

# INSPECTION REPORT

## **KIMPTON PRIMARY SCHOOL**

Hitchin

LEA area: Hertfordshire

Unique reference number: 117118

Headteacher: Mrs D F Diggines

Reporting inspector: Godfrey Bancroft  
3687

Dates of inspection: 4 - 5 February 2003

Inspection number: 247723

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	High Street Kimpton Hertfordshire
Postcode:	SG4 8RB
Telephone number:	01438 832394
Fax number:	01438 833693
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Barbara Kazwini
Date of previous inspection:	6 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a smaller than average primary school with 135 pupils in reception to Year 6 and 24 children attending the nursery part time. The school mainly serves pupils from Kimpton village, although a number come from nearby villages and others travel from considerable distances. There are no pupils who speak English as a additional language and very few from minority ethnic backgrounds, other than white British. The percentage of pupils known to be eligible for free school meals is well below the national average. However, pupils come from a wide range of social backgrounds and economic circumstances. Attainment on entry to the nursery is close to that expected for children of that age. The number of pupils on the school's register of special educational need and the number of pupils with statements of special educational need is broadly in line with the national average. The quality of provision made by the school for its staff and pupils has been recognised by the Investors in People award.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with many excellent features. Pupils achieve very well throughout the school, attaining standards that are well above average and exceed expectations in many subjects. The quality of teaching is very good and often excellent. The management and leadership of the school are excellent. The school provides very good value for money.

#### **What the school does well**

- Pupils' attitudes to their learning and their behaviour are excellent.
- The quality of teaching is very good and often excellent, promoting high standards in many subjects.
- The opportunities provided for pupils' learning are very good.
- Arrangements to assess pupils' attainment and to track the progress they are making are excellent.
- The school's links with parents are excellent and make a significant contribution to the quality of pupils' learning.
- The leadership and management of the school are excellent.

#### **What could be improved**

- The opportunities provided for pupils to use information and communication technology to enhance their learning.

*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 and improvement since that time has been very good. The headteacher and governing body have responded very effectively to address the issues raised by the last inspection. Very good schemes of work are now in place for all subjects. What is taught is recorded in detail and this contributes to the excellent procedures for assessing pupils' attainment and for tracking their progress. At the time of the last inspection attainment was above average. It is now well above average. The quality of teaching was good. It is now very good and often excellent. The quality of the opportunities provided for pupils' learning was good. These are now very good. Links with parents were judged to be good. These are now excellent. The leadership and management of the school were good. This feature is now excellent.

## 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
	2000	2001	2002	2002
English	A	A*	A	A
mathematics	A	A	A	B
science	A	A*	A	B

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

When they begin in the nursery children's attainment is close to that expected for their age. By the time they leave the reception class their attainment exceeds that expected for their age. Inspection findings show that by the end of Years 2 and 6 attainment in English and mathematics is well above average and that attainment in many other subjects exceeds that expected for pupils' ages. The most recent national tests for the end of Year 2 show attainment in reading to be well above average and that for writing and mathematics to be very high. Pupils' attainments in writing and mathematics place the school in the highest 5% of schools nationally. The same picture is evident when the results are compared with those in similar schools. The most recent tests for the end of Year 6 show that attainment in English, mathematics and science is well above average. When compared with similar schools attainment in English is well above average, whilst that for mathematics and science is above average. When compared with their attainment at the end of Year 2 the 2002 group of Year 6 pupils achieved extremely well in English and mathematics and very well in science. Since 1999 standards by the end of Year 2 have improved steadily. Over the same period standards by the end of Year 6 improved significantly in 2000 and have been well above average and, in some instances very high, ever since that time. Standards in information and communication technology are in line with expectations and pupils make satisfactory progress. Standards in several other subjects clearly exceed those expected by the end of Years 2 and 6 and pupils from all ability groups, including those with special educational needs, achieve very well and make very good progress. The schools sets realistic and challenging targets for attainment and pupils are usually successful in meeting these.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show great enthusiasm for the school and are enthusiastic learners. They often want to keep on working, even when it is time for the lesson to finish.
Behaviour, in and out of classrooms	Excellent. During the inspection there was not the slightest indication of even mildly disruptive behaviour. The school has very high expectations of how pupils will behave and they respond very well to these.
Personal development and relationships	Excellent. Pupils are warm, caring and supportive towards each other. They show great respect for each other and regard for their qualities and abilities, celebrating successes and triumphs with genuine pleasure. Pupils' relationships with their teachers and with other adults who help them are excellent.
Attendance	Good. Attendance is above the national average and the level of unauthorised absence is below that found elsewhere.





## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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.*

In many lessons the quality of teaching is excellent. Teachers plan their lessons thoroughly, providing work that meets the needs of all their pupils very well. The quality of teaching in English and mathematics is very good and the skills of literacy and numeracy are taught very well. The quality of teaching in mathematics is outstanding. It has been rightly praised by the local education authority and by Her Majesty's Inspectors of Schools. The management of pupils and the relationships between teachers and their pupils are excellent. Throughout the school these relationships are helping pupils to become confident learners, providing the basis on which pupils make very good progress. Teaching assistants also make a very good contribution to pupils' learning, particularly to the learning of those pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Teachers ensure that all pupils are included very effectively in all aspects of the provision made for their learning. The strategies adopted by the school to teach literacy and numeracy are very effective. Pupils' learning is also enhanced by a good range of educational visits and by visitors to the school. There is a very good range of extra-curricular activities. There are not enough opportunities for pupils' learning to be enhanced by using information and communication technology. This is because resources for teaching the subject are limited.
Provision for pupils with special educational needs	Very good provision is made for the learning of pupils with special educational needs. These pupils are supported very well and teaching assistants make a very good contribution to their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is excellent. Provision for their spiritual and cultural development is very good. This includes the provision to develop pupils' understanding of other cultures, beliefs and religions.
How well the school cares for its pupils	The school provides its pupils with a very good standard of care. The procedures to assess pupils' attainment and to track their progress are excellent.

The school's links with parents and parents' involvement in the work of the school are excellent. The school provides parents with very good information about how their children are getting on. Parents make a very good contribution to their children's learning at school and at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and her colleagues are dedicated to the school. The headteacher provides energetic and thoughtful leadership and has established a very positive ethos in which everyone feels valued. She is highly regarded by the community served by the school. The work of the headteacher is the single main reason why the school is so good.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. Their working partnership with the headteacher and staff is excellent. They are very supportive, whilst undertaking the role of 'critical friend' very effectively. The governing body is very well informed about the strengths of the school and the areas for development.
The school's evaluation of its performance	Arrangements to monitor the performance of the school are very effective. Appropriate priorities for development are identified in the school's improvement plan. The action taken by the school to meet its targets is very effective. There is a very strong shared commitment to improvement and the school's capacity to maintain the current high standards is very good.
The strategic use of resources	Very good use is made of the resources available to the school to support pupils' learning. When purchasing services and resources for the school the governors apply the principles of best value very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour in the school is good.</li> <li>• The teaching is good.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that children get to do at home.</li> <li>• The interesting range of activities the school provides outside lessons.</li> <li>• The level to which parents are kept well informed about how their children are getting on.</li> </ul>

Parents have very positive views about the school. Inspectors agree with parents' opinions about what pleases them most. Inspectors feel that the provision made for pupils to do work at home and the range of activities provided outside lessons are very good. Inspectors also judge that the information parents receive about how well their children are getting on is very good.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils' attitudes to their learning and their behaviour are excellent.**

1. The last inspection report said 'Pupils speak with a smile.' They still do. Their attitudes to their learning and their behaviour are excellent. This reflects the high expectations the school has for its pupils. They, in turn, respond very well. These excellent attitudes make a significant contribution to the very good progress made by many pupils. Pupils take their work very seriously and are committed learners. Their relationships with their teachers and with other adults, who help them, are excellent. These relationships are typified by care, warmth, respect, courtesy, and humour. Pupils also work very well together and have great respect for each other. During the inspection the headteacher led an assembly on the theme of teamwork and the valuable contribution that everyone can make. Pupils were asked to think of someone in their class who is very good at something and who helps others to become good. Many hands went up to answer and pupils responded very thoughtfully. The wide range of very good responses showed the high regard they have for each other. All this leads to an atmosphere in the school in which pupils are confident learners. Pupils talk with enthusiasm and knowledge about the work they have done. Enquiries to pupils about a display in a classroom or about the work in their books will invariably result in a thoughtful and clearly expressed response that shows pupils' considerable understanding of the work they have done.
2. Pupils' commitment to their learning often means they will undertake research into aspects of their learning, in their own time, without being told to do so. Their very good knowledge of their own learning and of how well they are doing is revealed during discussions with pupils. This reflects the thoughtful approach that pupils have to their learning and the success of teachers in involving pupils in the very good opportunities for learning provided by the school.

