

# INSPECTION REPORT

## HAYTON CE PRIMARY SCHOOL

Hayton

Carlisle

LEA area: Cumbria

Unique reference number: 112402

Headteacher: Mrs J Corlett

Reporting inspector: Mrs R S Rodger  
10347

Dates of inspection: 6 and 7 November 2001

Inspection number: 195693

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Hayton Carlisle Cumbria
Postcode:	CA4 9HR
Telephone number:	01228 70491
Fax number:	01228 70081
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Forth
Date of previous inspection:	16 <sup>th</sup> –19 <sup>th</sup> June 1997

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</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>9</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Hayton CE Primary School is a small primary school situated a few miles to the south east of Carlisle in Cumbria. The school serves an affluent community of small villages. Numbers on roll have increased by 45 per cent in the past five years. The school has a waiting list for admission to the reception class in September 2002. It is very popular because it is so successful.

The school has five classes. Year 3 and the reception class for the morning session are the only single age group classes in the school. The headteacher has a half-time teaching commitment. Class sizes are below 30, apart from the mixed-age reception and Year 1 class which currently has 30 pupils on roll. Involvement in the local community is a strong feature of the school. The school is a community development centre, jointly with a nearby school and promotes lifelong learning through offering information and communication technology training to adults.

There are 130 pupils in the school, 83 boys and 47 girls. The higher number of boys on roll is a feature of Year 6 especially. All pupils are from a UK white heritage. Fourteen pupils have been identified as having special educational needs, including two pupils with a statement of special educational need. There is one pupil eligible for a free school meal. Attainment on entry is slightly above average.

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

This is a very effective school. Standards are well above average by the end of Year 6. The school's national test performance shows consistently very good performance. Teaching is good and consequently pupils achieve well. There are strengths in the teaching in the reception class and in the teaching of English and mathematics in Years 3, 5 and 6. Leadership and management by the recently appointed headteacher are very effective. Provision for pupils with special educational needs is especially good. The school has improved its results in national tests since the previous inspection at both key stages. The school provides very good value for money.

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

- The leadership and management by the headteacher are very good
- Standards in English and mathematics are well above average by the end of Year 6.
- Teaching is good in two thirds of lessons.
- Links with parents and the local community, the wide range of visits and activities outside lessons enhance the curriculum and support pupils' personal development.

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

- The presentation of work and handwriting throughout 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 June 1997. The headteacher was deputy headteacher at that time and became headteacher at the start of the summer term 2001. The school has made very good progress in addressing the key issues identified in the previous inspection report. The teaching has improved in Key Stage 1 and is now, at least, satisfactory. The teaching responsibilities of the headteacher have been reduced to enable her to carry out management tasks such as monitoring and evaluating the work of the school. Standards have remained consistently well above average in English, mathematics and science throughout the school. Improvements in the provision for information and communication technology have taken place due to the use the school can make of the community computer suite. Information and communication technology is well integrated into all subjects and makes a strong contribution to supporting pupils with special educational needs. The small amount of underachievement in writing identified when the national test results were analysed has been given a high priority in the school improvement plan. The school continues to maintain a commitment to the achievement of high standards by all pupils.

## 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	A	A*	A*	A*
science	A*	A*	A*	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The group of Year 6 pupils was small, therefore care is required in interpreting the results.

In the 2001 national tests for Year 6, the school's results were very high compared to all other schools. The consistent achievement of A\* is indicative of the pupils achieving in the highest five per cent nationally in English, mathematics and science. A very high proportion of pupils achieved Level 5 in English and a well above average proportion achieved Level 5 for mathematics and science. The school has consistently achieved very highly in the past four years. Year 2 pupils achieved well above national average results in reading, writing and mathematics. An above average number of pupils achieved Level 3 in reading and a well above average number achieved Level 3 in writing, mathematics and in the teacher assessments for science. Pupils achieve well in more than two-thirds of lessons. Pupils with special educational needs achieve well and reach a satisfactory standard in reading, writing and mathematics by the time they leave Year 2. The achievement is sustained throughout Years 3 to 6 and by the time pupils leave school, all pupils, including those with special educational needs, achieve above average levels in English, mathematics and science due to very good teaching. The school set challenging targets, which have been met. They have set targets to increase the numbers of pupils achieving Level 3 in Year 2 and Level 5 in Year 6.

