

# INSPECTION REPORT

## **PRESHUTE C OF E (VC) PRIMARY SCHOOL**

Manton, Marlborough

LEA area: Wiltshire

Unique reference number: 126349

Headteacher: Mr James Smith

Reporting inspector: Miss Cheryl Thompson

22822

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> March, 2003

Inspection number: 248766

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	High Street Manton Marlborough
Postcode:	SN8 4HH
Telephone number:	01672 512754
Fax number:	01672 512754
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J White
Date of previous inspection:	9 <sup>th</sup> March, 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>[ ]</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>[ ]</b>
<b>[OTHER SPECIFIED FEATURES]</b>	<b>[ ]</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>[ ]</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Preshute is a smaller than average popular and oversubscribed primary school serving the village and areas beyond. There are 186 boys and girls on roll. Most pupils are white with their origins in the United Kingdom and come from predominantly socially advantaged homes. There is a small number of pupils from diverse ethnic backgrounds but all have English as their first language. Attainment on entry is above average. The proportion of pupils eligible for free school meals is well below average as is the proportion of pupils with special educational needs. However, the number of pupils with severe difficulties is average and these are identified as specific learning and physical difficulties.

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

This is a very good school. Inspirational leadership by the headteacher ensures a school where pupils, staff, governors and parents know they are valued for the part they play in achieving the school's aim for '... each child to experience happiness, excitement and fulfilment ...'. Learning at Preshute is interesting, challenging and fun. Relationships are excellent; pupils are confident and responsible young people. Very good teaching promotes and sustains high standards in national tests as well as very good behaviour. The school provides very good value for money.

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

- Excellent leadership and management by the headteacher and key staff ensure high standards in national tests and very good provision for pupils' personal development.
- Teaching and learning are very good.
- A wide range of relevant and stimulating opportunities fosters pupils' enthusiasm and very positive attitudes.
- Parents hold the school in very high regard.

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

- Making even better use of the school's system for tracking pupils' progress. \*\*
- Providing parents with more detailed information about how they can help their child at home. \*\*

\*\* Already identified by the school

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

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

The school was last inspected in March, 1998 when it was found to provide its pupils '*with a good quality education....*'. Since then, improvement has been excellent. The school has sustained high standards in national tests and all key issues have been resolved very effectively. The quality of teaching and provision for pupils' personal development have improved from good to very good. The capacity to sustain high standards is very 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
	2000	2001	2002	2002
English	A	A	A*	A
mathematics	A*	A	A	A
science	A*	A	A*	A

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

Standards at Preshute are high. It was very clear from meetings with parents that they, teachers, governors and pupils expect high standards. Indeed, in 2002, in English and science, standards were far above those expected and similar to those attained in the top five per cent of schools in the country. Regardless of their starting point, self esteem is high and pupils of all capabilities achieve very well as they move through the school. On entry to the reception class, attainment overall is above average, especially in speaking and listening, but in some areas such as basic literacy skills and personal development, attainment is more average. By the time children leave reception, standards are well above average. Standards at the end of Year 2 are usually well above average with a strength in writing.

Inspection evidence shows that across the school standards in English, mathematics and science are generally above average but this year, in Year 2 and Year 6, standards are more average. In both year groups, pupils achieve very well but fewer than usual are on course to attain the higher test levels. The school knows its pupils very well and in view of the higher than usual proportion of pupils with a wide range of learning difficulties in both classes, it has set challenging but realistic targets for 2003 national tests and these should be achieved. Throughout, pupils have many very good opportunities to develop their talents in subjects such as information and communication technology (ICT), music and art and design where inspection evidence shows standards are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Very good.</b> Pupils are keen and enthusiastic about their learning and love coming to school. They work very hard and take pride in their achievements.
Behaviour, in and out of classrooms	<b>Very good.</b> Politeness, thoughtfulness and consideration are a feature in lessons and the playground. In lessons, pupils work very well together in small groups. They have a well-developed sense of humour but always know where the boundaries are.
Personal development and relationships	<b>Excellent.</b> Pupils know they are respected and in turn show respect and consideration for others. Pupils are very keen to take on responsibilities, such as being a member of the school council or Playground Knights, and conduct themselves extremely sensibly.

