

INSPECTION REPORT

HALE PRIMARY SCHOOL

Fordingbridge

LEA area: Hampshire

Unique reference number: 115900

Headteacher: Mr Ian Rix

Reporting inspector: Dr Brian Male
14906

Date of inspection: 11 - 12 November 2002

Inspection number: 247594

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: Hatchett Green
Hale

Postcode: Fordingbridge
SP6 2NE

Telephone number: 01725 510436

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Appropriate authority: The governing body

Name of chair of governors: Mr W Templeton

Date of previous inspection: 19/1/98

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small village primary school takes pupils from four to 11 years old, and is maintained by the Hampshire Local Education Authority. At the time of the inspection there were 89 full-time pupils in 4 classes. Most pupils start school with standards of attainment well above those usually found. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is also below the national average. There is no pupil from an ethnic minority and none for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school where pupils attain very high standards indeed under the very good leadership of the headteacher. The very high standards are promoted by the quality of the teaching, high expectations, the pupils' own very positive attitudes to school, and by the significant amount of support provided by parents. The standards are underpinned by the very high level of resources available to the school. The headteacher provides particularly thoughtful and vigorous leadership and, with the valuable support of the senior teacher, has impacted significantly on the school. The school has a high income but attains very high standards, and so provides good value for money.

What the school does well

- Pupils attain very high standards, particularly in English, mathematics and science.
- Pupils have excellent attitudes to school and are very thoughtful and committed in their approach to learning.
- The quality of teaching is good overall and promotes the high standards.
- The school has a very good partnership with parents. They are very supportive of the school and make a significant contribution to pupils' learning.
- The headteacher provides very good leadership and has ensured a welcoming, stimulating and reflective ethos within the school.

What could be developed

- The school building needs alteration as one classroom is too small to be able to provide an adequate standard of education to a normal sized class.
- The school is developing its provision for pupils at the Foundation Stage, and the curriculum for the foundation subjects. The inspection agrees that these are the next steps to take.

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

The school is already well aware of the need to develop the school building and has plans to do so when funding is available. The other developments suggested are in the nature of 'fine tuning' to provision that is already very good.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998, and has made very good progress since then in many areas. Standards of attainment are even higher in English, mathematics and science. Pupils' attitudes are now excellent and behaviour very good. Relationships are now also very good. The quality of teaching has improved. The quality of leadership provided by the headteacher is now very good, and the governors' role is now strong. The partnership with parents is now very good. All the key issues raised by the previous inspection have been addressed very thoroughly. There is a continuing desire and capacity to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	A
mathematics	A	A	A*	A*
science	A	A*	A*	A*

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

The school's scores in national tests for 11 year olds in 2002 were well above the national average in English and in the top five per cent of schools in mathematics and science. These are very high standards indeed. The scores compare very favourably indeed with schools nationally and with schools of similar background. To be ranked so highly against these schools is a significant achievement, and there has been a remarkable trend of such standards over the last four years. Such standards represent very good achievement for the pupils.

The school's scores in national tests for seven year olds have been equally high. In 2002, they were well above the national average, and well above the average of similar schools in reading, writing and mathematics.

At both key stages, a very high number of pupils attain the higher levels (Level 3 at age seven, and Level 5 at age 11). There is some good support for pupils with special educational needs and they make good progress.

The school has set high targets and been successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school. They are enthusiastic and confident learners. They have a very thoughtful approach and a good commitment to learning.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in class and around the school. Pupils are very polite and friendly and thoughtful about others.
Personal development and relationships	There are very good relationships across the school with a very supportive ethos. There is a strong 'family' atmosphere in which pupils show very good care and concern for others.
Attendance	The rate of attendance is 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 overall, and this underpins the progress that pupils make. Teachers are very hardworking and are very concerned for the welfare of their pupils. There are very good relationships with the pupils and these support the pupils' very positive attitudes. The teaching of numeracy and literacy within English and mathematics is very effective, and teachers are successful in meeting the needs of all their pupils. There is good support for pupils with special education needs that enables them to make good progress.

In the best lessons, there are very high expectations together with a range of strategies to involve pupils actively in their learning. These promote a reflective approach to learning which, in turn, encourages the very positive attitudes and high standards of attainment. There is a particular emphasis on ensuring that pupils develop a good understanding of their subjects, rather than a narrow focus on certain skills. Teaching is particularly strong at the top of Key Stage 2.

