

INSPECTION REPORT

WIRKSWORTH CE INFANT SCHOOL

Wirksworth, Derbyshire

LEA area: Derbyshire

Unique reference number: 112864

Acting Headteacher: Miss S M Gate

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 24th - 25th April 2002

Inspection number: 244755

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
School category:	Voluntary Controlled
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Greenway Croft North End Wirksworth Derbyshire
Postcode:	DE4 4FG
Telephone number:	01629 822453
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Hobbs
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wirksworth C.E. (Controlled) Infant School is a much smaller than average sized primary school. A total of 69 pupils attend the school, made up of 38 boys and 31 girls aged from four to seven. Almost all of the pupils come from the town and most attend a playgroup or nursery prior to starting full time education. Many attend the toddler group at the school. Children start in September if their birthday is in the autumn or spring and in January if they have summer birthdays. Twenty-two children were in the reception class at the time of the inspection. Pupils are almost entirely from white ethnic backgrounds and live in an area that is economically average. None is at an early stage of English acquisition. Nine pupils are entitled to free school meals, a figure which is below average. Eight pupils have special educational needs, which is well below average, and four have a statement of special educational need, which is above average. Very few pupils join or leave the school at times other than the usual admission point in the reception year. The attainment of children starting at the school is generally average although there are some slight variations in each year group. The current Year 2 group started school with slightly below average skills. Since the previous inspection there have been substantial staff changes at the school with most teachers, including the acting headteacher, being new. The headteacher also manages another local school. There are plans to appoint a deputy headteacher. There are also proposals to merge this school with Wirksworth Infant School.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education. In recent years standards in Year 2 in the core subjects of English and mathematics have been high. The overall quality of teaching is satisfactory, with the majority of the lessons seen being good. The school has been through significant changes of staff and has managed to at least maintain standards well through this period of instability. The recently appointed headteacher, supported by governors, is bringing a good focus to school improvement. The school provides good value for money.

What the school does well

- National test results in English and mathematics have improved since the previous inspection and pupils attained very well in the national tests in 2001.
- The pupils are very well behaved and have positive attitudes to school.
- This is a caring school which involves parents well.
- The school makes good provision for pupils' spiritual, moral, social and cultural development.

What could be improved

- Planning, assessment and monitoring of pupils' learning are not sharp enough.
- Literacy skills and computers are not used effectively to support work in other subjects.

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 been through many changes since the previous inspection in October 1997 and improvement has been hampered by staff changes. National test results indicate that there has been good improvement in standards in English and mathematics, although attainment in the current Year 2 is at broadly the same level as at the time of the last inspection. The school has received an achievement award in recognition of continued improvement. Insufficient headway has been made in tackling the issues of planning and assessment identified in the previous inspection report and, as a result, teaching is not as effective as previously reported. The school is beginning to tackle these issues and the headteacher shows a determination to succeed. The school has the capacity to build upon what has been already achieved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	B	A	A
Writing	C	B	A	A
Mathematics	A	A	A	A

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

The school achieved impressive results in the national tests in 2001. Teacher assessments in science showed that all pupils attained the expected standard for their age and standards were among the top five per cent of schools in 2001. The pupils in Year 2 are likely to attain above average standards in reading and average standards in writing and mathematics. This variation from previous years is due to a higher proportion of pupils with special educational needs, lower attainment on admission to the school and some uneven progress by the pupils as a result of past changes in the teaching staff. These pupils are now making good progress in English and mathematics although their competence in applying literacy and computer skills in other subjects is limited.

The school has set unrealistic targets for achievement in the national tests in 2002 and is unlikely to meet them. There is some good work done with pupils with special educational needs and they mostly achieve well. Boys and girls attain similar levels in national tests. However, the more able are not always challenged sufficiently as some tasks are undemanding and expectations are not high enough.

