

INSPECTION REPORT

**AINDERBY STEEPLE CHURCH OF ENGLAND
PRIMARY SCHOOL**

Morton-on-Swale, Northallerton

LEA area: North Yorkshire

Unique Reference Number: 121471

Headteacher: Mrs M M Webster

Reporting inspector: David Figures
10269

Dates of inspection: 30th June – 1st July 2003

Inspection number: 248263

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

School category: Voluntary controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Station Lane
Morton-on-Swale
Northallerton

Postcode: DL7 9QR

Telephone number: (01609) 773519

Fax number: (01609) 773519

Appropriate authority: The governing body

Name of chair of governors: Mr M Smith

Date of previous inspection: 19th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10269	David Figures	Registered inspector
9224	Michael Vineall	Lay inspector
2607	Brian Griffiths	Team inspector

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England voluntary controlled primary school, below average in size, with a current roll of 97 boys and girls between four and eleven years of age, of whom 14 are in the reception year. It serves the villages of Morton-on-Swale, Ainderby Steeple and Scruton, near Northallerton, but about a quarter of the pupils come from outside the immediate area. No pupils are eligible for free school meals. Almost all pupils are of white European heritage. There are no pupils for whom English is an additional language. Seventeen per cent of pupils have special educational needs: slightly below the national average. The needs include speech, moderate learning difficulty and physical disability. Three per cent of pupils have statements of special educational need, a proportion which is above average. The attainment of children on entry to the school varies from year to year, but overall it is above average.

HOW GOOD THE SCHOOL IS

The school is effective. Standards at the end of Year 2 are very high, and standards at the end of Year 6, though not as high when compared with those in other schools, are rising; standards of pupils' personal development are very high. The quality of teaching is good. The leadership of the headteacher and governors is good, and the management of the school's work is satisfactory. The school gives sound value for money.

What the school does well

- Pupils' very good attitudes, behaviour and personal development as a result of good provision for their care, support and guidance
- Very high standards at the end of Year 2, and improving standards in Years 3 – 6 as a result of a good curriculum well taught to all age groups
- It fosters a very good partnership with parents from which pupils benefit greatly
- The Governing Body fulfils its role well

What could be improved

- Standards and achievement at the end of Year 6, particularly in writing and information and communication technology
- The quality and effectiveness of planning for further improvement

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 in January 1998. The issues raised at the last inspection have been addressed, for the most part effectively. Provision for children in Reception, formerly unsatisfactory is now good and children are achieving good standards. Communication with parents is now very good, and parents say they are well informed. Information and communication technology is now resourced, organised and taught well, although it is too soon for the effect to be seen in pupils' standards at the end of Year 6.

Standards are very much improved at the end of Year 2. They are improving in Years 3 – 6. Pupils' behaviour and their personal development are much improved, because pupils are better supported. The governors' role in monitoring the school's work and the headteacher's

leadership of the school are now good. For these reasons, the school has the capacity to continue 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	E	C	E
Mathematics	B	D	D	E
Science	C	D	C	C

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

Small numbers in each year group make the statistical analysis of national test results unreliable. However, although test results at the end of Year 6 in English and mathematics are recovering from a particularly low point in 2001, they are low in comparison with other schools with a similar intake, and lower than they should be when standards at the end of Year 2 are taken into account: pupils are not achieving well enough. The standards of the pupils presently in Year 6 however show considerable improvement over those achieved in recent years: they are average in English and above average in mathematics. Standards are below average in information and communication technology.

Test results of pupils at the end of Year 2 have been consistently very high for at least the last six years and in 2002 they were in the top five per cent nationally for reading and writing. Standards of the pupils at present at the end of Year 2 are similarly well above average. Their achievement is good.