The quality of pupils' learning is very good. They make good progress across the school and take an active, thoughtful and enthusiastic approach to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an emphasis on literacy and numeracy within the curriculum that has ensured the high standards in these subjects. The school is now ready to focus more on the other subjects. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision for these pupils that enables them to make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development within its strong supportive ethos. Multicultural links are being developed well.
How well the school cares for its pupils	Children feel well supported at school within its caring 'family' community. Training for child protection needs updating. There are good arrangements for assessing pupils' progress that are used to set targets, and are impacting positively on attainment.

The school has a very good partnership with parents, and this makes a significant contribution to pupils' learning. Parents were very supportive of the school in their responses to the questionnaire and in the meeting with inspectors. The school is rightly held in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The enthusiastic headteacher provides very good leadership. He has set a very clear educational direction, and, with the valuable support of a very capable senior teacher, has made a significant impact on the school.
How well the governors fulfil their responsibilities	The governors have a very good overview of the school. They are well involved in the school's work and play a significant part in shaping its development.
The school's evaluation of its performance	The school is taking many very effective steps to monitor pupils' progress across the school. There is also very thorough and effective monitoring of the quality of provision.
The strategic use of resources	The school has built up a large budget surplus in order to be able to contribute to a future building programme to make necessary improvements to accommodation. As the school's income is very high, it has been possible to create a surplus without great detriment.

The main school building is very small and one classroom is too small to provide adequate accommodation to a normal sized class. The grounds are very restricted in size, but are very attractive and have been developed very well to offer a good range of environments. Good use is made of the adjoining village green and the village hall to supplement the space available.

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 school's strong ethos and 'family' atmosphere. • The progress made by pupils and the standards attained. • The quality of teaching and support for pupils. • The standards of behaviour. • The way the school is led and managed. • That children like going to school. 	<ul style="list-style-type: none"> • Some would like to see a wider range of extra-curricular activities.

Parents were very supportive of the school in their responses to the questionnaire, and in the meeting with inspectors. The inspection endorses all their positive opinions, and finds that the range of extra-curricular activities is already wider than that offered by most similar sized schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very high standards, particularly in English, mathematics and science.

1. The school's scores in national tests for 11 year olds have been well above the national average, and well above the average of similar schools over the last four years. In 2002, the school's scores were in the top five per cent of schools in mathematics and science. These are very high standards indeed. The scores compare very favourably indeed with schools nationally and with schools of similar background. To be ranked so highly against these schools is a significant achievement, and there has been a remarkable trend of such standards over the last four years. Such standards represent very good achievement for the pupils.
2. The school's scores in national tests for seven year olds have been equally high. In 2002, the school's scores were well above the national average, and the average of similar schools in reading, writing and mathematics.
3. Standards within English are particularly high in the aspect of reading. Across the school, pupils read fluently and with interest and understanding. They are adept at retrieving information from books and from the Internet. Even younger pupils at Key Stage 2 are already able to skim and select to find the information they need; for example when looking for information on the Internet about the Downton railway disaster. Some very good teaching at the top of Key Stage 2 has promoted particularly good skills of interpretation in reading. For example, Year 5-6 pupils were able to understand the rather complicated set of conditional sentences in Kipling's poem "If", and realise that the fulfilment of the conditions would result in 'being a man'. They showed considerable maturity of understanding of such ideas as the "twin imposters" of "Triumph and Disaster" even to the point of discussing why the poet has given the latter capital letters. For some pupils, the discussion was at the level usually expected from 16 year olds taking GCSEs.
4. Standards in mathematics are high in all aspects of the subject. Pupils have a good understanding of number from an early age, and build well on this as they move through the school. For example, some of the youngest children in the reception class are already able to count confidently and can add and subtract; one child even explained to a friend that a 'millisecond' was a thousandth of a second! Pupils develop good skills in data handling with Year 3-4 pupils using comparative line graphs very effectively to examine the results of a science experiment. Older pupils have a good understanding of the mathematics of shape; for example, being able to work out the various lines of symmetry of two-dimensional shapes.
5. Standards in science are well promoted by the involvement of pupils in a very good range of practical and investigative activities that promote their understanding. The pupils take these very seriously and are quick to draw conclusions from their investigations. For example, Year 3-4 pupils recorded results very accurately when investigating the variations in the rate at which ice melted in different conditions, even noting the effect of the ice on air temperature as well as vice versa. This caused some of them to speculate on the effect of varying air temperatures on other aspects of the experiment.
6. Through its high expectations, the school is very successful at enabling pupils to make the maximum progress. At both key stages, a very high number of pupils attain

the higher levels (Level 3 at age seven, and Level 5 at age 11). There is also some good support for pupils with special educational needs that enables them to make good progress. Very few pupils fail to attain the expected levels at the end of either key stage.