Children in the reception class soon settle into school life and make good progress in personal, social and emotional, creative and physical development and satisfactory progress in communication, language and literacy, mathematical development and knowledge and understanding of the world. Almost all attain the expected goals for their age in the areas of learning by the end of the reception year. In Year 1 the pupils make good progress. Pupils make good progress in music due to effective support from specialist teaching. Progress in basic skills in information and communication technology is satisfactory but there are insufficient opportunities for pupils to use computers to support their work in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are enthusiastic about school and keen to learn.
Behaviour, in and out of classrooms	Very good. The pupils show care and thoughtfulness for others. They are eager to please, understand rules and play together happily. There have been no exclusions. Bullying is very rare.
Personal development and relationships	Good. The pupils form very good relationships with the staff and other children. They like to take responsibility and enjoy helping others.
Attendance	Satisfactory. The pupils enjoy coming to school. There is an increasing trend of pupils taking holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 - 2
Quality of teaching	Satisfactory	Satisfactory

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.

Strengths in the teaching include the way that staff build relationships with the pupils and maintain good standards of behaviour through praise and encouragement. The start of the school day, with the involvement of parents, encourages the pupils to get straight into work and also keeps parents informed of how well their children are making progress. Support staff play a successful part in lessons, often working with small groups, particularly those with special educational needs. The teaching of pupils with special educational needs is good. English and mathematics are taught effectively, with staff having an appropriate knowledge of the national literacy and numeracy strategies. Some subjects such as art and design are brought to life through visits and the involvement of visitors in lessons. Literacy skills are not used widely enough to support work in other subjects, with the range of opportunities for pupils to extend and use their writing skills in subjects such as science and history being hampered by the overuse of undemanding worksheets. This means that the more able are not always challenged sufficiently. Staff have varying levels of confidence in information and communication technology and computers are not used sufficiently in lessons. Although teaching in the lessons seen was mostly good the lack of well focused planning and insufficient use of assessment sometimes hamper effective learning, particularly in applying skills. Music is taught well by a specialist teacher. Most pupils work hard and show enjoyment in lessons. They very much enjoy reading, which is taught successfully through a good balance of activities and approaches.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects are taught in Years 1 and 2 and the children in the reception class follow the national guidance for the Foundation Stage.
Provision for pupils with special educational needs	Good. There is good support for pupils with statements of special educational needs. Individual education plans are mostly used well to guide staff in planning work. Parents are involved effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's involvement in the community, particularly in the arts, contributes much to the pupils' cultural development. Pupils are prepared appropriately for life in a culturally diverse society. Staff are well aware of racial equality and equal opportunities. Spiritual, moral and social development is linked effectively to the school's Christian heritage.
How well the school cares for its pupils	Good. Procedures for child protection are satisfactory. The staff have good knowledge of the pupils and show much kindness in supporting them. Assessment is not used effectively to identify the next steps in learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory with good features. The headteacher has good ideas and vision for school development. However, the staff do not play an active enough role in monitoring and developing the subjects.
How well the governors fulfil their responsibilities	Effectively. Governors are keen, interested and work hard to support the school.
The school's evaluation of its performance	Satisfactory. The school has started to analyse test results and set targets for staff but more remains to be done to check on pupils' performance and to use the information to set suitably challenging targets.
The strategic use of resources	Good. The school uses funds well and makes good use of grants. Appropriate consideration is given to best value when purchasing supplies and services. Finances are in good order.

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 enjoy coming to school and make good progress. • The school helps their children to become mature and to take responsibility. • The staff are approachable and welcome parents into school. • The staff work hard to meet their children's needs. 	<ul style="list-style-type: none"> • The use of computers.

The inspection team broadly agrees with the parents' views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

National test results in English and mathematics have improved since the previous inspection and pupils attained very well in the national tests in 2001.

1. The pupils' performance in national tests at the end of Year 2 has improved well since the previous inspection and in recognition of this the school has been given an achievement award. Overall standards in the national tests at the end of Year 2 in 2001 were well above average in reading, writing and mathematics and well above average when compared with schools with similar intakes. Results in the teacher assessments in science were even better than this and were among the top five per cent of schools. The trend in improvement has been broadly in line with the national rate of improvement although pupils have made most improvement in writing. There have been some variations between the performance of boys and girls in the tests in previous years but this is due to changes in the proportion of high and low ability pupils in each gender group. There is no significant difference in the performance of either group. Standards are unlikely to be as high this year due to the higher proportion of pupils in this year's Year 2 with special educational needs, lower attainment on admission to the school and limited use of assessment to plan work.
2. At the meeting with parents prior to the inspection they expressed confidence that their children were making good progress and achieving well. They expressed satisfaction with the standards achieved throughout the school. Parents with children with special educational needs were pleased with their progress. Inspection evidence shows that pupils with special educational needs make good progress. Those with statements of special educational needs make good progress. Support for these pupils is well focused and effective.
3. Attainment on admission to the school varies from year to year but is generally average. This is not true of the current Year 2 group of pupils whose attainment when starting in the reception class was a little below average. The school has changed its timing on assessing children at the start of reception and this testing now takes place earlier than it used to. As a result, the attainment of the current Year 2 pupils is likely to have been slightly overestimated in 1999. By the end of Year 2 this year's group of pupils is likely to attain above average levels in reading and average levels in writing and mathematics. Their progress through school has been interrupted by staff changes. Pupils in Year 1 are making good progress as the teaching is good. Analysis of their work shows that the pupils should achieve well in the national tests next year. This indicates that the dip in performance among Year 2 pupils this year is not indicative of falling standards.

