

INSPECTION REPORT

**AMBERLEY PAROCHIAL C of E PRIMARY
SCHOOL**

Amberley, Stroud

LEA area: Gloucestershire

Unique reference number: 115689

Headteacher: Mark Sanders

Reporting inspector: Frank Norris
21632

Dates of inspection: 30th April – 1st May 2001

Inspection number: 192730

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

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Amberley
Stroud
Gloucestershire

Postcode: GL5 5JG

Telephone number: 01453 873349

Fax number: 01453 873615

Appropriate authority: The Governing Body

Name of chair of governors: Peter Couch

Date of previous inspection: 10th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the desirable village of Amberley some three miles south of Stroud in the heart of the Cotswolds. The school attracts pupils from a wide area and is heavily oversubscribed. There are currently 112 (58 boys and 54 girls) on roll. Pupils come from mainly affluent and professional backgrounds. No pupils are of minority ethnic heritage and none receive free school meals. A below average proportion of pupils (16) are on the special educational needs register, including two with statements. Attainment on entry to the school covers the full range and fluctuates from one year to the next due to the small size of the cohorts. It is, however, usually above or well above average. Pupils are admitted into the reception class at the beginning of the school year in which they become five.

HOW GOOD THE SCHOOL IS

Amberley is an effective school where pupils consistently receive good teaching and attain high standards, particularly in English. Pupils behave well and have positive attitudes. The leadership of the experienced headteacher and other key managers is good. They are very well supported by a highly professional and well-informed governing body. The school is at the heart of village life and is well respected within the local community. Parents value the school's work and play a crucial part in its success. Good value for money is provided.

What the school does well

- Pupils attain high standards in English overall and very high standards in reading.
- The standard of teaching is good throughout the school with some very good features in the infants.
- Pupils' behaviour is good and they have positive attitudes.
- The headteacher, governors and key staff are committed to achieving high standards.
- It plays an important part in the life of the village and successfully encourages parents to become involved.

What could be improved

- The rate of progress of the highest attaining pupils in mathematics.

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 March 1997 and was judged to be effective. Improvement has been good and the last inspection's key issues have been successfully addressed. Teaching standards have been maintained during a period of many staff changes and improving standards have been achieved in all core subjects. The improvements in English have been particularly noteworthy. The weaknesses in the infants identified in the last report have been tackled well with subsequent improvements for the pupils. The school has adopted good health and safety procedures and has introduced sensible strategies for enabling staff to share their good practice.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A*	A
Mathematics	A	A	A	C
Science	A	B	B	C

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

By the time pupils leave the foundation stage at the age of five nearly all pupils have exceeded the early learning goals expected of them. The test results for eleven-year-olds indicate that pupils attain very high standards in English in comparison with the national average (in the highest five per cent of schools) and well above average standards in comparison with similar schools. Although standards in mathematics and science are not as high as in English they have improved over time. The grades awarded in the above table are heavily affected by the small size of the cohorts. The number of pupils achieving the higher levels in mathematics is lower than in other subjects. Standards in the current Year 6 are similar to those in last year's tests. Standards in reading at the end of Key Stage 1 are very high (in the highest five per cent of schools) in comparison with the national average. In writing and mathematics pupils attain standards that are well above the national average. In comparison with similar schools the school achieves standards in reading, writing and mathematics that are well above average. During the last few years the improvement of boys in the national tests has been excellent and has exceeded the national rate by a considerable margin. Attainment observed during the inspection and a close analysis of the school's own extensive assessment data indicates that no discernible differences currently exist between the attainment of boys and girls. Pupils with special educational needs make good progress in relation to their prior attainment. Higher attaining pupils achieve well in English although in mathematics they do not achieve the highest levels they are capable of. Standards of presentation are too variable in the junior classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and are generally keen to learn.
Behaviour, in and out of classrooms	Behaviour is good.
Personal development and relationships	Pupils develop their independence well and have a willingness to express themselves confidently. Relationships are good.
Attendance	Above average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 is good. Sixty-seven per-cent of the teaching is good and eleven percent very good. No unsatisfactory lessons were observed. English and mathematics are taught thoroughly and this helps the pupils to achieve high standards. The teaching of reading is very well structured and encourages a growing interest and love of books. All lessons are planned well and adhere closely to the national literacy and numeracy strategy guidance. The active role of learning support workers ensures that pupils are enthusiastic and eager to do well. Teachers conduct the whole class elements of their lessons very well and ensure that a brisk pace is maintained. Appropriate attention is given to lower attaining pupils by teachers. In mathematics lessons, however, some higher attaining and gifted pupils do not receive work that is sufficiently challenging due largely to teachers having concerns about allowing pupils to move too rapidly through the mathematics curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall.
Provision for pupils with special educational needs	Provision for pupils on the special educational needs register is good although greater attention needs to be given to gifted and talented pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with particular strengths in spiritual and social development.
How well the school cares for its pupils	Good pastoral care is offered to all pupils. The specific identification of gifted and talented pupils needs further attention.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The experienced headteacher and other key staff are committed to high standards. Subject coordinators are beginning to help other teachers through the direct observation of their teaching.
How well the governors fulfil their responsibilities	The chair of governors ably leads an enthusiastic and highly committed governing body that is at the centre of strategic decision-making in the school.
The school's evaluation of its performance	Good overall.
The strategic use of resources	Well used to ensure improvements in standards of teaching, learning and the school site in general.

