

# INSPECTION REPORT

## **ST MARY'S CE VC PRIMARY SCHOOL**

Thorncombe, Chard

LEA area: Dorset

Unique reference number: 113767

Headteacher: Mrs Jenny Mather

Reporting inspector: Tim Boyce

OIN: 20932

Dates of inspection: September 17<sup>th</sup> – 19<sup>th</sup> 2001

Inspection number: 188122

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 Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Chard Street Thorncombe Chard Somerset
Postcode:	TA20 4NE
Telephone number:	01460 30535
Fax number:	01460 30154
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Terrett
Date of previous inspection:	April 14 <sup>th</sup> 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Church of England (Voluntary Controlled) Primary School is a much smaller than average school, providing full time education for fifty two pupils aged from 4 to 11 years. The school is situated in the village of Thorncombe, in western Dorset, and is very close to the boundary with both Devon and Somerset. Pupils generally come from the village and the surrounding rural area.

All pupils have a white European heritage and no pupils have English as an additional language. The social and economic circumstances of the parents span the full range, but are average overall. Nineteen per cent of pupils in the school are eligible for free school meals, which is broadly average. A much higher than average percentage of pupils, (forty two per cent), are included on the school's register of special educational need. The majority of these pupils have minor learning difficulties. Three pupils have statements of special educational need. Assessments administered by the school show that attainment, on entry to the reception class, covers the full range of abilities, but is broadly average.

### **HOW GOOD THE SCHOOL IS**

This is a good school, with many very good features, that serves all its pupils very well. Pupils achieve high standards in most academic subjects and develop positive attitudes. They behave well and get on very well together, achieving good levels of personal development. The teaching is good overall, and sometimes very good. The curriculum for all the pupils is broad, balanced and relevant. The leadership and management are very good. The school has achieved very good improvement since the last inspection. When all these positive factors are weighed together and considered against well above average costs, the school provides good value for money.

#### **What the school does well**

- The head teacher, supported by all her staff and the governing body, provides the school with very effective leadership and management.
- Most pupils attain high standards in most subjects.
- Consistently good teaching results in effective learning and enables all pupils to achieve well.
- The provision for pupils with special educational needs is very good and enables these pupils to make very good progress.
- Pupils' work is assessed very carefully and assessment data is used very well to plan future work.
- The school works very hard to keep parents well informed and to involve them fully in the education of their children.
- The very good procedures for social development result in pupils developing very positive relationships, both with each other and with their teachers.

#### **What could be improved**

- Standards in information and communication technology (ICT) are not yet high enough.
- More work needs to be done to improve the quality of pupils' extended writing.

***Both these areas for improvement were identified in the school's development plan.***

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been very good improvement since the school was last inspected in April 1997. All of the key issues identified in the previous inspection report have been addressed and most of them have been fully resolved. The school is still working very hard to raise standards in writing, and the results of national assessments clearly show that there has been a significant improvement in the standards attained in English, particularly at Key Stage 2. The school now has an effective whole school curriculum plan that includes a curriculum for the youngest children that is appropriately based on the areas for learning and well considered schemes of work for all subjects. The quality of teaching is now good overall and all of the lessons observed proceeded with appropriate pace and effectively challenged pupils at their own level. Procedures for assessing pupils' progress and attainment are now very good and the information gained is used very effectively to inform teachers' planning. As a result, work is very well matched to the needs of individuals and groups of pupils, including those with special educational needs. The school development

plan is now a very detailed and useful document and the members of the governing body are now fully informed about curricular matters. All statutory requirements relating to the publication of information are now met.

In addition to the improvements in those areas identified as key issues, there have been many other significant improvements in the school. Academic and personal standards have improved and most pupils are now achieving better than average standards in most subjects. The provision for special educational needs is now very good and the school has worked very hard to improve communication and to develop an even better partnership with parents and carers. The leadership and management of the school are much improved and the potential for further improvement is good.

