a wide range of sporting activities are included in the physical education curriculum. Children in the reception year group do not have sufficient opportunity to use the outdoor accommodation regularly because there are insufficient planned activities to meet curriculum requirements. Children with special educational needs are very well cared for. Their individual needs are effectively met. Teaching assistants know and support them well. The school has deservedly acquired a good reputation for supporting these pupils. The school provides a good range of extra curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear view of the school's strengths and has identified appropriate areas for future development. The school's very good ethos successfully contributes to pupils' personal development. Teachers carry out their responsibilities effectively and conscientiously. They are enthusiastic about their work and there is a shared commitment to improvement.
How well the governors fulfil their responsibilities	Governors are well informed and are very supportive. They effectively carry out their statutory responsibilities.
The school's evaluation of its performance	The headteacher and staff use a range of effective procedures to check progress. These include the regular evaluation of test results; pupil and parents' questionnaires, the monitoring of teaching and learning in lessons, and a recently introduced " moderated school self review".
The strategic use of resources	The school uses its resources well.

The headteacher, governors and staff work well as a team and manage the limited accommodation very effectively. Under the good leadership of the headteacher, teachers willingly take on new initiatives and make very good use of local resources in order to raise standards further. Financial planning is sound and the school is beginning to apply the principles of Best Value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress. • Quality of teaching is good. • School expects children to work hard. • Children behave well. • School works closely with parents. 	<ul style="list-style-type: none"> • None.

The inspection confirms parents' very positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are above average.

1. The standards that pupils attain in English and mathematics are above average throughout the school. Assessments of children's attainment in these areas of learning when they first start school show them to be above the local authority average. The class teacher and teaching assistant who work with these reception children ensure that they continue to make good progress and consequently many are likely to reach the early learning goals before the end of the reception year. Standards have risen sharply in the youngest class since the last inspection, especially in writing and mathematics.
2. In literacy lessons reception children enjoy listening to stories and sharing books. They recall well the main events in a story, and many are beginning to recognise familiar words. They use their early phonic knowledge well to support the teaching assistant in composing a sentence linked to a story they have just read. The most able children know that all sentences must start with a capital letter and end with a full stop. These children are confident at composing and writing their own sentences and form their letters well. Children's speaking and listening skills are well developed. They are able to negotiate with each other when working in pairs using computers, and when playing in the role play area. They speak confidently and clearly when explaining the work they have done to the rest of the class.
3. In mathematics children count confidently to ten and beyond and many recognise and can name numbers to 30. They can order numbers to 20 correctly and the most able do simple mental addition. They are thoroughly involved in a wide range of planned practical activities and through these are beginning to have a good understanding of the concepts of "more than" and "less than", and can identify the higher of two given numbers. They are beginning to use mathematical vocabulary correctly.
4. Standards in English for six and seven year olds are consistently high. Pupils read unseen texts confidently using their good phonic knowledge to decode unknown words. Standards in writing have improved significantly since the last inspection. Teachers ensure that pupils have opportunities to write in a wide variety of different forms, and that they use well their good knowledge of literary conventions, learned from reading shared texts. For example pupils writing poems about a crocodile made good use of alliteration describing a 'cracking crocodile creeping' and they used descriptive language well when writing about fireworks. Pupils' attitudes towards writing are very positive and the most able pupils confidently experiment with presenting their poem in different forms. Standards in speaking and listening are also above average. The class teacher ensures that pupils have many opportunities across the curriculum to develop their speaking and listening skills. Pupils confidently explain their thinking in mathematics, report on their findings in science, and discuss and negotiate in groups in personal and social education lessons.
5. In mathematics six and seven year olds count confidently to 100 and beyond and most can recall 2 and 10 times tables. They have a good understanding of odd and even numbers. More able pupils can explain that, for example, "an even number can be divided by 2," and that ten more than 26 is 36. Pupils use a hundred squares confidently to solve problems of addition and subtraction and are encouraged to develop and use a range of mathematical language. Pupils are beginning to use and

apply their mathematical skills in other curriculum areas, for example, measuring accurately in a science lesson to ensure their test is fair.

