

INSPECTION REPORT

MILL DAM PRIMARY SCHOOL

Ackworth

LEA : Wakefield

Unique reference number: 130966

Headteacher: John Hodgkiss

Reporting inspector: Joyce Taylor
OIN 4275

Dates of inspection: 25th – 26th June 2001

Inspection number: 197637

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Millgate
Ackworth
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West Yorkshire

Postcode: WF7 7PH

Telephone number: 01977 723110

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Appropriate authority: The Governing Body

Name of chair of governors: Susan Nunns

Date of previous inspection: 23rd – 25th September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mill Dam primary school has 149 children and is smaller than most other schools. There is a nursery class for 45 part-time children. The school is situated on the south-eastern side of the village of Ackworth and is close to Pontefract. The children come from nearby privately owned houses and nearby villages. The area includes a range of social deprivation and some children have behaviour difficulties. The proportion of children eligible for free school meals is broadly average. The percentage of pupils with special educational needs is average but several classes have almost a third special needs children. This has had a strong impact on the test results achieved by some year groups. There is a high percentage of children with special needs statements. This is because there have been requests for places at the school, for children with learning difficulties, who are drawn from the wider area. During the past few years the attainment of the children on entry to the reception class has sometimes been average and sometimes below average. The attainment of the current reception children is average. All the children are white and speak English as their first language although some pupils have joined the school from overseas. Almost all of the teachers, including the head and deputy, have come to the school during the past three years.

HOW GOOD THE SCHOOL IS

This is a good school. When compared with all schools the standards, by the end of Year 6, have usually ranged from average to well above average for the past four years. The children's achievement over time is good. This year the children's standards in Year 6 in English have fallen a little as about a quarter of them have learning difficulties. In mathematics the standards remain above average. In both subjects a good proportion of children are likely to reach high standards. The teaching across the school is good with almost a quarter very good. The leadership and management of the headteacher have strong features. He has a very clear view of what needs to be done and has identified changes to further improve the children's standards across the school. The headteacher is supported extremely well by the deputy and the teachers. The governors provide good support. The school gives good value for money.

What the school does well

- The children achieve well over the time they are at the school, particularly in numeracy.
- The teaching is good.
- Information and communication technology has developed well.
- The children have very good attitudes to school and their behaviour and personal development are very good.
- The provision for the children with special educational needs is very good and they learn well.

What could be improved

- The role of the curriculum co-ordinators, and their contribution to the work of the school, should be developed to help raise standards.
- The methods of assessing what the children know should be more detailed and include the

setting of targets. This information should be used as a means of further supporting the children's standards and progress, especially in writing for the potentially higher attaining children in the infants.

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 October 1997. The children's standards in information and communication technology (ICT), design and technology and geography were criticised. The teachers did not have enough guidance to help them teach these subjects well. Aspects of the teachers' lesson plans were criticised as they did not take enough notice of the children in mixed age classes. The school has given good attention to these areas and they are now satisfactory. The school was praised for many aspects of good work, and since then it has made additional improvements, for example in the special needs provision and the children's achievement. The school's capacity for further improvement is good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E	B	B	well above average A above average B
mathematics	A	E	A	A	average C below average D
science	C	E	C	C	well below average E

The children in Year 6 in 2000 reached standards that were well above average for mathematics, above average for English and average for science. Over the past four years the standards have generally remained steady apart from 1999 when there was a higher number of children with special needs and this caused the results to dip. The school has successfully concentrated on maintaining the high standards in mathematics. Attention is now being given to English and science and this is already beginning to improve the standards in English. The high numbers of children with special educational needs in some year groups has a strong effect on the overall standards.

When compared with the national picture the children who are now in Year 6 reach standards that are below average in English and science and above average in mathematics. Judging by the children's standards when they took their Year 2 tests, there appears to be a drop. However several new arrivals in the class have significantly altered the balance. The children's achievement is good in mathematics and satisfactory in English and science. The school set realistic targets for the children in the current Year 6 class to reach by the time they took their national tests. Several children exceeded their targets this year.

In Year 2 the children's attainment when they entered the reception class was average. Children have moved in and out of the class since then and this has

increased, to almost a third, the proportion of children on the register for special needs. As a result, their 2001 test results are well below average. There is a typical number of children reaching higher standards in reading, and the same children are reaching the higher standards in mathematics; they have achieved well. None of the children reached the higher standard in writing, although some of them could have done so. The children in the current reception class reached average standards in English and mathematics when they started school. Their standards are now above average and their achievement during the past year has been good. In almost all lessons, the children are reaching good standards for their ability. However some of the lower attaining children in Year 5 occasionally find their work too hard and some of Key Stage 1 pupils could reach higher standards in writing.