The pupils are very well behaved and have positive attitudes to school.

4. The pupils' behaviour, attitudes and personal development are strengths of the school and contribute much to making the school a happy and orderly community. The parents expressed strong satisfaction with the way in which the staff help their children to become mature and to become caring and thoughtful. Parents are justifiably proud of their children's very good behaviour and the positive way in that their children view school life. Inspection evidence confirms the positive views of parents. The school's provision for pupils' spiritual, moral, social and cultural development contributes positively to their good behaviour and attitudes and helps prepare them for life in a culturally diverse society.

5. One of the strengths of developing positive attitudes and settled behaviour is the way in which parents are encouraged to start the school day with their children. Many take this opportunity and as a result the children begin to appreciate that their parents are working with the staff of the school. This practice also helps to keep parents and teachers fully informed of any interests, events or concerns in the children's lives. This open style encourages positive attitudes to learning. In the reception class it also contributes to the children's good progress in personal, social and emotional development as they work alongside their parents. These children have settled into school well, clearly understand the daily routines and are becoming confident in selecting resources and following their own interests. The children listen attentively to the staff and soon settle into more formal aspects of work, paying good attention to instructions and showing they have understood by following instructions carefully. They work very well together and share ideas, toys and equipment. In a lesson in physical education they were particularly good at organising themselves into different sizes of groups and in taking turns in rolling and stopping balls. In a lesson in communication, language and literacy the children focused very well for an extended period and then the different groups worked co-operatively on the tasks, producing appropriate quantities of work which included good attention to detail and careful presentation. Children in the reception class behave very well and clearly understand the need to care for others, living things and property.
6. This very good behaviour is also evident in Years 1 and 2 and is fostered by a consistent approach to encouraging good behaviour through praise and reward by all staff. The pupils were involved in designing the school's code of conduct and this has contributed to their sense of ownership and responsibility. When moving around the school and lining up for lunch or at the end of playtime the pupils are very well behaved and polite. They willingly allow others to pass by and show good respect for adults, standing aside in corridors and holding doors open as appropriate. The pupils are well mannered at lunchtime and remember to thank the staff serving them. No incidents of bullying were seen and the pupils and their parents said that any rough play or bullying is rare. There have been no exclusions and the pupils clearly get on well together and with the staff. Relationships are very good, being friendly, open and caring. Positive relationships are underpinned by the school's Christian ethos and sense of care for others.
7. Positive attitudes are often promoted by the stimulation and interest provided by the teachers through special events organised in activities such as art and design, community projects such as well dressing, social events organised by the parents and rewards for working hard in lessons. In a very good English lesson in Year 1 the pupils were keen to outdo each other in answering questions but also listened well and showed respect for others' views. They settled very quickly to work and maintained good levels of concentration, showing in their presentation much care and thought. Throughout the school the pupils are always ready to share their experiences and enjoy bringing items from home to talk about and share with the class. The pupils participate eagerly and respond with enthusiasm to the expertise and challenge of the teacher in music lessons. In a mathematics lesson in Year 2 the pupils keenly answered mental arithmetic questions and also thoroughly explained with good clarity and expression different strategies for solving a variety of problems. Pupils with special educational needs also have positive attitudes, encouraged often by well-focused support and guidance from adults working with them. The pupils make good progress towards the targets in their individual education plans because the staff pay good attention to understanding individual needs.

This is a caring school which involves parents well.