## 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
	1998	1999	2000	2000
English	B	D	A	A
Mathematics	A	E	A	A*
Science	A*	C	B	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The National Curriculum assessments administered in 2000 indicated that, when compared with the national average, standards were well above average in English and mathematics, and above average in science. When compared with similar schools (those with between 8 per cent and 20 per cent of pupils' eligible for free school meals), results were well above average in English and science and very high in mathematics, where the school was in the top five per cent nationally. Since year groups are so small it is not possible to identify any clear trends in attainment. The school attributes the high standards achieved in 2000 to improvements in its provision and the quality of that particular age group, which contained a much higher than average proportion of higher attaining pupils. The scores for 2001, which were broadly average, were not as good as those gained in 2000, but this was expected as that year group contained a very high proportion of pupils with special educational needs.

Inspection evidence indicates that the standards achieved by the current Year 6 group are slightly above average in English, mathematics and science. Pupils are making rapid progress in ICT from a low starting point, but many older pupils are not attaining standards in line with the national expectation because they have not yet experienced the full range of activities required by the National Curriculum. Standards in other National Curriculum subjects are at least in line with national expectations. Standards in RE are at least in line with the expectations of the locally agreed syllabus.

Children learn very effectively in the foundation stage and most achieve the required standard by the time they finish their reception year. Whilst the year groups are very small and ability spans the full range, pupils at Key Stage 1 are achieving well and are on track to achieve standards that are at least in line with national expectations in most subjects. The school sets and achieves appropriate targets for its attainment in English, mathematics and science. Levels of achievement are good and all pupils are working to their potential. Pupils with special educational needs make very good progress and the majority achieve the national expectation. Those pupils identified by the school as being gifted and talented are making good progress. Boys and girls make similar progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes and apply themselves to the work set with interest and enthusiasm.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good, and often very good, for the majority of pupils.
Personal development and relationships	Good overall. Pupils generally form very good relationships with staff and with other pupils.
Attendance	Satisfactory overall

## 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 overall quality of teaching and learning is good and is a strength of the school. English, mathematics and science are taught well and good attention is given to teaching the basic skills of literacy and numeracy. The teaching of geography and design and technology are also much better than are usually found. Whilst the teaching of ICT is good in individual lessons, the quality of pupils' learning is sometimes only satisfactory as many have yet to master all the basic skills required to use ICT effectively in other subjects. Teaching meets the needs of all groups of pupils very effectively because work is closely matched to individual need. Higher attaining pupils, including those identified as being gifted and talented, are well provided for and are achieving well. Pupils with special educational needs are very well supported and make very good progress.

Whilst the overall quality of teaching is good, and good teaching was seen in every class, in several lessons the quality of learning was very good because of the very advantageous staffing ratios that exist. The main strengths of the very good teaching seen were the very positive relationships that teachers form with pupils, a brisk pace, good subject knowledge and the use of a wide variety of teaching strategies to keep pupils on task. As a result, pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make good, and sometimes very good, progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities made available to all the pupils is good and the curriculum meets all statutory requirements.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs and lower attaining pupils are very well supported and learn very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for spiritual and cultural development is satisfactory overall. The provision for moral development is good and pupils are effectively enabled to gain a clear understanding of right and wrong. The provision for social development is very good and helps pupils to forge very effective relationships with adults and other pupils.
How well the school cares for its pupils	The quality of care provided by the school is good. Procedures for child protection are good. Procedures for monitoring pupils' academic and personal development are very good.



The school has an effective partnership with most of the parents. The school works hard to keep parents fully informed about the progress their children are making and the quality of this information is very good. The quality of written reports to parents is very high. Parents are effectively encouraged to work with the school to the benefit of the children.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good overall, and in several respects excellent. The head teacher provides very strong leadership and has managed the process of school improvement very effectively. She provides a very clear direction to the work of the school.
How well the governors fulfil their responsibilities	Governors are kept very well informed and are very supportive of the school. They fulfil all their statutory responsibilities.
The school's evaluation of its performance	The school evaluates its performance very effectively and has a very realistic understanding of both its strengths and its weaknesses. The school development plan is a very useful document that clearly identifies and prioritises the main areas for improvement.
The strategic use of resources	The school makes very good use of all the resources at its disposal. Particularly good use is made of support staff. The principles of best value are applied effectively and the school constantly seeks new ways to raise standards. The school provides good value for money.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That the children like going to school.</li> <li>• That the children are making good progress at school.</li> <li>• That the teaching is good.</li> <li>• That the school expects children to work hard and do their best.</li> <li>• That the school works closely with parents.</li> <li>• That the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that the children get to do at home.</li> <li>• The degree to which they are kept informed about how their children are getting on.</li> <li>• The range of activities provided outside lessons</li> </ul>