As children leave Reception and start in Year 1, their standards are above average in all the areas of learning, and they are achieving well. Pupils with special educational needs achieve well. Targets appropriate to pupils' capabilities are set and, in the main, achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and willingly join in the activities prepared for them.
Behaviour, in and out of classrooms	Very good. Pupils' own self discipline contributes to their very mature behaviour in a school context which encourages personal responsibility.
Personal development and relationships	Very good. This is epitomised in the relationship between pupils in Year 6 and the associated children from Reception: a source of mature satisfaction for the older pupil and of a sense of security in the younger.
Attendance	Very good: well above the national average

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching is good in English, including literacy, and in mathematics, including numeracy. Good teaching in reception ensures that pupils learn at a good rate and so reach above-average standards at the end of the reception year. Some of the teaching in Years 1 and 2 is very good: the very well planned lessons capture the pupils' imagination and help them achieve levels of knowledge, understanding and skill which are well above average. The quality of teaching in Years 3 – 6 is good. It is helping pupils now in Years 5 and 6, recover from a dip in their progress associated with their time in Years 3 and 4. Pupils at present in Years 3 and 4 are well taught.

Particular strengths in teaching include the ways in which lessons are planned, particularly those for literacy and numeracy and information and communication technology. The best teaching is characterised not only by a broad range of teaching skills but also by the calm way a relentless pace is maintained throughout a lesson. This ensures pupils feel secure, but also that they work at their full capacity for the whole of the lesson.

All pupils gain benefit from the teaching, but particularly good teaching for pupils with special educational needs, by teachers, teaching assistants and volunteer helpers, ensures that these pupils make good progress towards their learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It meets statutory requirements and is enriched by a good programme of personal, social and health education, good extra-curricular activities and a productive relationship with other schools.
Provision for pupils with special educational needs	Good. The classroom and special needs assistants make a significant contribution.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision to support pupils' personal development and for their moral and social development is particularly strong.
How well the school cares for its pupils	Pupils' safety is well looked after. Assessment arrangements are good for English and mathematics, but less well developed for the other subjects

The school works very well with parents, who have a very high regard for it.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher's good leadership gives a clear sense of direction and sets a positive tone for the school. Subject leadership is not consistently developed: it is good in English, mathematics science and information and communication technology but underdeveloped in the other subjects. School management is satisfactory.
How well the governors fulfil their responsibilities	Well. The governors' programme of monitoring visits is particularly beneficial.
The school's evaluation of its performance	Unsatisfactory. Procedures for identifying priorities for development and ensuring the school systematically works towards improvement are not robust enough.
The strategic use of resources	Sound. Governors carefully examine priorities for expenditure. There are no arrangements for evaluating the effect of given expenditure on pupils' standards.

The school ensures that the best value is obtained from all expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Happy children making good progress • Children's very good behaviour • Children become mature and responsible young people • Good teaching 	<ul style="list-style-type: none"> • Opportunities for activities outside school hours • The quantity of homework

The inspection team endorses parents' positive comments. They consider that activities outside school hours are good when the size of the school and the number of teachers is taken into account. Some parents thought too much homework was given and others too little. The inspection team thought that on balance the school gets it about right.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' very good attitudes, behaviour and personal development as a result of good provision for their care, support and guidance

1. Parents with justification strongly commend the school for the way it helps their children become mature and well-rounded individual young people by the time they leave for secondary school.

2. There are many ways in which this maturity is made evident. One is in the pupils' very thoughtful approach to their academic work. They talk naturally about their achievement and what they have still to do and they understand their responsibility for it. Their good knowledge of how they are getting on comes from the thoughtful and positive way in which their work is assessed and marked. Pupils in Year 4 say that when they make mistakes they are 'shown how to improve.' Pupils in Year 6 say the same. Their work is stringently assessed against National Curriculum criteria, with a commentary which celebrates what they do well and explains what they need to think about to get better. Pupils explain how they are helped by the individual and group targets negotiated with them and adjusted each half term. Similar arrangements are made for pupils with special educational needs. Careful assessment, followed by detailed discussion with pupil and parents lead to individual education plans with manageable targets, adjusted and extended as they are achieved.

3. Pupils also demonstrate their maturity through their very good behaviour and by the way they relish the varied responsibilities they are given. These are appropriately matched to the pupils' ages so that by the time they are in Year 6 pupils make a significant contribution to the school. For instance, playtimes are happier times because Year 6 pupils set out play equipment and oversee its collection at the end of play. At the end of assembly pupils without being prompted set up chairs and tables for others who are going to need them in the next lesson. Because of the reciprocal links with the neighbouring school for pupils with severe learning difficulties, pupils develop a mature attitude towards people who are different from themselves.