#### **The quality of teaching is very good and often excellent, promoting high standards in many subjects.**

3. Teaching throughout the school is very good and in a high proportion of lessons the quality of teaching is excellent. Teachers work very effectively to ensure that all pupils are included fully in all aspects of the provision made for their learning. Through very effective planning they ensure that work is matched very well to the learning needs of pupils from all ability groups. This includes the provision made to meet the needs of gifted and talented pupils. However, there are times, in some lessons, when these pupils could be allowed to do more challenging work at an earlier stage in the lesson, rather than taking part in the shared part for its duration.
4. The quality of teaching in English and mathematics is very good and the skills of literacy and numeracy are taught very well. Very good opportunities are provided to improve pupils' speaking and listening abilities. Consequently pupils listen carefully to each other and to their teachers. In response to questions and when presenting their point of view pupils speak clearly and correctly. They also show that they have organised what they intend to say thoughtfully. For example, during the inspection, in a lesson planned to improve pupils' speaking and listening, a pupil in Year 5 presented himself as a school inspector. He explained what the role entails, using humour to very good effect and answering questions, posed thoughtfully by his classmates. Writing is taught in range of stimulating and challenging ways, becoming an exciting part of pupils' learning. The school has recently placed significant emphasis on raising standards of writing and this has proved to very successful. The teaching of mathematics is outstanding. It has been rightly praised by the local education authority and by Her Majesty's Inspectors of Schools whilst evaluating the success of the National Numeracy Strategy and its impact on pupils' learning.
5. The management of pupils and the relationships between teachers and their pupils are excellent. Throughout the school these relationships are helping pupils to become confident learners and providing the basis on which pupils make very good progress. Teaching assistants, volunteers and other helpers make an excellent contribution to pupils' learning, especially to that of lower attaining pupils and to those with special educational needs. Teachers make very good use of

displays in classrooms and around the school to create a very

stimulating learning environment and to celebrate the quality of pupils' work in all subjects. Very high standards are evident in art and design because of the inspirational teaching and subject leadership.

6. The opening parts of lessons are used very well by teachers to ensure that pupils understand fully what they will be learning. Teachers also use the final part of lessons very effectively to assess what pupils have learned, usually through asking challenging questions about the work that pupils have completed. Sometimes opportunities for pupils to explain what they feel they have learned and to express what they feel they need to do to improve further are not used fully.

### **The opportunities provided for pupils' learning are very good.**

7. It is evident from the quality of the displays of pupils work in classrooms and around the school and from discussions with pupils that very good opportunities are created for their learning in all subjects. The quality of the school's provision for learning is recognised by the Basic Skills Quality Award and two School Achievement Awards. The national strategies for literacy and numeracy are used very effectively by teachers and there are very good opportunities for pupils to apply the skills they learn in English and mathematics to support their learning in other subjects. Opportunities for pupils to apply the skills they learn in information and communication technology are developed less well in other subjects, mainly because pupils do not have enough time to work computers.
8. Provision for children in the nursery and reception classes is very good and teachers and teaching assistants work very effectively to ensure that children learn very well, making very good progress towards the early learning goals set for their development. The nursery provides a very stimulating environment in which the youngest children learn very well. Very good use is also made of the adjacent area for outdoor play to enhance their learning.
9. The range of interesting activities provided outside lessons is very good and pupils participate with great enthusiasm. There are many sporting activities. These include a netball club, led by a teaching assistant and gymnastics, football and dance clubs led by visiting specialists. Such activities are attended by pupils from all ability groups and from all parts of the school. There is also a choir, led by a music support teacher, who lives in the village, and a library club that is organised by Year 6 pupils. Pupils' learning is also enhanced by a very good range of educational visits. In addition to the visit by pupils in Years 5 and 6 to Osmington Bay in Dorset pupils also visit the National Gallery and museums in London, the Verulamium museum in St Albans to study the Romans, Hatfield House to learn about the Tudors and the Henry Moore Outdoor Museum to study art.
10. The school plays a prominent role in the life of the community and is held in very high regard. Pupils regularly visit local churches and representatives of the churches visit the school. Members of the community visit school and contribute to pupils' learning in subjects, such as history and geography. Residents and local community groups, such as the parish council, are very supportive of the school and its work. Significant value is attached to the important role of the school in the community and to the contribution it makes to village life.
11. Provision for pupils' moral and social development is excellent and provision for their spiritual and cultural development is very good. Pupils' spiritual development is supported very well through art, in which very high standards are evident. The school has very few pupils from minority cultural or religious groups. However, pupils are very well informed about and respectful of the values, beliefs and cultural heritage of many minority groups. Pupils give generously to many charitable causes and are very conscious of the plight of those less fortunate than themselves.

