

INSPECTION REPORT

**ARCHBISHOP CRANMER CHURCH OF
ENGLAND (AIDED) PRIMARY SCHOOL**

Aslockton, Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122795

Headteacher: Mrs E Eaton

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 8th and 9th July 2002

Inspection number: 195898

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Abbey Lane
Aslockton
Nottinghamshire

Postcode: NG13 9AW

Telephone number: 01949 850627

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Appropriate authority: Governing body

Name of chair of governors: Mr R Sharpe

Date of previous inspection: 2nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Archbishop Cranmer Church of England (Aided) Primary School is in a generally advantaged rural area near to the city of Nottingham. This is a relatively settled community with an average number of pupils moving in and out of the school. There are 157 pupils aged from four to eleven, 82 boys and 65 girls, and the school is smaller than average. Less than six per cent of pupils are eligible for free school meals, which is below average. There are no pupils who learn English as an additional language with the very large majority of white ethnic heritage and a very small number of dual heritage. There are 17 pupils on the schools' special educational needs register with the percentage on the register being lower than found in most schools. There is one pupil with a statement of special educational need. The level of the children's skills on entry is above average in almost all areas including communication, language and literacy.

HOW GOOD THE SCHOOL IS

This is a good school with several very good features and with a firm Christian ethos. Most pupils attain very good standards in speaking, listening, reading and writing and in mathematics and science by the end of Years 2 and 6. Pupils achieve well because the curriculum is broad, relevant and interesting, most have positive attitudes to learning, teaching is good, and the management of the school is good. The school gives good value for money.

What the school does well

- Pupils' attainment is well above average in English, mathematics and science by the end of Years 2 and 6. Literacy skills are used well to support standards across the curriculum. Pupils achieve well overall in the range of subjects they learn.
- The curriculum is interesting and relevant. It ensures the pupils develop basic skills effectively and have a wide range of experiences to learn about the world around them.
- Provision for children in the 4+ and reception classes is very effective and enables them to settle well and make rapid progress in all areas of learning.

What could be improved

- The sharing of information and targets for improvement to extend pupils' knowledge of their own learning and to inform and involve parents more in the education of their children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in 1997 identified five important issues which the school needed to address. The school has made good progress in overcoming these weaknesses and has:

- Ensured that National Curriculum requirements are met in information and communication technology.
- Reviewed and improved the provision of large play equipment for the under fives.
- Enhanced progression in the school by completing schemes of work in all subjects based upon national guidance.
- Further developed assessment procedures to inform future planning and to match work more closely to the needs of pupils including the higher attainers and further developed the role of co-ordinators in monitoring, planning and evaluation.

- Ensuring that pupils' awareness of today's multicultural society is raised.

The school has also built upon the many strengths identified in the previous inspection including the strong positive ethos, the good quality of teaching and good value for money.

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	C	B	B	C
Mathematics	B	C	B	C
Science	B	C	A	A

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

The school did quite well in the 2001 National Curriculum tests for pupils in Year 6. Standards in English and mathematics were above the national average, and average when compared to schools with similar numbers of pupils entitled to free school meals. Standards in science were better and well above the average of all schools and those with similar features. The overall trend in the school's average National Curriculum points for all core subjects in 2001 was broadly in line with the national trend although the school did not meet the targets it set. The quality of work seen during the inspection largely reflects the early findings of the 2002 national tests, which show a rise in standards in English and mathematics but a slight dip in science. Standards are currently well above average in English, mathematics and science at the age of eleven. The very effective progress made in reading and writing has a positive impact upon learning in all subjects.

Standards in Year 2 national tests in 2001 were above the national average in reading and writing and average when compared to similar schools. Standards in mathematics were better and were well above the national and similar schools' averages. Teacher assessments in science indicated that all pupils attained at least the expected standard. Early indications from national tests in 2002 for pupils aged seven are that standards have improved in reading, writing and mathematics with a slightly larger number achieving the higher levels than last year. Inspection findings are that standards in reading, writing, mathematics and science are well above average and pupils achieve well.

