

INSPECTION REPORT

KILHAM CE PRIMARY SCHOOL

Driffield

LEA area: East Yorkshire

Unique reference number: 117980

Headteacher: Mr J Buchan

Reporting inspector: Mr C Parker
11897

Dates of inspection: 7th - 8th May 2002

Inspection number: 244431

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 controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Millside Kilham Driffield East Yorkshire
Postcode:	YO25 4SR
Telephone number:	01262 420214
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Appropriate authority:	Governing body
Name of chair of governors:	Mr M Butler
Date of previous inspection:	16 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kilham CE Primary is a smaller than average school with 90 pupils on roll, all of whom speak English as their first language. They are taught in four classes with the present year groups ranging in size from 8 to 18 pupils. The number of pupils on the special educational needs register is below average, and there are none with statements. The children's attainment on entry fluctuates from year to year, but is generally above average. The children attend a peripatetic nursery for two afternoons per week, at the school, for the term before they start school. The proportion of pupils on free school meals is below average.

HOW GOOD THE SCHOOL IS

This is a good school. It is well led by the headteacher who receives strong support from the teachers, governors and parents. The pupils attain well above average standards in English and mathematics because they are well taught. The school continues to provide good value for money.

What the school does well

- The teaching is consistently good. Consequently, the pupils are achieving well and attaining high standards.
- The pupils' personal development is effectively fostered through a wide range of activities. As a result, they have positive attitudes and behave well.
- The curriculum is broad and interesting and provides pupils with very good opportunities for learning. The school also uses a very good range of visits and visitors to enliven the curriculum.
- The school enjoys the strong support of parents and the local community.
- The school is well led and managed by the headteacher who has the strong support of the teaching team. They work together effectively to manage the curriculum.

What could be improved

- The use of information and communication technology is not as extensive as it should be.
- The school improvement activities are not being fully evaluated.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected. Standards have risen faster than the national rate of improvement. The governors have tackled the issues from the last inspection very well and now have a greater involvement in the strategic management of the school. The teachers have improved their planning; most lessons now have clear objectives and the set tasks are carefully modified for different groups of pupils, particularly those with special educational needs. The teachers are planning an increasingly wide range of opportunities for the pupils to use information and communication technology but more work is needed to ensure its use right across the curriculum.

There have been no improvements to the building, but the school has received confirmation that funds, exceeding half a million pounds, will be available in the next financial year to redevelop part of the school site and improve the accommodation for the pupils.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	B	B
mathematics	A	A	B	B
science	B	B	B	B

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The pupils are achieving well and attaining well above average standards in English and mathematics. The results of national tests at the end of Year 2 are consistently well above average. In 2001, the results in reading and writing were in the top five per cent nationally. When compared to similar schools, standards are very high in reading and writing and well above average in mathematics. Over the last three years, the results at the end of Year 6 have been consistently above average. In 1999 and 2000, they were well above average in mathematics. In 2001, a high proportion of the pupils attained at high levels in English. The school is now seeking to increase further the proportion of pupils attaining high levels, and the inspection evidence indicates that it will achieve its target with the current Year 6 pupils.

Much of the work seen in other subjects of the curriculum is also above average, most noticeably in music and art. Although standards in information and communication technology are in line with expectations, they are not as high as they could be.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most of the pupils have positive attitudes to learning and concentrate well in most lessons.
Behaviour, in and out of classrooms	Almost all of the pupils behave very well, listen to their teachers and contribute positively to lessons.
Personal development and relationships	The vast majority of the pupils show respect for others and are well aware of the effect of their actions.
Attendance	The attendance rate is above the national average; the rate of unauthorised absence is very low.

Overall, the pupils' attitudes, behaviour and personal development are good, but occasionally a few behave inappropriately and disrupt the learning of others. One pupil has been excluded in the last year.

TEACHING AND LEARNING

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

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

The teaching is consistently good throughout the school. The quality of the teaching in the lessons seen was always either good or better, and in over a third of lessons it was very good. The teaching of the youngest children is very good. The teacher's quiet, yet very purposeful manner sets a very positive tone for lessons which are always well organised and effectively managed. In Key Stages 1 and 2, the teaching is consistently good and in some lessons it is very good. The teachers plan their lessons thoroughly and set out clearly what they want the children to learn. The teaching of English and mathematics is particularly strong, and as a result the pupils' make good progress in the development of their literacy and numeracy skills. The teachers modify the tasks to match the ages and needs of their pupils. The children with special educational needs are well supported by their teachers and the classroom assistants.

