

## INSPECTION REPORT

### **BRANDESBURTON PRIMARY SCHOOL**

Brandesburton, Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117831

Headteacher: Mrs K. Mansfield

Reporting inspector: Mrs P. C. Cox  
19178

Dates of inspection: 19 – 20 November 2002

Inspection number: 247814

Short inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Community
School category:	Primary and Nursery
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Main Street Brandesburton Driffield East Yorkshire
Postcode:	YO25 8RG
Telephone number:	01964 542472
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A. Cammish
Date of previous inspection:	27 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Brandesburton Primary and Nursery School is situated in a village in East Yorkshire north of Kingston-upon-Hull. It is a small school serving 140 full-time pupils in the main school and 26 part-time in the nursery. The majority of pupils live close to the school, although some live further afield. All pupils are of white ethnic origin and have English as their first language. Ten pupils have been identified as having special educational needs, a proportion well below the national average. Most of these pupils have specific learning or behavioural difficulties and two have Statements of Special Educational Need. Two per cent of pupils are entitled to free school meals, a low proportion compared to the national average. In most years the children's attainment on entry to the reception class is, overall, above the usual for their age, albeit from a wide range of socio economic backgrounds. The school has gained the Basic Skills Quality Mark.

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

The school provides overall a sound quality of education with some good features. The pupils' achievement is sound and their attainment is close to the national average in most subjects. Standards are above average in mathematics throughout both key stages and in English at Key Stage 1. Teaching is good at both key stages and satisfactory in the nursery and reception classes. Pupils behave well and have good attitudes to school. Leadership and management are sound and the school provides satisfactory value for money.

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

- Standards are above average in mathematics at the end of both key stages and in English at the end of Key Stage 1.
- The teaching is good at both key stages.
- Provision for social and moral development is good and, therefore, the pupils behave well and have good attitudes to school.
- The school provides well for the pupils with special educational needs and, consequently, they make good progress.
- The governors fulfil their responsibilities well and make good strategic use of the resources at their disposal.

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

- The attainment of many of the more able.
- The amount of time spent on science and a few other subjects, particularly at Key Stage 1.
- The relationship between a significant minority of parents and the headteacher and governors.

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

The school has already identified the attainment of the more able and the relationships with parents as areas for improvement and has begun to address them.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was previously inspected in October 1997 and many strengths were noted at that time, with six issues for improvement. All these issues have been addressed satisfactorily: standards in information and communication technology are now similar to those in other schools; planning is carried out soundly and assessment procedures are carried out effectively in English and mathematics. There is an appropriate homework policy. Standards and the quality of teaching are similar to those found by the previous inspection. However, many strengths have not been maintained and the school has not made sufficient progress in some aspects since 1997. The pupils' attitudes and behaviour, although still good, are not as good as they were at the time of the last inspection. Relationships with some parents are now strained. The curriculum is less balanced and leadership and management and the provision for the pupils' personal development are not as strong. However, with the recent changes in staff, and the commitment that is apparent among them, it is clear that the school is well placed to improve.

## 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	C	C	C	D
Mathematics	D	B	A	C
Science	D	C	C	D

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

As is common with small schools, the results of the national tests at all levels vary from year to year. Standards in English at Key Stage 2 have been comparable with the national average over time, but below those in schools with a similar intake (those who have fewer than 8 per cent of pupils entitled to free school meals). The pupils presently in Year 6 are working at an average level overall, but their listening skills are below average. They do better in mathematics, where their work is above average. The test results in 2002 were well above the national average and comparable with those in similar schools. Standards in science are similar to the national average, as they were in the 2002 test results. The trend of improvement in all three subjects has been comparable with the national trend. The more able have not, overall, reached the levels of which they were capable, but are now making sound progress.

The standards in reading at Key Stage 1 have shown a steady improvement over the years, being consistently above the national average and close to the attainment in similar schools. The school has focused on raising attainment in writing and in 2002, after a downward trend in results in previous years, the results were well above the national average and above the average of similar schools. However, standards in mathematics had fallen to the national average and below the average of similar schools. The pupils presently in Year 2 are doing better; their standards are above average in all three subjects and they are making good progress.

