

INSPECTION REPORT

KINGSBURY EPISCOPI PRIMARY SCHOOL

Stembridge

LEA area: Somerset

Unique reference number: 123651

Headteacher: Mrs Jane Chubb

Reporting inspector: Mr Brian Gosling
22453

Date of inspection: 13 – 14 January 2003

Inspection number: 248482

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: 4 - 11

Gender of pupils: Mixed

School address: Stembridge

Martock

Somerset

Postcode:

TA12 6BP

Telephone number: 01460 240507

Fax number: 01460 241879

Appropriate authority: The governing body

Name of chair of governors: Mr David Wakely

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingsbury Episcopi Primary School was originally built in the 1870s and has been sensitively extended. It occupies an attractive site in the village of Stembridge and is smaller than other primary schools with 140 pupils: 65 boys and 75 girls, who are predominantly of white British ethnic origin. No pupil has English as an additional language and there are no pupils from refugee or travellers' families. Less than one per cent of pupils are eligible for free school meals, which is well below average. The proportions of pupils with special educational needs and those with Statements of Special Educational Need are below average. Children join the reception class at the start of the academic year in which they are five years of age. When they arrive at the school, their attainment is generally above the county average in all areas of learning, except for speaking and listening where it is below the county average.

There have been significant changes to the teaching staff in recent years that include four headteachers in the last four years. Almost half the teaching staff have joined the school in the last two years and the headteacher took up the post permanently this term after joining the school for a brief period as acting headteacher.

HOW GOOD THE SCHOOL IS

Kingsbury Episcopi Primary School is an effective school. Pupils arrive at the school with standards that are above the county average and they attain standards that are well above the national average in English, mathematics and science by the time they leave the school. This is achieved by the good quality of teaching throughout the school. The leadership and management of the school, despite a period of instability in recent years and a lack of development in the role of subject leaders, have focused on maintaining standards and evaluating the school's provision to identify areas for improvement. The school gives good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science by the time they leave the school.
- Pupils behave well and they have positive attitudes to school.
- Teaching is good across the school.
- The school has developed an effective partnership with parents who are very involved in their children's learning.
- The new headteacher has developed the school's assessment procedures effectively to inform curriculum planning and she is establishing a team that is committed to school improvement.

What could be improved

- The role of subject leaders has not been sufficiently developed to ensure a full contribution is made to school management and curriculum development.
- The school prospectus and the governors' annual report to parents do not fully meet statutory requirements.

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 has made satisfactory improvement since then. The areas for development identified in the last report have been addressed by improving assessment arrangements and developing the role of the deputy headteacher.

Pupils have increased opportunities to develop their awareness of other cultures and the provision for ensuring their welfare and safety has been improved. However, there has been insufficient progress in developing the role of subject leaders. The school has also improved other aspects of the school not identified in the last report. In particular, there have been significant improvements to the school's accommodation, including the creation of an outdoor play area for the children under five, an improved computer suite and a relocated library. Furthermore, an adventure playground has been installed that is also shared with the local community.

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	C
mathematics	B	A*	A	B
science	C	B	A	A

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

The results¹ of the national tests at the end of Year 6 in 2002 were very good and results have been generally high over the last few years. The proportion of pupils who attained the higher Level 5² in all three tests was also very good, which is indicative of the high expectations the school has of the pupils. It is not surprising that results appear less good when compared to similar schools with pupils from similar backgrounds (shown above) as the school is compared to schools with the lowest proportion of free school meals in the country. Another method is to compare the results with schools that had similar results at the end of Year 2 in 1998. In this case, the school's results were well above the average of these schools in English and mathematics, and very high in science. (Very high indicates that the school's results were in the top five per cent of these schools.) This demonstrates the very good progress of this group of pupils.

The results of the national tests at the end of Year 2 in 2002 were also good: well above the national average in writing and above average in reading and mathematics. In teachers' assessments of pupils' attainment in science, all pupils attained the nationally expected Level 2. The proportion of pupils who attained the higher Level 3 was also above the national

¹ On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test.

