

INSPECTION REPORT

RUNCTON HOLME CE VA PRIMARY SCHOOL

King's Lynn, Norfolk

LEA area: Norfolk

Unique reference number: 121136

Headteacher: Miss H P Bates

Reporting inspector: Michael Raven
3961

Dates of inspection: 17 – 18 June 2002

Inspection number: 196368

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: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Road
Runcton Holme
King's Lynn
Norfolk

Postcode: PE33 0EL

Telephone number: 01553 810394

Fax number: 01553 811917

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Brenda Redfern

Date of previous inspection: 7 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Runcton Holme Primary School is a small village school which caters for 56 boys and girls aged from four to eleven years. About one third of its pupils come from outside the village. There are no pupils from minority ethnic backgrounds and none is learning English as an additional language. Five per cent of pupils are eligible for free school meals, which is well below the national average of 18.6 per cent for primary schools. Twenty-five per cent of pupils have special educational needs, which is slightly above the national average. Pupils' special needs cover a range of learning, emotional, behavioural and communication disorders. The assessment of children's abilities on starting school at the age of four shows that most come with skills which are better than the county average in personal, social and emotional development, communication, language and literacy and mathematical development. However, those who start at the school later often have below average attainment.

HOW GOOD THE SCHOOL IS

The school offers its pupils a sound education. The newly appointed headteacher provides good leadership and management and she has correctly identified the main priorities for school improvement. Standards in English and mathematics are above average by the time pupils leave the school at the end of Year 6. The quality of teaching is satisfactory overall. Pupils' attitudes and behaviour are satisfactory overall, but they are not as good as those found in most primary schools. The school has made good improvement since the last inspection in tackling the issues for improvement raised then and raising the standards achieved by pupils by the time they leave the school. Taking all these factors into account, the school offers satisfactory value for money.

What the school does well

- The headteacher provides good leadership and management. She offers a clear sense of educational direction and has a clear vision for school improvement.
- Standards in English, mathematics and science are above average by the end of Year 6.
- The teaching in Years 5 and 6 is good, promoting high standards.
- Attendance is good and better than the national average.

What could be improved

- Pupils' attitudes and behaviour.
- The school's promotion of pupils' appreciation of the cultural and ethnic diversity of British society.
- The information provided for parents about what is taught and how their children are getting on, including information about homework.
- The allocated teaching time for the juniors, which is shorter than that recommended, and the balance of time given to 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 was last inspected in July 1997. Since that time improvement has been good. The standards achieved by the oldest pupils in English and mathematics are higher. The improvement in pupils' performance in national tests in English, mathematics and science has been better than the national trend. The school has addressed successfully the key issues for improvement from the last inspection.

STANDARDS

It has to be borne in mind that in small schools standards often vary a lot from year to year in response to the characteristics of the small numbers of pupils taking national tests and assessments. For example, in 2001 there were only five pupils in Year 6. This was a high-achieving group of pupils, who had all started the juniors with above average standards in reading, writing and mathematics. They did very well in national tests in English, mathematics and science, so that standards in all three subjects were in the highest five per cent of schools in the country and the high targets which the school had set for these pupils were all met. Standards were also very high compared with similar schools. The present Year 6 has a larger and more representative group of pupils. The school's targets for these pupils were realistically lower, but still challenging. Standards now are above average in English, mathematics and science, but they are not as high as they were last year.

The test and assessment results at the end of Year 2 in 2001 were disappointing. Although standards were average in reading, they were below average in writing and mathematics. Compared with similar schools, they were below average in reading and well below average in writing and mathematics. In the previous three years, standards had been much better. Again, relatively small numbers of pupils were involved and there was a late entry into the year group of a small number of pupils with special educational needs, which contributed to low standards overall. There are very few pupils in Year 2 this year. The standards they are achieving in reading, writing and mathematics vary from very low to above average. There are even fewer children in the reception year, but standards by the end of the reception year currently exceed national expectations in personal, social and emotional development, communication, language and literacy and mathematical development.

The inspection finds that, in response to the generally satisfactory teaching which they receive, most pupils do as well as expected.