The pupils generally respond very well to their teachers. They concentrate during lessons and are eager to ask and answer questions. Consequently, they are learning effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides its pupils with a very broad and interesting curriculum. Visits to places of interest and visitors to the school are used effectively to bring learning to life.
Provision for pupils with special educational needs	The school provides good support for those pupils who have special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils' spiritual, moral, social and cultural awareness is effectively developed through a wide range of activities both in and out of the classroom.
How well the school cares for its pupils	The health and welfare of the pupils is given a high priority by all members of the staff.

The school is strongly supported by the parents and the local community. The parents are very pleased with the work of the school and are particularly appreciative of the ease with which they can approach the teachers and talk to them about their children's progress.

In almost every respect the curriculum meets both statutory requirements and the needs of the pupils, but the use of information and communication technology across the curriculum is not yet sufficiently extensive.

The pupils' academic performance is carefully tracked from the time they enter the school through to the national tests at the end of Year 6. They are set targets to help them to achieve their potential.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the headteacher. The teaching team works together very effectively to manage the curriculum.
How well the governors fulfil their responsibilities	The governors are playing an increasingly effective role in shaping the direction of the school. They meet their responsibilities and support the school very well.
The school's evaluation of its performance	All of the available performance data is put to very good use to evaluate the performance of both individual pupils and each cohort.
The strategic use of resources	The school uses its available funds to positive effective. For example, the teaching assistants provide very good support to both teachers and the pupils.

The calm and positive learning environment that is cultivated by the headteacher and the very effective teamwork of the teachers are particularly strong features of the leadership of the school.

The school applies the principles of best value in a satisfactory manner. Good use is made of performance data to evaluate the effectiveness of the school. It makes good use of consultants to accelerate development activities and sets challenging targets through performance management. However, the impact of development activities in the school improvement plan is not fully evaluated.

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 good progress and the high standards attained by the pupils. • The positive attitudes and values promoted by the school. • The good range of information they receive. • The commitment of the teachers. • The ease with which they can approach the school and the teachers. 	<ul style="list-style-type: none"> • The annual written reports. • The arrangements for physical education.

The inspectors agree with the many positive points made by the parents. They also agree that there is scope for improving the annual written reports, which at the present time contain too much educational jargon. During the course of the inspection, no physical education lessons were seen. The timetables indicate that physical education is given an appropriate amount of curriculum time, but until the new

hall is built the present accommodation severely restricts the range of activities that the school can offer. In the meantime, the village hall is being used to alleviate some of the difficulties.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The teaching is consistently good throughout the school. In all of the lessons seen it was always either good or better, and in over a third of the lessons it was very good. Consequently the pupils are achieving well and attaining high standards particularly in English and mathematics.
2. The teaching of the youngest children is very good. The teacher's quiet, yet very purposeful manner sets a very positive tone for lessons that are always well organised and effectively managed. The pupils are set interesting tasks that relate well to their previous learning. The teacher is constantly seeking to extend their learning and questions them well. This was particularly evident when the pupils were learning about the basic properties of shapes. The activities were well planned and prepared, the necessary resources were readily available and the teacher set out clearly what she wanted the children to learn. Consequently, they responded very well. The teacher frequently uses songs and rhymes, for example, 'Ten Little Squirrels' to improve the children's counting, addition and subtraction skills. The children clearly enjoy these tasks and learn effectively as a result. Most are well on course to achieve the expected targets by the end of the Foundation Stage and are being well prepared for Key Stage 1.
3. In Key Stages 1 and 2, the teaching is consistently good and in some lessons it is very good. The teachers plan their lessons thoroughly and set out clearly what they want the children to learn. In some instances, they start by making the learning objectives clear to the pupils and then review them at the end of the lesson to assess the extent of the learning. However, this is not yet a feature of every lesson and consequently some whole-class sessions are not as sharply focussed as they should be. Nevertheless, the tasks the teachers set are interesting and in many lessons modified to provide an appropriate level of challenge to different groups. The teaching of English and mathematics is particularly strong and as a result the pupils make good progress in the development of their literacy and numeracy skills. In Years 1 and 2, the teacher is particularly adept at encouraging the pupils to write in an interesting manner by encouraging factual analysis of texts. As a result, many pupils pay good attention to grammar and punctuation in their work and standards in writing are well above average by the end of Year 2. In Years 3 and 4, the teacher captures the pupils' imagination and harnesses their enthusiasm to write humorous poetry. They show great enjoyment in this activity which illustrates their ability to use language effectively. In Years 5 and 6, the teachers work well together to provide the pupils with well-planned, appropriate activities. For example, the teachers help the pupils to develop good approaches to non-fiction writing in English. The tasks set for the oldest pupils are well matched to their ability and pose a challenge that motivates them to concentrate and learn effectively. This was particularly evident where the headteacher was working with them to revise and reinforce a range of approaches to problem solving in mathematics. The pupils clearly benefited from this activity.
4. The pupils with special educational needs are well supported by their teachers and the classroom assistants who work particularly closely with them. Their joint efforts enable these pupils to play a full and effective part in the lessons.
5. As a result of good teaching, the pupils are achieving well and attaining well above average standards in English and mathematics. The results of the national tests at the end of Year 2