Children start in the reception class with above average levels of attainment. By the end of Year 2 they are working at levels higher than those expected for their age in mathematics and English. Standards in lessons in literacy and numeracy are well above average due to the very high expectations of the very good teaching in Years 5 and 6 particularly. Achievement is good in the reception class, Years 3, 5 and 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are curious and very interested in the work they do. They enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils have a strong sense of what is right and wrong and show good respect for the building and the environment.
Personal development and relationships	Relationships with each other and teachers are very good. Pupils are confident, articulate and get on well with each other. They are provided with many opportunities to take responsibility through paired reading in Year 6 and the reception class and the 'Buddies system'

Attendance	Very good. Attendance is consistently above average and there are no unauthorised absences
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## TEACHING AND LEARNING

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

Twenty lessons were seen. Teaching was excellent in one lesson, very good in two lessons, good in nine lessons, satisfactory in seven lessons and unsatisfactory in one lesson taken by the part-time teacher in Year 5/6. Children in the reception class are taught well and are given a good start to their education. They are very keen to learn and take part in lessons readily. Very good use is made of the outdoor environment to support their learning. Pupils in Years 1 and 2 are taught as separate groups for English and mathematics. This situation has many advantages. A drawback to this arrangement is the unsuitable accommodation in which Year 2 pupils work; a kitchen area and a thoroughfare. Pupils are provided with a lot of individual attention and the work is planned to meet their particular needs. Very good use is made of assessment information about their prior attainment. Detailed records are kept of their progress, and marking of work which tells pupils how they can improve their work is a strong feature, especially in Years 3, 5 and 6. Teaching in Year 3 is consistently good and pupils make good progress. Expectations are high and pupils are very keen to succeed. The teaching of English and mathematics in Years 5 and 6 is outstanding and pupils achieve very well. They complete very challenging work and consequently they achieve very well in these subjects. Learning is less secure in some of the other subjects, taught by a part-time teacher, due to a lack of challenge, inappropriate teaching methods and lack of control. The presentation of work and handwriting could be better in all classes due to expectations that are too low. The interest and high levels of motivation by the pupils contribute significantly to their learning. They are very responsive and enjoy the challenges provided by the generally good teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A very good range of out-of-school clubs enrich the curriculum. Pupils make very good use of the local area to extend their learning opportunities. The school teaches all subjects of the National Curriculum, including religious education.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are very effectively included in all lessons. Records are detailed and provide useful information for parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, social, moral and cultural development is good overall. It is very good for moral and social development, good for spiritual development and satisfactory for cultural development which the school has identified as an area for development.
How well the school cares for its pupils	Very good. There are good procedures for child protection and welfare. The pupils are known well to all staff. Assessment procedures and use of assessment information to set challenging targets are very good.

The school has been successful in getting additional funding to take part in a multicultural project centred on the expressive arts. The aim is to raise pupils' awareness further of a range of cultures. All pupils are set individual targets for development in mathematics and English, which are reviewed termly. Staff keep very detailed records of achievement to inform the high quality reports parents receive at the end of the year.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher are very good. She has a very clear understanding of what the school does well and where it needs to develop. Maintaining and improving standards for the very able pupils in the school are at the centre of her strategic planning but without compromising the needs of those pupils requiring additional support.
How well the governors fulfil their responsibilities	Very good. The governors are well informed and take their responsibilities seriously. They are very knowledgeable about the school and are very involved in the work of the school day by day.
The school's evaluation of its performance	This is a strength of the school, especially in mathematics. A thorough analysis of national test results is completed at the end of the school year to inform the strategic direction of the school in the year to come.
The strategic use of resources	Good. The school has acquired a significant budget surplus through prudence in staffing in the past. This surplus is earmarked for necessary improvement to the accommodation. The school applies best value principles in all spending decisions.