Overall, the trend in the school's Year 6 test results in English, mathematics and science has been better than the national trend in improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall, but not as good as those found in most primary schools. A minority of pupils lack enthusiasm for their studies and show too little interest in lessons.
Behaviour, in and out of classrooms	Satisfactory overall, but not as good as in most primary schools. Some unacceptable behaviour on the part of a minority of pupils was observed, mainly in Years R - 4.
Personal development and relationships	Satisfactory. Pupils generally work and play sensibly together. They get on well with the adults who work with them. Pupils report few worries about bullying, which they believe is dealt with appropriately.
Attendance	Good. It has been maintained at a rate better than the national average since the last inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Years R, 1 and 2	Years 3 and 4	Years 5 and 6
Quality of teaching	Satisfactory	Satisfactory	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 in English and mathematics, including the basic skills of reading, writing and the use of numbers, is satisfactory overall, with particular strengths in Class 3 (Years 5 and 6). The school meets the needs of all pupils satisfactorily, including those who have special educational needs. Particularly good provision is made for those with emotional, behavioural and communication disorders. The most able are helped to achieve their full potential and this was reflected in the high proportion of pupils reaching levels above and well above those expected in last year's national tests. The basic skills of reading, writing and the use of numbers are taught satisfactorily. The best teaching, which is found in Years 5 and 6, is characterised by very good class control and discipline, so that pupils behave and concentrate well, work hard and so make good progress in their learning. Pupils are encouraged to aim high, so that they achieve well. In less successful lessons, class control is less secure, so that pupils waste time and stop others from getting on with their learning, as they settle slowly and noisily to their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The full National Curriculum is taught, together with religious education. However, the allocated teaching time for the juniors is shorter than the recommended 23 ½ hours and the time allocated to subjects is poorly balanced.
Provision for pupils with special educational needs	Satisfactory. Learning support assistants provide good support for pupils with emotional, behavioural and communication disorders, enabling them to take a full part in lessons and make appropriate progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, but the school does not do enough to promote pupils' awareness of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Good. There are good procedures for child protection and ensuring pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has made a positive impact since her appointment less than two terms ago, particularly in improving attitudes and behaviour and planning for school improvement. She has a clear and convincing commitment to improving the quality of education provided and a clear understanding of what needs to be done to bring this about.
How well the governors fulfil their responsibilities	Satisfactory. The governors are very committed to the school and have the best interests of the pupils at heart. They understand the school well. They now need to develop their involvement in planning for and monitoring school improvement.
The school's evaluation of its performance	Satisfactory. Although the headteacher has not yet formally carried out any checks on the quality of teaching, there is a satisfactory, established programme through which other members of staff observe colleagues' lessons. Their evaluations could, however, be more critical and point more clearly the way to improve the quality of teaching.

The strategic use of resources	Satisfactory. The school uses its money prudently to support school improvement priorities and takes care to secure value for money in obtaining goods and services.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good • Their children are making good progress at school • They would feel comfortable approaching the school with a question or problem • The school expects their children to work hard and do their best 	<ul style="list-style-type: none"> • The range of activities offered outside lessons • Pupils' behaviour • The amount of homework • The information they receive about how their children are getting on • The school's working partnership with parents

The inspection team has some measure of agreement with the views of parents, but not in full. It is true that parents receive a fair and ready hearing if they approach the school with a question or a problem. It is also true that pupils' behaviour could be better, although evidence from parents, staff and pupils show that it is certainly better now than it was when the headteacher took up her post in January of this year. The amount of homework needs to be reviewed and expectations clarified for parents as well as pupils. It is true to say that parents receive too little information about how their children are getting on and what and how they are to be taught. The school offers a satisfactory range of activities outside lessons, considering its small size and few staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides good leadership and management. She offers a clear sense of educational direction and has a clear vision for school improvement.

1. The headteacher is in her first year of appointment. She provides good leadership and management and sets a good example through the good quality of her own teaching. She took over the leadership of the school following a period of uncertainty and at a time when morale was low. Parents report that they were seriously considering taking their children away from the school and staff were very unhappy. The headteacher acted quickly, decisively and effectively to tackle the problems, which stemmed mainly from the poor behaviour of a very small minority of pupils. This was having an adverse effect on the behaviour of the other pupils, especially the oldest boys. The headteacher adopted a consistent and positive approach to behaviour management. She sought the co-operation of parents. Together with the good quality support which she put in place for pupils with emotional and behavioural difficulties, these measures brought about a marked improvement, although there is still room for further improvement. The good progress made on this issue is appreciated by parents, pupils and members of staff.
2. When the headteacher took up her post there was no school improvement plan, the previous plan having expired. She set about producing a new one and this is very good. It is based on a careful analysis and evaluation of the school's performance and shows a clear understanding of the school's strengths and what needs to be done to bring about improvement. The plan identifies accurately a manageable number of long-term development priorities for the next few years, which include improving leadership and management and raising standards. A realistic number of short-term improvement targets is identified clearly. These focus appropriately on the immediate priorities: raising standards in writing and mathematics and improving pupils' attitudes and behaviour.