In other subjects of the National Curriculum pupils make good progress and standards are generally better than those usually seen, especially in geography. Pupils with learning difficulties achieve well in relation to their starting points. Higher attaining pupils and those identified as gifted and talented also achieve well. Children in the Foundation Stage are on course to exceed the national targets for this age group. The very well organised activities ensure that children settle happily and achieve very well in the six recommended areas of learning and especially in communications, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The large majority of pupils enjoy school, work hard and want to do well.
Behaviour, in and out of classrooms	Good. Most pupils behave well and this underpins their good achievement. There has been a recent exclusion after all appropriate sanctions were taken.
Personal development and relationships	Generally good. Pupils readily take on the responsibilities allotted to them. Many older boys tend to dominate a range of activities, which does not encourage girls to play a full and equal part.
Attendance	Very good. Pupils attend regularly although quite a number of pupils arrive in school later than the identified start time.

TEACHING AND LEARNING

Teaching of pupils in:	4+ and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching and learning is good with several very good features. The teaching of children in the Foundation Stage is particularly vibrant and effective and the children gain confidence and learn at a very good rate. Throughout the school pupils achieve well because they are keen to live up to the expectations of their teachers and parents. Teachers' knowledge and understanding of the subjects they teach is very good although occasionally more could be expected of some pupils. Teachers plan their lessons very well and teach the basic skills of reading and writing very well. Part-time teachers who take groups of older pupils in English and mathematics are effective in extending learning. The teaching of English, mathematics and science is consistently good and often very good. Because basic skills such as those of reading, writing and using numbers are taught very thoroughly, the pupils learn to use these skills with confidence and achieve well in many other subjects. Teachers use questions well to find out what the pupils have remembered and check what they are learning. The introductions to lessons are well planned but occasionally teachers talk for too long, pupils' concentration wanders and the pace of some learning then dips. Whilst the management of pupils is good overall, it is sometimes variable and has an adverse impact upon learning. The teaching and support of pupils with learning difficulties is good and enables them to achieve well in relation to their abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Curriculum planning for children in the 4+ and reception class is imaginative and very well planned. An effective range of visits and visitors interests the pupils and supports progress throughout the school so that pupils are motivated to learn well. The school places a high priority upon the social and educational inclusion of all pupils.

Provision for pupils with special educational needs	Good. Well-written individual education plans help pupils to make good progress in all classes and achieve well in relation to their earlier learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a clear moral code of right and wrong and a firm Christian ethos. Pupils are encouraged to become responsible and thoughtful for other people. Whilst cultural development is good the school occasionally misses opportunities to develop cultural and multicultural awareness even further.
How well the school cares for its pupils	Good. The pastoral care of pupils is very effective. The assessment of pupils' work and the use of this information to inform future planning is good in English, mathematics and science.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear direction for the school and works effectively with commitment and perseverance to address issues. Staff with responsibilities and subject co-ordinators fulfil their roles well.
How well the governors fulfil their responsibilities	Good. Governors are well informed and fulfil their responsibilities conscientiously. They ensure that all legal requirements are met.
The school's evaluation of its performance	Good. There is an effective range of systems to check on how well the school is doing and to give an accurate picture of the school. This helps staff and governors to look critically at the work of the school and plan effectively for further improvements.
The strategic use of resources	Good. Finances are linked well to the identified priorities of the school's development plan. Funds for specific purposes, such as special educational needs, are spent effectively. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects the children to work hard and achieve their best. • That children like school. • That most feel comfortable approaching the school with concerns. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The standard of behaviour. • The information they receive about how their children are getting on.

Inspectors agree with the positive views of parents and think that the range of extra-curricular activities is good, as is the overall standard of behaviour. The quality of information to parents is satisfactory although the school could do more to inform and involve parents. The majority of parents have generally positive views of the school, although several have a perception that their concerns are not fully accepted, addressed or acted upon. These concerns include that one class had 10 teachers during staff absence and that this affected pupils' attitudes to learning despite the efforts of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment is well above average in English, mathematics and science by the end of Years 2 and 6. Literacy skills are used well to support standards across the curriculum. Pupils achieve well overall in the range of subjects.

1. The 2001 National Curriculum test results for Key Stage 2 showed that overall the standards in English and mathematics were above the national average and average when compared to similar schools. While the proportion of pupils achieving at least the expected level was below average because of the number with identified special educational needs within the group, the proportion of pupils achieving the higher standard was above that usually seen in both subjects. The school's overall performance in science was very high in comparison with the national and similar schools' averages, with more than half the pupils achieving beyond the expected level. Early indications from the 2002 national tests are that standards have risen in English and mathematics, and whilst they have dipped slightly in science, overall attainment is well above average in each of the three subjects.