² On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

average in reading and writing and well above average in mathematics and science. This is similar to the results in Year 6 commented on above. However, a significant proportion of pupils do not attain the nationally expected Level 2 in Year 2 and Level 4 in Year 6. This is probably because of inconsistencies in the school in planning lessons that effectively meet the needs of lower attaining pupils. Nevertheless, the trend in the school's results is rising broadly in line with the national trend. The school had set very high targets for pupils' attainment in 2002 which were not met. These targets were unrealistic as they required virtually all pupils to attain the nationally expected level. The new headteacher has set more realistic targets based upon pupils' prior attainment. Considering pupils' attainment when they start school, which is above the county average, they achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school and they work well in lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and they act sensibly and with maturity around the school.
Personal development and relationships	Good. Relationships are good throughout the school and pupils are keen to take responsibility.
Attendance	Good. Pupils' attendance rates are 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 across the school. Three quarters of the lessons seen were good or better and almost one fifth was very good. There were no unsatisfactory lessons. The skills of literacy and numeracy are taught well, as is shown by the high standards that most pupils attain in English and mathematics. In general, teachers are clear about what they want the pupils to learn and they organise lessons well with a brisk pace. The pupils' good behaviour is assured by the teachers' good management of the pupils, which is the result of the good relationships that are maintained throughout the school. However, there are inconsistencies in the way teachers plan lessons. Most teachers, particularly in reception and Years 1 and 2, use assessments of pupils' learning well to plan what they need to learn next. In these lessons, tasks are planned with different levels of difficulty to meet the varying needs of pupils in classes with a wide range of age and ability. However, this is not evident in all lessons throughout the school. Nevertheless, lessons are generally happy occasions with pupils who are keen to learn and very responsive to the requests and directions of the teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitably broad and balanced. The school has organised the school day well to ensure that there is enough time for all subjects of the National Curriculum and citizenship.
Provision for pupils with special educational needs	The provision for pupils with special educational needs has been developed well and parents are pleased with their greater involvement.
Provision for pupils' personal development, including spiritual, moral, social and cultural, development	The provision for pupils' cultural development, including other cultures, has improved since the last inspection. The school continues to make effective provision for pupils' personal development.
How well the school cares for its pupils	The school has established effective procedures to ensure the health and welfare of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for school development and has established a clear management structure. The role of the deputy headteacher has been developed since the last inspection but the role of subject leaders remains underdeveloped.
How well the governors fulfil their responsibilities	The governors have organised themselves well to develop a strategic view of the school and to be actively involved in school improvement. However, statutory requirements are not met fully.
The school's evaluation of its performance	The school has established good procedures to enable its performance to be monitored and evaluated effectively.
The strategic use of resources	The school's resources are deployed appropriately and the school applies the principles of best value suitably.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The progress their children make.• Behaviour in the school is good.• The good quality of the teaching.• The school is approachable.• The high achievement of the pupils.• The close links with parents.• The leadership and management of the school.• Their children become mature and responsible.	<ul style="list-style-type: none">• The amount of homework provided.• The range of activities outside lessons.

Inspectors agree with parents' positive views. The amount of homework provided is similar to most primary schools. The range of after-school clubs is satisfactory and increasing due to the support of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science by the time they leave the school.