The headteacher and governing body work effectively and have established a strong working relationship. The development of governing body committees has enabled governors to become more actively involved. The current school improvement plan contains all of the areas for development highlighted by the school inspection. It is, however, over ambitious and requires further attention in identifying success criteria.

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 good teaching their children receive • Their children enjoy school • The school expects their children to work hard 	<ul style="list-style-type: none"> • The range of activities outside lessons

and do their best	
<ul style="list-style-type: none">• The way the school encourages their children to become mature and responsible• The children's behaviour	

The inspection's findings endorse all of the positive views expressed by parents. The significant number of staff changes that have occurred in recent years has inevitably seen some changes to the number and range of activities being offered to pupils outside of lessons. The school has rightly encouraged teachers to give full attention to their class teaching responsibilities during this period of change. The number of outside activities currently on offer compares favourably with many other small schools. The school does intend to increase the number of activities on offer even further as teachers become more established.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English overall and very high standards in reading.

1. The school's performance in the 2000 national tests for eleven-year-olds was very high in English when compared to all schools. When compared to similar schools the performance was well above average. A closer examination of the results indicate that 60 per cent of last year's Year 6 achieved the higher levels in comparison to 22 per-cent nationally. Taking the four years 1997 to 2000 together, results show that standards have remained consistently very high and significant improvements have been achieved. The standards in reading have been particularly high throughout this period with standards in writing improving well each year although from a lower starting point. It is clear that the school has worked hard to address the weaknesses identified in writing in the last inspection report and made good progress. The standard of work observed during the inspection revealed very high standards in reading and very good standards in writing. Pupils achieve well because of the consistently good teaching they receive.
2. Pupils join the Reception class with a keen enthusiasm to learn to read. They have established good approaches in the way they handle books and know where to locate the name of the author and illustrator on a book cover. Close attention is given to hearing pupils read regularly. This usually occurs during planned activities within literacy lessons but a number of parents and members of the local community give their time willingly to carry out the task. The range of opportunities provided for pupils to read significantly supports their very good progress and ensures that many are confident and enthusiastic. The good introduction to reading provided in the reception class is developed well as pupils progress through the infant stage. Pupils are encouraged to read together from books with large text. In a very good lesson close attention was given to lower attaining pupils to ensure that they felt part of the activity and could read unfamiliar words. Pupils were aware of the main characters in their shared text 'The tiger who came to tea' and could identify the various settings that occurred throughout the book. It is clear that pupils have very good phonic skills and use them well especially when sounding out or writing an unusual word.
3. The good introduction to reading is developed well as pupils progress through the school. In the lower junior class pupils remain keen to read. In a geography lesson pupils were able to read captions with specific geographical terms and match them to photographs with great skill and clear enjoyment. By the time pupils reach Year 6 they are reading complex and mature novels with enthusiasm and keen interest. The books they choose are well suited to their reading ability. It is clear that many pupils, but particularly the highest attaining, rely quite heavily on the school for their main source of reading material. The range of books is good and contributes well to the very high standards that are achieved by many pupils. A particularly strong feature observed during the inspection was the strong commitment shown by many pupils to reading on their own and without prompting. These excellent reading habits reflect well on the efforts of all staff and parents.
4. Pupils have been given significantly more opportunities to write for a range of purposes since the last inspection. This has enabled the pupils to consistently achieve higher standards. Pupils in the Reception class are encouraged to write simple stories about their own experiences. This supports their phonic skills well. The café set up in the structured play area was used well during one lesson to encourage pupils to note down the orders they were taking whilst acting as waiters. Pupils' handwriting and spelling skills are good and contribute well to the confidence they have in writing. By the time pupils reach Year 2 they have benefited from consistently good teaching that gives due consideration to the range of writing tasks they should experience. Pupils are enthusiastic about recording their findings from group discussions about their shared book '*The Shopping basket*' by John Burningham. They

