

INSPECTION REPORT

KILLINGHALL CE PRIMARY SCHOOL

Killinghall

LEA area: North Yorkshire

Unique reference number: 121569

Headteacher: Mrs Shona Watson

Reporting inspector: Mrs Eileen Parry
2615

Dates of inspection: 15th – 17th October 2001

Inspection number: 193463

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Otley Road, Killinghall, Harrogate, North Yorkshire.
Postcode:	HG3 2DW
Telephone number:	01423 506307
Fax number:	01423 506307
Appropriate authority:	Governing Body
Name of chair of governors:	Anne Holdsworth
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2615	Eileen Parry	Registered inspector
13448	Dawn Lloyd	Lay inspector
24104	Michel Marsh	Team inspector

The inspection contractor was:

Peak Education Partnership
19 Huddersfield Road
Barnsley
South Yorkshire
S70 2LT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school has 110 pupils aged from four to eleven – 55 boys and 55 girls. It serves the village of Killinghall in North Yorkshire and also draws in pupils from the surrounding areas and parts of Harrogate. Pupils come from a variety of backgrounds but with more than usual from advantaged homes. Only a small number are eligible for free school meals. The school is almost entirely white and rarely takes in pupils from other ethnic groups. No one speaks English as an additional language. Children's attainment on entry varies from year to year because of small numbers and the percentage of those with special educational needs. When there are no pupils with special educational needs, attainment on entry is higher than is found in most schools. Three pupils currently have statements to support their educational needs which is above average for the size of the school, but fewer pupils than the national average are placed on the register for the earlier stages of special educational needs.

HOW GOOD THE SCHOOL IS

Overall, the school provides a satisfactory education. The new headteacher has made a good start in identifying what needs to be done and in putting in place a programme for improvement. Subject leaders are beginning to take on more active roles in leadership. Governors are supportive. Most are new and need to develop their contribution to governance. Teaching overall is good. Standards in English are well above average by Year 6 and satisfactory in mathematics. They are not high enough in science or information and communication technology (ICT). The school provides satisfactory value for money.

What the school does well

- Pupils have had good results in English for a number of years.
- Teaching overall is good.
- There is an effective plan for improving the school.
- There is a good level of support through additional teachers and classroom assistants.

What could be improved

- More able pupils need to reach the higher levels in science.
- Standards in ICT are not high enough by Year 6.
- Aspects of management need to be improved.

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 April 1997 when only minor issues were identified for improvement. The headteacher became ill and left. During his illness, there were a number of temporary teachers and the many changes caused some disruption to pupils in his class. Some signs of this are still evident in lack of concentration in the Year 6 pupils. The issues that were identified in the previous inspection were addressed but some have re-emerged because of the changes in leadership and management. The school improvement plan produced by the new headteacher is good. So many governors are new that there is a new need to review their roles and responsibilities. There has been

considerable recent investment in new computers for pupils but staff have still to be trained fully and pupils' standards by Year 6 are still below where they should be. The school follows the new national guidance for teaching subjects and for teaching the youngest children. Teachers' daily planning is now good. Improvement since the last inspection is satisfactory but all the signs are that the school will move forward more rapidly in the near future.

STANDARDS

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

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

Key

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

The table shows that results in the national tests in 2001 were well above average compared to all schools in English, average in mathematics and well below average in science. Compared to schools where the take-up of free school meals is similar, results remain well above average in English but are well below average in mathematics and in the bottom five per cent in science. These results are much better for mathematics when the percentage of pupils with special educational needs is allowed for in the small year group. Then they become above average. Science results are not affected in the same way. They are too low because too few pupils reach the higher level. The school's targets, for all of its pupils to reach level 4, the level expected nationally for eleven year olds, were not reached this year. These targets were set by the governing body and the previous headteacher, and were for a slightly different group of pupils. Averaged over the last four years, the school's results are broadly in line with the national trend.

For seven year olds, results in 2001 were average in reading, writing and mathematics, and satisfactory against similar schools when taking account of those with special educational needs.

