

INSPECTION REPORT

SOUTH HYKEHAM COMMUNITY PRIMARY SCHOOL

South Hykeham, Lincoln

LEA area: Lincolnshire

Unique reference number: 120388

Headteacher: Mr D Warbrick

Reporting inspector: Mr T Richardson
16500

Dates of inspection: 2 – 3 July 2002

Inspection number: 195333

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Wath Lane South Hykeham Lincoln Lincolnshire
Postcode:	LN6 9PG
Telephone number:	01522 681919
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Appropriate authority:	Governing body
Name of chair of governors:	Mr K Jones
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

South Hykeham is a mixed primary school for pupils aged four to eleven. It is smaller than average with 134 pupils on roll and slightly more boys than girls. There is an average proportion of pupils with special educational needs (mainly specific and moderate learning difficulties), including two pupils with Statements of Special Educational Needs. Almost all pupils are of white United Kingdom heritage and there are no pupils with English as an additional language. Hot meals are not provided and the low proportion of pupils claiming free school meals is not representative of the average socio-economic background of the pupils. Children enter the reception class with average attainment. Within the last two years, the school has been re-organised so that there are no more than 30 pupils in a class and children in the foundation stage are taught separately from other year groups. New buildings are scheduled to be built in 2002 to provide the school with a hall and a permanent classroom.

HOW GOOD THE SCHOOL IS

South Hykeham is a very effective school that gives very good value for money. Outstanding leadership from senior staff is successful in promoting an exceptional ethos for valuing and including every individual. As a result, there is outstanding commitment from teachers and non-teaching staff, and morale is high. The quality of teaching and learning is very good and this leads to pupils giving of their best and showing good achievement over their time in school.

What the school does well

- Has outstanding leadership that promotes an excellent ethos. This leads to a happy school with high morale and a shared commitment and enthusiasm from all staff and pupils.
- There is a consistently very good quality of teaching and learning that leads to higher standards and good achievement for the pupils.
- Has excellent provision for personal and social development that leads to an outstanding level of relationships. As a result, pupils value one another and want everyone to be included in school life.
- Change is managed exceptionally well. The school identifies what needs to be done and takes action that brings about significant improvements.

What could be improved

- The school has already identified the need to raise standards in music, information and communication technology and writing and is taking appropriate and effective action.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in June 1997, the school has made very good improvement. The majority of improvement has taken place since the appointment of the new headteacher and deputy headteacher in 2000. The key issues from the last inspection have all been appropriately addressed. However, much more than this has been achieved. Standards in English, mathematics and science have risen; the quality of teaching has improved significantly; the re-organisation of the reception class is further improving standards; there are very high levels of morale and commitment to improving the school; very effective procedures for monitoring and evaluation have been introduced; and the school is taking effective action in its priorities for raising standards.

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	B	A	B	A
science	B	A	A	A

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

Year on year, standards are rising at a faster rate than in most other schools. In the 2001 national tests, the attainment of pupils in Year 2 was well below average in reading and mathematics, and below average in writing. During the inspection, provisional data became available that shows a significant improvement in attainment in reading, writing and mathematics for pupils currently in Year 2. The school has set challenging targets for the attainment of pupils currently in Year 6. Inspection and the school's provisional data confirms that these pupils are once again likely to do well and meet or be close to these targets in English, mathematics and science. Children enter the reception class with average attainment. School data shows that the re-organisation of the reception class in 2000 is leading directly to higher standards and children are now showing good achievement. In the last two years, the majority of children enters Year 1 having exceeded most of the early learning goals. The pupils currently in Years 1 and 2 are continuing to achieve well and are showing standards in class that are above average for their age. Good achievement continues in Years 3 to 6 and pupils are building continually and effectively on what they already know. Pupils are confident to take national tests because they have a secure knowledge and understanding of English, mathematics and science and know how well they are doing and what they need to do to improve. Inspectors confirm that the school's results should be compared against schools with eight to twenty per cent of free school meals. This comparison shows that, by the end of Year 6, pupils' attainments are well above average. During the inspection, pupils' standards in singing and the use of computers were seen to be below average; with standards in reading, speaking and listening at a higher level than those in writing and spelling. The school has recognised this and is already taking appropriate action to raise standards in these areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school. They are happy and enjoy their work.
Behaviour, in and out of classrooms	Very good. Pupils co-operate in lessons and play together outside very well.
Personal development and relationships	Excellent. Pupils are confident to talk about their feelings with each other. This leads to outstanding relationships where pupils enjoy helping everyone to feel valued and included in school life.
Attendance	Very good, and well above the national average.