The children with special needs achieve well and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children like school and work hard in their lessons.
Behaviour, in and out of classrooms	Very good. In classes and around the school the children behave well. There is no bullying and there have been no exclusions.
Personal development and relationships	Very good. The children support and help each other well. Older pupils look after younger children or those with disabilities.
Attendance	Above average and continuing to improve.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Good' means that the teaching is better than usual with many strengths.

Over 60 per cent of the teaching is good or better. This includes 23 per cent that is very good or excellent. No unsatisfactory lessons were seen. The teachers have many strengths. In particular they have good relationships with the children and support less able learners skilfully. This means that the children work hard and in almost all cases they make good progress. The children are encouraged to extend their answers to questions and read with expression. The teachers tell the children what they have to learn and this helps them understand how well they are doing. The children are given good support to work and behave well. The best teaching includes a good range of different work to challenge children of different abilities. This was seen, for example, in English and mathematics in Years 2, 3 and 4 where several different tasks were provided.

Whilst there are no significant weaknesses in the teaching occasionally there is too little difference in the work done by children of different attainment. This was seen, for

example, in mathematics in Years 5 and 6. In this case some of the children in Year 5 did not achieve as well as they could.

English and mathematics are generally taught well. The school teaches the skills of reading and numeracy carefully and effectively. New ways of teaching writing are proving successful through improving the children's spelling and comprehension. This is beginning to be effective in all of the classes. The children with special needs are taught well by their teachers and support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school uses the national guidelines appropriately and the teachers are beginning to identify ways of changing these to better suit the children.
Provision for pupils with special educational needs	Very good. This aspect is organised well. The teachers and support staff work efficiently to ensure the children achieve well.
Provision for pupils' personal, spiritual, moral, social and cultural development	Good. The opportunities for the pupils' spiritual, moral and cultural development are very thorough. Social development is very good. The children are encouraged to take responsibility for themselves and to help each other. They are given jobs around the school.
How well the school cares for its pupils	Good support for the children's welfare and very good guidance for them. The ways of checking and supporting the children's progress are insufficient.

The school analyses test results and uses them very efficiently to find weaknesses in the curriculum. However, there is no whole school system to set targets for individual children as a means of improving their standards. These aspects of assessment have been identified by the school as needing development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory with considerable strengths and some aspects that need development. The head and deputy know what the school needs and have identified the next steps to move the school forward. They recognise the need to develop the work of the co-ordinators but have postponed this improvement longer than is necessary.
How well the governors fulfil their responsibilities	Good. They support the school well and fulfil the legal requirements.
The school's evaluation of its performance	Satisfactory. The school has identified the strengths and weaknesses and knows which aspects need first attention. For example, there are not enough opportunities for the curriculum co-ordinators to help raise the standards.
The strategic use of resources	Good. The budget has been managed very well. The school makes sure that money is spent carefully.

The head and deputy work very well together and have a good view of what the school does well. They have identified appropriate priorities for improvement, like setting targets to help individual children improve and extending the work of the co-ordinators. They have achieved a lot in a short time but could have already involved the co-ordinators more. All the staff share a very strong wish to continue improving the work of the school. The school spends its money well. For example on improving the learning for the children with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents feel comfortable about approaching the school.• The teaching is good.• The children like school.• The school is well led and managed.• The children are making good progress.	<ul style="list-style-type: none">• The amount of homework.• The range of activities outside lessons.• The information about how the children are getting on.

The inspection team agrees with the parents' positive views and with some of the aspects criticised by parents. There is less homework than is usual and the parents do not have as many opportunities as they could to see how well the children are reading in Key Stage 1. The range of activities outside lessons is no different from most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The children achieve well over the time they are at the school, particularly in numeracy.