Standards in English, mathematics and science are above average by the end of Year 6

3. The standards achieved by pupils at the end of Year 6 in the 2001 national tests in English, mathematics and science were very high. They were in the highest five per cent in the country. Standards have been consistently high in English and mathematics since 1998, and mainly above average in science. The school's trend in improvement since 1997 has been better than the national trend, taking all three subjects together. The inspection finds that standards in all three subjects are still above average, although they are not as high as they were last year. This is because of differences between groups of pupils. In small schools, such as this, the particular characteristics of sometimes very small groups of pupils can have a profound effect on standards and cause them to vary greatly from year to year. Last year, for example, there were only five pupils in Year 6. In such circumstances, the results of one pupil count for 20 per cent of the total. All five pupils were high achievers, having made a very good start in the infants and having all achieved beyond expected levels in national tests at the end of Year 2. This year, the larger group of 13 Year 6 pupils contains a more representative spread of achievements. The school set appropriate targets matched to pupils' prior attainment.
4. Pupils enjoy reading and most do so with fluency and good expression. They make very few errors as they read appropriate texts of their own choice. If they do make a

mistake, they quickly realise this and correct themselves, making good use of the context of the text to make sense of what they read. Pupils read a wide range of fiction and non-fiction books. They are familiar with a wide range of children's authors and can name a favourite author. They know the difference between fiction and non-fiction and can use a catalogue correctly to locate non-fiction books of interest. Most pupils write well by the end of Year 6. Their handwriting is clear, legible and joined-up. They plan their writing appropriately, for example, co-operating well together to discuss a four part story they are to write about a quest, based on a story they have read. Pupils write in proper sentences. Their spelling is good and the few errors they make are plausible, such as 'cosey' and 'actully'. Pupils make good use of punctuation, such as commas, question marks, speech marks and apostrophes. They organise their writing correctly into paragraphs. The most accomplished write fluently in the voice of a different character, for example as they write 'Lucy's Diary', based on a character from C S Lewis's Chronicles of Narnia. They use a wide range of appropriate vocabulary well to establish that it is a different character speaking. Pupils also make very good use of expressive, imaginative and lively vocabulary. For example one boy wrote, I then met a strange, mystical creature.... He played his flute most delightfully and I ended up in a rather picturesque wonderland.

5. Most pupils quickly double and halve decimal numbers mentally. They calculate accurately the passage of time between two events by addition or subtraction. They know that the time varies around the world according to the different time zones and that there is an international date line. They use a map of the world showing time zones to work out what the time is in different parts of the world, adding on or subtracting the appropriate number of hours from Greenwich Mean Time. Pupils make some good use of their mathematical skills to support their learning in science. For example, they measure out 125 ml. or $\frac{1}{4}$ pint of water as they investigate the growth of yeast in warm or cold water, using their understanding of the equivalence of metric and imperial measures. Most pupils have a good understanding of some aspects of life and living processes. They know, for example, that micro-organisms are very small and cannot usually be seen with the naked eye. They understand some of the harmful and beneficial effects of micro-organisms. For example, they know that micro-organisms can cause food poisoning and that yeast consists of micro-organisms which can be beneficial, for instance in making bread. Pupils know that some of the basic conditions for life are common to all living things, such as the need for food, reproduction and growth.
6. In addition to the inspection of standards in English, mathematics and science, standards in design and technology were also judged and found to be above average by the end of Year 6. At the time of the last inspection, standards were below average. Standards have improved because teaching has improved well. Teachers now show good subject knowledge and expertise. They set high standards, so that pupils have something to aim for. A lesson for pupils in Years 5 and 6 started very well with some fine examples of the use of cams in models of a little drummer, a hopping sheep and a dog-patting machine. It promoted good understanding of cams and crankshafts and pupils were able to make their own good models to illustrate their use.