4. In answer to the question 'What is the best thing about being at school here?' one Year 6 pupil replied that it was the mentoring scheme, by which each boy and girl in Year 6 is matched with a child in reception. This very good practice is part of what parents approvingly describe as 'a strong ethos for friendship links', promoting cooperation and participation at different levels in the school and it has benefits for both partners. The older pupils fetch the younger from their classroom and lead them by the hand into assembly, sitting with them and helping them find the place in the hymn book. They see that they are all right at playtime. They help them in the dinner queue, see that they find a place to sit and ensure they can manage their food. For some, the only thing that would make school better would be the opportunity to spend more time with the younger children, helping them and playing with them.

5. The school has improved in this aspect of its life since the last inspection, when pupils were said to misbehave when they were not under direct supervision. Now, pupils manage their own behaviour well in a context which expects them to be responsible: wet playtimes see pupils quietly getting something to do, playing sensibly alone or in groups of two or more. Older pupils remember a time when there was bullying, but are emphatic that there is none now because, as they put it, 'Everybody gets on.'

Very high standards in Years 1 and 2, and improving standards in Years 3 – 6 as a result of a good curriculum well taught to all age groups.

6. Because of the small numbers in each age-group, a statistical analysis of national test results has to be viewed with caution, but for at least the last six years National Curriculum test results at the end of Year 2 have been very high and rising; they compare very favourably with those of pupils in schools where a similar proportion of pupils is eligible for free school meals. 2002 is the last year for which full comparative information is available. In that year, the reading and writing results were in the top five percent nationally, because of the high proportion of pupils attaining at the level expected of nine-year-olds. Boys' and girls' results are about the same, a significant achievement for boys because, in the national context, girls obtain the better results. In mathematics, standards as measured by the tests are improving because the girls are getting steadily better. Standards in science, assessed by the teacher, are also very high in all aspects of the subject, with all pupils scoring appropriately for their age and half attaining at the level expected of pupils two years older.

7. Standards are very good and improving in part because of the successful implementation of the national strategies for literacy and numeracy. These provide the teacher with a clear framework in which to teach, setting out well what pupils are expected to learn. Mathematics in particular has benefited from the new approach. Further, the quality of teaching for pupils in Years 1 and 2 is good with some very strong features. Particular strengths include the immaculate planning. With clear, attainable objectives, pupils know what the lesson is about and how it relates to what has gone before; work is well matched to different learning needs. The teacher's very calm style leads to the very good management of the lesson, in turn creating a tranquil atmosphere in which pupils can concentrate and do well. Nevertheless, lessons move at a good pace, carrying pupils relentlessly along, ensuring they remain attentive and make good progress.

8. Standards at the end of Year 6 are improving after a period in which they have been too low in comparison with other schools. The trend in results over the last six years in English, mathematics and science, when taken together, is rising in line with the national trend (small numbers in each age group make a shorter perspective statistically unreliable). The national strategies have played their part here, too, and the quality of teaching is good, particularly in Years 5 and 6, because it is well focused on what pupils need to learn. In science, pupils are now, on average, about a year ahead of those who took the tests six years ago; in mathematics about two terms. In English, however, the improvement is not so marked, largely on account of weaknesses in writing, and these test results remain lower than they should be, given the test scores of the same pupils when they were at the end of Year 2. This is discussed further below.

The school fosters a very good partnership with parents from which pupils benefit greatly

9. Big strides have been taken in improving the partnership between parents and the school since the last inspection when it was an issue for development. The success of the measures taken can be seen in the fact that 63 parents' questionnaires were returned, out of a possible 97 and 38 attended the pre-inspection meeting to express their views, almost universally positive, of the school: in both cases, a higher proportion than usual.

10. This successful partnership is achieved in a number of ways. A very good information pack given to parents of reception children before they start school sets the tone; it includes an excellent leaflet on how parents can help their children, and explains what to do if there are any problems. A questionnaire on children's likes, dislikes and favourite things enables teachers to respond to the children as individuals and reassures parents that

everything possible is done to help the children settle. The well produced and attractive main school brochure is not so successful: it contains all the required information, but its language is less accessible and not all the information is up to date.