## 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>• Their children like school.</li> <li>• Their children are taught well and make good progress.</li> <li>• The school is well led and managed.</li> <li>• The school expects their children to work hard.</li> <li>• They find the school approachable.</li> <li>• The school supports children with special educational needs well.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about the work their children do in school.</li> </ul>

The parents hold very positive views about the school. The inspection team agrees with the parents on what the school does well. Parents receive information about the work of their children regularly. The inspection team agrees that they are less well informed about some of the changes in teaching methods since the introduction of the National Strategies for Literacy and Numeracy.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### Leadership and management by the headteacher are very good

1. The headteacher has been in post for just over one term. In that time she has set up very effective procedures for self-review and improvement planning. The results of national tests are central to deciding the strategic direction of the school. A slight decline in writing standards has led to securing improvements in this aspect of pupils' work as a priority for the coming year. The headteacher gives good attention to evaluating the impact of additional spending. For example, analysis of the non-statutory tests completed by Year 3 and Year 4 pupils showed a good rate of improvement in writing following the use of a consultant to work with pupils to improve their writing skills.
2. The governing body makeS a very good contribution to the work of the school. A number are in professions which enable their skills to be used to benefit the school. Their involvement in the day-to-day routines is effective. Each governor has a curricular responsibility which has led to increased knowledge of the curriculum and especially standards achieved in different subjects. Liaison between the subject co-ordinators and the appointed governors is developing well. Responsible curricular governors have informed parents of developments in their subjects through the very informative annual governors' report to parents.
3. The school ethos gives maintaining and raising standards a high priority. The headteacher is effectively supported by the governing body. They are knowledgeable and supportive on a day-to-day basis and take on the role of 'critical friend' when necessary. The smallness of the school contributes to the effectiveness of the systems in place to check the areas for development, all of which are clearly prioritised in the school improvement plan. For example, weaknesses in teaching are being appropriately addressed with the support of the local education authority. The English co-ordinator has, in the short time she has been in post, checked pupils' writing throughout the school to assist in the programme to improve standards.
4. The headteacher and governing body ensure that best value is achieved in the services they purchase through evaluation of the impact of actions on pupils' progress. For example, when the additional support was purchased to assist writing development in Year 3 an evaluation of the impact of this initiative was carried out by the headteacher to assess its value to the school. Staff attend training courses in line with national priorities. The governors are concerned that they are not always able to appoint the best teachers to vacant posts due to the small numbers of applications they receive. Class sizes are below average which is a long-term aim of the governors. There is a clear link between school priorities and spending priorities. The budget surplus is largely the result of past economies in staffing costs; the previous headteacher had a high teaching commitment. Additionally, as a former grant maintained school, the school has accumulated a surplus. A large proportion of the budget surplus will be taken up by the improvements to accommodation in the coming months.
5. The smallness of the school requires that the headteacher has a half-time teaching commitment. She currently balances the demands of the two roles well. There are aspects of her management role which she is unable to fulfil as effectively as she would like, especially as she is providing considerable support to a newly qualified teacher.
6. Accommodation is generally used well, although the decision to teach Year 2 as a class group in a kitchen area and thoroughfare next to the classroom is unwise. The pupils are constricted by lack of space.

## **Standards in English and mathematics are well above average by the end of Year 6**

7. The school has succeeded in maintaining very high standards in the important areas of English and mathematics over the past four years. The most recent national test results for 2001 for Year 6 pupils were very high compared to those of pupils in similar schools. The school has improved its performance in the national tests over recent years at the same rate as other schools. The main reason that pupils do so well in English and mathematics is the outstanding teaching of these subjects in Years 5 and 6. The year groups have been taught by the headteacher since she took up post as deputy headteacher four years ago. Such an example of outstanding teaching was seen in a mathematics lesson. With the use of well-prepared resources and clear explanation, pupils learned to understand positive and negative numbers. This was particularly effective because of the way the concept was related to reading the temperature on a thermometer. The new skill was then very effectively applied to teaching the pupils to plot co-ordinates in first one quadrant and then all four quadrants. Very good account was taken of the different abilities of the two year groups. Continual involvement of the pupils in the first part of the lesson and the clarity of the explanations ensured pupils understood what to do. The brisk pace of the lesson, high expectations that pupils could succeed and the teacher's knowledge of the subject all contributed to the very good learning. Mathematical skills are applied well in other subjects, for example Years 5 and 6 pupils constructed accurate line graphs in a science lesson. Pupils also apply their literacy skills effectively in geography, history and religious education.
8. Marking is challenging and pupils are set demanding targets to improve their work regularly. Questioning during English and mathematics lessons is challenging and pupils are expected to give well thought out explanations to show their understanding of different ideas.