2. The 2001 National Curriculum test results for pupils in Year 2 were above the national average in reading and writing but average when compared to similar schools. Standards in mathematics were better than in English and were well above the national and similar schools' averages. In science, teacher assessments indicated that all pupils attained at least the expected standard although a below average number attained the higher level. Early indications from national tests in 2002 for pupils at the end of Key Stage 1 are that standards have improved in reading, writing and mathematics with a slightly larger number achieving the higher levels than last year.

2. Standards in reading are well above average. The pupils make good progress and achieve well in reading and this makes a significant impact upon the quality of their writing and their learning across the curriculum. Older pupils in Key Stage 2 respond well to a wide range of texts so, for instance, they are confident to read, rehearse and improve performance poetry. Most pupils develop as independent and thoughtful readers, recognising the variety of language used in different forms of literature. Pupils make good progress in literacy activities and achieve well due to the interesting range of tasks. During the inspection pupils made good progress in understanding the basic conventions of standard English because temporary staff were enthusiastic about the use of a 'patois' dialect to draw comparisons with other styles of language. Overall, speaking and listening skills are above average. Speaking skills are generally developed well throughout the school and pupils are provided with good opportunities to develop these skills in question and answer sessions at the beginning and end of lessons. However, older boys often dominate discussions, and as a result, some girls become very passive in such activities.

3. Writing skills are systematically developed and pupils make good progress as they move through the school. Pupils organise and structure their writing well, drawing on their experiences of reading and studying a wide range of fiction, poetry and reference materials. For example the oldest pupils draft and carefully produce letters to the Queen on the death of the Queen Mother, and are pleased to receive acknowledgement of their efforts. An analysis of recent work shows they use paragraphs and punctuation to organise their ideas well. They plan and re-draft their work, with the more able pupils producing work of high quality when preparing an argument that 'Gypsies must go'. The handwriting of most pupils is joined, legible and fluent.

4. Pupils' attainment in mathematics is well above average. Throughout the school pupils are not only good at written calculations but are confident in their mental skills. Numeracy lessons are well planned around the requirements of the National Numeracy Strategy and start with rapid recall and practice of number facts. Pupils consider alternative strategies for arriving at the answer. Older pupils have a very secure understanding of place value and accurately solve problems involving percentages, fractions and decimals. Pupils have good knowledge of shape, space and measures and make good use of their mathematical understanding to solve problems. They collect and use data in a range of activities. Overall, most pupils are confident mathematicians.

5. Pupils' attainment in science is well above average. Throughout the school there are particular strengths in pupils' knowledge and understanding of life and living processes. As country children they have the opportunity to study a range of animals and plants with younger pupils, particularly enjoying their current work studying 'minibeasts'. Pupils make good progress as they move through the school and by the age of eleven are able to identify how seeds are dispersed and how to alter one factor at a time when setting up a fair test to consider conditions that might affect germination. The sample of work indicates that they are able to conduct investigations through careful observation and by taking accurate measurements. Pupils enjoy science activities and most are enthusiastic young scientists.

6. Pupils achieve very good standards in English, mathematics and science because most are enthusiastic learners and the quality of teaching is good and sometimes very good. Staff know the pupils well. There are good assessment systems particularly in English and also in mathematics and science, and this information is used effectively to plan work at a level that is suitable. The pupils are taught in mixed age classes and with additional part-time teaching staff employed to support the teaching of English and mathematics in Key Stage 2. This enables some year groups to be taught separately, resulting in smaller groups and more individual support. This has a very positive impact upon standards and helps pupils prepare well for national tests. The planning of lessons is very good and carefully reflects the format of the National Literacy and Numeracy Strategies. Teachers teach the basic skills of reading, writing and using numbers well so that pupils are able to use these skills across the range of other subjects.

The curriculum is interesting and relevant. It ensures the pupils develop basic skills effectively and have a wide range of experiences to learn about the world around them.

7. The curriculum across the school is interesting and relevant to pupils' lives and experiences whilst also extending their knowledge in new areas of learning. Some planned activities are imaginative particularly for the youngest children where the quality and range of learning opportunities are very good. Long-term planning throughout the school is securely based on national guidance and is amended to suit the particular strengths of the teaching staff and interests of the pupils such as in geography and the arts.

