

INSPECTION REPORT

BUSHFIELD ROAD INFANT SCHOOL

Scunthorpe, North Lincolnshire

LEA area: North Lincolnshire

Unique reference number: 117747

Headteacher: Mrs E Carr

Reporting inspector: Mrs E M D Mackie
Rgl's OIN: 23482

Dates of inspection: 7 - 8 May 2002

Inspection number: 230221

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
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Bushfield Road Scunthorpe North Lincolnshire
Postcode:	DN16 1NA
Telephone number:	01724 842829
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Fiona Wilding
Date of previous inspection:	3 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bushfield Road Infant School is located in a well-established residential area of Scunthorpe which includes owner-occupied and rented housing. Since the last inspection, the original school building has been altered and new classrooms have been added. There are 190 pupils on roll, 95 of whom are in the Foundation Stage (nursery and reception age). In the nursery, 19 attend full-time and 30 attend part-time. There is a wide range of attainment when children enter the nursery, but overall, attainment is average for the age group. A significant number of children start school with below average language skills. Few pupils are from ethnic minority groups and none speaks English as an additional language. Over 19 per cent of full-time pupils are eligible for free school meals and this is in line with the national average. Nearly 19 per cent of all pupils are on the school's register of special educational needs; this is in line with the national average. Seven pupils have statements of special educational need, and this is above average.

HOW GOOD THE SCHOOL IS

This is a very good school where most pupils attain very good standards in reading, writing, mathematics and science by the end of Year 2. Pupils achieve very well because teaching is very good, the curriculum is broad, relevant and stimulating and the management is very good. The headteacher provides excellent leadership and the deputy headteacher plays a major role in the management of the school. The governing body fulfils its role very well. The school gives very good value for money.

What the school does well

- Pupils' attainment is very good in English and mathematics by the end of Year 2. Pupils also perform very well in science, art and design and information and communication technology (ICT), and achieve very well overall during their time in school.
- Teaching is of very good quality. Teachers are enthusiastic and thorough, so that pupils learn at a very good rate and enjoy school.
- The curriculum is interesting and relevant. It ensures that pupils acquire the basic skills securely and have a wide range of experiences to learn about the world around them.
- The headteacher, ably supported by the deputy headteacher, provides excellent educational direction for the school. Co-ordinators ensure very good curricular provision in all subjects and governors fulfil their management role very well.

What could be improved

- Attendance is below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in December 1997 identified six important issues which the school needed to address. The school has made very good progress in overcoming these weaknesses and:

- improved schemes of work. Teaching of high quality and regular moderation of standards now ensure that all pupils are challenged;
- the school's development plan identifies well-chosen priorities, with financial implications, and is linked effectively to the regular monitoring of the school;
- the school now has a cohesive and helpful set of procedures to assess and record pupils' attainment;
- subject co-ordinators now monitor teaching and learning, analyse assessments and scrutinise pupils' work so that strengths and weaknesses are identified;
- pupils now learn more about cultures different from their own;
- the rear fence of the school has been improved.

In addition:

- standards have risen in English, mathematics and science;
- the quality of teaching has improved;
- the quality of leadership and management has improved;
- the school provides better value for money.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	C	B	A	A*	very high A* well above average A above average B average C below average D well below average E
writing	B	A	A	A	
mathematics	B	A	A	A	

The school did well in the 2001 National Curriculum tests and assessments for pupils in Year 2. Its results in reading were in the highest five per cent nationally. Standards of work seen during the inspection were very good in English and mathematics, indicating that high standards are being maintained. The trend has been upward in both subjects over the past four years. In reading and writing, the school emphasises the importance of learning letter sounds and building up words. In mathematics, quick-fire questions keep pupils 'on their toes'. In science, pupils achieve very well and attain above average standards. The school's very good performance in science is based on investigative work which helps pupils to gain deeper scientific knowledge and understanding.

In other subjects of the National Curriculum and religious education, pupils achieve very well and standards are better than those usually seen, with evidence of very good work in art and design and ICT. These standards reflect the high quality of the teaching. Pupils with special educational needs achieve very well in relation to their starting points.