6. By the time they reach eleven, pupils attainment in English and mathematics remains above average. Pupils in classes 2 and 3 continue to make good progress in their reading. For example, they are able to find information from a range of different sources and to identify the main points from factual texts. They read with increasing fluency and accuracy and enjoy talking about their favourite authors and characters. By the time they are eleven they're reading skills are sufficiently well developed to enable them to read from a wide range of texts. Teachers provide a good range of opportunities for pupils to write in different forms and for real purposes. Pupils in class 2, for example, wrote thoughtful prayers which they read during collective worship, and pupils from class 3 used humour well when writing dialogues about dilemmas, showing their good understanding of writing from different points of view. Opportunities to draft and refine their writing helps pupils to use language well and to retain the readers interest. Speaking and listening skills continue to be well developed. Teachers ensure that pupils take an active part in all lessons. Consequently pupils express their opinions and ideas confidently, give clear explanations, and listen to each other attentively.
7. In mathematics pupils continue to make good progress. Pupils in classes 2 and 3 are becoming increasingly confident at quickly carrying out mental calculations and have a good understanding of place value. They are able to develop their own strategies to solve problems, and can check that their results are reasonable. The most able pupils when they are eleven can check their results through using inverse operations. Good use is made of problem solving activities to support pupils in using and applying their mathematical knowledge. Pupils confidently use ICT programmes for mathematical purposes.

The quality of teaching is good and sometimes very good.

8. The quality of teaching across the school is good, it is very good at times in all classes, and is consistently very good in Years 1 and 2. This is a significant improvement from the last inspection where a small percentage of teaching was unsatisfactory. Shortcomings in the quality of teaching in the youngest class reported at the last inspection have been thoroughly addressed. A change in teaching staff together with major accommodation changes have resulted in very good improvement in the quality of teaching and the standards that pupils attain.
9. Teachers' planning is very effective. Activities are carefully built on what pupils have previously learned and are well matched to the wide range of abilities in each class. Teachers explain clearly to pupils what they are expected to learn and have high expectations of the standards they should achieve. Teaching is clearly focused, and key vocabulary is identified in planning. Through skilful questioning teachers ascertain what pupils know and can do, and sometimes change their planning in light of these assessments. Teachers' subject knowledge, especially in English and mathematics, is good. They are confident in their understanding of the national strategies for literacy and numeracy and apply them very effectively. They are very successful at finding opportunities for pupils to use and apply their literacy and numeracy skills in other subject areas. For example, in literacy lesson Years 3 and 4 pupils used their history work on the Egyptians to research information and write accurate recounts.
10. Many of the activities that teachers plan are stimulating, well resourced and are linked

to pupils' own experience. For example, in a Years 5 and 6 literacy lesson the teacher used texts linked to the biographies of well know pop and football stars to illustrate the difference between biography and autobiography. This was very effective in engaging pupils' attention. Teachers' make good use of challenging, open -ended questioning to help pupils to think more deeply. Pupils are continually encouraged to express their own ideas and opinions, to give explanations to support their answers, and to find their own methods for recording their work. In mathematics lessons, for instance, when pupils give an answer they are asked, "How did you know that?" or "How did you work that out?" In a science lesson on forces Years 1 and 2 pupils were asked to explain what had happened in their experiments to see how far a car would travel down a ramp and they had to give reasons as to why they thought it had happened. This constant encouragement to pupils to explore, experiment, give reasons and explanations helps them to be fully involved in and appreciate what they are learning. It also reinforces their good speaking and listening skills. Teachers often ask pupils to work in pairs or in small groups. This is very effective in encouraging pupils to learn the skills of negotiation and co-operation and has a positive impact on pupils' personal and social development.