1. Children arrive at the school with standards that are above the county average, except for speaking and listening. These good standards are maintained in their early years in school and, in the national tests at the end of Year 2 in 2002, the school's results were well above the national average in writing and above the national average in reading and mathematics. At the end of Year 6 in 2002, the school's results were even higher and well above the national average in English, mathematics and science. Inspection judgements confirm these high standards.
2. It is the national expectation that, by the end of Year 2, pupils should attain Level 2 of the National Curriculum and it is significant that the proportion of pupils who attained the higher Level 3 was well above the national average in mathematics and above average in reading and writing. However, the proportion of pupils who attained the nationally expected Level 2 or better was lower in all three tests: broadly average in reading and writing, and below average in mathematics. In the teachers' assessments of pupils' attainment in science, all pupils attained Level 2 or higher and over half of the pupils attained Level 3.
3. In the national tests in 2002, all pupils in Year 6 attained the nationally expected Level 4 or higher in science, and the proportion of pupils who attained Level 5 was well above the national average in all three subjects. However, the proportion of pupils who attained Level 4 or higher in English and mathematics compared less well: average in English and above average in mathematics. However, it should be noted that this group of pupils did not attain well at the end of Year 2 in 1998. When these results are compared to schools with similar attainment at the end of Year 2 in 1998, they are well above the average in English and mathematics and very high in science. (Very high indicates that the school's results were in the top five per cent of these schools.)
4. The analysis of the school's results indicates strongly that there is good challenge for the higher attaining pupils, but also that a significant proportion of pupils do not attain the nationally expected levels. The school's analysis has identified the need to improve pupils' learning in spelling and handwriting, and additional literacy support is provided for younger pupils. The school has also improved its provision for pupils with special educational needs and parents are now more involved in their children's learning.
5. The most obvious reason for pupils' good attainment is the high challenge provided in lessons. In mathematics for example, pupils develop a very good grasp of the number system and they have a quick, mental recall of number facts. In one lesson, pupils in Year 5 and Year 6 worked quickly to find the answer in their heads to 75 per cent of £100, take away three, halve it, divide by nine, 10 per cent of this, multiply by five, a quarter of it, halve it and divide by five. Most pupils found the correct answer of five pence and many did so by the time the question had been (slowly) read out. In English, pupils develop a good understanding of how words are constructed. For example, when a teacher referred to the word 'snake', a Year 2 pupil announced, 'That's a split digraph!' He willingly and confidently explained the meaning of the term and how it helps to read new words. Pupils read well with good expression and they

write for a range of purposes, including stories, poems, letters and scripts. Their writing shows an enthusiasm for language with phrases such as 'a squeal of skidding wheels' and 'a butterfly fluttering'.

6. The reason for the significant proportion of pupils who do not attain the nationally expected Level 2 in Year 2 and Level 4 in Year 6 is probably due to inconsistencies in planning as some lessons do not take sufficient account of the wide range of age and ability in the classes. However, there are new teachers in the school this year and most teachers, particularly, but not solely, in reception and Years 1 and 2, do plan lessons carefully to match the different learning needs of pupils in the class. This inconsistency arises because the role of the subject leaders has not been sufficiently developed to ensure that they clearly identify strengths and weaknesses in the school's provision and plan improvements for the best practice to be applied consistently across the school.

Pupils behave well and they have positive attitudes to school.

7. As parents acknowledge in their replies to the parents' questionnaire, their children like school, behaviour is good and they develop good attitudes to school. Pupils' attitudes and behaviour make a significant contribution to the calm and purposeful atmosphere in lessons. They listen attentively to the teacher and are very keen to answer questions and make a contribution to the lesson. Teachers have high expectations of pupils' behaviour and, on the rare occasions when these are not met, teachers manage pupils very well to ensure that lessons are not unduly interrupted. This is because good relationships have been developed and maintained in the school and pupils are quick to respond to the requests or instructions of the teachers. Pupils also behave well in the dining hall and the playground where they play together well, making good use of the facilities available including the adventure play area.
8. Pupils enjoy lessons and they maintain concentration, sometimes for quite long periods, on their tasks and they work well to complete these tasks. They are also keen to take responsibility and help teachers. In assemblies for example, some pupils respond at the slightest request to operate the overhead projector to display the words for a song. Pupils also put away equipment and chairs after an assembly unsupervised but with efficiency and maturity. Pupils' good behaviour and positive attitudes make a significant contribution to the high standards they achieve.

Teaching is good across the school.

9. The quality of teaching is good across the school. Three quarters of the lessons seen were good or better and one fifth was very good. There were no unsatisfactory lessons. There was very little difference in the quality of teaching in Key Stage 1 and Key Stage 2 and all lessons seen in the Foundation Stage were good. The good quality of the teaching is a major contributory factor to the high standards achieved by pupils.
10. Teachers have a good knowledge and understanding of the subjects they teach. They generally plan lessons that ensure a brisk pace with challenging tasks for pupils. Lessons are organised well with resources easily available. Good relationships have been established in the school and these are maintained well by teachers. This allows teachers to manage pupils well and for lessons to be generally happy occasions as teachers' high expectations of pupils' behaviour are met. Teachers'

explanations and instructions are clear to the pupils. Additionally, the purpose of most lessons is clear and learning intentions are usually shared with pupils effectively. This allows pupils to be aware of what they are learning and why. Teachers are supported effectively by teaching assistants who are clear about the learning intentions of the lessons and who work well with groups of pupils.