Children are on course to exceed the Early Learning Goals in the nursery and reception classes. The well-organised activities ensure that pupils achieve very well in the six recommended areas of learning. Children settle into school very well and are keen to learn.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, work hard and want to do well.
Behaviour, in and out of classrooms	Very good. Very good behaviour underpins the pupils' very good achievement.
Personal development and relationships	Very good. Pupils become increasingly responsible as they move through the school. Relationships are very good.
Attendance	Unsatisfactory. It is below the national average because a few families do not respond to the school's emphasis on the link between good attendance and good achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

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

Teaching is of high quality. Pupils make very good progress and achieve very well by the time they leave the school because teachers have high expectations of them. Teachers' planning and preparation are very good, and nursery nurses and learning support assistants play a significant role in the very good teaching of groups and individual pupils. Teachers' secure subject knowledge helps them to set challenging tasks for all pupils. The quality of teaching in English and mathematics is very good and teachers promote the use of literacy, numeracy and ICT very well in other subjects. Relationships are very good, so that pupils are confident in asking for help if they are not sure about things. Teachers manage the pupils very well so that behaviour is consistently very good. In the nursery and reception classes, teachers have a clear understanding of the needs of young children, and relevant activities help children to enjoy their early years in school and learn at a very good rate. Throughout the school, teachers, nursery nurses and learning support assistants ensure that pupils with special educational needs are well supported with carefully organised work based on their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is enriched with interesting activities and visits so that pupils are motivated to learn. The local environment is used very effectively to help pupils to extend their learning.
Provision for pupils with special educational needs	Very good. Well-written individual education plans help pupils to make good progress in all classes and achieve very well based on their earlier learning. Adult support is of very good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to become increasingly responsible and thoughtful for other people. There is a clear moral code of right and wrong. Provision for pupils' appreciation of art is of high quality and the school gives them a good understanding of life in a modern multicultural society.
How well the school cares for its pupils	Very well. Child protection procedures are very good and governors take great care to ensure a safe environment for all who learn and work in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher gives excellent educational direction for the school. The deputy headteacher and teachers with special responsibilities play a significant role in the school's successes. They work as a team with a clear focus on high standards.
How well the governors fulfil their responsibilities	Very well. They fulfil their role conscientiously and draw on their skills to support and manage the school in the best interest of the pupils.

The school's evaluation of its performance	Very good. There is a good range of systems to check on how well the school is doing, and the leadership and management use these to give a comprehensive picture of the school. This helps them to plan very effectively.
The strategic use of resources	Very good. Finances are linked very well to priorities in the school's development plan. Funds for specific purposes, such as special educational needs, are spent wisely.

The school applies the principles of best value very well and evaluates its spending against benefits to the pupils, especially in terms of raising standards.

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 expects children to work hard and achieve their best. • The children like school. • The teaching is good. • The school is well led and managed. • Children get the right amount of homework. • The school helps children to become mature and responsible. • Behaviour is good. • Children make good progress. 	<p>A few parents:</p> <ul style="list-style-type: none"> • Do not think that the school provides an interesting range of activities outside lessons. • Feel that they are not well informed about how their children are getting on. • Do not like approaching the school.

The inspectors agree with the parents' positive views of the school. For an infant school, Bushfield Road provides a good spread of extra-curricular activities, including recorder clubs and a gym club. The school provides a good range of information for parents on how their children are doing at school. Apart from open evenings and annual reports, the headteacher and her staff have an 'open door' policy and are willing to see parents by appointment if necessary. Reading diaries are also used effectively to foster dialogue between school and home. The inspectors feel that this provides sufficient opportunities for parents to find out about how their children are getting on.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment is very good in English and mathematics by the end of Year 2. Pupils also perform very well in science, art and design and information and communication technology (ICT), and achieve very well overall during their time in school.