8. The school has implemented the National Literacy and Numeracy Strategies well and this provides a firm foundation for the good quality work in these subjects, especially in English. Medium-term planning is of good quality and links well to the daily and weekly plans made for lessons. The curriculum is broad and balanced although occasionally aspects of technology are not as fully developed as possible. This is evident both in the limited use of classroom computers to support learning across the curriculum and in a heavier emphasis in the design element of the design and technology curriculum at the expense of other aspects.

9. The school has been successful in enriching the curriculum and making many activities lively and interesting whilst maintaining a core of teaching the basic skills. A strength

in curriculum planning has been the well planned programme of visits and visitors to the school. This programme of invited theatre groups and artists has been particularly effective in enhancing pupils' experience of the performing arts and their attainment in English. The school also carefully plans a full range of visits to enhance learning. This includes the effective use of the local environment both of the school and surrounding villages. The older pupils are also offered the very valuable experience of an extended visit for a week to Brancaster where some very good work in geography and science is undertaken. This range of learning opportunities interests and motivates pupils to learn very effectively. The school also has a good range of other extra-curricular activities and is wisely keen to ensure that sports activities are not always competitive in order to encourage all pupils to participate and raise their self-esteem.

Provision for children in the Foundation Stage of learning is very effective and enables the youngest pupils to settle well and make rapid progress in all areas of learning.

10. The teaching of the children in the 4+ class and those in the reception group is very effective and results in the children receiving a very good start to their school-based education. Staff have high levels of awareness of the Early Learning Goals for young children and this is very well reflected in the planning of activities. Staff use information from early assessments well to identify that the personal and social development of children is often below that of other areas of learning and so plan very carefully to build social skills and confidence. On-going assessments are used well to plan subsequent activities, which are very well matched to the children's level of ability. Staff know the children well and have high expectations of them.

11. The children are admitted to the 4+ group each term after their fourth birthday, usually from the adjoining pre-school group, and work for most of the time within the distinct 4+ base. This area and the reception class base are both very well planned and organised to meet the needs of the children and are attractive and stimulating. The staff provide a warm and welcoming atmosphere where the children settle quickly and feel confident to talk to adults, including visitors. The staff provide a very good range of activities and resources that gain the children's interest and motivate them to learn well. For example the current 'minibeasts' topic has involved work in the school grounds and the development of the role-play area into 'Beehive Cottage' which stimulates their imagination and communication skills well.

12. For part of the week, and particularly in the time leading to their transfer into the reception class, children from the 4+ group work in the reception unit with the staff of both classes working very well together in extremely well planned and organised activities. For instance, both groups of children extend their learning about minibeasts in linked activities. These include a literacy task to list and group all the names of minibeasts from the song of 'The Ugly Bug Ball', while others make sock puppets of their chosen minibeast for imaginative play activities. Meanwhile a third group takes part in a sports obstacle course including 'fishing' for numbers using a range of 'Velcro' spiders to improve hand-eye co-ordination.

13. There is a good range of teacher-directed activities alongside opportunities for pupils to make choices for themselves. The staff know when to stand back and let the children explore for themselves or when to interact and give support so that the children's learning moves on at a good pace. The children concentrate very well and have very good attitudes to learning because they are happy and secure and are really interested in the range of activities they undertake. They share equipment readily and talk amicably with each other and to staff and other adults.

14. The basic skills of literacy and numeracy are very well taught in the small steps that are necessary to move the children on from a firm foundation. Speaking and listening skills are a high priority as seen when children in the 4+ group taste some of the foods eaten by *The Very Hungry Caterpillar* and are encouraged to describe what they think of some unfamiliar foods. Early writing skills are developed well and by the end of the Foundation Stage virtually all children write their own name and many write a range of simple words unaided. Children are keen to learn to read and through well structured tasks they make very good progress in this area. All children enjoy mathematical activities, for instance when counting the pieces of food the hungry caterpillar has eaten. All children are curious about the world around them and are aware of the different stages of the life cycle of the caterpillar. Because of the very good progress made almost all children achieve the national targets for this age group and many exceed them and are often making very good progress within Level 1 of the National Curriculum.

WHAT COULD BE IMPROVED

The sharing of information and targets for improvement to extend pupils' knowledge of their own learning and to inform and involve parents more in the education of their children.