The school has developed an effective partnership with parents who are very involved in their children's learning.

11. The school's partnership with parents is good. Parents are involved with their children's learning through their support with homework. An increasing number of parents help in classrooms and some parents run after-school clubs. The information that the school provides for parents is satisfactory overall with some good features. The annual reports of pupils' progress are particularly good and provide parents with clear information of their children's efforts and attainments in all areas of the curriculum. There are regular newsletters and almost all parents report that they feel comfortable about approaching the school when there are matters that they wish to discuss. Parents of children who have special educational needs also appreciate the greater involvement that they now experience in their children's education.
12. Parents' views of the school are positive and strongly supportive. In particular, all parents who expressed an opinion agree that their children like school, the quality of teaching is good, the school is well led and managed, and that the school helps their children to become mature and responsible. Parents' concerns are confined to homework and extra-curricular activities. The findings of the inspection are that the number and range of after-school activities and the amount of homework given are similar to that found in most schools of this size. The range of after-school clubs is satisfactory and increasing due to the active involvement and support of parents.

The new headteacher has developed the school's assessment procedures effectively to inform curriculum planning and she is establishing a team that is committed to school improvement.

13. The headteacher, who arrived at the school as acting head in September 2002 and took up her substantive post in January 2003, has ensured that assessment procedures are used effectively. The school employs a range of assessments in each year across the school. A computer program is used to monitor pupils' progress and evaluate how effectively pupils learn. An analysis of this information has identified the pupils who are not making the expected progress and the limitations in pupils' development of spelling and handwriting, which are having a negative impact on standards in English. Acting on this information, the school has intervened positively to improve standards of attainment.
14. The headteacher is creating an ethos in the school that encourages all teachers to make a contribution to school development and to work as a team. The success of this is seen in the way that teachers, many of whom are new to the school, work together well and are mutually supportive. They express appreciation for the improved communications within the school, such as the '9 o'clock news book' and weekly bulletins. The newly qualified teachers are supported well and they enjoy positive, professional relationships with their colleagues. Some good practice is developing in Years 5 and 6 where the two teachers plan lessons collaboratively. This ensures a consistency of provision and allows each teacher to benefit from the

expertise of the other. The senior management team has been reconstituted to include the key stage co-ordinators (which includes the deputy headteacher) and the headteacher. This team meets regularly every other week. The school has also established a school improvement group where two governors combine with the senior management team to monitor and promote the developments detailed in the school improvement plan.

15. The role of the deputy headteacher has been developed effectively, as was required in the last inspection report. The deputy headteacher, who is also the literacy co-ordinator and the Key Stage 2 co-ordinator, meets with the headteacher each week and is a member of the senior management team and the school improvement group. These developments are beneficial in enabling the deputy headteacher to gather a greater oversight of the curriculum to enable him to ensure that there is suitable coverage of all aspects of each subject and that the varying needs of pupils in classes with a range of age and ability are met.
16. These developments of the management structure, along with the greater involvement of the governors, is establishing effective systems for the development of the school's educational provision and the maintenance of high standards.

WHAT COULD BE IMPROVED

The role of subject leaders has not been sufficiently developed to ensure a full contribution is made to school management and curriculum development.

