

INSPECTION REPORT

MILFORD-ON-SEA C. of E. (AIDED) PRIMARY SCHOOL

LYMINGTON

LEA area: Hampshire

Unique reference number: 116367

Headteacher: Mr Martin Pitman

Reporting inspector: Mrs Pat King - 7853

Dates of inspection: 11 March - 12 March, 2002

Inspection number: 196165

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 to 11
Gender of pupils:	Mixed
School address:	Lymington Road Milford-on-Sea Lymington Hampshire
Postcode:	SO41 0RF
Telephone number:	01590 642945
Fax number:	01590 642945
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Seymour
Date of previous inspection:	14-17 July, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Milford-on-Sea is a voluntary aided Church of England school. It serves a well-established village community, with which it has very close links. The school is above average size for a primary school, with 311 pupils on roll, aged four to eleven. Overall, there is not a significant difference in the number of boys and girls but currently there is some gender imbalance in the Reception and Year 1 classes. All pupils are white. One pupil has English as additional language but is not in an early stage of acquiring English. The number of pupils eligible for free school meals is below the national average. 47 pupils are on the special educational needs register and this is below the national average as a percentage of the school population. Four pupils have a statement of special educational need, which is about average for primary schools. Pupils' attainment on entry to the school has been above average overall for the last three years but in 2001 was average. The headteacher has been in post for one year and the deputy headteacher joined the school in January 2002.

HOW GOOD THE SCHOOL IS

Milford-on-Sea C. E. Primary is a good school. The strong Christian ethos promotes pupils' personal and social development very well. Pupils have good attitudes to learning and show very good levels of interest in school activities. The leadership and management of the school are good and ensure that governors and staff work together effectively for the benefit of the pupils. The good quality teaching promotes good progress overall and by the end of Year 6 pupils' attainment is high in mathematics and science and above average in English. The school received a national award in 2001 for improvement in standards. It offers good value for money.

What the school does well

- By the ages of seven and eleven pupils' attainment in mathematics is high.
- In science standards are very high at the end of Year 6.
- Pupils show enthusiasm for music and participate keenly in musical activities, both in and outside the classroom.
- The school promotes the pupils' spiritual, moral, social and cultural development very well.

What could be improved

- Pupils' attainment in information and communication technology;
- Monitoring and evaluation of teaching and learning so that the good or very good teaching is more consistent across 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 July, 1997. It has made good progress since that time. By the end of Year 6 standards in English, mathematics and science in the national tests have improved. This improvement has been most marked in mathematics and science. The quality of teaching has improved because no unsatisfactory teaching was seen during this inspection. The provision for pupils' spiritual, moral, social and cultural development is better overall. The governors have put in place good procedures for informing themselves about the curriculum and standards. All health and safety issues included in the last inspection report have been addressed.

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	C
mathematics	A	A	A	B
science	A	A*	A*	A

Key	
in the top 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' attainment by the end of the Reception Year is above average overall. At the end of Year 2 in the national tests in 2001, pupils reached standards that were above average in reading and writing and high in mathematics. Standards have risen in line with the national trend since the last inspection in reading and writing and have been greater than the national trend in mathematics. At the end of Year 6, pupils' attainment in the national tests has been high in English and mathematics and in the top five per cent nationally in science for the last two years. Improvement in standards in the national tests has been above the national trend overall since 1997. The national test results in 2001 showed that pupils made very good progress from Year 2 to Year 6 in mathematics and science and good progress in English. When compared to all schools and similar schools, pupils did not do as well at the higher level 5 in English in that year. The school is currently providing additional support for the highest attaining pupils in Year 6 and a significant number of pupils are on line to achieve well above the national expectation this year. Whilst the attainment of the boys in English has exceeded the national average, it has been lower than that of the girls for the last five years. Similar standards to those achieved in the national tests in 2001 were seen in the pupils' work during the inspection in Years 2 and 6. Pupils often make very good progress in music. Standards in information and communication technology are below national expectations because pupils do not have sufficient opportunities to practise their skills due to lack of resources. The school exceeded the targets set for the pupils to reach in the national tests in 2001 in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and keen to learn. They participate fully in school activities. The vast majority of pupils persevere and apply themselves well in whole-class and individual work.
Behaviour, in and out of classrooms	Behaviour is good around the school. Pupils are well behaved at playtimes and at lunch time. In lessons pupils generally respond very positively to the teachers' expectations that they will work hard and treat each other with respect. Occasionally, some pupils become restless and inattentive, particularly boys.
Personal development and relationships	Pupils' personal development is very good. They take their responsibilities seriously and are keen to contribute to the school community. Relationships between pupils are very good.
Attendance	Attendance is good; above the national average in all classes. Punctuality is good.