11. The teachers' letters, sent out from each class at the beginning of term, explain the work that is to be covered during the term. Other key events, such as educational visits, are also noted. The tone is friendly, and each teacher offers ideas about how parents can help. The home-school planners are very successful in a number of ways. They help the pupils organise themselves (and by the time they are in Year 6 pupils are generally well organised and thoughtful about their work) and they provide a means of parent and teacher jointly keeping an eye on how well they do it. The spaces for teacher and parent at the bottom of the weekly page usually contain a pertinent remark about what has been successful or what proved to be difficult. Replies to the school's own questionnaires sent to parents of pupils approaching the end of Year 6 give helpful insights into the work the school has done and pointers for future development.

12. Less formally, though no less important, parents feel welcome and confident about coming to school to raise matters that concern them. Forums exist where issues can be discussed and there is a regular 'surgery time' for parents to seek information or raise concerns. The degree of consultation between parents and teachers, parents say, is 'as good as it could be'. Helpful conventions minimise the chances of information going astray. Whenever possible, messages are sent out on Fridays. The 'Friday frisk' is a part of the weekly routine which helps parents stay in touch.

13. As a result, parents feel confident about the school and relaxed about the experiences being provided for their children. In the resulting atmosphere of partnership, pupils flourish, gain in self confidence and become mature and thoughtful young people, well prepared for the next stage in their education.

The Governing Body fulfils its role well.

14. The governors have an enormous store of goodwill towards the school and bring a range of valuable skills to it. They organise their work well and influence the school's development through suitable committees. These include committees concerned with the curriculum, finance and the buildings, but also a Public Relations Committee with the task of promoting the school and maintaining good relationships with parents.

15. Governors are clear about the school's strengths. They are particularly pleased at the personal development of the pupils, accurately ascribing the school's success to projects such as the mentoring scheme which links pupils in Year 6 with children in reception and the relationship to the neighbouring school for pupils with severe and multiple learning difficulties. They are also clear about the necessity of basing expenditure decisions on firm criteria related to raising standards. 'All expenditure is standards driven,' said one governor.

16. A programme of visits has been running since 2001 through which governors monitor the implementation of their policies and hold the school to account for its work in a way which is perceived by teachers as supportive and helpful. An agreed protocol sets out the purpose of the programme, the parameters of the visits and their frequency. A focus for each visit is agreed, which might be a subject or an aspect of the school such as the provision for pupils with special educational needs. Working in pairs, governors are briefed by the relevant coordinator and spend time observing the work in each classroom. They then prepare a report which is discussed in detail by the Curriculum Committee and is presented to the full Governing Body in due course. This is very good practice. It results in governors knowing in detail about many aspects of the school and places them in a position to ask relevant

questions; it results in teachers, with other staff, acknowledging the implied challenge, but knowing that their work is understood and celebrated.

WHAT COULD BE IMPROVED

Pupils' standards at the end of Year 6, particularly in writing and information and communication technology

17. English test results at the end of Year 6 remain about average when compared with those of other schools and they compare very unfavourably when eligibility for free school meals is taken into account. This is largely because of weaknesses in writing. For example, in 2002, whereas all pupils but one reached the level of attainment expected of eleven-year olds in reading, in writing five pupils failed to reach the standard. Similarly, nine pupils reached the reading standard expected of thirteen year olds, but only four did so in writing. The principal reason for this is that the pupils made poor progress when they were in Years 3 and 4, leaving about three years' work to be covered in Years 5 and 6. The deficit was largely made up in reading, where parental support can be most effective. However, in writing, although pupils made satisfactory, and in some cases good progress in Years 5 and 6, it was insufficient to make up the lost ground. The effect of recent staffing changes is to ensure that pupils in Years 3 and 4 are now making at least satisfactory progress. More generally, the implementation of the National Literacy Strategy adds rigour to both the planning and the teaching of lessons.

18. The standards of work seen at the end of Year 6 accord with this general picture. The best writing is imaginative, expressed in interesting sentences, with well managed dialogue and well organised paragraphs. Non-fiction writing is ordered and clear. In the middle range of ability, the writing is more measured, and lacks the sparkle of the best. At this level, dialogue is accurately recorded but overall the narrative is not so well managed. Lower-attaining pupils write much shorter pieces. Their narrative is not well enough structured: for example, in one case, although the pupil wrote an arresting opening, the ending was inconsequential. In between, the narrative was more difficult to follow than it should have been because the tenses of the verbs were inconsistent. Their spelling is uncertain; their handwriting, although legible, is untidy.