Pupils have excellent attitudes to school and are very thoughtful and committed in their approach to learning.

7. One of the school's main aims is to promote a thoughtful and reflective approach to learning, and it has been very successful in doing so. Across the school, pupils take a particularly good interest in their work and are keen to learn. The school's valuing approach in which pupils' contributions and suggestions are listened to carefully by their teachers, and are taken account of in lessons (even when they are wrong!), gives pupils the confidence to express their thoughts and ideas, and to try different approaches. They sustain their concentration particularly well during their work and are keen to solve their own problems. For example, Year 2 pupils worked very well indeed when set an open-ended task to make a model vehicle with wheels that would turn. The pupils patiently tried a wide range of methods to attach the cardboard wheels in a way that would enable them to rotate, and even though only one pupil knew the word 'axle' at the outset of the lesson, a variety of axle-type solutions was developed. There were several special features of the pupils' approach: they did not give up, even when things went wrong; they did not just copy ideas from others, but were keen to develop their own ideas; they did not just ask the teacher what to do, but showed independence; and they all adapted and amended their ideas as they went along. One pupil showed particular initiative when he went off to the book corner and found a book called 'Wheeled Vehicles'. He took it back to his desk exclaiming, "Yes!", elated at finding what appeared to be the solution to all his problems.
8. Year 5-6 pupils showed a remarkably mature approach to learning when asked to discuss in pairs Kipling's poem "If". The quality of their discussion has already been mentioned, but also impressive was the way in which they sustained their concentration and kept to the point in a relatively unstructured situation, and with a very difficult piece to discuss. Again, they made good use of dictionaries and other resources to help them understand difficult words and phrases, but also listened intently to what their partner was saying and sought to understand the complex issues, "But why would he say that 'Triumph' was an 'imposter'?" This showed a real commitment to learning. Even the youngest children show commitment and are often reluctant to stop their work even to go out to play.

The quality of teaching is good overall and promotes the high standards.

9. The quality of teaching is good overall. Children receive a good start in the reception/Year 1 class, and teaching is particularly strong at the top of Key Stage 2. Teachers are very hardworking and are very concerned for the welfare of their pupils. They have very good relationships with pupils and have been very successful in encouraging a thoughtful and reflective approach to learning, and this underpins the progress that pupils make. The effect of this valuing approach has already been mentioned. Teachers have good techniques for dealing with 'wrong' answers that enable pupils to understand the issue more clearly rather than merely being told they are wrong. For example, a Year 5-6 pupil was invited to fold a two-dimensional shape to see if there was a line of symmetry as she had suggested. Other pupils were also