1. In the 2001 National Curriculum tests, the school's results in reading were very high in comparison with the national average. Very good standards have been maintained and the pupils achieve very well. Very good teaching of literacy and numeracy, including the teaching of letter sounds and multiplication tables, helps pupils to make good progress throughout the school and achieve very well by the end of Year 2. In the nursery and reception classes, children make good progress in communication, language and literacy because staff take every opportunity to develop children's vocabulary and encourage them to enjoy reading and writing. Throughout the school, teachers provide a wide range of opportunities for pupils to discuss their ideas, share their views, and gain greater understanding of what is being taught. In the literacy hour, pupils study carefully-chosen texts and in mathematics, they engage in thought-provoking activities so that they practise and hone their skills well.
2. By the end of Year 2, most pupils read very well for their age. They talk about the settings of stories and describe the characters. Their knowledge of letter sounds helps them to decipher simple words accurately, and they consider the meaning of sentences when trying to read more difficult words. Pupils of average and above average ability in Year 2 confidently break words into syllables. Because teachers use an interesting range of strategies, pupils write very well for a good range of purposes. They write stories and poetry of very good quality, with increasingly interesting vocabulary. A pupil wrote, 'Seaward, seaward; All ocean's starfish; Sing out and say; Behold this lovely world'. Another wrote, 'In autumn time I can see; Spiky hedgehogs sleeping; Red leaves floating; Hard conkers rolling'.
3. Pupils enjoy mathematics lessons. Teachers make these fun for the pupils, with quick-fire mental arithmetic sessions and interesting activities which get pupils to think hard and look for different ways to answer problems. In the nursery and reception classes, children have many practical experiences which extend their understanding of number, shape and measurement. They sort, order and count objects, and sing number rhymes. In Years 1 and 2, pupils investigate patterns of numbers, create graphs from information which they have collected and record co-ordinates on a simple grid. More able pupils add two-digit numbers, such as 23 and 35, in their heads. Pupils develop an increasing understanding of the processes of addition, subtraction, multiplication and division and use these processes to solve everyday problems. In whole-class teaching, teachers encourage pupils to solve problems in their own ways and explain their calculations to the rest of the class. This helps them to sort out their ideas and gives other pupils opportunities to suggest other ways of dealing with problems.
4. Pupils' attainment in science is very good. Their scientific knowledge and understanding develop well in the nursery and reception classes because of the carefully planned investigative activities. In Years 1 and 2, pupils gain deeper understanding of materials and their properties, life processes and living things and physical processes. They become more confident in carrying out fair tests in systematic ways and relate their learning to everyday situations; for example, when they investigate the uses of electricity in everyday life.
5. In ICT, pupils' very good attainment is based on the high quality of the leadership, teaching and planning. A significant proportion of pupils achieve at levels above those expected for pupils of their age. They have very good levels of technical skill to word-process, draw, create graphs and grids and access pictures and information from a range of sources. They also have the confidence to explore ways of using these skills; for example, when they make labels, edit or correct written work, record the growth of seedlings and record different ways of travelling to Australia.

6. The quality of artwork in the school is very good. Observational drawing and painting are of a particularly high standard, and pictures of flowers are everywhere in school. Teachers encourage pupils to look at the work of significant artists such as Van Gogh and explore how to create effects with colour and shading. Prints of well-known works of art are displayed around the school to inspire pupils. Their own work is also beautifully presented in displays and framed for hanging in corridors. This raises the self-esteem of pupils and promotes the notion that they too are artists whose work is valued.

Teaching is of very good quality. Teachers are enthusiastic and thorough, so that pupils learn at a very good rate and enjoy school.

7. The quality of teaching is very good, and examination of pupils' earlier work indicates that teaching throughout the year has been consistent. There are high expectations of all pupils, and targets are set which encourage pupils to strive for constant improvement. Pupils learn at a very good rate and soon take responsibility for improving their own work. They make good progress and achieve very well in acquiring the basic skills of literacy and numeracy because teachers have introduced the literacy hour and daily mathematics lessons very well.
8. Teachers plan lessons very well in order to meet the needs of all pupils, including those in mixed-age classes. Classroom discipline is very good so that the very few pupils who show signs of inattention soon knuckle down to work. Routines are well established and work is carefully prepared for pupils who find learning difficult or who learn more quickly. The very good relationships in class contribute very well to pupils' learning; pupils can ask questions confidently if they need help. Tasks for pupils with special educational needs are not just 'easier work'; they include challenges which help the pupils reach the targets in their individual education plans; pupils are therefore able to achieve regular success. This builds up pupils' self-esteem and ensures good progress. Learning support assistants are involved in the planning and they teach and support pupils purposefully in groups or as individuals. Staff are enthusiastic about their work. After classroom monitoring by senior teachers and co-ordinators, teachers are keen to know what they could do better. Monitoring has provided opportunities for teachers to share good practice and find better ways to teach. Feedback to individual teachers and whole staff discussion after monitoring have proved to be valuable parts of the process. There is consistent, very good teaching throughout the school so that pupils make consistently good progress and achieve very well from an average starting point when they join the nursery.
9. Since the last inspection, the school's improved procedures for assessing and recording pupils' attainment have helped teachers to assess pupils' progress more systematically and plan lessons which build securely on what pupils already know. This gives the pupils confidence and helps them to make sense of what is being taught. Lessons are usually planned in three parts. In the introductory session, the teaching of the whole class and the very good use of questioning are based on the teachers' secure subject knowledge. In mathematics, pupils enjoy this part of lessons because there are opportunities for them to share their ideas and participate in challenging 'quick-fire' question-and-answer sessions which make them think hard. In the activities which follow the class teaching, pupils learn at a very good rate because teachers use a stimulating range of methods which make learning interesting and fun; for example, when they created healthy packed lunches in a science lesson. The last part of lessons is used very effectively to ascertain pupils' understanding and consolidate their learning. Teachers use a wide range of resources very effectively to help pupils learn, and they encourage them to research in books, CD-ROMs and on the Internet.