1. The children enter the nursery and reception classes with standards that vary from average to below average from year to year. Their standards on starting in reception are assessed and the results show that in most years since 1998 the children had lower than average standards in personal and social development and in mathematics. Their standards in aspects of English were sometimes average and sometimes below. The standards were average overall when the current reception class and the children who are now in Year 2 first started at the school.
2. In most classes there is a higher number of children with learning difficulties than is typical in most schools. As a result, the overall standards in each year group are below the national average and sometimes, like in Years 3 and 5, are well below average. In most classes about a third of the children are on the register for special needs. Many of these children are unlikely to reach the average Level 4 or the higher level 5 by the time they finish Year 6. These children reach good standards for their capabilities and achieve well as they move through the school.
3. The children who are potentially average or above average attainers almost always reach the standards expected of them. The school checks their test results each year and looks at the progress they have made. The few children who have made slower than expected progress are identified, and the school seeks to find out why their results are lower than they should be. In the Key Stage 1 tests for 2001 none of the children reached above average standards in writing although some of them could. The school has introduced a new system to improve the children's writing. This is already proving effective but has not yet had a sufficient effect to enable the children in Year 2 to reach the higher standards.
4. The school identified mathematics as the first target for improvement and the teachers have worked hard to improve their lessons. To develop numeracy the national strategy is followed. The staff have identified weaknesses, like quick recall of tables and number bonds, and have taught these to the children well. The children now handle aspects of mental arithmetic very confidently and are able to use their knowledge of how to calculate or organise numbers to solve problems. In Years 3 and 4, for example, the children worked at a range of levels to list the quantities of food and drink required for a party. In Key Stage 1, in mathematics, most of the children have lessons at the correct level for their age and some work at a higher level. About a third of the children, who have been identified as having learning difficulties, reach lower than average standards. These children work hard and achieve well. In years 5 and 6 the work is planned for the older and higher attaining children. This means that

almost all of the Year 6 children reach average or good standards and overall they do better than children in many other schools.

5. All the teachers are good at teaching mental mathematics activities. They use good strategies to help the children quickly remember their tables and, for example, which number pairs add up to ten or twenty. In the best lessons the teachers identify the stages reached by the different groups of children and plan work which accurately matches what they need. In the Year 3 and 4 class, for example, the lesson was taught very well and enabled the children to understand that many aspects of numeracy are needed to manage real situations, like planning a party. Some teachers, such as those in Years 5 and 6, have a good knowledge and understanding of mathematics, and numeracy in particular, and this helps them improve the children's standards more quickly. They are able to understand what may cause the children to become confused and make sure that the difficulties are easily overcome.
6. The children's standards and rate of achievement in English, particularly writing, have been identified by the school as the current target for improvement. Already the children are using a new system to help them improve spelling, reading and handwriting. This has already had a significant effect on raising their standards. As a result, In Key Stage 1, in spite of the high number of children with special needs, the standards are almost average overall and most of the children are achieving well. As yet the standards of the potentially higher attaining children are not as high as they could be in writing but the situation is improving rapidly. These children already reach the higher level for reading. The children in Key Stage 2 have more lost ground to make up but the system is supporting them well. Their standards are below average overall, although a quarter of them are reaching the higher Level 5 and 44 per cent reach the average level.
7. The children achieve well in science. In Key Stage 1 their standards match the other subjects and they use their English skills effectively to manage the science curriculum. In Key Stage 2 many of the children are reaching average levels in science although fewer than usual reach higher levels in the tests. The school has concentrated on teaching the children to use their science skills to investigate and draw conclusions. This has enabled them to reach above average standards in these aspects of science.

The teaching is good.

8. The effective teaching ensures the children achieve well. Thirteen lessons were seen. One was excellent, two were very good, five were good and the other five were satisfactory. There were no unsatisfactory lessons. In all the lessons the teachers manage the pupils' behaviour well and expect them to develop good attitudes and conduct themselves properly. The teachers know the children very well and understand how to help them learn. As a result the children are very responsive and prepared to work hard and the lessons progress in a purposeful and productive atmosphere. There is good and very good teaching in all parts of the school.

9. The teaching in mathematics and aspects of English is particularly strong. The teachers have a good knowledge of how the basic skills of reading and writing need to be planned and taught to the children. This has improved since the school introduced the new approaches to teaching English. These are well structured and carefully managed way of helping the children use sounds to improve their spelling. Additionally handwriting is taught systematically and the children are taught how to make up sentences carefully and clearly. There are many examples of the children using their writing in different ways. This was evident in both Key Stage 1 and Key Stage 2 with the children writing appropriately in history, science and geography. The teachers encourage the children to give full answers to questions and improve their spoken language. They show the children how to read with expression and use the punctuation to make the meaning clear.

Information and communication technology has developed well.