The children in the nursery are working at a level above that expected for their age in communication, language and literacy, mathematical development, and personal and social development. The standards of the reception children are typical for their age and some are working at a high level.

The school considerably exceeded its targets for English and mathematics at Key Stage 2 in 2002.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school and most are very enthusiastic about the activities the school provides. They concentrate well on their work.
Behaviour, in and out of classrooms	Good. The pupils are obedient and almost all display good self-discipline, particularly at Key Stage 1 and in the nursery. They move around the school in an orderly way and behaviour in the playground is sensible.
Personal development and relationships	Good. The pupils show respect for their teachers and each other. Most work well together and take turns. They take responsibility well when given the opportunity.
Attendance	Well above average. Pupils come to school regularly and on time.

## TEACHING AND LEARNING

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

Teaching is good overall throughout the school. The full inspection evidence demonstrates that teaching is good in the nursery and at both key stages. Overall, teaching is sound in the reception and nursery classes, with some good and very good teaching. In the 19 lessons seen, the teaching was never less than satisfactory. It was good or better in over half and was very good or excellent in about a third. At Key Stage 1 the teaching was almost always good. The unsatisfactory teaching observed during the previous inspection has been eliminated.

English and mathematics are taught well at both key stages and, therefore, the pupils acquire the basic skills securely. The nursery children are taught the skills of communication, language, literacy and mathematical development well and those in the reception are taught these skills soundly. Many lessons demonstrated very positive relationships and secure but relaxed control. Teachers use humour well and engage their pupils in the lessons through an interesting use of resources and an enthusiastic manner. Their high expectations are reflected in the challenging work they set. Consequently, most lessons move at a brisk pace. Teachers are careful to give equal attention to all pupils. When the teaching is at its best, the work set for pupils builds well on their previous knowledge and skills, catering for the range of age and ability in the class. Introductions are clear, so that the pupils know precisely what they have to do. Teachers use a good range of teaching techniques and involve the pupils through thought-provoking questions and practical work. They demonstrate secure knowledge and understanding. Support staff make a good, and sometimes very good, contribution in classrooms through their work with individuals and groups.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school meets statutory requirements to teach the National Curriculum and religious education. It has rightly placed an emphasis on English and mathematics, but the additional time given to teaching these subjects has meant that some of the other subjects do not receive sufficient time.
Provision for pupils with special educational needs	Good. The pupils who have special educational needs and those who have Statements of Special Educational Needs have these needs identified accurately. They are given the support they need to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school provides well for the pupils' moral and social development, encouraging them to understand the difference between right and wrong and to form good relationships. The provision for the pupils' spiritual and cultural development is satisfactory, although the school does not sufficiently develop their understanding of life in a multicultural society.
How well the school cares for its pupils	Good. The staff have a good understanding of the pupils' physical and emotional needs and ensure that they are safe and secure.
How well the school works in partnership with parents.	The school provides parents with a good level of information and the pupils' annual reports are sound. However, a significant minority of parents has expressed concerns about their relationships with the headteacher and governors.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher provides sound leadership and the school runs effectively. The deputy headteacher gives strong and knowledgeable support. The role of the senior staff in planning for school improvement is developing appropriately, but the distribution of responsibilities among the staff is inequitable.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the strengths of the school and of what needs to be done to improve. They are involved well in planning for the future and monitoring progress.
The school's evaluation of its performance	Satisfactory. The school has good systems for identifying many areas that need improvement but does not always consider every factor that may have an impact on attainment and progress.
The strategic use of resources	Good. The school plans carefully to use its resources to bring about the improvements it has planned. The headteacher and governors have a sound understanding of how to get the best value from their initiatives and to ensure that these are having the required impact.