The teaching in Years 5 and 6 is good, promoting high standards

7. The teaching in the school as a whole is satisfactory, but it is good in Years 5 and 6. Each of the lessons seen in this class was at least good and one was very good. The analysis of pupils' work also shows good teaching. For example, marking is very thorough. It carefully analyses the strengths and weaknesses in pupils' work and gives them good advice on what they need to do to improve. Class control and discipline are good, encouraging pupils to listen carefully, pay attention, concentrate and try hard. Some good quality individual support for pupils with behavioural difficulties is successfully encouraging them to play a fuller part in lessons. They make some sensible contributions to class discussions, showing that they have been following the lesson and making sense of it.
8. Teachers have good knowledge and understanding of the subjects they teach. This means that they are able to explain things clearly, so that pupils easily understand. This was seen, for example, in English, mathematics, science and design and technology lessons.
9. The teaching meets well the different learning needs of all pupils. For example, in an English lesson work was carefully planned to match the different ability levels of pupils. There was an appropriate level of challenge to encourage the most able to do their best. Work for those who find learning more difficult was appropriately matched to their needs. All pupils were able to make good progress as a result of the carefully thought out work they were set. In a mathematics lesson, the teacher worked closely with the least able, supporting them with a practical activity which enabled them to tackle the same sort of work as the rest of the class.
10. Lessons are generally well balanced. Good use is made of plenty of well-planned and clear whole-class teaching. Appropriate paired and group activities give pupils good regular opportunities to work together and co-operate. This is good for their social development and encourages such skills as listening, negotiating, sharing and turn-taking. This was seen, for example, as pupils co-operated in a mathematics lesson, working out in pairs the time at different locations around the world. Lessons generally end with a whole class discussion, rounding up what has been done and learned, but these sessions are sometimes too short and do not give enough time to the consolidation and assessment of what pupils are learning.
11. Although teaching in the rest of the school is satisfactory, there are weaknesses in the other year groups in class control and discipline. For example, pupils call out answers instead of waiting their turn in whole-class discussion and settle only slowly and noisily to group work, disturbing others.

Attendance is good and better than the national average

12. The attendance rate is better than the national average, as it was at the time of the last inspection. For the year 2001/2002 the attendance rate was 95.5 per cent, compared with a national average of 93.9 per cent (2000/2001). Unauthorised absence for same year was very low.

WHAT COULD BE IMPROVED

Pupils' attitudes and behaviour

13. Parents feel very concerned that pupils' attitudes and behaviour are not as good as they should be. Of those responding to the survey of parents' views, over a third felt that behaviour was a cause for concern. Similar views were expressed at the pre-inspection parents' meeting. Both parents and staff recognise that the new headteacher has worked hard to improve things since her appointment in January. They report that the situation is better, but that there is still some way to go. The inspection supports this view. Although pupils' attitudes and behaviour are satisfactory overall, both in lessons and around the school, there are weaknesses. Attitudes and behaviour are not as good as those found in most primary schools. In 90 per cent of primary schools, pupils' attitudes and behaviour are judged to be good, very good or excellent.
14. The school and parents attribute the weaknesses in attitudes and behaviour to the influence of a very small minority of older pupils who joined the school late and who have emotional and behavioural difficulties. However, the inspection finds that this is only part of the story. Although there has been some poor behaviour on the part of older pupils, the measures which the headteacher has put in place to improve attitudes and behaviour have been very effective in bringing about improvement at the top of the school. Examples of good attitudes and behaviour were seen in Years 5 and 6 and it is clear that the small minority of formerly disruptive pupils is now much better controlled. Good support has been put in place for these pupils, so that their needs are met more successfully. There has been some good liaison with parents to support pupils' good behaviour in school. Crucially, clear boundaries for acceptable behaviour have been set and consistently enforced. There has been one appropriate fixed-term exclusion. Pupils in Years 5 and 6, including those with behavioural difficulties, were observed making sensible contributions to class discussions, putting their hands up and waiting their turn to speak. They settled well to work in pairs, sharing their ideas and discussing things productively, for example as they planned the stories they would write. In reception and in Years 1, 2, 3 and 4, attitudes and behaviour are weaker overall than in Years 5 and 6. For example, in a Class 1 mathematics lesson a large group of pupils settled only slowly to their work and made a lot of noise, which disturbed others and stopped them from concentrating on their learning. In a Class 2 science lesson, a significant minority of pupils ignored the teacher's instruction to put their hands up and not call out. At the end of a mathematics lesson they were noisy, fidgeting and calling out. This meant that the consolidation and assessment of what had been learned was unsatisfactory.

The school's promotion of pupils' appreciation of the cultural and ethnic diversity of British society

15. In its setting in rural Norfolk, an area of little ethnic and cultural diversity, this school has a particular responsibility to prepare pupils for living in a society which is, as a whole, diverse and increasingly inter-dependent. The school's response to this challenge is unsatisfactory. It is not sufficiently active in promoting respect and understanding of diverse cultures, languages and ethnic groups, including Travellers, asylum seekers and refugees. Although pupils learn something of the beliefs and customs of a range of religions, such as Buddhism, by the end of Year 6 they know little about the wide range of religious traditions to be found in the wider society. For example, they are unsure what a mosque is and with which religion it is associated. They have only a

stereotypical understanding of the traditions and way of life of Travellers, saying, for example, that they tell fortunes at the fair and wear lots of jewellery.