are consistently well above average. In 2001, the results in reading and writing were in the top five per cent nationally, and were well above average in mathematics. When compared to similar schools, standards are very high in reading and writing and well above average in mathematics. Over the last three years, the results at the end of Year 6 have been consistently above average. For instance, in 1999 and 2000 they were well above average in mathematics. In 2001, the proportion of pupils attaining at high levels remained well above average in English, but dropped to average in mathematics. The school is now seeking to increase the proportion attaining the higher levels and inspection evidence indicates that it is on course to meet this target with the current Year 6 pupils.

The pupils' personal development is effectively fostered through a wide of activities. As a result they have positive attitudes and behave well.

6. The school provides the pupils with many and varied opportunities to enhance their personal development. Through lessons in art, music and religious education, it makes good provision for the pupils' spiritual development that is further enhanced by periods of reflection in the daily acts of collective worship. The teachers also seize opportunities to explore feelings. For example, when the pupils returned from a visit to the Anne Frank exhibition one pupil wrote in a letter, 'How did you say everyone is good in their hearts, when people were trying to kill you?' The older pupils went on to create a class poem which contained very mature reflections:
 - a. 'The holocaust.....lives in the screams of children and the moan of a dog.
 - b. Lives in cold holes of darkness deep underground.
 - c. Lives in a screaming dark soul.'
7. The teachers provide very good role models for the pupils. They are consistent in fostering a clear understanding of right and wrong. They trust the pupils to conform to the high standards of moral and social behaviour expected in the school and on most occasions the pupils respond very well. During a science lesson, younger pupils made annotated drawings of trees and plants in the garden of the house next to the school. The teacher reminder them about how careful they should be when in the garden. They all behaved very well and took particular care not to stand on any plants. One pupil told an accompanying adult, 'This garden is spectacular!'
8. Visits, visitors, attendance at clubs and interacting with each other during their work all help to promote a very secure set of social skills. The older pupils treat younger pupils appropriately and respond appreciatively to the interest shown by adults in their progress. The older pupils have additional responsibilities which aid the smooth running of the school. They also have links with a special school which is felt to be very beneficial to the pupils of both schools. The vast majority of pupils have a well-developed understanding of the effect of their actions on others, but very occasionally a few individuals loose sight of this.
9. A strong cultural strand is built into many aspects of the curriculum. The school is aware of the many opportunities for developing a local identity and for fostering knowledge and understanding about other times and other cultures. During art lessons, for example, the pupils have been learning about African arts and crafts. In religious education they have been studying Judaism and in geography the younger pupils follow with interest the travels of Billy and Barnaby Bears. Billy Bear is currently sending the youngest pupils a great deal of information from the Brazilian rainforest. Visiting Indian musicians, Gurukul, recently performed for the whole school before providing workshops for pupils in Key Stage 2.

10. The very good provision for personal development has a positive effective on the pupils' attitudes and behaviour. They show respect for each other and listen when others are speaking. They behave well in the vast majority of lessons and this has a positive effect on their learning and the standards they attain.

The curriculum is broad and interesting and provides the pupils with very good opportunities for learning. The school also uses a very good range of visits and visitors to enliven the curriculum.