## 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>• The school has high expectations.</li> <li>• The teaching is good.</li> <li>• Their children make good progress.</li> <li>• Their children enjoy school.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant minority feels that the school is not led and managed well and that the headteacher is brusque with parents and pupils.</li> <li>• Some consider that the school does not work closely enough with them.</li> <li>• Some parents stated that they did not feel comfortable bringing their questions and problems to the headteacher or governors.</li> <li>• Some do not think that the school sets the right amount of homework.</li> <li>• Some do not feel that they are well enough informed about their children's progress.</li> <li>• Concerns were raised about the turnover of staff in recent years.</li> </ul>

Seventy-six parents returned questionnaires to the inspectors and 37 attended the meeting with them before the inspection. Twenty-one parents also sent letters to inspectors, almost all voicing some criticism. The inspection team agrees with the positive comments made by parents. Leadership and management are satisfactory and the amount of homework is similar to that in other schools. The annual reports to parents about their children's progress are sound. There has been a considerable turnover of staff in recent years, but the present staff are settled and committed. The inspection team was not able to find evidence to support or refute parents' concerns about their relationships with the headteacher and governors. However, the team acknowledges that, for whatever reason, these concerns exist and that they are unhelpful to the effectiveness of the school.

## **PART B: COMMENTARY**

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

#### **Standards are above average in mathematics at the end of both key stages and in English at the end of Key Stage 1**

1. Standards in English and mathematics at the end of both key stages have been maintained since the previous inspection. The pupils in Year 2 have a firm grasp of addition and multiplication and a good understanding of shape. The more able already use multiplication competently and have a secure knowledge of place value. The pupils measure accurately and work well with money to 50p. They describe the properties of common two-dimensional shapes and measure the time in hours and half-hours. The pupils in Year 6 demonstrate a good understanding of the four rules of number, both on paper and mentally. They convert fractions to decimals and percentages with confidence and calculate perimeters and areas accurately. The more able use their mathematical knowledge well to solve problems and find patterns and sequences. Pupils extend their mathematical understanding well through investigations and the use of their knowledge in problem-solving. They are attaining above average levels at the end of both key stages because the teaching is good.
2. By the end of Key Stage 1 the pupils are articulate and use language well because they are encouraged to express themselves and talk about what they have learned. The pupils in Year 2 suggested interesting descriptive words for their stories about Christmas and talk confidently about their own ideas. The pupils at the end of both key stages are fluent readers. By the end of Year 2, pupils have acquired the appropriate strategies for reading new words and they are beginning to understand the deeper meaning of the text.
3. The content of pupils' writing at the end of Key Stage 1 is of good quality and they have many opportunities to develop their skills across the curriculum, for example in writing up their science experiments or rewriting the accounts they have heard in history in different styles. By the end of Year 2, almost all write in sentences with correct spelling and punctuation. They use interesting expressions and the more able are using rich language to express their ideas. These pupils are quite fluent writers, developing their ideas at greater length with interesting vocabulary.
4. Most pupils throughout the school are articulate and have a wide vocabulary. They talk confidently and many are able to talk at length about their ideas and experiences. Most pupils also listen well, but this is not the case for the oldest pupils at Key Stage 2. There are occasions, for example, when the teaching is very effective, when their attention is completely captured and they pay close attention. However, on many occasions some do not pay sufficient attention to what is being said and are, therefore, unable to complete the task they are given as well as they could. The school has identified this issue and is already putting procedures in place to address it.

#### **The teaching is good at both key stages**

5. The teaching throughout the school was good in over half of the lessons seen and very good or excellent in a third. This is a similar proportion of good teaching to that seen during the previous inspection. Moreover, the judgement is supported by other inspection evidence, such as the scrutiny of pupils' books and discussions with them. The unsatisfactory teaching that was evident during the last inspection has been eliminated. In the reception and nursery classes the teaching is consistently sound and sometimes good or very good. At Key Stage 1 the teaching is usually good and is very good or excellent in nearly half of lessons. At Key Stage 2 the teaching is good in about half of lessons and very good or excellent in nearly a quarter.