Attendance	<b>Very good</b> and well above average. Pupils arrive punctually.
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## 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.*

Very good teaching stems from an inspirational headteacher who sets very high expectations for his staff and trusts them to provide their pupils with the best learning opportunities. Consequently, teachers are confident, innovative and keen to try different approaches to help all pupils learn successfully. Pupils learn very well because expectations are high, relationships are excellent and teachers use their considerable expertise to plan and teach interesting and lively lessons. A notable feature is the meaningful and consistent use of ICT to extend or reinforce pupils' learning. English and mathematics are taught very effectively throughout. Basic literacy and numeracy skills are taught exceptionally well in reception and provide very good foundations for future learning. Pupils love science and learn very well because teachers positively encourage them to experiment, observe and hypothesise. Staff ensure the particular needs of individual pupils are met very well. In nearly all lessons, more able pupils have challenging work to make them think hard and/or extend their learning to areas such as research skills. Lower attaining pupils have appropriate work and support to ensure success. Proficient support staff are a valuable and valued part of the teaching team and are especially successful in their work with pupils with specific needs and in the reception class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Very good</b> with an excellent range of activities outside lessons. Whilst there is a strong emphasis on literacy and numeracy, the school ensures that very good attention is given to other subjects such as ICT, science, art and design, drama, music and sport. Visits and visitors play a significant part in enriching the curriculum as do the strong links with the community and other local schools.
Provision for pupils with special educational needs	<b>Good.</b> Individual education plans are very clear and helpful to pupils, parents and teachers. The school has a limited amount of up-to-date software to help pupils with specific learning difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	<b>Very good</b> with excellent provision for pupils' social and moral development.  Pupils think about the effect of their actions on others and the 'right' way to behave. They are helped and encouraged to develop strong values and voice their opinions.
How well the school cares for its pupils	<b>Very good</b> systems are in place to ensure pupils' welfare. Pupils are happy and confident in school. Very good child protection procedures are known by all staff. The school tracks pupils' progress well and has further improvements planned.
How well the school works in partnership with parents	<b>Excellent.</b> Parents hold the school in very high regard and expect much from it. They are not disappointed. The school values the contribution

	parents make to their child's learning at home and the help many give in school.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Outstanding.</b> Inspirational leadership by the headteacher is the key to the school's success. All staff share his determined vision and work extremely well together as a team to fulfil the school's aims and sustain high standards.
How well the governors fulfil their responsibilities	<b>Very well.</b> Governors share the headteacher's vision. Even though standards are high, there is no complacency. There is a strong culture of school self-evaluation shared with governors so they have a very clear idea of the school's strengths and areas for improvement. The principles of best value are applied very well. The school has a good racial equality policy in place and suitable systems for checking on its effectiveness.
The school's evaluation of its performance	<b>Very good.</b> The school makes excellent analyses of national and other test results. Outcomes of these analyses are used to set targets for individuals and groups. Teaching is checked on rigorously and regularly and outcomes used to highlight areas for improvement or, sometimes, change the way a subject is taught.
The strategic use of resources	<b>Very good.</b> All monies allocated to the school for specific purposes, such as special needs, are used very effectively. ICT equipment is used to best advantage. The budget surplus is earmarked for building work. The school site presents many challenges in terms of space and levels but the very strong commitment to quality and opportunity has resulted in exciting places to play, learn and relax which are used to the full. However, the site is unsuitable for wheelchair users.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high standards attained in the school.</li> <li>• The headteacher and teachers are always very approachable; there is a 'very nice atmosphere in the school'.</li> <li>• Standards of behaviour are high.</li> <li>• The school prepares children well for their secondary education; 'they leave Preshute with high expectations for themselves'.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents of younger children would like more explicit information about how to help their child at home.</li> <li>• A few parents with older children felt more 'formalised homework' would prepare Year 6 for what is expected in their next school.</li> </ul>

Inspectors entirely agree with parents' positive comments. The school is already considering how to give parents even more information about how to help their child at home. Homework is set in accordance with government guidelines.

## **PART B: COMMENTARY**

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

**Excellent leadership and management by the headteacher and key staff ensure high standards in national tests and very good provision for pupils' personal development.**

1. The school is led by a charismatic and determined headteacher who believes passionately that the school should help pupils develop a lifelong love of learning. His vision is at the heart of the school's success and, crucially, the vision retains a high profile in staff, governors' and parents' meetings. The headteacher's beliefs, passion and determination are shared by the two senior teachers and all three lead by example with their high quality teaching and excellent relationships with pupils. Staff, governors, parents and pupils hold him in very high esteem. In meetings and in their response to the pre-inspection questionnaire, parents speak highly of the headteacher and feel that the school is well led and managed. It was very clear in meetings with parents that they too shared his vision. They expect high standards in national tests but also understand and value that at Preshute, test results are not considered the 'be all and end all' and that the all round development of pupils is of equal importance.