## **Teaching is good in two thirds of lessons**

9. Teaching in Years 3, 5 and 6 for literacy and numeracy and the reception class is good or better. Features of the very good teaching include, high expectations, for instance high attaining pupils working at Level 6 in mathematics and very good subject knowledge in mathematics throughout the school. Planning is consistently good throughout the school along with the rigorous assessment and record keeping which keeps teachers well informed of pupils' progress. Excellent use has been made of analysis of national tests results in mathematics to identify pupils requiring particular support. A similar analysis of the English national test results should now be carried out.
10. Teachers generally give clear instructions and explanations to support and extend pupils' learning. The interest and curiosity of the pupils and their maturity in engaging in debate enables them to express a point of view with authority and conviction. Pupils are generally highly motivated and keen to learn. Relationships between staff and pupils are very good and effective use is made of praise to encourage pupils. Lessons are well paced. Good use of resources aids pupils' understanding, such as, the use of the overhead projector and the counting stick to demonstrate x and y axes and the way in which co-ordinates are plotted using all four quadrants.
11. The teaching of mathematics in Year 3 is a strength because of the involvement of all pupils, including those with special educational needs, at all times. The key learning objectives are displayed for each lesson. Pupils are given good encouragement to

explain the mental strategies used. Very high expectations ensured that pupils learned the pound notation and knew which operation to use to work out money problems.

12. Improvements in teaching have taken place since the previous inspection in Key Stage 1, where teaching is now, at least, satisfactory. At times younger pupils are not given enough independence. For example, Year 2 pupils were not required to write their own calculations and at times the work for the higher attaining pupils lacked challenge. The very small amount of unsatisfactory teaching is due to lack of clarity in the explanations given to help pupils understand what they are expected to do. The pupils are expected to complete low level work which leads to some off task behaviour and time wasting in the lesson.

### **Links with parents and the local community, the wide range of visits and activities outside lessons enhance the curriculum and support pupils' personal development**

13. The school extends its curriculum by offering pupils a wide range of interesting experiences. Older pupils attended a version of Macbeth for children. A theatre company performing in school helped pupils to learn about the consequences of bullying and helped to reinforce the school-wide priority to promoting Citizenship. Good use is made of the natural environment close to the school and further afield to develop pupils' scientific skills. A residential visit takes place yearly for pupils in Years 5 and 6 to attend a Christian outdoor centre. Various out-of-school and lunchtime clubs enhance the curriculum and support pupils' learning. There is an art club in which pupils have been involved in printmaking, clay modelling, watercolour painting and wire figure sculpting. The displayed work, which is of good quality, enhances the school environment well. A school band, comprising brass, woodwind and stringed instruments, is now in place as a result of the weekly lessons provided for pupils in string and guitar tuition. Concerts for residents in the area have taken place around Christmas. The local pre-school group meets in the school twice weekly. Parents have helped to extend their resources by making 'Storysacks'
14. The very good support of parents is a significant contributory factor to pupils' very good attitudes to school and their work and the very high academic standards achieved. The responses to the pre-inspection questionnaire, completed by almost all parents, were very positive about what the school provides and achieves. Parents find that the headteacher and her staff are very approachable and respond to their concerns and suggestions, where possible. Parents are strikingly positive about homework levels and associated arrangements. The regular pattern and the steady growth in amount, as pupils move through school, are particularly valued. However, some parents would like more written guidance on how to support pupils with homework, particularly in mathematics, where methods have changed since the introduction of the numeracy hour. Parents consider that the school has high expectations and, as a result, their children make very good progress, both academically and in their personal development. They also value the wide range of extra-curricular activities available to pupils.
15. There is a strong emphasis on providing good quality information to parents on their children's progress. Homework diaries in all year groups provide a routine two-way communication link between home and school. Nearly all parents attend the termly parents' evenings, each held over two evenings at different times, to maximise parental attendance. The quality of pupils' annual reports is very good. As well as clearly describing what pupils can do, areas for improvement in attitudes and the three tested subjects are systematically identified and written targets defined. The school consults very well with parents and responds openly and quickly where any concerns are identified. For example, in all year groups, parents now get half-termly

topic information on each subject, in response to a questionnaire organised by parent governors on behalf of school.