6. Where the teaching is good or better, the teachers have secure subject knowledge and plan their lessons well. They manage and organise their pupils effectively. The teachers have a clear idea of what they want their pupils to learn and set tasks which are well designed to achieve these objectives. The challenging and interesting work they often set for their pupils and the brisk pace at which lessons proceed demonstrate their high expectations. In an outstanding English lesson with the oldest pupils, the teacher gave a very clear explanation of the activity and enticed the pupils to become totally involved in the texts and to identify similarities and differences. The task developed their understanding of bias and manipulation in writing very rapidly because the activities they were given demanded close attention to the structure of language. They responded with great enthusiasm and concentration to the interesting variety of activities and maintained their concentration throughout, eager to do their best.
7. Pupils' behaviour is usually managed in a positive and relaxed way. Humour is used well and relationships reflect a high level of respect. The teachers demonstrate secure expertise in the subjects they teach. They establish a good learning atmosphere in their classrooms and throughout the school. The pupils are encouraged to adopt a very positive attitude to learning. In the nursery and reception classes, the teachers often devise well-structured activities to develop the children's confidence and use of language. Even the most mundane tasks are usually made stimulating by the use of games and songs. The children learn numbers, letter sounds and names through a range of interesting activities that capture their attention and encourage them to learn.
8. Teachers plan work that builds on what pupils already know and understand and usually set different levels of work for pupils of different ages and levels of attainment in English and mathematics. This was evident in an exemplary English lesson with the pupils in Year 2. The teacher's explanations were clear and the pupils knew precisely what they had to do. Pupils were grouped by attainment and the tasks were challenging and matched to the level at which they were working. The preliminary discussion was very thorough, those who needed support received it and the teacher monitored the progress being made. Consequently, the pupils were able to work co-operatively in groups to put together a well-structured story.
9. Support assistants make a good, and often very good, contribution to the school through their work with individuals and groups. In one very successful English lesson with the middle Key Stage 2 class the pupils were encouraged to use and develop their knowledge of the way that newspapers are structured and written through taking on the role of interviewer and interviewee. The teacher's very high expectations of work were reflected in the quality, interest and challenge of the work. The question—and answer session was used very well to probe and develop pupils' learning. The teacher's clear explanations, well-chosen resources and use of praise made the lesson come alive for pupils, who responded with enthusiasm. The teacher employed a range of teaching methods that were matched well to the needs of pupils and the teacher and learning-support assistant worked very well together to demonstrate roles. The grouping of pupils ensured that the activity proceeded with a high level of discussion and co-operation.

**Provision for social and moral development is good and, therefore, the pupils behave well and have good attitudes to school**

10. The school has a clear and positive code of behaviour that is applied consistently so that the pupils know what is expected of them throughout the school. All adults in the school promote pupils' understanding of the difference between right and wrong and expect them to make the correct decision themselves. Consequently, the school is a quiet and orderly place where pupils enjoy themselves. The pupils are enthusiastic about coming to school and taking part in their lessons, although only a minority volunteer to contribute

in discussions, particularly at Key Stage 2. Behaviour is good in almost all lessons. Bullying and antisocial behaviour are unusual events and parents report that, when they occur, the school usually deals with the problem effectively. Behaviour around school and in the playground is good. Pupils play together well and respond appropriately to the instructions of their lunchtime supervisors.

11. The pupils are encouraged to work together constructively and co-operatively. For instance, the Years 3 and 4 pupils did so well when asked to work in groups to design switches, paying close attention to each other, respecting others' ideas and negotiating their views well. In Year 2 the pupils worked together very well when making a group presentation about the Great Fire of London, discussing the position of different features. In the Years 5 and 6 class the pupils co-operated closely when working in pairs at the computers, talking through and agreeing the features of their slides as they were designing them. They very much enjoyed firing ideas off one another, making imaginative suggestions to improve the layout and graphics. The school provides opportunities for the pupils to experience residential visits and these make a positive contribution to their social development.
12. The pupils who represent their class on the School Council take their responsibilities very seriously and listen to the views of others. The older pupils have some duties, which they carry out sensibly. However, the nursery children, the pupils at Key Stage 1 and the younger pupils at Key Stage 2 generally have better attitudes and behave more reasonably than the older ones and the children in the reception class. While most of the Year 6 pupils and the reception children behave well and are interested in their work, a few have difficulty in controlling their own behaviour and working with others. Overall, attitudes and behaviour continue to be a positive feature of the school, but not as strong as they were at the time of the last inspection.