8. The staff know the pupils well and, because of strong links established with parents through home visits and daily opportunities for parents to come into school to work alongside their children, all aspects of care are covered well and children's needs are dealt with effectively. During the inspection several instances of thoughtful care and support for the pupils were seen, ranging from prompt action in dealing with accidents, to gentle words of encouragement for those struggling with something. Parents speak highly of the staff's commitment to the care of their children. The staff are very supportive of those pupils with special educational needs, particularly those with physical disabilities. The whole school is learning to sign so that pupils with hearing impairment can take a full part in all activities. This sensitive and caring approach comes out of the staff's desire to provide well for the pupils' spiritual, moral, social and cultural development and underpins their commitment to equal opportunities. The warm supportive family atmosphere in the school has been maintained since the last inspection. Child protection procedures are secure and there is good provision for first aid and informing parents of any accidents. At lunchtime there are good arrangements to support the pupils, and the way that the governors have encouraged the development of the school grounds means that children have safe and secure areas in which to play. There are good arrangements for monitoring and supporting pupils' personal and social development. Parents are very pleased with the procedures for helping their children to settle in to the school.
9. Parents are supportive of the school and express very positive views about almost all aspects of its provision. They are pleased that the staff are approachable and feel free to discuss their children's progress or problems at any time. The school provides good information about how well the pupils are doing and regular letters keep parents up-to-date with news and developments. Parents make a good contribution to the development of their children's reading skills. They are actively involved in supporting the school through fund-raising and social events as well as in classrooms and on visits out of school. Additional funds are used wisely to enhance resources for learning.

The school makes good provision for pupils' spiritual, moral, social and cultural development.

10. The school celebrates its Christian heritage successfully and this underpins its provision to enhance pupils' spiritual, moral, social and cultural development. There are good opportunities for the pupils to take part in religious festivals and traditions. The annual Art Day, celebrations at harvest and Christmas and other events in the community bring a spiritual dimension to the work of the school. The pupils visit the local church for particular celebrations and clergy from the churches visit the school to take assemblies. There is good celebration of the festivals of some major religions, which contributes to the children's understanding of how faith has an impact on the lives of peoples around the world. The school gives pupils the opportunity to explore values and beliefs and to understand human feelings and emotions. The staff foster an appreciation of the wonders of creation by providing opportunities for the pupils to visit local beauty spots, participate in making a willow tunnel and use the school's nature area to observe small creatures and their habitats.
11. Moral development is promoted well. All staff encourage the pupils to care for each other and for the world around them. The school has clear and appropriate rules which are known well by the pupils. The pupils respond well to rules and routines and this helps to promote very good behaviour. Pupils are taught effectively the difference between right and wrong and to take responsibility for their actions. They are encouraged to look out for those who may be on the fringe of friendships and to allow

them to join in games. This positive reinforcement means that the pupils are happy and collaborate well. Similarly social development is given good priority and pupils from an early age learn to get on well together and to co-operate in different sizes of groups. There is a strong sense of community in the school and support staff at lunchtime and in the classrooms also contribute to making the school a place where all feel valued and respected.

12. The provision for pupils' cultural development is good and is based very much in the life of the community with much involvement of local residents and parents in supporting learning at the school through their contribution in the arts. The school provides a good range of worthwhile opportunities to appreciate their own cultural traditions. However, this is not exclusive and the pupils are made aware of the wider world and the cultural diversity of Britain today through the school's programme of personal, social and emotional development and religious education. There are annual opportunities to extend the pupils' artistic skills in an arts week during which experts visit the school to share skills and techniques. One such event included making leaves and floating them in the stream to see their translucent qualities. Pupils are taught about the lives and works of famous artists and in music have good opportunities to listen to and compose in a variety of styles.

WHAT COULD BE IMPROVED

Planning, assessment and monitoring of pupils' learning are not sharp enough.