Pupils throughout the school are reaching good standards in English that are appropriate for their abilities. New arrangements for science, including those for higher attainers in Year 6 who work with a separate teacher, mean that science lessons are now more practical and challenging and standards look to be improving. Pupils do not do well enough in ICT because resources have only recently been improved and teachers and support staff need further training in order to develop pupils' skills and knowledge better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Most pupils like coming to the school and work hard. A few in Year 6 do not consistently concentrate as well as they should.
Behaviour, in and out of classrooms	Good. Pupils generally work well together and show consideration. A few in Year 6 are sometimes noisier and more restless than they should be.
Personal development and relationships	Good. Pupils are given responsibilities which they take on willingly.
Attendance	Above average.

Generally, pupils behave well in class and do their best, and most show good levels of interest in what they are doing. In Year 6, this is less consistent and some of the pupils show in their restlessness some of the effects of the disruptions from last year.

TEACHING AND LEARNING

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

Teaching and learning are good overall throughout the school. Lessons are carefully planned and well prepared. The school has a good level of support staff who make a significant contribution to pupils' learning, especially in English. Everyone works hard to create a calm and caring learning environment. English is taught well and literacy skills are carefully developed in other lessons, for example where pupils are encouraged to talk and explain their thinking in science, or write with imagination in history. Teachers and classroom assistants use computers well to support learning in other subjects. Sometimes particular skills, such as word processing, are not taught well enough because of gaps in staff knowledge. Specialist training is planned to enhance skills so that teachers and classroom assistants can teach pupils better. The teaching seen in science was good and the arrangements for extra teachers and smaller groups make it easier to match work more precisely to what pupils need.

Much of the teaching in juniors is very good. In these lessons, teachers have high expectations of behaviour and effort and pupils respond with enthusiasm and by working hard. Teachers do not always accept a pupil's first response and will challenge individuals to think and extend the quality of their answers. Lessons are well balanced with clear introductions and explanations and good tasks for individuals or groups to work at. The

one lesson that was unsatisfactory was because the restlessness and lack of attention by a small number of older pupils were not tackled at the outset and this led to slow pace and less being accomplished than was possible.

Teaching in infants is good overall. The best lessons are well planned so that tasks are suitable for pupils of all abilities. A good feature is the integration of individual education plans for pupils with special educational needs into general lessons. For example, several pupils need time to develop hand and eye co-ordination. Cutting and sticking activities were used as a way for them to record their findings in English and science. Sometimes the range of activities for all pupils was good but did not quite match the needs of all pupils, leading to a satisfactory rather than good outcome. The teaching of the youngest children in the reception/Year 1 class is responding well to the new national guidance but more needs to be done so that they can have even better access to learning through play, especially in the outdoor area.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Reception children need more emphasis on learning through play, especially in their first term in school. Pupils in infants and juniors have yet to get full benefit from the new computer resources.
Provision for pupils with special educational needs	Good. There are sound systems in place to keep a check on pupils with special educational needs. Good support makes sure that special programmes for individual pupils are delivered.
Provision for pupils with English as an additional language	At present there are no pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Assemblies contribute well to pupils' spiritual development. There is a good range of provision for other aspects.
How well the school cares for its pupils	Satisfactory. The school offers good informal pastoral support and staff know pupils well. It is just starting to develop systems for seeing how well pupils are doing in their work.

There have been changes to the curriculum for the youngest children which means that they are now getting a better balance of learning through formal and play activities but some children still need more time to learn through play at their start to the school. Planning shows that pupils should experience all aspects of the ICT curriculum, but, at present, older pupils have very limited knowledge of some areas.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher has put in place a good plan for improvement. Teachers need to take more active roles in leading their subjects forward.
How well the governors fulfil their responsibilities	Satisfactory. Legal responsibilities are met but governors have not had enough involvement in supporting financial management of the school.
The school's evaluation of its performance	Satisfactory overall. The headteacher's analysis of strengths and weaknesses is good. There has been too little monitoring of teaching and learning recently. Information about pupils' progress is starting to be collected and to be used.
The strategic use of resources	Satisfactory overall. The school is using its budget well to support its plans. Governors have not been sufficiently involved in considering all the options when making decisions about spending.