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

10. The curriculum provides pupils with an exciting learning path which opens up their understanding of the world outside school. The basic skills of literacy and numeracy are planned and taught systematically, so that pupils have secure tools for learning. Teachers have introduced the

national strategies for literacy and numeracy very effectively. Careful analysis of the school's performance in national assessments has led to enhanced provision for investigative work in science. The planned use of computers in all subjects has raised the profile of ICT as a tool for learning. Pupils achieve very good standards when they apply their skills effectively for word processing, data handling and research using CD-ROMs and the Internet. As a result of the cohesive nature of the curriculum, subjects relate to one another in a meaningful way and pupils' attainment has risen. They enjoy a wide variety of stimulating experiences which encourage them to enjoy school and achieve well. This concurs with parents' views expressed in the pre-inspection questionnaire and at the parents' meeting.

11. The curriculum provides very well for pupils of all abilities, and all are challenged in order to deepen and extend their knowledge and understanding. Long-term planning includes units of work for all subjects, so that pupils learn in a systematic and progressive way. Weekly and daily plans, helpful to both teachers and pupils, are then devised so that each pupil's needs are met. The curriculum is planned so that pupils have opportunities to learn in a variety of ways; for example, by discussing, questioning, listening, observing, researching in books and on computers and through practical activities. Planning recognises the central role of questioning and assessment in all areas of the curriculum. From their earliest days in school, children are encouraged to ask questions and explore their ideas; for example, when pupils in Year 2 investigated ways of adding three two-digit numbers, a pupil added the tens first, he then added the units and remarked, 'You don't have to forget to add any tens to the ones you already have'.
12. Subject co-ordinators look for ways to make the curriculum relevant for all pupils. They draw on pupils' everyday experiences to establish clear understanding and then extend the pupils' horizons to wider issues. Pupils explore the immediate locality and look at similarities and differences with places further away. Work in a variety of subjects is enhanced by the use of the school grounds and visits to the local park, museums and interesting sites. Pupils' understanding of the wide variety of ways in which people live is broadened in many subjects. For example, in literacy lessons, pupils read about a girl who lives on a Scottish island. They compare her life with their own, and consider possible differences in transport, shopping and employment. This enhances work in geography and helps pupils to understand that there are different ways of living, even within the British Isles.
13. In order to inform parents about the curriculum, teachers hold meetings and workshops. Parents take an active part in these so that they know more about what and how their children are learning at school. Parents and local residents come into lessons; for example, in science, to talk about babies or tell pupils about their pets. The postman, local firefighters, and a veterinary nurse have also visited the school recently. Pupils are taken to visit the local library, museums, churches, stately homes, the Humber Bridge, the seaside and the local park to extend their studies in science, art and design, design and technology, geography and history. Links with partner institutions are very good, so that teachers share information and are aware of what is going on in other local schools.
14. Provision for pupils' personal, social and health education is carefully threaded through the teaching of all subjects; for example, when the study of different kinds of food in science is linked with pupils' learning about healthy lifestyles. Pupils' personal development is considered thoughtfully in all subjects. For example, in ICT, pupils are aware that their skills will be useful to them in the outside world, and in English, pupils know that activities such as letter-writing, making lists and writing instructions are carried out regularly by adults. In their study of life processes and living things, pupils write thoughtful poems, draw and paint animals and consider respect and care for pets. Lively, practical lessons and clubs, where pupils play musical instruments, consider rhythms, respond to simple scores and learn songs, enable pupils to appreciate the inspiring music of great composers and of music from a range of cultures. Pupils' appetite for art is whetted through close study and appreciation of the work of well-known artists. They draw and paint in the style of some of these artists, such as Van Gogh and Mondrian.

The headteacher, ably supported by the deputy headteacher, provides excellent educational direction for the school. Co-ordinators ensure very good

curricular provision in all subjects and governors fulfil their management role very well.