- asked for their opinions so that when none was found the pupil now understood and yet did not feel isolated.
10. There are very high expectations, and pupils respond very well to these within the supportive and valuing atmosphere. In the best lessons, teachers have a very clear learning target that they share with the pupils. These targets are taken from the highest expected levels of the National Curriculum. For example, a Year 1 mathematics lesson focused on the place value in two-digit numbers which is the normal expectation for seven year olds. The Year 3-4 science lesson already mentioned drew on pupils' ability to compare line graphs in a way not usually expected until pupils are 11. The level of challenge, and pupils' subsequent attainment, in the Year 5-6 poetry lesson have already been mentioned.
 11. Teachers often pitch their lessons particularly well to the different age groups within the class, and this allows for some very effective and well-focused teaching. For example, after an introduction to the whole class, a reception/Year 1 mathematics lesson then set separate tasks to different groups of children that were appropriate for their age and previous learning. A Year 5-6 mathematics lesson was similarly arranged with Year 5 pupils looking at the properties of different sorts of triangles which is the Level 4 expectation, whilst Year 6 pupils investigated the lines of symmetry which is the Level 5 expectation. Both of these expectations were high for the age groups of the pupils.
 12. Teachers successfully use a good range of techniques to engage the pupils actively in their learning. Such techniques include the use of individual whiteboards for pupils to respond to questions, paired discussion, joint planning of work, 'hot-seating' where questions are asked of a pupil or adult adopting a particular role, and a good range of practical work that assists the development of understanding. For example, in a Year 3-4 English lesson, a teaching assistant took the role of an historical character for the pupils to question about an event in the past. Pupils often use individual whiteboards in mathematics lessons so that they can all respond to the teacher's questions. The use of paired discussion was at its most effective in the Year 5-6 poetry discussion. As these techniques are used more and more, pupils become better at using them and learning is further enhanced.
 13. The open-ended, reflective approach to learning that the school seeks to encourage was well illustrated in several lessons during the inspection. A Year 2 design and technology lesson gave pupils very good scope to work out their own ways of attaching wheels to a vehicle, and their learning was enhanced by the quality of the teacher's questions such as, "Do they turn?", "So, what's stopping them?", and "What could you do about it?". There were similar opportunities in a Year 5-6 information and communication technology lesson where pupils explored ways of using the technology to control lights.
 14. In lessons where teaching is satisfactory rather than good or very good, the pace of learning is slower and the expectations not so high. Teaching in subjects other than English, mathematics and science often follows the units of work recommended by the national Qualification and Curriculum Authority (QCA), but with such high attainment elsewhere in the school, the expectations of these units are not always sufficiently high for these pupils. These units are already being amended by the school, and this is a valuable development. There is some good support for pupils who have special educational needs, and they make good progress.

Parents are very supportive of the school and make a significant contribution to pupils' learning.

15. Parents were very supportive of the school in their meeting with inspectors and in their replies to the questionnaires. They hold the school, and its headteacher, in high esteem. The headteacher has been very active in ensuring that there are good relationships with parents and is always available at the beginning and end of the school day to talk informally. Parents find that all staff are always willing to take time to discuss children's progress and to answer questions. The partnership has improved significantly since the previous inspection.
16. The support that parents give to the school and to children's learning has a significant impact on progress and attainment, and underpins the pupils' very positive attitudes to school. Parents help in many ways: hearing children read and supporting other work at home, helping the school with extra-curricular activities and work in school, and raising significant amounts of money for the school. The good information that the school gives about the curriculum enables parents to support their children in many ways; for example, many of the pupils studying the Downton Rail Disaster had already been taken by their parents to visit the site. Parents were particularly supportive of the history topic in the reception-Year 1 class, sending in a wide range of very valuable toys from their childhood.

The headteacher provides very good leadership and has ensured a welcoming, stimulating and reflective ethos within the school.

17. The headteacher has made a significant impact on the school during his first two years. He is particularly enthusiastic and vigorous in his approach and thorough in his methods. He has a very clear vision for the school and has been very effective in communicating this to other staff. He has been very well supported by the senior teacher who provides a particularly good role-model of teaching.
18. The development of the reflective approach to teaching and learning has been particularly successful, and its benefit was seen in many lessons during the inspection. The creation of a teaching and learning policy was particularly helpful in considering how children learn and what range of activities most facilitates that learning. He has been very vigilant in monitoring both progress and the quality of educational provision, and has been ably assisted here by the senior teacher. A wide range of assessment data is rigorously analysed and targets set for individuals and groups on the basis of the analysis, and provision has been much improved. The school's development is well planned, and the governors play a full and active part in drawing up the plans, and ensuring that targets are met. With such clear priorities and plans, the school's budget can be well spent.
19. The headteacher has helped ensure that the school is very welcoming and stimulating within its reflective ethos. He is open and welcoming to parents and is seen by the pupils as very supportive and accessible. The school is helped in this welcoming approach by the school secretary who, as the voice on the telephone and first face of welcome, sets a very good tone. In this, and in the very sensitive way in which she deals with pupils, she is a significant asset to the school.
20. The role of the headteacher of a small school is always very wide. In this particular school, on the edge of a village green in the New Forest, the headteacher's role is perhaps even wider than elsewhere. Few other headteachers are called upon to drive

away free-ranging pigs from the school gateway so that the children can leave safely. Even this task was carried out very effectively, although the inspectors' judgement of the bravery involved in shooing away such intimidatingly large creatures was somewhat amended later by the sight of children petting the pigs as they passed by them on the green!