The inspection team agrees with all the aspects identified by parents as strengths. Of the areas identified by parents as areas for improvement, inspectors judge that an appropriate amount of homework is set. Parents are kept very well informed about the progress that their children are making and the quality of written information provided for parents is very good. Whilst the members of the team agree that the range of activities provided outside of lesson time is quite limited, there are only three full time staff and they have been working very hard raising standards, developing the curriculum and making sure that lessons are planned and organised carefully.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The head teacher, supported by all her staff and the governing body, provides the school with very effective leadership and management.**

1. The head teacher has done a very good job in a relatively short time and has, with the support of all her staff and the governing body, developed the school to the point where it is now judged to be a good school with many very good features.
2. The head teacher is a strong, determined and effective leader who has a very clear vision of how she wants the school to be. By sharing that vision with all the staff and leading by example, she has quickly forged and enthused a team of people who are dedicated to making St Mary's one of the best schools in the district.
3. She has monitored all aspects of the work of the school and quickly developed a very detailed and realistic knowledge of the management systems within the school and has a very clear understanding of the various strengths and weaknesses. Any areas for development have been prioritised and costed and, once realistic deadlines for completion have been set and agreed they are included in the school development plan. It is notable that several of these targets, including, for example, the creation of a School Council, have been achieved ahead of schedule.

**Most pupils attain high standards in most subjects.**

4. Given that the majority of pupils enter the school with broadly average levels of attainment, the performance of many pupils in national assessments has been considerably better than average over the past four years. Since 1997, pupils at the end of Key Stage 1 have attained good, and often very good standards in reading, very good standards in writing in both 1998 and 1999 and consistently very good standards in mathematics for each of the three years. In 2000 the scores gained in mathematics at Key Stage 2 put the school in the top 5% of schools nationally. With the exception of 1999, when the Year 6 group contained a very high proportion of pupils with special educational needs, pupils have attained consistently above average standards in English, mathematics and science.
5. Inspection evidence shows that standards in reading are consistently good throughout the school and that the majority of pupils read with good levels of accuracy and expression. Whilst some further improvement is required in pupils' extended and imaginative writing, standards of spelling, grammar and handwriting are higher than are usually found. Standards in mathematics are particularly high, mainly because pupils are good at basic numeracy and are quick and accurate when calculating mentally. Standards in science are good because pupils have a thorough grounding in scientific techniques and understand the importance of investigation and properly conducted experimentation.
6. In addition to the high standards found in English, mathematics and science, inspection evidence reveals that many pupils have a good knowledge and understanding of several other subjects. Pupils have, for example, a good understanding of the design process and have developed above average skills when evaluating, planning and constructing various artefacts. This was demonstrated very effectively when pupils in the Year 5/6 class attained very good standards when evaluating different sorts of slippers according to a range of criteria. Standards in geography are higher than are usually found. Pupils in the Year 3/4 class have a good knowledge of the physical features to be found in Greece and understand clearly the influence that these physical factors have on the distribution of population and human behaviour. The pupils in the same Year 3/4 class attained good standards in a dance/drama lesson when their movements replicated the motions of the waves and various sea creatures with great accuracy and imagination.