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.

During the inspection, the teaching and learning in all lessons observed were either of good or very good quality. All teachers provide very good role models for the pupils and create successfully an atmosphere where effort is valued and pupils feel confident to contribute their thoughts to lessons. Particular strengths are that teachers present their lessons using a variety of methods and styles that meet the learning needs of the pupils. In this way, everyone is included and pupils who learn best through practical and visual experiences can do this just as well as those who learn best through writing and discussion. Also, teachers are very effective in helping pupils to know how well they are doing and what to do next to improve. For example, pupils in Year 6 analyse their writing and know why it is at Level 4, and what they should do next if they want to attain Level 5. In all classes, English, mathematics, literacy and numeracy are taught very well. There is very good teamwork between teachers and assistants, and adults give genuine praise when pupils do well. This motivates the pupils to work hard and give of their best in lessons. Also, pupils develop independent learning skills very well and enjoy doing homework, as they know this will help them to be more knowledgeable and gain more benefit from the lessons that follow. Teachers successfully meet the needs of all pupils and those with higher attainment are suitably challenged as well as those with special educational needs being effectively supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for the foundation stage is now good and children gain benefit from the interesting activities provided. The school follows the National Curriculum appropriately and provision for information and communication technology is now set to improve following the completion of the new computer suite.
Provision for pupils with special educational needs	Very good. Teachers make sure that pupils are included very well in lessons and are learning as fast as they can.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes good quality provision for pupils' spiritual and cultural development. In particular, pupils are prepared well for life in our culturally diverse society. Moral development is very good and pupils learn to value and respect each other, as well as knowing right from wrong. Social development is excellent in helping pupils to learn how to get on very well with each other as an inclusive society.
How well the school cares for its pupils	Very good. There are particular strengths in the success of the school's behaviour and anti-bullying policies in helping pupils to feel happy and secure in school.

The school has a good partnership with its parents. The school council is very effective and pupils appreciate the opportunities provided for them to show responsibility. Pupils know they have a voice in the development of the school and that their opinions are taken seriously.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher and deputy headteacher have been most successful in building an outstanding ethos and climate for learning. This has led to the whole staff being highly motivated and committed as a team to improving all aspects of the school.
How well the governors fulfil their responsibilities	Good. The governing body works well, has a good knowledge and understanding of developments and improvements, and is effective in helping the school to raise standards.
The school's evaluation of its performance	Excellent. A key to the school's success is the evaluation of what are the most important areas to be developed. Resolute action follows and the changes made have a very positive impact on the academic standards and personal development of the pupils.
The strategic use of resources	Very good. The budget and specific grants are used very well to support high quality improvement. The principles of best value are applied very well and governors are very aware of the value that is added to the pupils by, for example, investing in lower class sizes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are expected to work hard and do their best. • There is good teaching and children make good progress. • Behaviour is good. • It is easy to approach the school with a question or problem. 	<ul style="list-style-type: none"> • The amount of homework set for children. • The information about how well children are doing in school.

Inspectors agree with all the positive views expressed by parents. The amount of homework set is appropriate and parents receive satisfactory information about how well their children are doing. Recent changes to school reports are likely to improve the quality of this information.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Has outstanding leadership that promotes an excellent ethos. This leads to a happy school with high morale and a shared commitment and enthusiasm from all staff and pupils.