2. Management is highly effective. There are very good systems for checking on the work of the school, the outcomes of which provide an informed base for strategic planning. Performance management is extremely well managed; staff benefit from termly focussed observations of their work and the opportunity to discuss the outcomes of these and their work as subject leader. All targets set for staff are appropriate and reflect their individual professional needs and the school's vision. National Curriculum test results, school performance data supplied by the government and other test results are all analysed efficiently by the headteacher, senior team and governors. In their quest to provide the best for their pupils, the outcomes of the analyses may influence a change in the way a subject is taught or the type of resources purchased.

3. The school's mission statement that 'At the heart of our school is the child' is apparent in all its work. Staff, governors, parents and pupils all contribute to school development planning and are valued for the part they play. This planning is comprehensive with a strong focus on sustaining high standards but also on developing meaningful links between subjects to ensure an interesting and relevant curriculum. Pupils' views are taken into account and have influenced playground organisation.

4. The two senior teachers are encouraged and empowered by the headteacher to develop their key roles, not only in managing their subjects but in managing assessment and special educational needs. Other staff, including part-time staff, also carry out their subject leadership roles very effectively and all have a good understanding of standards across the school, areas for improvement and if resources are adequate. Leaders check on teachers' planning and conduct interviews with pupils about their work to check on their knowledge and understanding. Currently, they do not observe teaching and this could be the next step in developing their roles further. They produce 'action plans' for their subjects which are discussed and included in the school development plan.

5. Standards attained by Year 6 in National Curriculum tests are high and, in some years, very high and amongst the top five per cent of schools in the country. Evidence from data shows the school adds a lot of value to pupils' attainment from the time they start school to the time that they leave. A particular strength is science and inspection evidence confirms why this is so. Teachers set very high expectations and provide a very good range of

resources. They expect pupils to try things out, think around problems they encounter and persevere when plans go astray. In a very good Year 2 lesson observed, pupils were expected to collect all the relevant resources and construct a circuit, and they did so with great confidence and thrived on the additional task of making a parallel circuit. In an excellent Year 4 lesson, pupils were challenged to compile food chains and did so enthusiastically and accurately and extended their thinking to incorporate life-cycles.

6. The school's ethos and commitment to the all round development of pupils ensures very good provision for their personal development; this is evident even in the planning of the outdoor environment. At Preshute, pupils do not just have 'ordinary' seating areas, they have a 'Henge' area - a beautiful stone circular seating area, or a Round Table with the names of King Arthur's knights. Another wooden circular seating area – a Kachadula has been constructed with help from some Gambian students. Photographs show how well these areas are used in good weather and how they add another dimension to musical and drama performances. Pupils in Years 1 to Year 6 have opportunities to be members of the school council. This organisation is seen as important by pupils and members take their roles seriously, conduct questionnaires and know that they will be listened to. As members they learn about the democratic process, how to conduct meetings, take minutes and make action points. The headteacher has taken the school council one step further and organises regional conferences for schools' councils where members address headteachers with the idea of encouraging a school council in every school. Such opportunities promote very good personal development.

7. All staff provide very good role models for fairness and listening to the opinions of others. Each class devises and agrees its own 'Golden Rules' to follow. In lessons observed and discussions with pupils it is obvious that they are positively encouraged to speak up, give their opinions and that they are confident they will be listened to. In many lessons observed, pupils were encouraged to work in small groups and did so extremely well as in a Year 2 science lesson. Pupils showed impressive maturity when organising themselves to find all the equipment and make a simple circuit; they shared, took turns, delegated and took responsibility for tidying up. Pupils' social development is enhanced by opportunities to take part in three residential visits carefully planned to provide outdoor and adventurous activities as well as widening the geography curriculum.

8. In sharing assemblies, pupils' achievements, both academic and personal are celebrated by all. Special achievement is celebrated by adding the pupil's name and description of the achievement to the 'honeycomb' on the hall wall. Pupils are keen to show their particular hexagon and are proud of their achievement.