**The school provides well for the pupils with special educational needs and, consequently, they make good progress**

13. Provision for the pupils with special educational needs continues to be good. These pupils are taught well, particularly in English and mathematics, and this ensures that the pupils make good progress. The teachers are mainly consistent in their planning of activities that are matched to these pupils' abilities and this helps pupils to be productive in their work. Support assistants make a valuable contribution to pupils' learning throughout the school. They know pupils well and work carefully towards the targets in their individual education plans. Effective judgements are made about the level of intervention in pupils' learning. When necessary, classroom assistants provide teachers' explanations with further advice, but on other occasions pupils are allowed to develop their ability to learn independently. Consequently, the pupils with special educational needs make good progress, particularly in the development of their social and literacy skills.
14. There is a thorough policy, which has been updated to take into account the recommendations of the new Code of Practice. There are sensible references to the importance of ensuring that pupils are included in the full range of curriculum opportunities. However, there are occasions when the pupils are withdrawn for additional work in English and miss valuable opportunities to make progress in other subjects such as whole-class teaching in science.
15. Staff monitor pupils' welfare well. The special needs co-ordinator and classroom assistants provide good support for these pupils so that they make good progress towards their targets. Classroom assistants are knowledgeable about pupils' difficulties and are quick to recognise when they might be struggling. There is regular assessment

of pupils' progress towards the targets in their individual education plans so that the work they are given builds progressively on what they already know.

### **The governors fulfil their responsibilities well and make good strategic use of the resources at their disposal**

16. The governors are committed to the school and fulfil all of their statutory duties very well. They are strongly involved in the work of the school, particularly through their role in development planning and reviewing progress. Governors make a good contribution to strategic planning and have made good progress in this aspect of their work since the last inspection. They have developed their knowledge of and involvement in the school through the reports they receive from subject co-ordinators and are involved well in shaping its future direction. The committees work effectively and many governors are frequent visitors to the school, sitting in lessons and holding discussions with key staff.
17. Financial resources continue to be used effectively. Well advised by the headteacher, the governing body uses the budget wisely, with a strong focus on supporting priorities identified for improvements to teaching and learning. There has been recent high expenditure on setting up the new computer suite and this resource has helped to raise pupils' attainment in information and communication technology. Similarly, there has been a well-considered initiative to employ additional learning support assistants to give extra help to specific pupils in English and mathematics lessons. The school's monitoring has demonstrated that their work has had a positive effect on the standards these pupils attain.

### **WHAT COULD BE IMPROVED**

#### **The attainment of many of the more able pupils**

18. The school has used its test and assessment data soundly to evaluate the progress made by different groups of pupils. From this it is apparent that most pupils have made at least sound progress. However, the proportion reaching the higher levels has been lower than would be expected from the pupils' previous attainment, particularly at Key Stage 2. The school has recognised this and put appropriate measures in place and this is beginning to have an impact in many lessons in English and mathematics. There is also clear evidence that the teachers have made a sound start in providing appropriate levels of work for these pupils in other subjects.