The school has used its finances well to help support pupils and to raise standards through additional teachers and classroom assistants, and this is having a positive effect. Governors have not had enough involvement in the past in making decision about finances, for example in deciding which of several quotes for larger projects should be accepted.

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 are expected to work hard and they like coming to the school. School helps children to become more mature. Parents feel that they can approach the school with concerns. Teaching is good. 	<ul style="list-style-type: none"> The range of extra-curricular activities. Information about how well their children are doing. <p>In addition a small number of parents commented on:</p> <ul style="list-style-type: none"> Adverse effects of staffing difficulties last year on pupils' behaviour and attitudes.

Inspectors agree with the strengths identified by parents. Most teaching is good but there are still some issues to be addressed. Staff are approachable and parents are welcome in school. Measures such as the School Council and taking on responsibilities help children to become more confident. The many staffing changes last year have had an adverse effect on some of the children in Year 6 but things are getting better and children themselves are very aware that there are higher expectations of them now. The range of extra-curricular activities currently on offer compares well with what small schools usually offer. Reports of children's progress are clear about what they do well and the school is intending to improve this by talking to parents in the November meeting about specific areas where children could do better.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils have had good results in English for a number of years.

1. Results in the national tests and assessments for English have been sustained at well above average levels since the previous inspection. This is as a result of the teachers' confidence in teaching English, the good quality of the teaching and the effectiveness of classroom assistants.

2. The youngest pupils have opportunities to write in play. Lessons in phonics give them a good grasp of letter sounds so that they gain the confidence to write by themselves. By the beginning of Year 2, pupils attempt their own writing confidently. By Year 6, pupils are using language imaginatively. For instance, one pupil's poem showed a good understanding of personification and alliteration in the phrase, "screaming, snapping, scissors terrify paper." Classrooms are literate environments that support writing through displays which contain lists of words, connectives and useful phrases that pupils can use.

3. Literacy skills are developed well through other subjects. For example, the youngest children are encouraged to show their favourite toys and talk about them. Teachers plan activities where groups have to work together so they learn to talk, to negotiate and to write co-operatively. Often, pupils read text in other subjects, for example, the definitions of different types of teeth, which contain some demanding vocabulary. They are encouraged to ask questions if they are not sure of the meanings of particular words so that their vocabulary increases. In history, pupils write some convincing letters and accounts as if they were children during World War II.

4. Teachers have good subject knowledge and are confident in their teaching of English. Lessons are well prepared, using the literacy hour format with some flexibility. A wide range of approaches is used often within a single lesson so that pupils' interest is maintained well. For example, in a Years 2/3 lesson, formal exercises with phonics were covered as well as role-play with telephones, so that pupils could model asking and answering questions in a realistic setting. Teachers are careful to extend vocabulary whenever possible, so that pupils have a sound understanding of specific words such as 'personification'. Classroom assistants make a significant contribution to lessons by supporting small groups. They work as effectively with the more able as they do with those with special educational needs.

Teaching overall is good.

5. Throughout the school, the daily planning of lessons is good and preparation thorough. Teachers use a good range of resources. For example, a science lesson in reception/Year 1 used clothes and photographs imaginatively to show human growth. Teaching and learning are mostly at a challenging level. Pupils' work is marked carefully and teachers use praise and criticism in equal measure so that pupils know what to improve without being overwhelmed by critical comments. For instance, comments about a "brilliant story" were accompanied by notes on punctuation errors.