15. The school has developed good assessment procedures particularly in English where information is used well to inform the planning of future work. Whilst there is assessment in other subjects and some of this is good, assessment sometimes does not feed into the planning of subsequent activities to ensure the best possible challenge if offered to different groups of pupils. For instance, in a mixed Key Stage 1 and 2 mathematics lesson the tasks set to organise information into a table or block graph was too easy for most of the pupils and failed to offer them a sufficiently high level of challenge. The sample of pupils' work, especially at the end of Key Stage 1 indicates that, whilst different tasks are planned to allow for pupils who have different achievement, the level of challenge does not always stretch the most able pupils. To some extent this is reflected in last year's Year 2 teacher assessment in science, where a below average proportion of pupils achieved standards above the average. The sample of work in Year 6 also indicates that during a period when a significant number of teachers taught the older pupils a lack of challenge also occurred.

16. Pupils are not always sufficiently involved in reviewing their own work or informed enough of what they need to do to improve their work. While verbal feedback from staff is usually good, occasionally this is a little gushing and does not accurately reflect the quality of work produced or the areas for improvement. The quality of marking is generally good although variable and lacks consistency in informing pupils what they need to improve. During the many staff changes in Year 6 the quality of written feedback has been uneven and not sufficiently addressed by senior staff.

17. Targets are set in English and mathematics and are displayed in the front of pupils' books, but these are sometimes very general and not always linked enough to what the pupils need to do to achieve the next level of attainment. Some pupils, including the oldest in the school, do not know specifically what the small steps are that they need to make to improve their work. Targets are not always re-visited and refined at regular enough intervals, so pupils do not know how well they are doing in relation to their specific targets. Similarly parents are not involved in target setting and the regular review of the small-scale steps towards improvement. Several parents clearly express a wish for the school to inform and involve them more in the education of their children and to listen to and act upon their concerns. Whilst senior staff believe all involved in the school try hard to work with parents, some parents have a different perception.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The headteacher, staff and where applicable the governors, should now:
- (1) Share information and target setting activities to involve parents and pupils more in their learning by:
- Monitoring the use of assessment information to ensure tasks consistently set a sufficiently high level of challenge (paragraph 15);
 - Involving pupils in the regular review and re-assessment of the targets set for improvement (paragraph 16);
 - Involving parents more in target setting for the improvement of standards and in the general life of the school (paragraph 17).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	5	0	0	0
Percentage	0	25	44	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		157
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		17

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	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	95.8

Unauthorised absence

	%
School data	0.1

National comparative data	93.9
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National comparative data	0.5
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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	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	8	7	8
	Total	17	16	18
Percentage of pupils at NC level 2 or above	School	94 (100)	89 (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	10	10	10
	Girls	7	8	8
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (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	12	7	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	5	3	7
	Total	14	13	19
Percentage of pupils at NC level 4 or above	School	74 (83)	68 (78)	100 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	5	4	7
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	74 (88)	74 (82)	89 (94)
	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	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
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)	7.8
Number of pupils per qualified teacher	21.8
Average class size	31.4

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	90

FTE means full-time equivalent.

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	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
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	2	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	365,112
Total expenditure	361,828
Expenditure per pupil	2,305
Balance brought forward from previous year	23,594
Balance carried forward to next year	26,878

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	4	0	0
My child is making good progress in school.	29	62	4	0	6
Behaviour in the school is good.	18	51	29	0	2
My child gets the right amount of work to do at home.	18	60	18	2	2
The teaching is good.	40	45	9	0	5
I am kept well informed about how my child is getting on.	22	47	27	0	4
I would feel comfortable about approaching the school with questions or a problem.	60	35	4	0	2
The school expects my child to work hard and achieve his or her best.	42	56	0	0	2
The school works closely with parents.	29	49	18	0	4
The school is well led and managed.	29	56	5	5	4
The school is helping my child become mature and responsible.	33	58	5	0	4
The school provides an interesting range of activities outside lessons.	20	37	31	6	6

Summary of parents' and carers' responses

While the majority of parents are pleased with the quality of education offered to their children, a significant proportion do not think the school offers a good range of extra-curricular activities or that behaviour is good enough. Quite a number of parents do not think they are well enough informed about the progress their children make, that the school works closely with them or that the giving of homework is systematic enough.