TEACHING AND LEARNING

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

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

The quality of teaching is mainly good, although it is variable at times, particularly in the juniors. It was very good or excellent in a third of lessons seen and no teaching was unsatisfactory. The teaching of the highest quality is found in the infants and in Years 5 and 6 where pupils are making good or better progress. The teachers in the reception classes offer pupils a firm foundation in English, mathematics, science and in their social and personal development. However, they do not build enough on pupils' prior learning in independent play activities. Teachers in the infants and juniors teach literacy and numeracy skills effectively. The teaching of music in the juniors is often very good. In the best teaching, teachers' enthusiasm promotes pupils' interest and enjoyment and a high level of motivation to succeed. Teachers generally question pupils well and often ask them to explain their methods and thinking. They make good use of resources to offer pupils relevant and practical experiences. These teaching strategies are effective in developing pupils' understanding. The variability in teaching is mainly due to differences in the extent to which teachers plan to meet the needs of all pupils. In the good or better teaching, work is provided that challenges pupils of all abilities. In the lower juniors, pupils are often all given the same work, regardless of their prior attainment, and teachers rely on classroom assistants to ensure that all pupils complete the task and make satisfactory progress overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced and planned to ensure that pupils build on their skills and knowledge effectively through the reception, infants and junior years. Some aspects of information and communication technology, for example control and modelling, are not addressed enough. The programme for pupils' personal, social and emotional development is very good. The school makes good use of visits and visitors to enrich the pupils' learning experiences.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and ensures that these pupils have full access to the school's curriculum. They have clear learning targets set for them and often the work is matched appropriately to their individual needs and ensures good progress. Learning support assistants offer good support to these pupils in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' spiritual, moral and social development very well. The provision for pupils' cultural development is good.
How well the school cares for its pupils	Very good procedures are in place for ensuring pupils' welfare. All members of staff know pupils' individual personal needs very well. Health and safety procedures are good and ensure a safe site. The school promotes attendance well. The procedures for promoting good behaviour are very appropriate but are not yet applied consistently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management are good. He is well supported by the senior management team. All those involved in the leadership and management are clear about how the school is to move forward in its development.
How well the governors fulfil their responsibilities	The governors are well informed about the school's curriculum and standards. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	The school is beginning to use analysis of test data and information gained from monitoring and evaluation of pupils' work and teachers' planning to identify appropriate priorities for development. The headteacher has been effective in extending the role of subject leaders and the school development plan provides good opportunities for them to produce an annual evaluation of the strengths and weaknesses in their subject. However, not all subject leaders have had sufficient training in how to

	evaluate pupils' progress and teaching and learning.
The strategic use of resources	The headteacher and governors plan and monitor financial expenditure well. Grants, such as those for pupils with special educational needs and staff training are used effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Pupils enjoy school. • The school expects pupils to work hard and do their best. • The teaching is good. • Behaviour is good and pupils are encouraged to take responsibility. • The school is approachable and parents can share their concerns or make suggestions. 	<ul style="list-style-type: none"> • The leadership style; • Stability in staffing, particularly in the infants; • The amount of homework; • The information about their children's progress ; • The range of activities outside lessons.