#### **The amount of time spent on science and some other subjects at both key stages**

19. The school has a commitment to the continuous maintenance of standards in the core subjects of English and mathematics and in this has mainly been successful. Standards are rising in information and communication technology because the school has concentrated on improving the resources and teachers' expertise in the subject. However, the school allocates over an hour a day to additional English sessions at Key Stage 1 and almost two hours a week to extra reading at Key Stage 2. Some subjects, for example science and music, are allocated a low proportion of teaching time. The curriculum is not balanced well enough within some subjects and there is too little emphasis on the development of specific skills and knowledge; for example, in music the pupils at the end of Key Stage 2 have little knowledge of composers and the music they have written.
20. The school has developed an appropriate curriculum for the children in the reception class, so that the arrangements meet the requirements of the Foundation Stage curriculum. However, the play activities are not structured well enough to ensure that the children's skills are built systematically on what they can already do. The free-play

activities are often at the same level of challenge for the nursery and reception children, which limits the challenge and development for the older children.

### **The relationship between a significant minority of parents and the headteacher and governors**

21. The 37 parents who attended the meeting held for them before the inspection were very positive about the standards in the school and the quality of teaching. They feel that the school has high expectations and that these have risen in the past few years, under the leadership of the headteacher. These views were reinforced by the 76 questionnaires that the parents returned, although there were 21 letters expressing concerns. The majority of parents agreed that the school works well and that they feel welcome there. However, a significant minority of those who expressed their views felt that the school is not managed and led well and that the headteacher is not approachable. Concerns were expressed about the way that the school works with parents and the access they have to the teachers and classrooms in the morning. Many also feel that their views are not taken into account and that there has been a worrying turnover of teachers. A few parents also expressed concern that the governors did not respond well to their concerns.
22. It is not possible for inspectors to find objective evidence for the causes of the parents' concerns. However, it is apparent that these exist and that they are having an unhelpful effect on the work of the school. The school has been well aware of this issue for some time and has already started to address it.

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

23. In order to extend the school's current achievements and to further raise standards, the governors, headteacher and staff should jointly:
  - (1) use the information already collected on the identification of the more able pupils, so that they reach the standards of which they are capable, by:
    - improving teachers' planning;
    - ensuring that these pupils are given an appropriate level of work in all subjects;
  - (2) ensure that the planning of the curriculum and the teachers' timetables are constructed to give each subject sufficient focused teaching time;
  - (3) continue working to improve relationships between parents and the headteacher and governors.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

19

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

22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	4	5	8	0	0	0
Percentage	11	21	26	42	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	7	140
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	10

#### 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	13
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.2
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	15	16	16
Percentage of pupils at NC Level 2 or above	School	94 (94)	100 (94)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
	Total	16	16	16
Percentage of pupils at NC Level 2 or above	School	100 (94)	100 (94)	100 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	16	18	17
Percentage of pupils at NC Level 4 or above	School	89 (82)	100 (82)	94 (82)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	17	18	17
Percentage of pupils at NC Level 4 or above	School	94 (82)	100 (82)	94 (77)
	National	74 (72)	74 (74)	82 (82)

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

The numbers of boys and girls achieving the expected level at both key stages has been omitted as there were fewer than 11 of both or one sex and therefore there is a risk that 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
140	2	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	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

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)	7
Number of pupils per qualified teacher	20
Average class size	23.33

#### Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	97.5

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	7

FTE means full-time equivalent.

### Financial information

Financial year	2001-02
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	£
Total income	387,145
Total expenditure	379,640
Expenditure per pupil	2,514
Balance brought forward from previous year	18,620
Balance carried forward to next year	26,125

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
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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 54%

Number of questionnaires sent out	140
Number of questionnaires returned	76

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	30	5	5	1
My child is making good progress in school.	50	42	5	1	2
Behaviour in the school is good.	29	51	13	3	4
My child gets the right amount of work to do at home.	26	53	20	0	1
The teaching is good.	57	39	0	3	1
I am kept well informed about how my child is getting on.	41	38	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	46	28	7	17	2
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	32	32	18	13	5
The school is well led and managed.	20	36	14	21	9
The school is helping my child become mature and responsible.	38	47	8	5	2
The school provides an interesting range of activities outside lessons.	37	47	12	3	1

### Other issues raised by parents

Some parents expressed concerns about the turnover of teachers in recent years.