11. Teaching assistants support teachers and pupils well and make a valuable contribution to the quality of teaching and learning. A teaching assistant works with the reception children for most areas of the curriculum. She knows the children very well and, through close liaison with the class teacher, plans appropriate and stimulating activities. In a literacy lesson, for instance, she used humour very well to engage children's attention, getting them to identify her deliberate mistakes when composing a sentence linked to the week's shared story. Through thorough on going assessment she keeps the teacher fully informed of the progress the children are making. In other classes teaching assistants mostly support pupils with special educational needs. Here again, they know pupils well, work very closely with teachers and are very skilful at ensuring that their pupils understand what they have to do and that they take a full part in all lessons. This supports the good progress that pupils with special educational needs make.

Pupils attitudes to their work, their behaviour and their personal development is very good.

12. Pupils' attitudes to school are very positive. Indeed some parents complain that it is difficult to persuade them to leave at the end of the day! In lessons pupils show interest in their work and most settle to tasks very quickly. Pupils of all ages persevere when work is difficult or challenging. For example, two Year 1 pupils working with a floor robot for the first time overcame their frustration and re-programmed their instructions several times before successfully getting it to move in the right direction. A further indicator of pupils positive attitudes towards school is the large proportion who willingly give their own time to learning to play a musical instrument. Much of this instruction takes place outside normal lesson times, including at the end of the school day.
13. Pupils' behaviour is very good. In lessons they listen attentively, speak politely to both adults and other children and show respect and concern for others. They mostly work well in groups and pairs, taking turns and sharing equipment fairly. All classes agree their own classroom rules, so that all pupils know what is expected of them. Behaviour at break and lunchtimes is also very good. In the playground older pupils can often be seen playing with and supporting the younger children. A number of different games are provided at lunchtime and pupils share these well. During the inspection some boys from the top class were patiently teaching some children from

the youngest class how to play chess. Parents appreciate the way in which the school encourages pupils to have consideration for others, and report that when behaviour problems do occur they are dealt with quickly and sensitively and they are kept fully informed.

14. Pupils' personal development is also very good and is a strength of the school. The school's good ethos and the very good relationships that are established between adults and pupils encourage pupils to take initiative and responsibility. Pupils respond well to these opportunities, so that there are, for instance, a number of lunchtime clubs which pupils have set up and run for themselves. Adults treat pupils with respect and seek their views on different aspects of school life through the use of questionnaires. The results are displayed and discussed. The School is currently investigating the possibility of setting up a school council and again pupils have been asked to respond to this idea. In lessons pupils are constantly encouraged to express their ideas and opinions, and to find solutions to problems for themselves. This supports their self-confidence and high self-esteem. Older pupils willingly take leading roles in assemblies. Years 3 and 4 pupils nominate each other for the weekly progress cup and give very sensible reasons for their nominations. Pupils take genuine pleasure from each other's successes. Parents appreciate the way in which the school encourages their children to become mature and responsible.

Provision for pupils with special educational needs is very good

15. The school has deservedly built up a good reputation for supporting pupils with special educational needs. These pupils are well taught and fully included in all aspects of the life of the school.
16. Effective procedures are in place for the early identification of pupils with special educational needs. The school works very closely with parents and liaises well with outside agencies. Individual education plans, written by the special educational needs co-ordinator and class teachers, give detailed targets in small achievable steps of what pupils need to learn next. These form the basis for planned activities. They are discussed with teaching assistants and this helps them to focus their individual support. Pupils themselves are beginning to contribute to the writing of their targets. Individual education plans are frequently reviewed and this ensures that pupil's progress is closely monitored.
17. In lessons teachers plan carefully for pupils with special educational needs, and consequently the tasks they are asked to complete are linked well to the work of the rest of the class but, at the same time, match the level at which pupils are working. For example, in a mathematics lesson a Year 4 pupil was designing and solving problems working with numbers up to 20 whilst other pupils were working with three and four digit numbers. Very often teachers plan for pupils with special educational needs to work in small groups where they benefit from the skills and knowledge of other pupils. One of the major factors in why the school works so successfully with these pupils is the very good support they receive from teaching assistants. The staffing organisation within the school allows pupils, especially those with a statement of special educational need, to have consistent support from teaching assistants who know their pupils really well. Teaching assistants work very hard in lessons to ensure that pupils understand what they are learning and can take an active part in class discussions. They have high expectations of their pupils and manage their behaviour well. Teachers are very careful to include pupils with special educational needs in all aspects of the lesson, so that they are able to answer questions confidently, and explain at the end of lessons what they have learned. Teaching assistants often work

beyond the hours for which they are paid and willingly take part in professional training to enhance their knowledge and expertise.