The inspection team's judgements support the positive views expressed by the parents. The inspection team followed up concerns of a few parents and found that arrangements for homework are inconsistent. However, the school works closely with parents and keeps them well informed about their children's progress through parents working in the school, parents' evenings, open access and written reports that are of good quality. A good range of activities is available to pupils outside of lessons. The headteacher's leadership has been effective during his first year in the school and he has managed staff changes well, during a period when recruitment has been difficult nationally.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of seven and eleven pupils' attainment in mathematics is high.

1 The improvement in pupils' attainment in mathematics has been above the national trend in the national tests for pupils aged seven and eleven from 1997-2001. There has been no difference in the attainment of boys and girls.

2 Standards rose at the end of Year 2 in 2001 due to the improved teaching that these pupils received throughout the infants. The results show that when compared to similar schools, pupils' attainment at the higher level 3 was above average and at the expected level was average. Pupils made good progress overall from entering the school, particularly the most able pupils.

3 In the lesson observed and in scrutiny of the pupils' books, standards in Year 2 this year are above average. This is due to the very good or excellent teaching that these pupils often receive. Year 2 pupils in the mixed Year 1 and 2 class have had an unsettled period with a change of teacher but now receive teaching of good quality. The work that they are given is matched to their needs and they made good progress in the lesson seen in telling the time using a digital clock. In the other Year 2 class pupils showed above average ability to explain their mental strategies. One higher attaining pupil could add 14,15,16 and 17 by adding all the tens to make 40 and then by adding 6+4 to make 50 and finally adding on 7+5. The majority of pupils could create a block graph independently to show the number of different coloured sweets in a packet and could interpret the results. The teachers make good use of teaching assistants and parents to ensure that pupils with special educational needs receive the support which they need to make good progress.

4 Standards in Year 6 in the national tests have been high relative to all schools nationally and above average when compared to similar schools. The 2001 results showed that the pupils in that year group had made very good progress from Year 2. The current Year 6 pupils are similarly making very good progress, particularly the above average and highest attaining pupils. The teacher of these pupils matches the work closely to the range of needs in the teaching group. She also makes use of some subject specialist teaching from the secondary school to extend the work of the most able pupils into level 6. These higher attaining pupils are very confident when solving mathematical problems and can apply their skills within different contexts. They have a very good range of mental strategies when calculating and can explain their approaches. The teachers make effective use of teaching assistants in both sets to support the lowest attaining pupils.

5 The ability grouping across Years 3 and 4 and across Years 5 and 6 narrows the range of ability in each class and helps teachers to match the work more closely to the pupils' needs. However, the pupils still progress at different rates and in the lower part of the juniors, insufficient account is taken of this when planning work and, as result, some pupils do not make as much progress as they could.

6 Subject leadership is good. The co-ordinator has worked with the other teachers to develop mental and oral work and problem-solving and the positive impact of this was evident in the lessons seen.

In science standards are very high at the end of Year 6.

7 Standards have risen in science in the national tests over the last five years more than the national trend. For the last two years the school's results have been in the top five per cent nationally. When compared to similar schools, pupils' attainment is high. In 2001, the pupils had made very good progress from Year 2.

8 From scrutiny of pupils' work and in the lesson observed in a Year 5-6 class, standards reached by Year 6 pupils are similar to those in 2001. Pupils' knowledge and understanding are both very good. This is shown in their explanation of photosynthesis and of how the movement of the earth affects the length of the day and year. They make very good use of their literacy skills when writing explanations or recording experiments. Pupils use scientific vocabulary very well and this reflects the teachers' secure subject knowledge and careful structuring of lessons. They use vocabulary such as 'carbon dioxide', 'chlorophyll' and 'translucent'. Teachers' expectations are high about the quality and quantity of work to be produced and pupils' work is carefully presented and completed. Pupils can predict when carrying out experiments, make a series of observations and use line graphs and measurements accurately when drawing conclusions. In an experiment, pupils were trying to find out how the distance of a torch from an object affected the shadow. They concluded that the closer the torch to the object, the bigger and fatter the shadow.