The information provided for parents about what is taught and how their children are getting on, including information about homework.

16. Parents report that the school is approachable and that they would feel comfortable asking a question or raising a concern. However, a significant minority feels that the information they receive, particularly about how their children are getting on, is unsatisfactory. The view was expressed at the parents' pre-inspection meeting with inspectors that there are too few formal meetings about their children's progress, although it was felt that annual reports were helpful and informative. The inspection team agrees with the views of parents. There is only one consultation meeting with parents each year, which is unusual. Most primary schools hold two or three meetings per year and there is often an opportunity for parents to discuss their children's reports with teachers towards the end of the summer term. The school provides no information for parents about what is to be taught, although most primary schools do so and this enables parents to help their children at home. The headteacher is aware of the shortcomings in the information provided and has appropriate plans to increase the number of consultation meetings to three per year and to introduce a termly guide to the curriculum.
17. At the parents' meeting the view was expressed that pupils in Year 6 get too little homework to prepare them for secondary school. The inspection team finds that the amount of homework is satisfactory overall. There is good homework in English in Year 6, although mathematics receives too little attention. In Year 2, reading books are not taken home as often as is usual at this age. The main problem with homework is a lack of clarity about what is required, so that pupils, teachers and parents have a different understanding of what has been set. The headteacher is aware of this and has appropriate plans to issue pupils with homework diaries, which will set out clearly what is expected, and which parents will check and sign.

The allocated teaching time for the juniors, which is shorter than that recommended, and the balance of time given to subjects.

18. National guidance recommends that pupils aged between eight and eleven should spend 23 hours and 30 minutes lesson time in school each week. This time does not include such activities as registration, assemblies and playtimes. At Runcton Holme School, pupils spend less than 23 hours a week in lessons. In addition, the time allocated to subjects differs markedly from one class to another. Overall, the balance of the curriculum is unsatisfactory. This means that in Years 3, 4, 5 and 6 pupils spend only half as much of their time as most pupils of their age studying art and design, history and geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to improve the quality of education offered to pupils, the governing body and headteacher should now:

- (1) Improve pupils' attitudes and behaviour through training for teaching and support staff on behaviour management and through implementing plans to re-draft the school rules so as to make them more meaningful to all pupils. (Paragraphs 1, 11, 13, 14)
- (2) Increase pupils' understanding and appreciation of the ethnic and cultural diversity of British society, through introducing multi-cultural themes into the curriculum, for example in art and music; through enriching resources for learning, so that they reflect a wide range of cultural and ethnic traditions and through links with people and places representing cultural diversity. (Paragraph 15)
- (3) Improve the information provided for parents, so that they have more opportunities to discuss their children's progress with teachers, a clearer understanding of what is taught and are better informed about the work their children are expected to do at home. (Paragraphs 16, 17)
- (4) Review the allocated teaching time for pupils in the juniors, so that it meets national recommendations, and ensure that sufficient time is devoted to all subjects, including art and design, history and geography. (paragraph 18).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	4	3	0	0	0
Percentage	0	13	50	38	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 twelve percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	56
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	12

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	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	8
	Girls	6	7	5
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	75 (100)	81 (100)	81 (100)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	6	5	6
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	75(100)	81(100)	88(100)
	National	85(84)	89(88)	89(88)

Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls at NC level 2 and above have been omitted because there were fewer than 11 pupils in each group. Attainment statistics for Year 6 have been omitted altogether, as there were only five pupils in Year 6 in 2001.

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	56
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	18:1
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	66

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.

Financial information

Financial year	2001/02
	£
Total income	174,185
Total expenditure	173,705
Expenditure per pupil	3158
Balance brought forward from previous year	5,016
Balance carried forward to next year	5,496

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1
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	56
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	57	5	0	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	5	57	29	5	5
My child gets the right amount of work to do at home.	19	52	24	5	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	38	43	14	5	0
I would feel comfortable about approaching the school with questions or a problem.	57	43	0	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	14	67	14	5	0
The school is well led and managed.	14	57	10	5	14
The school is helping my child become mature and responsible.	33	62	5	0	0
The school provides an interesting range of activities outside lessons.	24	43	29	5	0