**A wide range of relevant and stimulating opportunities fosters pupils' enthusiasm and very positive attitudes.**

9. In line with the headteacher's vision for the school, there is a strong commitment to providing a very good range of interesting opportunities within the curriculum to help all pupils succeed. In drama and writing, the headteacher's Ancient Lands Literacy Project is extremely successful in capturing pupils' imagination so that they are totally involved in the plot and action and very keen to write up adventures. Each pupil from Year 3 onwards is a character in the unfolding story of White Wolf City. Discussions with Year 3 show they are well aware of their character's part in the story and thoroughly enjoy sharing their well written stories which show attention to detail and very good use of adjectives to describe characters. In an excellent English lesson, extremely good, purposeful links were made to geography and mathematics when pupils were given the task of writing instructions for Year 2 pupils to follow in order to move from one place on the Ancient Lands map to another.

10. The school has an annual 'arts fortnight' where pupils have the opportunity to try out different craft skills alongside specialists or teachers. Photographs show a range of high quality work is completed by very enthusiastic pupils. Music too, is an important feature of the fortnight. The annual visit of Gambian students brings an added dimension to the curriculum with their drumming group and discussions about their culture.

11. Throughout the year, visits from music groups such as the Bournemouth Philharmonic Orchestra enrich the music curriculum. Visiting music teachers provide expert tuition in a range of instruments. During inspection, brief observations of lunchtime recorder groups showed a high level of skill, pride and enjoyment promoted by excellent teaching. Even though Year 2 pupils could only play a few notes, the accompaniment helped them play jazz and they were very excited with the results, proud of their performance and did not want to stop.

12. Year 6 pupils together with another eleven primary schools' Year 6 take part in a drama day enacted in the local woods alongside re-enactors from the Plantagenet Society. Again, photographs show pupils dressed in costume, totally involved in the activity. Such opportunities provide a great source for writing stories and plays, particularly for boys. In order to capitalise on the enjoyment and inspiration from the drama day, the headteacher has decided that future days will be in September time rather than later in the school year.

13. Sport is seen as essential. A very good range of extra-curricular clubs is available to boys and girls and Years 5 and 6 take part in competitive team games against other schools and are very successful.

14. For a small school, Preshute provides an excellent range of activities outside lessons and is looking to provide more for the younger pupils. Teaching and non-teaching staff, parents and governors give generously of their time to run clubs. During inspection, brief observations of the chess club and cross-stitch club show many pupils are keen to be involved and in cross-stitch, pupils were completing high quality pieces to make into Mother's Day cards. The soccer, netball and athletics clubs provide very good opportunities for pupils to further their interest and skills. Parents run the gardening club and each class has their own plot for growing vegetables and flowers.

### **Teaching and learning are very good.**

15. Underpinning the very good teaching is the headteacher's inspirational vision which is shared by all. The headteacher sets very high expectations for his staff and ensures they have suitable opportunities for further professional development. He trusts them to provide pupils with the very best of learning opportunities and is keen for them to be innovative and seek new ideas/methods to enhance learning. During inspection it was very clear that teachers enjoy teaching and, like all experts, make the job appear easy; however, behind this high quality teaching is detailed planning based on very good subject knowledge and understanding of how children learn. Lessons were lively and relevant as in a Year 1 religious education lesson when pupils learned about Shrove Tuesday. They made pancakes with parent helpers and wrote what they felt sorry for doing in keeping with the tradition of Shrove Tuesday.

16. Pupils learn very well as they move through the school. Within a framework of excellent relationships and very high expectations, pupils know what is expected of them, work hard and enjoy learning. They are interested in what they learn and the ways in which they do this. In the mornings, reception children cannot wait to get into their classroom to engage in one of the interesting activities set out. They settle very quickly and give their full concentration to their task, some delighting in using the computer to click and drag matching

shapes whilst others write shopping lists in their 'toy shop'. Inspectors were impressed with the purposefulness and productivity in lessons as in a Year 6 science lesson when pupils used magnifying glasses to very good effect. They noted how seeds were adapted for spreading themselves around and completed very good diagrams. Evidence from examination of past work and photographs shows pupils of all ages and capabilities produce a wide range of good quality work. Discussions with Year 6 pupils shows at school they like 'friends, fun topics, kind teachers and science with the Head is best'.