6. Much of the teaching in juniors is very good. In these lessons, teachers have high expectations of behaviour and effort, and pupils respond with enthusiasm and by working hard. Teachers do not always accept a pupil's first response and will challenge individuals to think and extend the quality of their answers by using comments such as, "You're right

but can you think of a better way to say that?" or "Can anyone think of a more detailed explanation?" In a Years 4/5 lesson, pupils were given very clear immediate feedback during the plenary (the end part of the lesson) where groups were writing newspaper reports of the story of Goldilocks and the Three Bears from different viewpoints. After one pupil read his account back, the class was led into discussion of how the 'report' drifted into a story because the style changed. Another feature of good teaching is when pupils' answers are used to illustrate different points. For example, in a Year 6 science lesson, the teacher used pupils' contributions well to show the different approaches possible to interpreting graphs. Good lessons are well balanced with clear introductions and explanations, good tasks for individuals or groups to work at, and short times at the ends of lessons where work and learning are reviewed. The one lesson that was unsatisfactory was because the restlessness and lack of attention by a small number of older pupils were not tackled at the outset and this led to slow pace and less being accomplished than was possible.

7. Teaching in infants is good overall. The best lessons are well planned so that tasks are suitable for pupils of all abilities. A good feature is the integration of individual education plans for pupils with special educational needs into general lessons. For example, several pupils need extra time to develop hand and eye co-ordination. Simple tasks involving cutting and sticking are built into lessons such as those in English and science so that pupils have extra opportunity to develop practical skills as well as a way for them to record their findings. Sometimes the range of activities for all pupils was good but did not quite match the needs of all pupils, leading to a satisfactory rather than good outcome. In a science lesson, for example, one of the groups had a task which involved them in research that was too difficult.

8. There has been a thoughtful response to the recent curriculum guidance for the reception class which has produced a better balanced experience. Taught activities are supported by learning through play. For example, a literacy lesson included structured phonic work and guided writing for some groups whilst others used the Bear's Cave for imaginative play, drew their ideas about the story, played in the sand or acted the story outside with a classroom assistant. The importance of getting the balance right and looking at more ways for learning through play can be seen in the youngest children's reactions. They start to get restless if the introduction is too long for them and are reluctant to leave their play to return to the plenary session.

There is an effective plan for improving the school.

9. The headteacher has been in post since the beginning of the term although she had been working in the school as the acting headteacher the previous term. In this short time, she has worked well with the staff and governors to analyse what needs to be done and to produce a plan for improvement. The success of the analysis can be seen in that each of the issues the inspection team raised as areas that need improvement already appear in the plan and action is underway to address them. Science teaching, for example, had already been identified as an issue for attention and there are plans in place for ICT training. Only a small number of extra points related to management are needed to match the findings of this inspection. In addition the plan also raises issues that were not inspected. These give the school a balanced agenda for development. The plan also includes a very useful annual calendar for management and administration which makes it clear to staff and governors what they should be considering and when is the best time to do it.

There is a good level of support through additional teachers and classroom assistants.

10. The headteacher and governors are using some of their surplus budget to give extra support through classroom assistants and additional teachers. The support from classroom assistants is working well because teachers plan tasks where classroom assistants can work with small groups effectively. Sometimes these are the more able groups as in an English activity where Year 1 pupils worked with an assistant to write a group story. Sometimes the support is in a mixed group which contains pupils with special educational needs so that more pupils benefit. On other occasions, it is a specific task, such as work on the computer where the whole class will benefit from individual support over a longer period of time. All of the classroom assistants are clear about their tasks and work well with pupils. They are especially successful in English where they confidently take on aspects of teaching with individuals and small groups.

11. A small amount of additional teacher time is allocated to the Years 2/3 class and the Years 5/6 classes. Both groups of Years 5/6 pupils gained from very good teaching that was more easily directed to the range of individual needs because of the smaller numbers of pupils. More able pupils were separated so that they could be stretched in mathematics and science by challenging tasks and the larger group of Years 5/6 pupils were equally well taught through a more narrowly focused range of activities. The additional time for the Years 2/3 class is used to split the class broadly into separate age groups so that the curriculum for the two different age groups can be more easily taught. Again this allows teachers to respond more easily to the particularly wide range of needs in the class.

WHAT COULD BE IMPROVED

More able pupils need to reach the higher levels in science.