1. The headteacher sets an ethos of valuing the contribution that each individual makes to the school. At the same time, there is an expectation that everyone will focus on doing the right thing to make sure the pupils receive maximum benefit from their time in school. The headteacher draws a very clear distinction between leadership and management and strongly emphasises his role as a leader by devoting the majority of time during the day to working directly with teachers, pupils and parents on improving the quality of provision. This work is also aimed at helping others to play a full part in school improvement. For example, the headteacher will regularly take a class so that the teacher can spend time with a colleague developing their skills and sharing best practice. Teachers are also encouraged, through example, to discuss professional issues of teaching and learning in the staff-room and in formal staff meetings. This leads teachers to have confidence in their work and in trying out new methods and ideas for themselves. Teachers help to choose the topics for staff meetings and take responsibility for leading these meetings and sharing their knowledge. In this way, all staff view one another as people of equal value who have much to learn from each other. The deputy headteacher provides very good quality assistance for the headteacher and shares the same drive for doing the best for the pupils. Together, they continually promote the benefits of co-operative working and include all staff, including assistants, in developing the school. As a result, staff are a coherent team with shared values and vision for the future of the school.
2. A major part of the school's ethos is the involvement of every member of the school community in improvement. For example, the pupils' school council meets regularly and their views are taken very seriously. They are aware of the beneficial changes they are bringing to the school. Also, school leaders ensure that all staff value the work and contributions of pupils in class and this leads the pupils to feel pride and loyalty to their school. In addition, there is a high degree of happiness in school with pupils and teachers obviously enjoying the time they spend together. There is a consistent whole-school approach with the same shared standards and values in every class. This is the result of school leaders demonstrating their interest and support for pupils and teachers to give of their best and not become bogged down in trivia or unnecessary administration. A notable feature of the leadership style in school is the way that senior staff set an example by promoting the positive side of events. Issues that have the potential to be obstacles to development are turned into opportunities, and people are praised for what they do well. This leads to high morale and teachers enjoy their jobs, because, to quote from a member of staff, "we have mutual respect for each other and operate on a professional level. The school has a big corporate feeling and we are all in it together for the good of the children."

There is a consistently very good quality of teaching and learning that leads to higher standards and good achievement for the pupils.

3. The quality of teaching and learning was very good in all classes and in all subjects observed during the inspection. The basic skills of literacy and numeracy are taught very well and this is now leading directly to pupils attaining highly in national tests. For example, in a literacy lesson observed for pupils in Years 5 and 6, the teacher had set homework the previous week for pupils to collect and classify alliteration and puns used in newspaper headlines. During the lesson, these examples from home were used very effectively for the whole class to analyse in a discussion that led to almost half the class understanding the concept of puns. The pupils were then asked to work in pairs to construct a headline to share with others and were motivated by the praise given by their teacher to be adventurous in their choice of vocabulary. This led most of the class to provide more impact in their writing. During group activities, the teacher worked with pupils to conduct mock journalist interviews and this activity was shared with the class, leading to a realisation that exaggeration may be used in newspapers to increase interest. The strongest features of this lesson were the range of different methods used, the teacher's high

expectations, and the pupils' motivation through the value given to their homework and contributions to discussion. As a result, all pupils were concentrating very hard and enjoying giving effort to learning increasingly interesting ways of using words at an above average level.