15. The headteacher provides excellent educational direction and staff with management responsibilities contribute significantly to the high quality of education provided by the school. The deputy headteacher plays a significant role in the management. The staff work well together as a team which is dedicated to raising standards and creating a happy and purposeful learning atmosphere. The headteacher has high expectations of the staff and doesn't expect them to do anything that she wouldn't do herself. She inspires them and encourages them to share good practice in order to provide the very best for the pupils. New initiatives are introduced in a measured and very well-organised way, so that staff are properly trained and everyone is clear about the purpose of any change. As a result, staff enjoy their work, there is high staff morale and relationships are very good. This is reflected in the parents' positive views about the leadership and management, the quality of teaching and the high expectations of their children. Almost a 100 per cent of parents stated in the pre-inspection questionnaire that the school expects their children to work hard and achieve their best.
16. Subject co-ordinators fulfil their roles very well. They are enthusiastic about their subjects and keen to provide stimulating activities which motivate the pupils. They value each other's opinions and meet regularly to find ways of ensuring that aspects such as literacy, numeracy and ICT are incorporated into the long- and medium-term planning. Each co-ordinator provides a very good role model for the teaching of her subject. In addition to classroom monitoring, co-ordinators also scrutinise teachers' planning and look at pupils' work throughout the school. In order to provide consistency and ensure that pupils' attainment is measured against national standards, co-ordinators have compiled portfolios of assessed work which can be referred to by all staff.
17. The governing body is very supportive and is closely involved in all aspects of the school's work. Governors with specific roles fulfil them very well and committees have a clear view of where the school is going and what they can do to maintain high standards. Governors' individual expertise is used very effectively, and carefully planned training helps governors to strengthen their contributions to the management of the school. All staff and governors are involved in the formulation of the school's development plan, which is compiled by the headteacher and deputy headteacher and ratified by the governing body.
18. The staff and governors are not afraid to face up to challenge. They have dealt resolutely and very effectively with issues which were identified for improvement at the last inspection in December 1997. The teachers' robust analysis of results in national tests provides sound evidence for governors to target resources and improve provision for pupils. Monitoring of the school's work has become an increasing part of the governors' role. The headteacher reports regularly to them on the quality of teaching and learning, and governors come into school to observe lessons. This has been particularly successful during the introduction of the literacy hour and the daily mathematics lessons. Aspects of school self-evaluation, such as analysis of results, classroom monitoring, assessments of the school's resources and monitoring of provision for health and safety are increasingly being used to inform school development planning and longer-term strategic planning.
19. Governors make very good use of funds allocated to the school and the budget is clearly linked to the school development plan. Decisions on the employment of more learning support assistants have proved successful, and teachers in all classes are now able to organise group activities which are taught and supported very effectively. Governors ensure that resources are obtained at the most competitive prices and the school uses them in the best possible way to achieve its aims. The current substantial budgetary underspend is clearly earmarked for ensuring good staffing levels in the summer term, when an extra class joins the school each year, and the maintenance of classroom support over the next year. Financial control is very good and spending is monitored regularly.

WHAT COULD BE IMPROVED

20. **Attendance is below the national average.**

Most pupils attend school regularly and punctually. However, children from a few families do not do so, and this affects the overall attendance figures. The school has worked hard to liaise with the families and appropriate agencies to try to improve attendance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to improve attendance figures, the headteacher and governors should:

- Work with outside agencies to explore further ways to support families whose children do not come to school regularly.

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	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	3	1	0	0	0
Percentage	17	61	17	6	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	34	141
Number of full-time pupils known to be eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	2	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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	23	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	22	21	21
	Total	37	37	37
Percentage of pupils at NC level 2 or above	School	93 (91)	93 (98)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	21	21	23
	Total	37	37	40
Percentage of pupils at NC level 2 or above	School	93 (98)	93 (93)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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	153
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 – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	23.5
Average class size	28.2

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	11.3

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	403,273
Total expenditure	379,416
Expenditure per pupil	2,245
Balance brought forward from previous year	15,163
Balance carried forward to next year	39,020

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	1	0
My child is making good progress in school.	64	26	5	2	3
Behaviour in the school is good.	57	34	2	0	7
My child gets the right amount of work to do at home.	51	42	7	0	0
The teaching is good.	74	23	2	0	2
I am kept well informed about how my child is getting on.	55	33	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	16	10	2	2
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	61	31	7	0	2
The school is well led and managed.	75	21	2	0	2
The school is helping my child become mature and responsible.	72	21	3	0	3
The school provides an interesting range of activities outside lessons.	36	44	10	2	8