12. Over the last four years, pupils have not done as well in the national tests and assessments in science as they have in English and mathematics. This is because, even when all have reached the expected level 4 as in 2000, very few pupils reached the higher level and this affects the comparisons with schools nationally and even more so when the school is compared to those in similar circumstances. In 2001, some pupils did not reach level 4 and there were not enough at the higher level to balance this. The lack of higher levels is reflected in pupils' past work. Quite a lot is recorded on work sheets which limit the opportunity for able pupils to express their findings more fully and independently. There has been too little research and investigation which challenges the more able. Discussions with some current Year 6 pupils shows that they have a sound knowledge base in all the areas of science but they do not apply what they know to different situations. For example, they knew that an object in front of a torch blocks light and causes a shadow and that moving the torch forwards or backwards makes the shadow bigger or smaller. They could not relate this to how the sun's position in the sky affects shadows. Similarly they could give clear descriptions of food chains but could not hypothesise what would happen if one element, such as algae or seaweed, were to be taken out. They can list the main structure of an investigation but not all of the group understood the need for fair testing or how one would set about ensuring that a test is fair.

13. The teaching of science that was seen during the inspection was good. There is now a strong focus on practical work, which is developing pupils' investigative skills well and encouraging pupils to think as well as to learn facts. The arrangements to split classes in Years 5/6 and Years 2/3 make it easier for teachers to be more responsive to the range

of needs within these classes. A weakness from the past is that there has not been secure assessment of what pupils have learned. For example, there have been no systematic procedures for assessment either before or after a topic is taught that would ensure that work is offered at the right level, especially for the more able. This is now starting to happen and should provide a better base for planning and more rapid improvement in standards.

14. The school has recognised that it needs to tackle raising attainment in science and has produced a good action plan. From an analysis of the teaching and learning, the staff identified the need to review the planning of science, including the length of time that units are taught and the need for a stronger focus on investigation. Investigation now forms a key part of science lessons. Pupils in the Years 5/6 class who are capable of reaching the higher level receive a special session once a week, which concentrates on the language and the higher order skills which will give them a better chance of reaching level 5. The Years 2/3 class is usually separated for science so that it is possible to respond to the different range of needs within the class.

Standards in ICT are not high enough by Year 6.

15. This is an area which was highlighted for improvement in the previous inspection. Since then, the school has increased resources significantly. There is a 'smart board' in one room which gives an excellent teaching facility for showing a whole class particular skills. There are now several computers in classrooms stored on workstations to give good access. However, these were only put in recently and have yet to make an impact on the standards that pupils reach by Year 6.

16. Pupils often use computers to help them to learn a range of information. For example, Years 2/3 pupils were using a program that gave them information about teeth, Years 4/5 pupils inserted connectives between phrases, and reception/Year 1 pupils chose from a selection which included an art program and work on recognising numbers. They all use the mouse competently to answer questions or select information. Adult help is invaluable in helping them with the more complex aspects such as reading difficult text. Pupils in Years 4 to 6 have covered quite a lot of work in science which involved them entering data and producing colourful graphs on the computer. They are developing sound skills in this area. Throughout the school, pupils write their own accounts using the computer. They are slow but accurate. Years 2 and 3 pupils find the letters easily enough but have to look hard for punctuation. They are still quite restricted in their awareness of the keyboard layout. By Year 6, some but not all pupils know how to open a file and save their work. They are learning to use the computer to centre text and to create different effects but are still very limited in their skills. Not all, for example, are aware of the range of possibilities to change fonts or how to do this. Whilst the support from classroom assistants is extremely helpful with revising what pupils know and setting out a new planned skill, assistants do not always have the knowledge to deal with the unexpected, such as why a wiggly green line appears under a word or why the text fails to centre. Pupils have had limited use of other aspects of ICT such as e-mail and no experience of using computers to control and monitor events so, at the moment, they are unable to talk about this use for computers. Years 5/6 pupils know how to enter data and what types of graphs can be produced. They know the term 'spreadsheets' but are not sure what these are or how useful they can be. The 'smart board', which is in one classroom, is being used for class teaching, such as data handling and the early stages of using a spreadsheet.

17. The school recognises that there is a need to improve standards in ICT and there are plans in place for improvement. These include extending pupils' opportunities to use e-

mail and video conferencing by linking to other schools. Staff development to enhance teachers' personal skills and confidence is expected after Christmas.