17. The school is fortunate to have a stable and very experienced staff. Parents speak highly of the teachers and find them always helpful and approachable. The long-established job-share partnerships work seamlessly and to the benefit of pupils because if one teacher is absent for courses or illness, the other invariably covers. Staff are knowledgeable and share their expertise. For example, the subject leader for ICT helps staff to know what programs are available and how these can fit in with other subject areas being covered. All staff are very familiar with using the Internet for encouraging pupils to research and find things out for themselves. Consequently, the consistent use of ICT across the school is very good and very well supported by a skilled classroom assistant. Standards are above average. Pupils are very confident using computers, as in a short observation of a group of Year 5 pupils working out how to control a model garage door and timing a security light to come on and off. They used their proficient reading skills to follow complicated instructions, took care, questioned if they were doing the right things and eventually succeeded. Another group used a search engine on the Internet to research the stories and characters in the legend of King Arthur. In a Year 4 science lesson, pupils made competent use of the Internet to research food chains to extend their learning in this topic.

18. Teachers have a very good understanding of how to teach basic literacy and numeracy skills. In reception, children soon learn letter sounds and how to use these to help them spell the words they want to write. Correct letter and number formation is taught efficiently and with great attention to detail; as a result, children are well prepared for future learning. It is noticeable in all classes, that pupils write confidently and neatly and that standards are generally above average.

### **Parents hold the school in very high regard.**

19. Parents are extremely supportive of the school and interested and involved in its work. According to parents, they feel a valued part of the 'very close school community'. They feel that teachers and parents share the same high expectations for children's success. Meetings with parents show they feel very well informed about what happens in school and what their children are learning. They hold the headteacher and his vision for the school in great esteem.

## **WHAT COULD BE IMPROVED**

### **Making even better use of the school's system for tracking pupils' progress.**

20. The school has a good system for tracking pupils' progress using a software program into which is entered test result data for each pupil. The aim is to monitor progress, or not, as pupils move through the school and to note if any action needs to be taken if a pupil is not making the expected progress. Predictions are made for each pupil's attainment in English, mathematics and science at the end of each school year. Currently, there is not a consistent approach to checking on progress compared to the target set for the end of the year. The school has highlighted this as an area for improvement.

## **Providing parents with more detailed information about how they can help their child at home.**

21. At the pre-inspection meeting with parents, it was raised by a few parents of younger children that they would like more explicit guidance on how to help their child with numeracy or literacy skills at home. These comments, in general terms, were shared with the headteacher and already plans are in hand to put on some parent evenings where there will be practical activities to help parents gain a thorough understanding of how literacy and numeracy are taught and the activities their children undertake.

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

22. Preshute provides a high quality education for all its pupils. To help make this very good school even better, the school should:

(1) Put in place consistent and regular systems for checking pupils' progress against planned targets.

(Paragraph: 20)

(2) In line with plans already made, provide more explicit and practical information for parents.

(Paragraph: 21)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	11	2	3	0	0	0
Percentage	20	55	10	15	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 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)	186
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	7

#### 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	7
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	3.2
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	Boys	Girls	Total
	2002	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	15	15
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	93 (94)	93 (90)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	14	14
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	90 (94)	90 (100)	90 (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	Boys	Girls	Total
	2002	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	11	13	12
	Total	29	31	31
Percentage of pupils at NC level 4 or above	School	91 (100)	97 (92)	97 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	13	13	13
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	97 (92)	97 (92)	100 (96)
	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	143	0	0
White – Irish	4	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	2	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	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	25	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	26.5

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

Total number of education support staff	8
Total aggregate hours worked per week	110

**FTE means full-time equivalent.**

### **Financial information**

Financial year	2001/2002
	£
Total income	401 740
Total expenditure	388 493
Expenditure per pupil	2 034
Balance brought forward from previous year	41 967
Balance carried forward to next year	55 214

### **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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	42	53	2	0	4
Behaviour in the school is good.	42	51	7	0	0
My child gets the right amount of work to do at home.	40	40	16	0	4
The teaching is good.	60	36	0	0	4
I am kept well informed about how my child is getting on.	40	53	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	64	33	2	0	2
The school works closely with parents.	47	53	0	0	0
The school is well led and managed.	73	25	0	0	2
The school is helping my child become mature and responsible.	62	31	2	0	5
The school provides an interesting range of activities outside lessons.	35	53	4	4	5