16. Parents' involvement with the work of the school makes a very good contribution to pupils' learning and the life of the school. Parents get their children to school promptly, leading to very good attendance levels. Nearly all pupils are represented at parents' evenings. Year 6 pupils confirm that their parents routinely check that set homework is done. There is an active parent teacher association, which works very well with the school, raising significant funds. The association's events also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in most of the events.

## **WHAT COULD BE IMPROVED**

### **The presentation of work and handwriting throughout the school**

17. Generally, throughout the school too little attention is given to presentation of work and handwriting. The handwriting of some of the teachers is not an effective model for the pupils in some classes. Consequently, the pupils copy careless writing which spoils the overall impact of the high quality content of their work. Pupils' written work is not displayed around the school as much as it could be.
18. The school has recognised the improvement of handwriting as an area for development and to address it have introduced a new handwriting scheme this term. Staff are insisting that pupils follow this scheme and there are some improvements in handwriting beginning to emerge in some classes, but it is not consistent because too little time is given to teaching handwriting on a daily basis.
19. Younger pupils are not expected to write independently enough. Worksheets which require the odd word or letter to be completed by the pupils are lacking in challenge and do not help to develop independent writing skills.
20. Improvements in this aspect of the pupils' work should lead to higher standards in writing, which although above average are lower in Key Stage 1 than those in reading, especially for the higher attaining pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The school should now:

- (1) Continue to improve the presentation of work and handwriting throughout the school by:
  - providing a short, daily handwriting session;
  - promoting pupils' own writing through displays around the school;
  - improving the quality of adults' handwriting;
  - encouraging younger pupils to write independently more often;
  - involving parents, through homework, to assist with improving their children's handwriting.

## 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	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	9	7	1	0	0
Percentage	5	10	45	35	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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)	130
Number of full-time pupils known to be eligible for free school meals	1

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	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	4.7
National comparative data	5.6

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	94(100)	100(100)	100(100)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100(93)	100(93)	100(100)
	National	85(84)	89(88)	89(88)

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

Separate boys and girls results are not published because there were less than ten boy or/and girls taking the tests.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	15	4	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	19	19
Percentage of pupils at NC level 4 or above	School	95(96)	100(96)	100(96)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
	Boys			

Numbers of pupils at NC level 4 and above	Girls			
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100(96)	100(96)	100(96)
	National	72(700)	74(72)	82(79)

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

*Separate boys and girls results are not published because there were less than ten boy or/and girls taking the tests.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	130
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)	5.0
Number of pupils per qualified teacher	26
Average class size	26

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

Total number of education support staff	3
Total aggregate hours worked per week	65

### ***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	289,404
Total expenditure	245,162
Expenditure per pupil	1,961
Balance brought forward from previous year	54,690
Balance carried forward to next year	98,932

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	2.5
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	126
Number of questionnaires returned	107

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	7	0	1
My child is making good progress in school.	50	38	4	0	8
Behaviour in the school is good.	39	49	4	0	8
My child gets the right amount of work to do at home.	32	55	9	1	3
The teaching is good.	53	36	0	0	11
I am kept well informed about how my child is getting on.	40	38	13	0	8
I would feel comfortable about approaching the school with questions or a problem.	69	30	1	0	0
The school expects my child to work hard and achieve his or her best.	67	25	1	0	7
The school works closely with parents.	48	38	7	0	7
The school is well led and managed.	62	32	0	0	7
The school is helping my child become mature and responsible.	53	38	2	0	7
The school provides an interesting range of activities outside lessons.	53	29	2	0	7

### **Summary of parents' and carers' responses**

Parents hold very positive views about the work of the school.