WHAT COULD BE IMPROVED

The school needs to continue its development of the provision for pupils at the Foundation Stage, and in the foundation subjects.

21. The reception class had just been moved to a new room and a new teacher had been recently appointed at the time of the inspection. The facilities for the national Foundation Stage curriculum (the curriculum expected nationally for reception class children) were still being developed and there were plans for further provision, especially in terms of the outdoor element. Many of the children enter the school having already attained some of the nationally expected 'Early Learning Goals' and so are ready to start elements of the National Curriculum, and the school makes good provision for this. There are, however, pupils for whom the Foundation Stage curriculum is the most appropriate, and the school is right to continue its development of its provision through planning and through facilities.
22. It has already been mentioned that the school teaches many of the 'Foundation Subjects' (these are subjects other than English, mathematics and science which are called the 'core subjects') through the national QCA units of work. As attainment is so high in the core subjects in this school, there are many aspects of the QCA units where expectations could be higher for these children, many of whom are very capable of the highest levels of attainment. The school is already adapting the units in many instances, and it is very right to do so. For example, Year 3-4 pupils were looking in history at the changes in the railway network in the Victorian period. The study of such changes and the reasons they came about is the national expectation for 11 year olds, so was an appropriately high expectation for these pupils, and a good adaptation of the work.

The school building needs changes as one classroom is too small to be able to provide an adequate standard of education to a normal sized class.

23. The school building is charmingly old and is particularly picturesque on the edge of the village green where the New Forest ponies and pigs roam freely. However, the main building is not large, and the site is very restricted. Two of the four classes are housed in 'mobile' classrooms, (here called 'garden rooms') across the small playground from the main building. Although small, the building has been well developed to provide an office, headteacher's room and staffroom, although all are small.
24. One of the classrooms in the main building is particularly small. At present it provides for a class of 14, but is not large enough to offer adequate education to a usual size of class. The room is only just large enough at the moment for the very small class, but its size restricts the flexibility of the class organisation and at other times could force the school into arrangements that might not be ideal educationally. The site is very restricted and provides barely adequate space at playtimes. The planning restrictions

- of the New Forest area mean that any extension would be very difficult, however much to the benefit of the children.
25. The governors are very well aware of the needs of the school and have good plans for extension and redesign. They are already putting away money to help fund new building work, but the main funding will need to come from the local education authority. The present provision of classroom space is inadequate and some changes to the present buildings are needed urgently. There are good plans for an extended garden and wildlife area which will increase educational opportunities on the site, but will not increase the recreational area in poor weather.
26. In the meantime, the school makes good use of the village green for recreation and sport in good weather, and share this very well with the ponies, pigs and three special types of grass. Good use is also made of the village hall for school meals, assemblies and physical education. These are the sorts of arrangement that give the school its unique ethos and very special 'family' atmosphere.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to build on its already high standards, the next steps for the school are to:
- continue its development of provision for the Foundation Stage curriculum and for the foundation subjects within the National Curriculum; (see paras 21 & 22)
 - press ahead with its plans to alter the school building to provide four adequately sized classrooms. (See paras 23 - 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	8	4	0	0	0
Percentage	6	19	50	25	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	82
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	5

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	10
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.0
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	7	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	7	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (85)	100 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (85)	100 (92)
	National	73 (72)	74 (74)	82 (82)

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

Because there were less than ten boys and ten girls individual boy/girl figures are not shown.

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	85	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	18
Average class size	22.25

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	1.8

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.

Financial information

Financial year	2001-2002
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	£
Total income	265,295
Total expenditure	262,486
Expenditure per pupil	3,125
Balance brought forward from previous year	46,695
Balance carried forward to next year	49,504

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	52	40	4	0	4
Behaviour in the school is good.	35	62	0	0	4
My child gets the right amount of work to do at home.	35	54	6	0	6
The teaching is good.	50	42	0	0	8
I am kept well informed about how my child is getting on.	40	40	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	46	40	12	0	2
The school is well led and managed.	77	21	0	0	2
The school is helping my child become mature and responsible.	67	31	2	0	0
The school provides an interesting range of activities outside lessons.	35	33	21	4	8