9 Pupils across the school have access to all aspects of the National Curriculum for science and this is due to effective use of the school's planning. Teachers' subject knowledge is often good and teachers are beginning to use assessment to provide work that is matched to pupils' past learning. However, scientific enquiry is not as well developed as it should be. Some very good teaching was seen in Years 1 and 2 when pupils were studying forces. The teacher used a good range of resources and questions to promote pupils' thinking about what makes objects move. Pupils through investigation came to the conclusion that objects are pulled or pushed or are powered by winding them up. In a lesson in the lower juniors the teacher talked knowledgeably to the pupils about the names of magnets and the magnetic poles. The pupils made good gains in knowledge and were able to use the vocabulary of attract and repel. However, the problem-solving part was taken away when the teacher gave the answers in discussion before the pupils had had the opportunity to investigate. In a very good lesson in Year 5 and 6, the teacher used a very good range of resources and carefully planned questioning to promote pupils' observations and subsequent knowledge of the factors that affect pitch of sound, for example thickness of material, tension and energy. Pupils were interested and made very good progress in their understanding of how sound travels and of controlling variables. However, the follow-up work planned for the next lesson was not challenging enough in terms of scientific enquiry.

The school promotes the pupils' spiritual, moral, social and cultural development very well.

10 The strong Christian ethos, which pervades the life and work of the school, promotes pupils' personal development very well. Assemblies are an important time for bringing the school together as a community and they are of very good quality. Pupils participated confidently through role-play in an assembly about Jesus' entry into Jerusalem. In the response to the headteacher's carefully planned questions, pupils reflected on the experience and considered the feelings of the different groups of people involved. The lighting of a candle and the singing provided a spiritual dimension and a shared sense of worship. In another assembly a teacher drew out the importance of controlling anger when telling the story from the Bible about Jesus and the money lenders in the temple. In their appreciation of literature, art and music pupils have frequent good quality opportunities to consider beauty and their response to it. For example, in a literacy lesson pupils in Years 5 and 6 considered

the symbolism of doves and the underlying meaning of an author's use of 'wild blue river' to convey a change in mood. The teacher constantly challenged pupils to explain their ideas and feelings and to identify literary devices such as metaphor and alliteration. A very good personal and social development programme also supports pupils in understanding their feelings and moral issues through structured whole-class discussion.

11 Pupils have many very good opportunities for taking responsibility, both within the life of the school and the community. The house captains, playtime monitors and librarians fulfil their roles very effectively as do those pupils who act as receptionists at lunch times and answer the telephone and receive messages with politeness and maturity. The House Captains stated that the points for effort gained for the house and recorded on the 'achievement tree' make people want to really try hard and concentrate. In addition, pupils have targets for improving their work, which help them to be more involved in striving to reach higher standards. A strong feature of pupils' care for others is their involvement in supporting charities and their visits to the elderly in the local community. Pupils take responsibility for selecting the charity and organising how the money is to be raised. A very good example of this was when pupils in Years R-6 organised sponsored events and sales, raising £500 for children's charities.

12 Teachers plan many activities in lessons that involve pupils in working together in pairs and within groups. On occasions, pupils of all abilities work together and learn that all have a contribution to make. Pupils learn the social skills of collaboration, which include listening to and considering the views of others and sharing resources. A good example of this was in a numeracy lesson in Year 2 when pupils had to decide how to present their data relating to the colour of smarties in a packet. Also, in a Year 6 science lesson, pupils carried out an investigation in pairs into controlling the variables that affect the pitch when sound travels. On both occasions pupils were able to share their ideas and help each other constructively.