10. At the time of the last inspection this aspect was unsatisfactory. The children's standards were below average and the teachers were unsure how to develop the pupils' skills and understanding. Since then there has been a good improvement. Almost all of the children now reach satisfactory standards overall, with some reaching higher standards. The teachers have a good and sometimes very good understanding of how to use computers. They are able to demonstrate to the children and step in successfully to help the children improve their work.
11. The school has increased the numbers and quality of computers through using nationally available funding. There are now good quality machines in a special computer room. This is small and only takes half a class but the school has made good provision to manage the situation. The children have regular lessons to help them improve their computer work and these have provided opportunities to extend many new ideas. The junior age children show a good understanding of how to use the new technology to support their everyday activities. For example, they have made cards for special occasions using art and printing programs. These involve planning the layout to include folding the paper into four and placing the school logo on the back. They have made posters to support their science work, which include information they have collected. This is presented with cartoons and photographs taken with the digital camera. Some of this work is above average and shows a rapid improvement over the past year. The infant children use interesting programs, such as drawing and colouring activities, to help them control the mouse and organise their work. They like using the computers and are eager to improve their designs. The school uses a good selection of programs to help the younger children improve their spelling and punctuation through enjoyable activities.
12. The teachers use computers well in many aspects of school life. Displays of children's work include many labels and pieces of information produced by computer. The teachers have their own machines at home and use these to improve their own skills. Lessons are planned well over the school year to cover the recommended curriculum. The staff are also beginning to include good ideas of their own to improve the opportunities for the children. In Years 3 and 4 the children are responding to e-mails from another school and are learning how to manage the process while reading and composing the text. The co-ordinator has developed the subject very well. He has introduced good programs for the children to use in most subjects. He has a very clear understanding of the next steps needed to continue the improvements in the children's standards.

The children have very good attitudes to school and their behaviour and personal development are very good.

13. These are strengths of the school. From the time the children enter the nursery class they are given good support to behave well and work hard. As they move

through the school these ideas are extended and the children quickly develop a good attitude to work. They know they need to work hard and concentrate in order to do well.

14. Throughout the school the staff demonstrate very effectively how to form good relationships. They show courtesy and respect to each other and to the children. They are calm and give the children praise and encouragement where appropriate. They use good class management strategies and have high expectations of the children to work and play together amicably. All of the adults working in the school talk about the best ways to support the children and ensure they work and play well. Assemblies are used well to show the children that they are valued and important and to help them feel part of a group. They are shown that they have responsibilities for others in the school and the older children are encouraged to look after the younger ones, which they do well.
15. There are high expectations that the children will behave well. As a result, little time is wasted in lessons as the children and the staff are able to focus on learning rather than the consequences of bad behaviour. The children have shared the task of identifying the school and classroom rules and understand the importance of following them. They have been taught to take this responsibility very seriously and as a result there is an atmosphere of friendliness and confidence in the school.

The provision for children with special educational needs is very good and they learn well as a result of the good teaching

16. The percentage of children identified as having special educational needs is broadly in line with the national average although a high proportion of these children are at high stages on the special needs register. There are also more children with statements of special needs than is typical because parents of children with learning difficulties, from further afield, have brought their children to the school. These children are taught well and as a result they make good progress. The school is particularly skilled at making the children feel successful and happy. The children's learning capabilities and standards are regularly checked. Targets for improvement are set in the children's individual education plans and the pupils are taught well by their teachers and by members of the special needs support team. The children's work is reviewed to see what improvements have been made. The special needs co-ordinators ensure that the parents are involved whenever possible. They support the teachers well but could have more involvement in checking the children's learning plans. The co-ordinators have a very clear understanding of how to make sure the children work comfortably and yet with enthusiasm.
17. The children sometimes work in small groups withdrawn from the classrooms and often the special needs staff come into the classroom to give help. Both these methods work well because the tasks match what the children learn to need next and they are helped to concentrate by having an adult working closely with them. When there is no additional help, the class teachers support

the children with special educational needs by carefully altering the work so that the children can manage it. The special educational needs work in the school is very successful.

WHAT COULD BE IMPROVED

The role of the subject leaders, and their contribution to the work of the school, should be developed to help raise standards.

18. The subject leaders do not have sufficient responsibility for their subjects across the school. The school has already identified this area for improvement and has rightly decided to develop the role of the co-ordinators for English and mathematics first. The subject leaders have too small a part to play in improving the standards reached by the children across the school. They are able to see the other teachers' termly planning but there is no system for them to review these documents formally. They do not consider how good the planning is or discuss how it might be improved with the teachers concerned. There is no regular system of checking the work in the children's books to look at how well the subjects are being taught and learned. As a result of this there are some differences between subjects and classes that are not being picked up. For example, the marking of work is better in English than in mathematics. Some children of different abilities and ages occasionally do the same work, and this sometimes slows down their learning.
19. There is no regular and organised system in the school to observe the teachers while they are working in the classrooms. The subject leaders are unsure how the teaching affects the children's standards in subjects that are identified as needing improvement. They do not know how well their subjects are taught and cannot use the very best teaching as an example to help others improve.