17. The last inspection report identified the need to 'make more effective the role of subject co-ordinators by giving them greater oversight of teaching and the implementation of planning in the subject'. This has not been achieved. The action plan following the last inspection in 1997 focused on establishing the monitoring of pupils' work by co-ordinators. However, little time is allocated for this and it is generally limited to considering a single example of the work of three pupils of different ability in each year group termly. This is not enough to establish a clear and full view of the strengths and weaknesses in pupils' learning across the school in each subject.
18. The new headteacher plans to extend the role of co-ordinators into that of subject leaders. This requires that subject leaders develop a clear understanding of which aspects of their subjects pupils learn effectively or not and the reasons for this. There are plans, soon to be implemented, to establish one afternoon each week during which co-ordinators will be released in rotation to conduct their monitoring role. This is an important development because subject leaders have not benefited from a planned opportunity to monitor teachers' planning or the quality of teaching and learning in the classroom. There has also been insufficient training for teachers to develop their leadership skills as subject leaders. These factors, together with the limited opportunity to analyse pupils' work, restricts the impact that subject leaders have on raising standards or ensuring high standards are maintained.
19. There have been many changes to the teaching staff recently and four teachers have arrived since the last inspection, including currently, two newly-qualified teachers. Consequently, a number of new ideas and practices have been introduced to the school. However, the best practice is not employed in all classes, which results in inconsistencies between classes. The elements of good classroom practice in many classes that are inconsistencies across the school include:

- Shared planning across classes with pupils of the same year groups.
 - The identification of opportunities to assess pupils' learning in lessons.
 - The use of assessment information to plan what individual pupils or groups of pupils need to learn next.
 - The planning of tasks with different levels of difficulty that recognise the wide range of age and ability of pupils in the class.
 - The organisation and implementation of the literacy hour.
20. The new members of the team that is being established at the school have not had the opportunity to discuss classroom practice at staff meetings or to contribute their own experiences of implementing the school's teaching and learning policy. There is a developing practice of classroom observations but the whole team has not been fully involved in aspects of this process, such as agreeing the focus of these observations in any particular term.

The school prospectus and the governors' annual report to parents do not fully meet statutory requirements.

21. The school prospectus and the governors' annual report to parents are attractive documents that contain useful information for parents about the life and work of the school. However, they do not meet statutory requirements fully. For example, the prospectus does not include information about absence rates or the results of national tests, while the annual report to parents does not include absence rates or a statement on the school's policy for special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to raise standards or to maintain standards where they are high, and to meet statutory requirements, the governors, headteacher and staff should:
- (1) Develop the role of subject leaders, with appropriate professional development, to allow them to:
 - (a) scrutinise pupils' work fully to identify and record strengths and weaknesses in pupils' learning; (paragraphs 6, 17-18)
 - (b) monitor teachers' planning to ensure all aspects of each subject is covered suitably and there is a consistency of approach in all classes; (paragraphs 6, 17-19) and
 - (c) observe classroom practice with an agreed focus and method of recording judgements, taking effective action where necessary to improve the school's provision. (Paragraphs 12, 17-20)
 - (2) Ensure that the school prospectus and the governors' annual report to parents meet statutory requirements fully. (Paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	10	4	0	0	0
Percentage	0	18	58	24	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	140
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Need	1
Number of pupils on the school's special educational needs register	8

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	11
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	16	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	15	15	15
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	89 (95)	89 (95)	89 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	15	15	16
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	93 (95)	96 (89)	100 (95)
	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	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	19
	Girls	11	11	13
	Total	26	27	32
Percentage of pupils at NC level 4 or above	School	81 (89)	84 (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	16	16	17
	Girls	12	11	11
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	88 (84)	84 (95)	88 (95)
	National	73 (72)	74 (74)	82 (82)

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

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	138	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	0	0	0
Mixed – any other mixed background	2	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)	7.1
Number of pupils per qualified teacher	19.7
Average class size	23.0

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	86.25

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	353,327
Total expenditure	369,655
Expenditure per pupil	2,310
Balance brought forward from previous year	29,675
Balance carried forward to next year	13,347

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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	143
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.	63	37	0	0	0
My child is making good progress in school.	49	46	3	0	2
Behaviour in the school is good.	42	55	2	0	2
My child gets the right amount of work to do at home.	28	46	15	8	3
The teaching is good.	49	45	0	0	6
I am kept well informed about how my child is getting on.	29	60	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	28	2	0	0
The school expects my child to work hard and achieve his or her best.	54	45	2	0	0
The school works closely with parents.	35	54	6	0	5
The school is well led and managed.	58	35	0	0	6
The school is helping my child become mature and responsible.	48	52	0	0	0
The school provides an interesting range of activities outside lessons.	18	51	22	5	5