13. There have been many changes in staffing since the previous inspection and the school has recently appointed a headteacher who also works half time as the headteacher of another local school. The schools are expected to amalgamate although no date has been set. These changes and the uncertain future have partly been responsible for lack of improvement in dealing with issues raised in the previous inspection report. Although the school has made good headway in raising pupils' performance in national tests the rate of improvement has been interrupted this year by further staff change and standards in Year 2 are now not as high as they were 2001.
14. Issues of planning and assessment, raised in the previous inspection report, have still to be tackled and monitoring of pupils' learning has not been rigorous enough. These factors have contributed to setting unrealistic targets for performance in national tests at the end of Year 2. Since the previous inspection, subject leaders have not taken a firm enough grip on the development of the subjects and this has led to inconsistency in planning and developing pupils' skills, knowledge and understanding. The overall planning of the curriculum is too vague and work is sometimes repeated between year groups without sufficient additional challenge. This results in some uneven progress. The planning of work does not focus strongly enough on matching activities and setting challenges for different groups of pupils. There has been too little monitoring of pupils' performance and analysis of the work they have covered to ensure that it is building upon previous learning.
15. Inconsistencies in planning and setting learning objectives mean that teaching is not always as effective as it could be. Teachers do not use assessment well enough to plan work and this means that some pupils are not challenged. This becomes evident in the sometimes low-level tasks set which require the pupils to complete undemanding worksheets. Sufficient account is not always taken of what the pupils have already studied. For example, in Year 1 the pupils cover a suitable range of activities, experiments and observations in science and generally make good

progress. However, in Year 2, there is very limited evidence of the pupils' learning sufficient science and of recording what they have achieved.

16. The teachers and support staff often comment on the pupils' work and guide them during lessons but this guidance is seldom recorded in the pupils' books to act as a spur to further improvement. The marking of work is mostly corrective rather than a tool for improving performance. There are few opportunities taken, through setting targets, to encourage the more able to improve their work.

Literacy skills and computers are not used effectively to support work in other subjects.

17. Although most pupils are capable of writing interesting and well-structured sentences in English lessons there is little opportunity for them to express ideas and to record what they have found out in their own words. This is because of the too heavy reliance on completing worksheets, which sometimes require a single word answer. In subjects such as science and history the pupils write little about what they have found out and there is insufficient attention given to correct spelling and punctuation.
18. Most pupils have appropriate basic skills in using computers although information and communication technology (ICT) is rarely used to extend pupils' understanding and to support their work in a range of subjects. The parents would like to see computers used more effectively to support their children's learning. The school has a computer suite and there are computers in each classroom. However, there is a limited range of software available and the teachers rarely include the use of computers as activities to enhance learning. The staff do not make sufficient use of the computer suite to enhance learning. In some lessons, such as in mathematics in Year 2, the pupils successfully complete a simple program in identifying and sequencing numbers. Pupils also have an appropriate understanding of how to control a programmable toy. However, their skills in word processing are very basic and there is not a strong enough link between work in English and ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to accelerate the pupils' progress and improve the quality of education provided, the headteacher, staff and governors should:

(1) Improve planning, assessment and monitoring by;

- Setting up a consistent approach to planning which takes account of the differing needs of pupils by using the results of assessment more effectively
- Monitoring what is taught and learned in each class and using the information to guide teachers on how to set more challenging work
- Using marking more effectively

(2) Improve the use of literacy and information and communication technology across the curriculum by;

- Placing less reliance on undemanding worksheets
- Providing staff with further training on using computers in lessons
- Increasing the use of the computer suite in lessons in English and mathematics

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	7	2	1	0	0
Percentage	0	9	64	18	9	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 nine percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	69
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.7
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	8
	Girls	12	12	12
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	12	12	12
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (100)	100 (65)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	49
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	17.3
Average class size	23.7

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	100

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	206,652
Total expenditure	203,699
Expenditure per pupil	2,953
Balance brought forward from previous year	3,367
Balance carried forward to next year	6,320

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	69
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	38	0	0	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	75	19	0	0	6
My child gets the right amount of work to do at home.	50	44	0	0	6
The teaching is good.	63	31	0	0	6
I am kept well informed about how my child is getting on.	56	31	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	6	6	0	0
The school expects my child to work hard and achieve his or her best.	50	38	0	0	13
The school works closely with parents.	56	31	13	0	0
The school is well led and managed.	44	31	6	0	19
The school is helping my child become mature and responsible.	56	38	0	0	6
The school provides an interesting range of activities outside lessons.	38	38	13	6	6

Other issues raised by parents

Parents are mostly happy with the quality of education provided by the school. They are pleased with the way staff show an interest in their children and also become involved in community events. They would like to see more effective use of computers in learning.