The methods of assessing what the children know should be more detailed and include the setting of targets. This information should be used as a means of further supporting the children's standards and progress, especially in writing for the potentially higher attaining children in the infants.

20. The school keeps very detailed information about how well the children do in their tests each year. The data is examined closely and organised to show the progress the children have made and to predict how well they could do in the national tests at the end of Years 2 and 6. This system is very clear and helpful. Sometimes the data shows that a few children do better or worse than expected and the staff form a plan to take account of this. There is no agreed system to check the children's achievement during the year, only at the end. The children are not given individual targets to reach during each term or part of term to make sure their progress is steady and regularly reviewed. As a result there is a large group of children, who are learning quickly, but are still below average. The school's analysis of test results shows that most children's rates of progress in English are slower than in mathematics. They still reach

lower standards overall in English than in mathematics. This subject is rightly a priority and the targets for improvement set by the school, while developing well, have not yet been reached.

21. The school has already identified this area for improvement and plans to set individual targets for the children. This is timely as there are differences in the rate of progress between mathematics and English. These would be identified and analysed more easily if the teachers knew how long the children took to learn new parts of their work. Additionally a few children find their work difficult and this would become clearer and more easily corrected if they were set regular targets.

22. The school has already begun to improve the standards of the children's writing in all the classes but there are still no Year 2 pupils reaching the above average levels in the national tests. The teachers have rightly identified that the children need to develop their spelling and imaginative writing skills in order to reach the higher levels. A considerable amount of work has already been done; the children are better at spelling and some are beginning to write with confidence. There are no specific targets, linked to the National Curriculum that show the teachers exactly what the children should be able to do in order to achieve the next level. When this system is introduced the improvement in writing will be considerably supported.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to build on the good work of the school the headteacher, staff and governors should:

(1) Develop the work of the subject leaders, starting with English and mathematics, to ensure that each subject is managed in a way that gives clear information about its strengths and weaknesses by:

- providing a systematic and regular opportunity for the headteacher and curriculum co-ordinators to monitor and evaluate the work in classrooms and gain a view of how well each subject is taught and learned throughout the school;
- looking at the pupils' work and identifying ways of helping the teachers improve the work of the children;
- looking at the teachers' planning and giving advice and guidance on how well they are preparing to teach the subject;

(paragraphs 18,19)

(2) Develop the methods of assessing what the children know and set targets for further improvement by:

- identifying the standards that the children should be reaching;
- identifying the standards already reached by the children, several times each year, and checking these against the expected standards;
- setting targets for the children to ensure they achieve the appropriate standards.

(paragraphs 20, 21, 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	15	38	38	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	22	127
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register	2	30

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	1

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	9	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	2	5
	Girls	8	8	8
	Total	11	10	13
Percentage of pupils at NC level 2 or above	School	61 (75)	56 (75)	72 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	5
	Girls	8	8	8
	Total	11	13	13
Percentage of pupils at NC level 2 or above	School	61 (75)	72 (100)	72 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	6	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	6
	Girls	7	7	8
	Total	12	11	14
Percentage of pupils at NC level 4 or above	School	86 (60)	79 (60)	100 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	7	7	7
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	79 (53)	79 (60)	86 (60)
	National	70 (68)	72 (69)	79 (75)

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	103
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)	7
Number of pupils per qualified teacher	25.4
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	226.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	3
Total aggregate hours worked per week	52.5

Number of pupils per FTE adult	5.5
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	315352
Total expenditure	292872
Expenditure per pupil	2170
Balance brought forward from previous year	-9660
Balance carried forward to next year	12820

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	4	0	0
My child is making good progress in school.	58	35	4	0	2
Behaviour in the school is good.	54	42	0	0	4
My child gets the right amount of work to do at home.	33	33	10	2	21
The teaching is good.	69	29	0	0	2
I am kept well informed about how my child is getting on.	42	42	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	73	25	0	0	2
The school expects my child to work hard and achieve his or her best.	56	42	0	0	2
The school works closely with parents.	50	44	6	0	0
The school is well led and managed.	65	31	2	0	2
The school is helping my child become mature and responsible.	56	42	0	0	2
The school provides an interesting range of activities outside lessons.	27	38	10	2	23