### **Arrangements to assess pupils' attainment and to track the progress they are making are excellent.**

12. At the time of the last inspection arrangements to assess pupils' attainment and to track their progress were unsatisfactory. Under the guidance of the headteacher the school has worked very effectively to enhance these procedures, which are now excellent. Teachers in the nursery and reception classes assess children's progress in each area of their learning frequently and thoroughly. These processes are supported very well by teaching assistants who are involved fully. The information gained from the assessments is used very well to plan the next stages in children's learning and makes a considerable contribution towards the very good progress that they make.
13. The excellent use of these procedures continues throughout Years 1 to 6. Teachers maintain very clear records of how pupils are progressing in each subject. These systems are efficient and manageable and enable teachers to know exactly how each pupil is progressing and to know what needs to be done next to maintain the progress that is made. The procedures for assessing attainment and progress are particularly effective in English. The school has worked successfully to enhance the quality of pupils' writing. A contributing factor to this improvement is the detailed assessments that teachers make of two pieces of pupils' writing each term, one fictional and one non-fiction. This is typical of the arrangements that allow teachers to have very detailed picture of how well pupils are progressing and to plan how to respond to their learning needs.
14. The assessment information recording for each pupil is brought together by the teachers and headteacher. It provides a very clear picture of how each pupil is progressing as they pass through the school. It is a central feature of the excellent quality of care that is provided for each pupil. The information is also analysed in great detail to see if any trends in attainment and learning are evident. This analysis provides the basis for changes to be made to the curriculum and to the way subjects or aspects of subjects are taught in order to maintain the high standards. The analysis, provided by the headteacher, helps to ensure that the governing body are kept well informed about the standards that pupils attain and about how well the school is doing in comparison to others. It also provides the basis for identifying areas for development to be included in the school's improvement plan.

**The school's links with parents are excellent and make a significant contribution to the quality of pupils' learning.**

15. Parents have very positive views of the school and the school's links with parents are excellent. Parents are a very important element in the partnership that supports their children's learning very well. The school works very effectively to keep parents well informed about how well their children are getting on. At consultations evenings in the Autumn and Spring terms and at the open evening in Summer term teachers share detailed reports that cover all aspects of the pupils' development, progress and learning. Pupils in Years 5 and 6 attend the consultation evenings with their parents and pupils with special educational needs are invited to be present at meetings to review their individual education plans. This helps to ensure that pupils are very well informed about how they are getting and what they need to do to improve further. Parents are also welcome to visit the school at any point during the school year to discuss the children's progress with the teachers.
16. Many parents are very thoughtful and knowledgeable about their children's education. At times they are critical of some aspects of the school's work. However, the headteacher is thoughtful and sensitive towards parents. Because of this parents are confident to approach the school with any problems they might have, knowing they will be listened to and that the school will do its best to respond. Many parents provide excellent support for their children's learning and for the school. They work hard to raise funds for a range of purposes and many parents help in the school each day.

**The leadership and management of the school are excellent.**

17. The headteacher inspires her colleagues and pupils with her energetic and caring style of leadership. Her enthusiasm sets the tone for everything that happens in the school and her influence is evident in all its work. The school also has a statement of beliefs and values to which everyone subscribes and that is reflected very well in all its work. The headteacher ensures

successfully that the school runs smoothly from day to day. Her organisation is excellent. For example, all the school's documentation is written well, is up to date and is very accessible. Everyone who visits the school is made to feel welcome. All members of the school's community feel valued and that their contribution to the life of the school is appreciated. The work of the headteacher is the single main reason why the school is so good. The quality of provision made by the school for its staff and pupils has been recognised by the Investors in People award.

18. The working relationship between the headteacher and the governing body is excellent and governors fulfil their duties very well. The governing body are very supportive, whilst undertaking the role of 'critical friend' very effectively. They are very well informed about the strengths of the school and the areas for development. This is because they are frequent visitors to the school and see it working at first hand. They also receive frequent and detailed information from the headteacher about every aspect of the school's development. Consequently they play a crucial role in guiding the school through its developments.
19. Arrangements to monitor the performance of the school are very effective. This is done through very effective procedures to assess pupils' attainment and to track their progress. It is also done through the provision of good opportunities for the headteacher and teachers to share their expertise and discuss developments to improve the quality of education and to maintain the high standards. The data gained from assessments and from tracking pupils progress provides the basis for the identification of priorities for development that are contained in the school's improvement plan. Central to these are the targets set for pupils' attainment at the end of Years 2 and 6. These are realistic and challenging. Through the improvement plan, effective action is taken to ensure the targets are achieved. The governing body and the staff have a very strong shared commitment to improvement and the school's capacity to maintain the current high standards is very good.
20. The financial management of the school is very good. Because the school is relatively small the annual budget can be affected quite dramatically by even a small reduction in pupil numbers. The governing body and the headteacher take great care to ensure that the available resources are used effectively to support pupils' learning. They are also expert at accessing and at presenting their case for any additional funding that might be available. When purchasing services and resources for the school the governors apply the principles of best value very well. The headteacher and governors have also worked very effectively to develop the school's accommodation. For example, the building housing the nursery is very old but, along with the adjacent outdoor provision, has been adapted for its purpose very well. The quality of toilet provision for pupils in the main building provides an excellent example of the high regard that is given to pupils' dignity and self-esteem.