18. The willingness of all staff to understand, support and respect individual children's needs contributes to the school's very positive ethos and ensures that pupils with special educational needs are not only fully included in all activities they are also fully accepted by all pupils. Parents of pupils with special educational needs appreciate the dedication and care shown by all staff and are delighted with the good progress that their children make.

WHAT COULD BE IMPROVED

The use of outdoor accommodation for the reception children

19. Although overall provision for reception children is good there are insufficient opportunities for them to use the outdoor accommodation regularly. Because good use is not made of the outdoor space children are not able to work on a much larger active scale, than is possible indoors. The class teacher and teaching assistant recognise the importance of using the outdoor accommodation and the school has identified in its school development plan the need to improve provision in this area.
20. Current arrangements for use of the outdoor accommodation are mostly limited to the spring and summer terms when planned classroom based activities are moved outside when the weather is fine. There are no arrangements for specifically planned daily activities using the outdoor environment, which are linked to each of the areas of learning in the Foundation Stage curriculum.

Further raise standards in science and ICT so that they are comparable with the good standards in English and mathematics.

21. Pupils' attainment in science and ICT have improved since the last inspection so that they are now close to the nationally expected standard. Nevertheless, they lag behind the standards achieved by the same pupils in English and mathematics.
22. Teacher assessments of the work of seven year olds indicate that, while overall attainment is average, more able pupils do not reach the expected higher level. At the same time there are indications that the assessments themselves are not wholly reliable and that teachers' expectations are not accurately aligned with the standards of the national curriculum.
23. Results of national tests in science for pupils when they are eleven are often below the national average. Inspection evidence shows that standards currently are similar to the national average but as for seven year olds the fact that they are lower than those for English and mathematics demonstrates they are not high enough.
24. Standards in ICT were below average at the last inspection and were identified as an area for improvement. The increase and updating of equipment together with substantial staff training has helped to raise standards so that they are now similar to what is expected nationally. Just as in science, the pupils are not achieving the above average standards of which they are capable. The school is aware of this and this area of development is identified in the schools current improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Extend the use of the outdoor accommodation for reception children by :
Identifying planned daily opportunities for them to access outdoor activities that are linked to the six areas of learning.
- (2) Further raise standards in science and ICT so that they are comparable to the good standards that pupils achieve in English and mathematics by:
 - i) Reviewing teacher assessment in science for seven year olds to ensure a good understanding of the moderation and assessment of standards in science.
 - ii) Implementing problem solving approaches in science work as identified in school improvement and development plan.
 - iii) Implementing the current development plan for information communication and technology and ensuring good cross curricular links in planning.
 - iv) Update resources and staff training to ensure pupils have continued full access to the information communication and technology curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

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	0	6	10	0	0	0	0
Percentage	0	38	63	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)		68
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		14

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	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School			
	National			

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School			
	National			

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National			

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National			

These results are not reported since the number of pupils in the year groups were below 10.

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	51	2	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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: Y[] – Y[]

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	21.25:1
Average class size	22.66

Education support staff: Y[] – Y[]

Total number of education support staff	4
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	[]
Number of pupils per qualified teacher	[]
Total number of education support staff	[]
Total aggregate hours worked per week	[]
Number of pupils per FTE adult	[]

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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	2001-2
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	£
Total income	176730
Total expenditure	174470
Expenditure per pupil	3231
Balance brought forward from previous year	6470
Balance carried forward to next year	8730

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	6	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	45	53	2	0	0
My child gets the right amount of work to do at home.	41	49	10	0	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	63	31	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	14	10	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	45	51	2	0	2
The school is well led and managed.	61	29	4	4	2
The school is helping my child become mature and responsible.	63	33	0	0	4
The school provides an interesting range of activities outside lessons.	49	37	4	4	6