Aspects of management need to be improved.

18. During the disruptions of the last year, the school received several visits from local education authority advisers to support the school. Classrooms were visited and teaching was observed. Because of this, and because teachers have not felt that they have the skills to review the teaching of their colleagues, there has been no internal monitoring by school staff. The acting headteacher was more concerned with the immediate problems of an uncertain stay in the school and uncertain staffing arrangements than with the longer-term developments that this would have entailed.

19. Teachers have worked hard on their planning and subject co-ordinators have looked at pupils' work to see how they were getting on. Some evaluation of test and assessment data has taken place but most of this type of analysis is at very early stages of development. For example, there is now a computer system for collecting test information and tracking pupils' progress. From this it is possible to see if any pupil is falling behind or which pupils might need an extra boost. Analysis of trends and of groups of pupils will be undertaken in the future but there has not been a great deal of this kind of work previously.

20. Only three of the governors have had long connections with the school. Most are recent appointments. All are supportive and keen to develop their roles. An example of this can be found in the finance committee where there is a new chair this term, who is keen to learn what needs to be done and to support the headteacher actively. The school has always had a finance committee but in the past they have not had a strong enough role in supporting management, largely because the headteacher assumed this responsibility. For example, budget-monitoring statements were received by the headteacher and brief financial reports made to the governors usually on a termly basis. Governors therefore have limited knowledge about what budget statements mean. They have not been asked to review quotes and to help in decisions about which one should be accepted. Governors have recognised that financial management needs to be developed and are planning to request additional time from the visiting bursar.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The school's improvement plan already identifies a clear course of action for improving standards in science and ICT. There is therefore no need for the inspection team to suggest further points for action in these areas. Leadership and management are also included in the plan but these could be further extended by:

- i) providing training for teaching staff on ways of monitoring teaching and learning;
- ii) planning a programme for monitoring teaching and learning that includes subject co-ordinators;
- iii) ensuring that governors are properly involved in financial management, providing training if necessary.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	3	1	0	0
Percentage	0	29	43	21	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Teaching in one lesson was not graded. Care should be taken when interpreting these percentages as each lesson represents more than six 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)	110
Number of full-time pupils known to be eligible for free school meals	8

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	16

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	8

Attendance

Authorised absence	%
School data	3.37
National comparative data	5.2

Unauthorised absence	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12 (14)	12 (14)	12 (16)
Percentage of pupils At NC level 2 or above	School	86 (88)	86 (88)	86 (88)
	National	85 (84)	86 (84)	89 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12 (14)	12 (15)	12 (14)
Percentage of pupils At NC level 2 or above	School	86 (88)	86 (94)	86 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12 (16)	10 (14)	10 (17)
Percentage of pupils At NC level 4 or above	School	86 (94)	71 (82)	71 (100)
	National	78 (75)	74 (72)	91(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	N/a	N/a
	Girls	*	N/a	N/a
	Total	10 (*)	12 (n/a)	11 (n/a)
Percentage of pupils At NC level 4 or above	School	71 (n/a)	86 (n/a)	78 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

* Numbers are not included because there are fewer than 10 boys or girls

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	108
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	19.2
Average class size	27.5

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	71

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	265258
Total expenditure	252070
Expenditure per pupil	2291
Balance brought forward from previous year	28273
Balance carried forward to next year	41461

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	110
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	26	5	5	0
My child is making good progress in school.	50	37	11	3	0
Behaviour in the school is good.	34	58	5	0	3
My child gets the right amount of work to do at home.	42	34	16	5	3
The teaching is good.	58	32	3	3	5
I am kept well informed about how my child is getting on.	37	50	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	24	8	0	0
The school expects my child to work hard and achieve his or her best.	66	32	0	3	0
The school works closely with parents.	37	47	11	0	5
The school is well led and managed.	58	29	5	0	8
The school is helping my child become mature and responsible.	58	37	3	0	3
The school provides an interesting range of activities outside lessons.	24	47	16	3	11