**Consistently good teaching results in effective learning and enables all pupils to achieve well in most subjects.**

7. The overall quality of teaching and learning is good and helps most pupils to achieve good standards in most subjects. Particularly good teaching was observed during the inspection in science, design and technology, geography and PE. The teaching of literacy and numeracy is good. The key skills of English, mathematics and science are taught effectively and good attention is given to teaching the basic skills of literacy and numeracy.
8. Teachers' planning is very detailed and ensures that all pupils are appropriately challenged, irrespective of their age, gender or social circumstance. This is particularly difficult since, whilst the two Key Stage 2 classes contain at least two year groups, the Key Stage 1 class contains part time reception year pupils as well as those in Years 1 and 2. Assessment procedures are very effective and in almost all of the lessons observed teachers took great care to ensure that work was closely matched to the individual needs of the pupils. Teachers make very good use of the various support staff, many of whom are supporting the development and socialisation of individual pupils with specific and serious special educational needs, to very good effect. Higher attaining pupils, including those identified as being gifted and talented, are well provided for and are achieving well.
9. Whilst the overall quality of teaching is good, and good teaching was seen in every class, in several lessons the learning of the children was very effective because of the very advantageous staffing ratios that exist. Pupils are encouraged to work quickly and accurately, to maintain their concentration and to do their very best. The main strengths of the good and very good teaching seen were the very positive relationships that teachers form with pupils. Each of the three teachers have very different teaching styles, but they all make very effective use of humour, which makes lessons interesting and often very entertaining.
10. Other positive aspects of the most effective teaching observed was a brisk pace, good subject knowledge and the use of a wide variety of teaching strategies to keep pupils on task. As a result, pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make good, and sometimes very good, progress.

**The provision for pupils with special educational needs is very good and enables these pupils to make very good progress.**

11. Pupils with special educational needs, which account for approximately half of the pupils in the school, are very well supported and make very good progress. As a result most attain standards which are broadly in line with the national expectation in most subjects. In addition to the lessons contained in the basic curriculum, the school organises a programme of booster classes to support lower attaining pupils.
12. Careful planning by the teachers means that work is accurately matched to their specific needs. The amount of specialist support available in each class means that work is always explained very clearly, that pupils are kept on task and that they are given every opportunity to make the best of their abilities.

**Pupils' work is assessed very carefully and assessment data is used very well to plan future work.**

13. The school takes great care to assess and track the performance of each pupil in English, mathematics, science and ICT. In addition to the statutory assessments completed at the end of each key stage, the school makes good use of optional assessments at the end of Years 3, 4 and 5. As a result any deviation in an individual's progress is identified quickly and swift remedial action taken.
14. As well as the assessments made at the end of each year, teachers monitor and record individual achievement each month in particular focus areas. The school is currently monitoring the

- development of writing skills and is indicating clearly the particular areas where pupils need to improve if they are to achieve the next level.
15. The quality of teachers' day-to-day marking is very good and clearly identifies those areas where improvements can be made, or greater emphasis is required.
  16. Teachers know their pupils very well and are able to ensure that work in other subjects is carefully matched to individual need. The head teacher is aware of the need to gradually formalise these structures to ensure continuity in the event of staff absence.

**The school works very hard to keep parents well informed and to involve them fully in the education of their children.**

17. The partnership between the school and parents was considered to be a strength of the school at the time of the last inspection and this remains the case. The head teacher plays a key role in encouraging parents to be fully informed and in ensuring that there are effective links between school and home. The head teacher is readily available and knows most parents personally.
18. The school welcomes parents and several currently help out by completing a variety of tasks. They provide very good support and enhance the provision the school offers, for example, by helping pupils complete scientific experiments and listening to pupils read. The school keeps parents well informed. There are twice monthly newsletters and reports on pupils' progress are well written, providing parents with a clear evaluation of their children's progress, attainment levels and targets for further improvement.
19. Parents' meetings are held regularly. Some give parents the opportunity to discuss their children's progress, whilst others, such as the head teachers' coffee mornings, offer parents a chance to consider aspects of the curriculum and receive advice on helping their children with their learning.
20. Many parents are very supportive of the school and there is an active Parents and Friends Association. This raises significant amounts of money that are used to enrich the experiences provided by the school. For example, the PFA has recently provided pupils with a quiet garden, annually provides the Christmas party and entertainment for pupils, whilst also helping to fund some of the school trips.
21. Teachers' set an appropriate amount of work for pupils to do at home and this is a significant factor in the progress pupils make.