## **WHAT COULD BE IMPROVED**

### **The opportunities provided for pupils to use information and communication technology to enhance their learning.**

21. By the end of Years 2 and 6 standards in information and communication technology are in line with expectations and pupils make satisfactory progress. Higher attaining pupils show good understanding of their work in information and communication technology. They talk with confidence when showing the work they have stored on the computers. Many pupils, but not all, have access to computers at home. They use these well to undertake research into the topics they are learning about at school and sometimes to present their homework.
22. The school has a good scheme of work for the subject that ensures each strand of the National Curriculum Programme of Study is covered. However, these strands are not covered in sufficient depth because pupils do not get enough time to work on computers or with other forms of information and communication technology. The systems to store pupils work are currently being developed, but are not yet fully operative. Arrangements to assess pupils' attainment and progress in the subject are good. However, the pace at which teachers are able to cover the planned units of work is restricted by the number of pupils in each class who are able to use the computers at any time. It is also difficult for teachers to demonstrate the use of the computers. This is usually done by gathering pupils around a single computer. This is because the school

does not have access to an interactive system that enables teachers to involve all their class effectively at one time. Occasionally opportunities for pupils to use information and communication technology during lessons are missed.

23. Opportunities to use information and communication technology are supplemented well for pupils in Years 5 and 6 by a residential course. This takes place every two years and is partly dedicated to pupils' learning in the subject. The school ensures that all pupils are able to attend. The amount of funding made available to the school to develop information and communication technology has been relatively low and this has restricted what the school has been able to provide. Parents have worked very hard to help the school to raise additional funds for this purpose. The school is aware of the need to create more opportunities for pupils to use information and communication technology and has plans to address the issue.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

24. In order to raise standards further the governing body, headteacher and staff should –
- (1) Create more opportunities for pupils to enhance their learning through the use of information and communication technology by:
- further developing the range and quality of resources for the subject;
  - ensuring that opportunities to enhance pupils' learning through the appropriate use of information and communication technology are used fully;
  - continuing to enhance teachers' knowledge and expertise in the subject.
- (Paragraphs: 7, 21, 22 and 23)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	9	1	0	0	0	0
Percentage	33	60	7	0	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	135
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	25

#### 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	4
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### 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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	14	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	11	11	11
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	96 (93)	96 (93)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	11	11	11
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	96 (93)	96 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	13	9	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	18	22
Percentage of pupils at NC level 4 or above	School	86 (100)	82 (95)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	17	18
Percentage of pupils at NC level 4 or above	School	86 (70)	77 (80)	82 (70)
	National	73 (72)	74 (74)	82 (82)

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

Individual totals for boys and girls have been omitted because the total number of girls is less than 11 and therefore individual pupils could be identified.

## Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

## Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
91	0	0
0	0	0
5	0	0
2	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
15	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	6.5
Number of pupils per qualified teacher	21:1
Average class size	25.2

### Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	98

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20
Total number of education support staff	1.0
Total aggregate hours worked per week	16
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

## Financial information

Financial year	2001 - 2002
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	£
Total income	414480
Total expenditure	419627
Expenditure per pupil	2874
Balance brought forward from previous year	19935
Balance carried forward to next year	14788

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	4.5
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	136
Number of questionnaires returned	65

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	2	0
My child is making good progress in school.	44	45	6	0	5
Behaviour in the school is good.	52	45	0	0	3
My child gets the right amount of work to do at home.	23	48	19	0	9
The teaching is good.	53	38	0	0	9
I am kept well informed about how my child is getting on.	33	52	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	5	3	0
The school expects my child to work hard and achieve his or her best.	41	48	2	2	8
The school works closely with parents.	39	50	5	3	3
The school is well led and managed.	52	39	6	3	0
The school is helping my child become mature and responsible.	48	50	0	0	2
The school provides an interesting range of activities outside lessons.	31	48	12	5	3