11. The school provides its pupils with a very broad and interesting curriculum. The National Literacy and Numeracy Strategies are used very effectively and, consequently, the results show considerable improvement at the end of Year 6 in recent years. The teachers make very good links between literacy and other areas of the curriculum; for example, in Years 1 and 2 the pupils were using texts about insects in conjunction with their science work on minibeasts. Music and art have a prominent place in the curriculum and this is reflected in displays of artwork around the school and the very good quality of the pupils singing and playing of guitars, recorders and ocarinas in whole school assemblies. The children in the Foundation Stage are encouraged to enjoy the contribution of music in everyday activities. This is built on very effectively in Key Stage 2 where the pupils benefit from the regular teaching of a visiting specialist music teacher who provides them with a wide range of activities, including composition and performance. Throughout the school, the work of artists and crafts people is used as a stimulus to motivate and enthuse the pupils. In Key Stage 1, for instance, there are good examples of pupils producing work in the style of Van Gogh and Mondrian, and they are currently looking at the work of Gaudi as part of their study of Spain. In Key Stage 2, the older pupils are creating tile mosaics to depict important events and developments of the last fifty years as part of the Queen's Golden Jubilee celebrations. It is planned that the completed mosaics will feature within the impending redevelopment of the school site. In both art and music, there are good opportunities for the pupils to experience the influence of other cultures. For example, they have studied the work of African artists and craftspeople and listened to Indian music created by visiting musicians.
12. Visits to places of interest and visitors to the school are used effectively to bring learning to life. In history, for example, the pupils have visited Hornsea Museum and had the experience of being a Victorian child for the day. In geography, they have made field trips to Scarborough and Millington Wood. The school's photographic record of trips and visits is extensive and highlights the range and variety of experiences offered to the pupils, the most recent of which is a visit to the Magna technology museum in Rotherham. Some records of visits make good use of information and communication technology, but it is the one area of the curriculum where more effective use should be made of the school's resources. Nevertheless, the range and breadth of the curriculum provided by the school are significant factors in the achievements of the pupils and the good progress they make.

The school enjoys the strong support of parents and the local community.

13. The parents' responses to the questionnaires and the comments of those who attended the pre-inspection meeting show that they feel welcomed, valued and included in the work of the school. Many parents help regularly in school or when the pupils go out on trips and visits. They are kept very well informed and appreciate the termly curriculum details and the weekly newsletters that they receive. The parents readily approach the teachers at any time should they have a concern or wish to talk about their child's work. Through termly consultation and target setting meetings, they are well informed about their children's

progress. However, some are not entirely happy with the information they receive in the annual written reports. At the moment, they feel that there is too much 'padding' in them. The school adopted a new computerised reporting format which now requires modifying. It aims to develop a system that will be manageable for the teachers and provide better information for parents.

14. The school has a very active parents' association that works hard for the school. Other members of the local community also contribute to the everyday life of the school. The most evident example is the twice weekly contribution made by a member of the community who plays the piano for collective worship and adds considerably to the pupils' experience through her uplifting accompaniment to their singing. Some parents run the after school games' clubs and lead some of the musical activities, such as the recorder group. The immediate neighbours of the school willingly open their large garden to the pupils so that, for example, when they are studying trees and plants they can use it as a resource for their learning. The school also has developed links with Leeds United F.C. and local sports clubs and organisations that provide coaching support. It is also involved in competitions with other schools.
15. The strong links with parents and the community make an important and effective contribution to the pupils' education.

The school is well led and managed by the headteacher who has the strong support of the teaching team. They work together effectively to manage the curriculum.

16. The headteacher has a clear vision for the school, which he communicates very well to all involved. He is reflective, has a strong sense of purpose and cultivates a calm and positive learning environment. This helps the teachers, who work together very well as a team, to build on their success, and motivates them to further improvement. Together, the headteacher and the teachers make a very effective partnership with complementary skills and capabilities. They provide a positive ethos based on mutual trust and respect.
17. The headteacher wants the best for the children, and believes in a rounded and inclusive education where all can succeed. He knows all of the pupils very well, and shows genuine delight in their achievements, whether they are academic, musical or equestrian. One pupil was presented with the rosettes she had won at a gymkhana in assembly so that the whole school could acknowledge her achievements. The headteacher has successfully balanced a drive for high standards in English and mathematics, with a concern that each pupil should have a broad, balanced and creative educational experience. The rich experiences provided by the school through trips and visits and particularly in art and music reflect this strongly.
18. With a high level of collaboration and co-operation, each teacher successfully manages a number of areas of the curriculum. They are making increasing use of planning software that allows them to monitor what is being taught. They check that pupils are achieving the standards they should through the increasingly incisive use of performance data. The attainment of all children is tracked closely as they move through the school and the resulting information is used to set targets for both individual pupils and cohorts. This information is also presented to the governors and used to set performance targets for the headteacher.
19. The governors contribute effectively to the success of the school. They work alongside the headteacher, so that they have a good idea of the strengths and weaknesses of the school. They take on the role of a critical friend, and the headteacher values their advice. The