**The very good procedures for social development result in pupils developing very positive relationships, both with each other and with their teachers.**

22. The school has a whole range of very good strategies for fostering and promoting the social development of the pupils in their charge, and these result in pupils forging very secure relationships with adults and with their peers. Teachers have very positive relationships with pupils and provide very positive role models. Carefully planned assemblies and acts of worship stress the importance of living in harmony.
23. Fixtures and events with other schools and various visits, including a residential trip, all serve to help pupils to learn to get on well with each other. School rules are simple, well understood by all parties and are implemented by all staff with admirable consistency. In addition, the school has recently introduced a school council where pupils can raise and place on the school agenda issues of common concern. This is having a positive impact on the self-esteem of the individual pupils concerned and is helping to develop their speaking and listening skills.

## **WHAT COULD BE IMPROVED**

### **Standards in information and communication technology (ICT) are not yet high enough.**

24. Whilst a lot of progress has been made recently in raising levels of attainment in ICT, most pupils are not yet attaining appropriate standards in the required range of applications. Where many pupils are achieving a suitable standard in a particular activity, there are often significant gaps in their basic skills that inhibit their progress. Most pupils in Years 5 and 6 can, for example, select and download text or pictures from the Internet and manipulate them in a variety of ways on the page. They cannot, however, edit text and are not able to complete some of the more basic aspects of word processing.
25. Staff at the school have completed an appropriate programme of training and are now much better placed to integrate ICT into all other aspects of the work of the school. This was a key area identified in the school development plan. However, it will take time to assimilate this new knowledge and to find meaningful applications of ICT throughout the curriculum.

### **More work needs to be done to improve the quality of pupils' extended writing.**

26. Whilst pupils generally produce well structured writing, and demonstrate a good understanding of spelling, grammar and punctuation, the staff have identified correctly that many pupils have quite a limited vocabulary and find it difficult to write extended imaginative or descriptive passages.
27. The school has decided to tackle this relative weakness in the pupils by providing them with more frequent opportunities to enrich their vocabulary through speaking and listening and by increasing the emphasis on drama and role playing activities. In addition, pupils will be given more opportunities to write at length in a variety of contexts.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to raise standards still further, staff and governors, with the support of the local education authority (LEA), should

- (1) Raise standards in information and communication technology (ICT) by continuing to provide pupils with opportunities to develop their skills and by providing a range of meaningful activities across the curriculum, so that they can apply and practice them, as outlined in the school development plan.
- (2) Improve the quality of extended writing, as identified in the school development plan, by developing better and more frequent opportunities to develop pupils' vocabulary and by providing more frequent opportunities throughout the curriculum for pupils to apply them.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	19
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	3	11	4	1	0	0
Percentage	0	16	58	21	5	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	52
Number of full-time pupils known to be eligible for free school meals	n/a	3

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	21

#### **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	2
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	7.8
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.1
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
	2000	4	6	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4	4
	Girls	6	6	6
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	90 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	2
	Girls	6	6	5
	Total	10	10	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

*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
	2000	2	5	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (60)	100 (60)	100 (60)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (70)	100 (100)
	National	70 (68)	72 (69)	79 (75)

*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	52
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 – Y6**

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	15.29
Average class size	17.33

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	90

**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.*

**Financial information**

Financial year	2000/01
	£
Total income	177864
Total expenditure	170060
Expenditure per pupil	3271
Balance brought forward from previous year	4093
Balance carried forward to next year	7804

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	0.4
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
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*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	50
Number of questionnaires returned	25

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	48	8	0	0
My child is making good progress in school.	40	60	0	0	0
Behaviour in the school is good.	28	64	0	4	4
My child gets the right amount of work to do at home.	36	44	12	4	4
The teaching is good.	48	44	8	0	0
I am kept well informed about how my child is getting on.	48	36	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	32	12	0	0
The school expects my child to work hard and achieve his or her best.	52	44	4	0	0
The school works closely with parents.	32	64	4	0	0
The school is well led and managed.	28	64	4	0	4
The school is helping my child become mature and responsible.	36	52	12	0	0
The school provides an interesting range of activities outside lessons.	12	28	40	16	4

#### **Other issues raised by parents**

No other significant factors were raised by parents.