4. In a numeracy lesson for pupils in Years 1 and 2, the teacher challenged pupils successfully to extend their knowledge about the number ten by asking an open question, 'tell me about ten'. As a result pupils began with basic facts, such as $10 + 10 = 20$, and were caught in an enthusiastic spiral of increasingly difficult facts, with each pupil trying to outdo the other in their knowledge. This led to pupils showing clearly that they understood such statements as $10 = 300 - 290$ and $(4 \times 3) - 2 = 10$. Pupils gave intense effort to this activity and this led directly to them being increasingly secure in number facts at a level above the average for their age.
5. In other lessons observed, the following very good features were noted:
 - Teachers have very high expectations and this leads pupils to try hard to learn more. For example, in a lesson observed in the reception class, the teacher expected that the children would detect rhyming words and also be able to use their phonic knowledge to identify blends of letter sounds. This led the children to look very carefully at the spellings provided and decide which combination of sounds made real words or not. The teacher explained very carefully what the children were expected to learn and also let them move around to 'vote' for their word. This combination of physical and visual methods also helped the children with their learning.
 - Teachers prepare their lessons very well and respect the contributions given by the pupils. In a religious education lesson for pupils in Years 2 and 3, the teacher introduced the topic of 'special places' with a good series of photographs that encouraged the pupils to tell what they already knew about special religious places such as mosques, temples and churches. The teacher listened carefully to their contributions and asked the pupils to reflect and think about their own special places. Each contribution was valued and this led others to feel comfortable in expressing their personal places such as, 'my grandmother's chair' or 'the house where I was born'. As a result of this, the pupils were able to spend some time in quiet and serious meditation and reflection and extended effectively their spiritual development.
 - Teachers use a variety of methods that help pupils to be secure in their own knowledge. For example, in a science lesson for pupils in Years 4 and 5, the teacher expected the pupils to learn the life cycle of a flowering plant and to understand the terms, 'germination and pollination'. During the lesson, pupils worked in pairs with whiteboards to draft their suggestions for the life cycle; they ordered pictures of a dandelion into the correct sequence; and pupils finally discussed, as a whole class, the life cycle of the dandelion. Then, the teacher provided each group with interesting pictures and items such as dried poppy seed heads and photographs of tomato plants fruiting. This motivated the pupils to think hard as they prepared the life cycle of their own plant about their own gardens and experiences. This prompted the pupils to make the link between the theory and practice of the scientific knowledge they were gaining and led to the lesson's aims being realised in full.
6. Teachers and assistants work very well together during lessons. In addition, there is a high quality of teamwork from all staff throughout the school and ideas and best practice are shared routinely. Teachers do their best to meet the learning needs of the pupils and share with them the joy of new discoveries and knowledge. This motivates the pupils to be confident in their knowledge and to want to learn more. A particularly strong feature is the way teachers share with pupils exactly how well they are doing and let them know what to do next to improve. This leads the pupils to feel comfortable, for example, about taking national tests as they already know the National Curriculum Level they are working at. Discussion with the school council shows that pupils appreciate the way their teachers help them to learn and that they value the way that children are treated as equals. The school's ethos is leading directly to higher quality teaching and learning. This, in turn, is leading directly to the pupils learning more, and

standards are rising. As a result, children enter the reception class with average levels of attainment. By the time they enter Year 1, most children have achieved well and this good achievement continues through Years 1 and 2. By the end of Year 2, pupils show attainment that is above average for their age. Good achievement continues throughout Years 3 to 6 so that, by the end of Year 6, pupils' attainments are well above average.

Has excellent provision for personal and social development that leads to an outstanding level of relationships. As a result, pupils value one another and want everyone to be included in school life.

7. The contribution that each pupil makes is valued and they, in turn, enjoy the opportunities provided for them to take responsibility. For example, after assembly, the task of dismissing each class is given to a pupil, and pupils each week nominate another in their class who may deserve an award for working well. Pupils have frequent opportunities in class to learn how to talk about their feelings and quickly gain an effective understanding of how to behave and how their actions may be perceived by others. This, in turn, leads to a maturity among pupils in their social development of looking beyond themselves and considering the feelings of others. The outcome is that pupils show outstanding relationships with each other and work hard to make sure that everyone stays friendly. For example, during lunch time, pupils were observed playing games such as chess and Scrabble and giving one another constructive advice with good humour. Boys and girls were also playing netball and taking turns amicably, without supervision. A particular feature of the play time was that there were no pupils isolated from the others, with everyone encouraged to take part.
8. Inspectors held a discussion with members of the school council. They took their responsibilities seriously and represented their peers very well indeed. The pupils gave high praise for their teachers and expressed pleasure at the way they help all pupils to learn and understand more. In particular, pupils were proud of the way they, and their teachers, accept the differences of individuals, for example pupils with special educational needs, and help them to fit in, have friends and be treated as equals. This was observed by inspectors in lessons where these pupils were indeed treated equally by their peers and enabled to have self-esteem and pride in their achievements as a result.

Change is managed exceptionally well. The school identifies what needs to be done and takes action that brings about significant improvements.