governing body is well organised and exercises its corporate role effectively through efficient committees. The meetings are regular, well attended, and suitably minuted. There are good procedures for monitoring the budget, and all of the issues arising from a recent audit have been addressed in order to strengthen the school's systems. The governors take their responsibilities seriously and their personal strengths and skills provide the school with considerable expertise. For instance, some of the governors are very keen to extend and develop the use of information and communication technology in the school. They have a programme of visits to the school that keeps them well informed and in touch with the teachers. They are fully involved in monitoring the progress of the development activities in the school improvement plan but are not fully evaluating their effect.

20. The leadership and management of the headteacher and the support and direction of the governors contribute significantly to the positive ethos and good provision made by the school.

WHAT COULD BE IMPROVED

The use of information and communication technology is not as extensive as it should be.

21. The school has adequate resources to provide the pupils with a very good range of opportunities to develop and use their information and communication technology skills in a wide range of contexts. At present, the pupils are not making the extensive use of information and communication technology that is expected in all areas of the curriculum. There are good examples of the use of computer applications in, for example, art where the pupils in Key Stage 1 have used painting programs to create images of butterflies. There are also good examples of word processing in the writing of older pupils. Nevertheless, more frequent use could and should be made of the school's resources in other subjects.
22. The teachers have completed their New Opportunities Fund training which, along with other developments, particularly in planning, has improved the use of information and communication technology, but the momentum of improvement must be maintained so that the frequency and range of opportunities provided for the pupils continues to increase.

School improvement activities are not being fully evaluated.

23. The school improvement plan sets out appropriate priorities. The plan is clear in its overarching objectives, identifies sensible timetables and those responsible for monitoring developments. However, the success criteria are not precise enough to enable the governors to evaluate how successful these activities have been. For example, in the information and communication technology improvement plan the success criterion is given as, 'Individual folders of work to demonstrate achievement.' It gives no indication of how many pieces of work, the areas, contexts and the levels that are expected. Similarly, costs are not precise enough. In some action plans, 'time' is allocated without any indication of either the personnel or cost this will involve.
24. Without clear success criteria and the relevant financial information, it is difficult for the governors to evaluate the effect of the school improvement activities on the provision made for the pupils, the standards they attain and whether or not these activities offer good value for money. In future, the school improvement plan should contain sufficient, relevant detail so that the governors can carry out a full evaluation of its success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and teachers should:

- (1) Continue to extend the frequency and range of opportunities provided for the pupils use information and communication technology right across the curriculum.
- (2) Ensure that the school improvement plan contains sufficient detail to allow the governors to fully evaluate its effect.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		7	9				
Percentage		44	56				

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	93.6
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

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	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	4	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	4	4	4
	Total	12	13	12
Percentage of pupils at NC level 2 or above	School	92 (83)	100 (89)	92 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	4	4	4
	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	100 (94)	92 (83)	100 (83)
	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	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	6	6	6
	Total	12	13	13
Percentage of pupils at NC level 4 or above	School	80 (80)	87 (80)	87 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	6	6	6
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	87 (80)	93 (80)	93 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	90
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	20.5
Average class size	22.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	42

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	9
Total number of education support staff	1
Total aggregate hours worked per week	4
Number of pupils per FTE adult	4.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		1
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	
	£
Total income	221 679
Total expenditure	223 752
Expenditure per pupil	2 297
Balance brought forward from previous year	0
Balance carried forward to next year	-2 073

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	2	0	0
My child is making good progress in school.	72	20	6	0	2
Behaviour in the school is good.	50	42	6	0	2
My child gets the right amount of work to do at home.	40	46	8	2	4
The teaching is good.	72	18	6	0	4
I am kept well informed about how my child is getting on.	64	26	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	66	30	2	0	2
The school expects my child to work hard and achieve his or her best.	62	30	6	0	2
The school works closely with parents.	56	32	10	0	2
The school is well led and managed.	56	38	4	0	2
The school is helping my child become mature and responsible.	58	36	4	0	2
The school provides an interesting range of activities outside lessons.	44	32	20	0	4