13 The school makes very good use of visits and visitors to the school to enrich pupils' experiences. During the inspection a beekeeper talked to the reception class. The children listened carefully and increased their awareness of some of the responsibilities involved in looking after creatures. Events like the 'Live Music Week' and theatre visits to the school enhance pupils' social and cultural development as does their regular participation in musical performances, football matches and services in the local church. Teachers plan multi-cultural experiences for pupils as part of religious education and in other subjects like geography. The headteacher skilfully included the importance of different cultural traditions within the commonwealth as part of an assembly when he read a section of the Queen 's Commonwealth Day message. Pupils do not have many opportunities to have contact with people from a range of cultures or to visit places that are important to them, such as mosques and temples.

Pupils show enthusiasm for music and participate keenly in musical activities both in and outside the classroom.

14 Music is very important for pupils, in lessons, assemblies and extra-curricular activities. Their enthusiasm and enjoyment are evident in their participation and commitment. In daily assemblies, pupils listen attentively to music as they enter and leave the hall. They sing songs and hymns, for example 'Shine, Jesus Shine', with joy and a high level of participation. The subject co-ordinator acts as a very good role model by his piano playing and dedication to promoting music for all pupils and all members of staff help to lead the singing.

15 Pupils have extensive opportunities for performing, both within lessons, during lunch breaks and after school using a wide range of instruments. Members of the orchestra play the violin, flute, clarinet and brass instruments. A high proportion of pupils belong to the choir. The school has promoted the enthusiasm of boys for singing by setting up separate choirs for boys and girls. The boys say that they like this arrangement because boys have deeper voices. The opportunities that the pupils have for performing for a wider audience are impressive. They frequently provide concerts at the local churches and hospital. In 2001 the school celebrated its 150th anniversary by presenting two concerts. Parents were delighted with the standard of the music.

16 It was only possible to see one music lesson during the two days of the inspection. Pupils in Years 3 and 4 benefited in this lesson from being taught by a teacher who is a specialist. The quality of teaching seen was very good. All pupils were involved fully in working within groups, using instruments to create a composition of sounds connected with the building of Hadrian's wall. With the teacher acting as conductor the whole-class was able to combine rhythmic patterns created by groups into a performance. Pupils' progress during the lesson was very good due to the teacher's good use of demonstration using the computer, clear explanation and skilful questioning. They showed a good ability to work together, confidence in performance and a high level of enthusiasm.

WHAT COULD BE IMPROVED

Pupils' attainment in information and communication technology.

17 During the two days of the inspection few pupils were observed using information and communication technology. From scrutiny of work on display and in pupils' books and discussion with the co-ordinator, there are indications that pupils' attainment is below national expectations, particularly in control and modelling and sensing. In one numeracy lesson in Year 2, pupils were taking turns to work in pairs entering data to create a graph of the number of different coloured smarties in a packet. They collaborated well in mixed gender groups and persevered to complete the task. Their use of the keyboard was slow but they were confident in using the mouse. The task was well matched to their needs and chosen carefully to enhance their understanding of how to present data in different ways. In another lesson in Years 3 and 4 the teacher had very good knowledge of the computer programme and used it well to demonstrate to pupils how to create a design in the style of Seurat using Pointillism. However, only half the class could watch whilst the other half undertook artwork because only one computer was in use. Pupils watched and listened attentively but had insufficient opportunity to apply the taught skills because of the lack of computers.

18 All teachers have recently completed training in computer skills as part of a national initiative. The subject co-ordinator who has been in post since last September has recently produced a scheme of work and good assessment procedures. These are not yet implemented and aspects of the National Curriculum such as control and modelling are not addressed enough. Teachers in classrooms are trying to use information and communication technology to support work in other subjects and have the knowledge to do so. However, the lack of sufficient computers means that teachers are not able to demonstrate skills to a whole class, so making efficient use of time, and pupils do not have enough opportunities to acquire and extend their skills. The school is aware of the importance of providing more computers and has allocated funds for this purpose. Other additional equipment is also required for control and modelling.

Monitoring and evaluation of teaching and learning so that the good or very good teaching is more consistent across the school.