9. The majority of school improvement since the last inspection has taken place since the appointment of the headteacher and deputy headteacher in 2000. A driving force for the headteacher is the view: "is it good enough for my child? – if not – then change it". All aspects of school life are monitored and evaluated exceptionally well with this philosophy in mind. The outcomes of these evaluations are prioritised most effectively with the highest importance given to developments that will bring about the maximum improvement for the pupils. Action is then taken that brings about rapid and effective change. The emphasis given to the benefits for the pupils helps school leaders to stand firm, and others to be prepared to explore new ideas. As a result, the following significant improvements have been made in a short space of time:
 - Behaviour has improved. Pupils are encouraged to want to behave better for themselves through others praising what they do well rather than being negative about what they could do better. As a result, the pupils feel happy and safe and enjoy playing with each other knowing that anti-social and oppressive behaviour is not tolerated. Recently, the school has admitted pupils excluded from other schools for their behaviour difficulties and is achieving some considerable success in helping these pupils to behave better.
 - Children in the foundation stage are taught separately. Previously, these children were taught in class along with pupils in Year 1. The formation of a reception class has led directly to an improvement in the curriculum and teachers are now able to focus effectively on meeting the learning needs of the children. As a result, there is a marked raising of standards and children are achieving well so that they enter Year 1 with above average attainment. Pupils currently in Year 1 were the first to benefit from this new

provision and they are continuing to show higher standards as they move through school as a result of the better quality of the start provided in the reception class.

- Teachers are challenged in every class about the expectations they set and the achievement made by pupils in response. From this, appropriate training has been organised and delivered so that teachers now have a strong focus on how to meet the needs of all pupils during their lessons. As a result, the quality of teaching has improved, pupils enjoy learning and standards are rising.
- Class sizes are smaller. A deliberate choice was made to limit class sizes to no more than thirty pupils, and no more than two year groups in a class. This has clarified the curriculum, eased teachers' work loads and added to teachers' job satisfaction as well as giving more time for individual contact with pupils in class.
- There is a high level of commitment. The improved ethos in school, and good quality appointments of new staff, are successful in leading to increased teamwork. Teachers and assistants work very well together; the school administrator, caretaker and meal-time staff all feel included and everyone 'pulls together' for the good of the pupils.

WHAT COULD BE IMPROVED

The school has already identified the need to raise standards in music, information and communication technology and writing and is taking appropriate and effective action.

10. During the inspection, standards in singing were seen to be below average and school leaders have already recognised that music is a subject where teachers are less confident in their knowledge and skills. Pupils' abilities with computers are below average, as those pupils who do not have computers at home have too few opportunities each week to practise and improve their skills. Also, standards in reading, speaking and listening were seen to be higher than those in writing and spelling. The school has already identified these as priority areas for improvement in the school improvement plan. Action is already proving beneficial; for example, a new computer suite has very recently been opened and this is effective in providing increased opportunities for pupils to use computers. Also, teachers are scheduled to improve their musical knowledge through working with a specialist teacher in the autumn term of 2002, and are already seeking to improve pupils' writing and spelling skills as part of their literacy action plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

11. Governors, staff and school leaders should now:

- continue to implement the areas for improvement already prioritised in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	9	0	0	0	0
Percentage	0	36	64	0	0	0	0

Care should be taken when interpreting these percentages as each lesson represents more than seven 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)	134
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	2
Number of pupils on the school's special educational needs register	29

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	17
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

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
	2001	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	15	14
Percentage of pupils at NC level 2 or above	School	75 (87)	94 (100)	88 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	75 (93)	81 (100)	81 (100)
	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	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	21	19	21
Percentage of pupils at NC level 4 or above	School	95 (86)	86 (76)	95 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	21	20	21
Percentage of pupils at NC level 4 or above	School	95 (81)	91 (76)	95 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
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)	6
Number of pupils per qualified teacher	22.3
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	98

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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.

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	2001/2002
	£
Total income	295,862
Total expenditure	303,717
Expenditure per pupil	2,267
Balance brought forward from previous year	10,670
Balance carried forward to next year	2,815

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	134
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	2	0	4
My child is making good progress in school.	55	40	6	0	0
Behaviour in the school is good.	38	57	4	2	0
My child gets the right amount of work to do at home.	32	42	17	8	2
The teaching is good.	43	47	6	0	4
I am kept well informed about how my child is getting on.	40	42	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	32	0	6	0
The school expects my child to work hard and achieve his or her best.	53	38	9	0	0
The school works closely with parents.	43	34	13	2	6
The school is well led and managed.	40	43	2	4	11
The school is helping my child become mature and responsible.	43	43	9	0	2
The school provides an interesting range of activities outside lessons.	30	58	8	2	2