19. Standards in reading are well above average. The best and middle-attaining pupils read accurately and fluently, sometimes with very good expression. They have a wide experience of reading and are very articulate when they talk about what they have read. The lower-attaining pupils are slow and hesitant. They work out unfamiliar words well enough, but need to sound out words more frequently than would normally be expected. Nevertheless their comprehension of what they read is satisfactory.

20. Standards in information and communication technology at the end of Year 6 are below those expected of pupils of the same age. For example, the pupils are at a comparatively early stage of knowing how to handle data, approximately at the level expected of Year 4, and the keyboard skills of the majority are under-developed. This is the legacy of a number of years of under-provision, which has now been remedied by the appointment of specialist staff and the acquisition of appropriate equipment. The coordination of the subject is now good, the further development of the skills of the non-specialist staff is under way, and special programmes of work have been devised with a view to accelerating the progress of pupils now in Year 5 and Year 4 so that they can catch up by the time they reach the end of Year 6.

21. In the case of both English and information and communication technology, appropriate action has been taken to remedy the weaknesses and, although it is too early for

the results to be seen in test scores, the school is now very well placed to ensure that pupils' standards in both subjects improve rapidly.

The quality and effectiveness of planning for further improvement should be improved.

22. The weaknesses in the school's present development plan as an instrument for school improvement lie in the fact that it is not specific enough in identifying where the priorities for development lie and then in setting out how the school should work towards the required improvements. Present documents appear to confuse what is needed to administer the system and what is needed for the strategic management of the school. Such diary planning is important in the smooth running of any organisation, but as an improvement plan it shows insufficient sense of development or progress. Furthermore, it tends to focus on the adults with little reference to what the pupils will gain. For example, it does not start from what pupils already know, understand and can do or move on to identify what has to be done to improve their standards and relate it to what is needed in terms of enhanced teachers' skills, further developing the curriculum or resource acquisition. Responsibility for action to be taken to realise the plan is not allocated, nor are timescales identified. It is difficult, if not impossible, to judge the success of the plan, because the targets or success criteria are not tightly enough focused.

23. There is insufficient opportunity for the various parts of the total school community to be involved in planning for the future, as would be the case if, for example, parents, governors, pupils and staff were asked in a suitably open way to contribute ideas for inclusion in the plan.

24. The subject plans – for example that for information and communication technology - which make an essential contribution to school development planning, contain more detail, but still lack proper targets, time scales and overall clarity. Nor do they have pupil-centred success criteria by which their effectiveness can be evaluated.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to consolidate the good progress made since the school was last inspected, the governors, headteacher and staff should:

- (1) improve standards by the end of Year 6, in particular in writing and information and communication technology (paragraphs 17 – 21)
- (2) improve the quality of development planning (paragraphs 22 – 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	8	2	0	0	0
Percentage	0	23	62	15	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 seven percentage points.

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)	97
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	17

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	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.4

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (100)	100(100)	100 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (95)	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	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	16
Percentage of pupils at NC level 4 or above	School	72 (69)	72 (69)	89 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	72 (69)	72 (81)	72 (88)
	National	73 (72)	74 (74)	82 (82)

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

*results are not published where there are ten or fewer pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	95	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	4.75
Number of pupils per qualified teacher	21.5
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	67

Financial information

Financial year	2001 - 2002
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	£
Total income	258535
Total expenditure	232784
Expenditure per pupil	2007
Balance brought forward from previous year	60532
Balance carried forward to next year	86283

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.7
Number of teachers appointed to the school during the last two years	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	97
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	13	5	0	0
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	48	37	10	0	0
The teaching is good.	76	22	0	2	0
I am kept well informed about how my child is getting on.	56	33	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	10	6	3	0
The school expects my child to work hard and achieve his or her best.	78	17	0	5	0
The school works closely with parents.	70	24	6	0	0
The school is well led and managed.	68	25	2	0	0
The school is helping my child become mature and responsible.	73	25	2	0	0
The school provides an interesting range of activities outside lessons.	49	33	14	0	0