The headteacher has recently revised the roles of subject co-ordinators and extended their responsibilities to good effect. Subject leaders now look regularly at all teachers' planning and pupils' work and this is beginning to give them an overview of the provision in their subjects. Test data and target setting for individual pupils are available in all year groups to provide evidence of pupils' progress and standards. Subject leaders have had some training in how to use these strategies but some are not yet fully confident in making evaluations, particularly about standards. Performance management has been implemented well. This procedure is giving the headteacher and other senior staff opportunities to observe teachers and identify appropriate professional development. However, the approach to self-evaluation is not yet comprehensive enough to give the headteacher and subject co-ordinators a detailed view of what needs to be addressed to promote consistently good teaching. Subject action plans for 2001-2 show appropriate priorities for improvements, for example writing within English. However, subject co-ordinators are not fully informed about some lack of match of work to the range of ability, insufficient investigative work in science and the reasons why boys are not performing as well as girls in English. The mathematics co-ordinator has undertaken some classroom observations linked to mental and oral work and this has had a good impact on teaching and pupils' progress. However, the planned observations for the English and mathematics co-ordinators included in the school development plan for 2001/2 have not yet been undertaken. This is due to changes in the responsibilities of the subject leaders and the recent appointment of an English co-ordinator.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20 In order to build on the good progress since the last inspection, the headteacher, governors and staff should:

(1) raise pupils' attainment in information technology by:

- expediting the provision of sufficient computers to enable teachers to teach skills to a whole class and pupils to have regular opportunities to practise their skills;
- implementing the school's recently prepared scheme of work and assessment procedures as soon as possible so that the curriculum is covered fully and pupils are able build on their skills systematically from year to year.

(paragraphs 17,18)

(2) improve the monitoring and evaluation of teaching and learning so that the good or very good teaching is more consistent across the school by:

- providing further training for subject leaders in evaluating evidence from teachers' planning, pupils' work and pupils' levels of attainment;
- providing a programme for key co-ordinators to observe teaching and learning with specific reference to meeting the needs of all pupils within lessons, the progress of boys and girls and investigative approaches in science.

(paragraphs 9,19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	4	8	0	0	0
Percentage	6	28	22	44	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 five 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)	0	311
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	47

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	0
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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	17	19	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	13	13	16
	Girls	19	19	19
	Total	32	32	35
Percentage of pupils at NC level 2 or above	School	89 (85)	89 (85)	97 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	13	15	14
	Girls	19	19	19
	Total	32	34	33
Percentage of pupils at NC level 2 or above	School	89 (93)	94 (85)	92 (89)
	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	27	16	43

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	23	24	27
	Girls	16	16	16
	Total	39	40	43
Percentage of pupils at NC level 4 or above	School	91 (93)	93 (93)	100 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	22	23	25
	Girls	13	13	14
	Total	35	36	39
Percentage of pupils	School	83 (81)	86 (88)	93 (90)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)	
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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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	311
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.10
Number of pupils per qualified teacher	23.74
Average class size	28.27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	28

Financial information

Financial year	2000/1
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	£
Total income	573,149
Total expenditure	576,031
Expenditure per pupil	1908
Balance carried forward to next year	49,003

Recruitment of teachers

Number of teachers who left the school during the last two years	8.4
Number of teachers appointed to the school during the last two years	8.4
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
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	311
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	6	0	0
My child is making good progress in school.	46	43	7	1	3
Behaviour in the school is good.	30	60	8	1	1
My child gets the right amount of work to do at home.	27	51	13	4	5
The teaching is good.	43	47	6	0	4
I am kept well informed about how my child is getting on.	30	49	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	4	1	0
The school expects my child to work hard and achieve his or her best.	49	46	4	1	0
The school works closely with parents.	32	54	10	1	3
The school is well led and managed.	34	52	4	4	6
The school is helping my child become mature and responsible.	40	51	5	0	4
The school provides an interesting range of activities outside lessons.	25	36	21	5	13

Other issues raised by parents

A minority of parents expressed concern relating to changes in the leadership style and in teachers, particularly in the infants,

Many parents included very positive written comments about the school.