cooperate well and willingly prompt each other to ensure that work completed is of a high order.

5. In Year 3 and 4 pupils are given many opportunities to directly observe their teacher modelling story writing. This encourages them to adopt similar approaches while writing for themselves. In a lesson about a cat called 'Genghis' pupils contribute many well-considered adjectives to ensure that the opening to the story is sufficiently interesting. When they are involved in writing their own introductions to their stories many refer regularly to the teachers notes and jottings and include stunning adjectives. This close attention to detail ensures that they produce work of a high standard. Pupils in Year 5 and 6 maintain their high standards and are able to extend the accuracy of their writing in many other areas of the curriculum. For example, their science experiments are accurately recorded and provide clear evidence of their ability to spell accurately. Pupils' presentation and handwriting skills are good up to and including Year 3 but older pupils give insufficient attention to this aspect of their work.

The standard of teaching is good throughout the school with some very good features in the infants.

6. The quality of teaching is consistently good. Of the nine lessons observed one was very good and another six were good. Teaching is good in the Reception class and throughout the juniors. In the Year 1 and 2 class pupils receive good teaching with some very good features, particularly in English lessons. In all lessons observed, a key feature was the very good relationships that exist between teaching staff and pupils. Teachers treat pupils with respect; talking to them sensitively and with a high regard for their development. The quality of relationships promotes a friendly and collaborative atmosphere. Teachers have developed very good skills in managing the two year groups in their classrooms. A great deal of attention is given to planning work for their classes and this has played an important part in helping to ensure that work is not repeated needlessly.
7. Teachers support learning by trying to engage the pupils in topical events of the day. For instance, in a lesson about persuasive writing for the oldest pupils the teacher prepared an excellent overhead transparency that included a letter supporting fox hunting. This acted as a useful stimulus and kept the attention of the pupils for a long period of time. During an assembly for the whole school the teacher referred to a celebration in honour of Nelson Mandela. This was skillfully related to their own challenges and goals in life. Once again pupils were attentive and interested.
8. Teachers have a good understanding of the national literacy and numeracy strategies. Frequent reference is made to these strategies within the teachers' planning and there is good evidence that many teachers have adapted their teaching style to meet the requirements of the strategies. Teachers are now beginning to amend their practice as they consider what works well for them. This has allowed teachers to be more flexible and the continuation of hearing the youngest read individually has maintained the high standards in reading.
9. During the last year the school has invested in a microphone and speaker system for most classes. This allows teachers to speak quietly throughout lessons even when they want to get the attention of all pupils in the classroom. This system ensures that pupils can hear instructions clearly and even allows the teacher to reprimand a pupil very quietly from far away! The microphone is also used well by teachers to encourage shy pupils to share their work with others. A good example of this occurred when a pupil had written a superb story on the computer. He was unable to face the class and read the story from the screen. The teacher placed her microphone on his computer monitor and this allowed the entire class to be in awe of his achievements.
10. The teaching at the start of literacy and numeracy lessons is invariably well focused and has a good pace. Questions are well used. For example, in a Year 1 / 2 lesson, pupils sharing a book

with the teacher were asked; “Why did the author only introduce two characters at the beginning of the book?” and “What’s special about the endings to these words?” As a consequence pupils improved their understanding of story development and the importance of rhyme and rhythm within a sentence. At the beginning of a wonderfully conceived numeracy lesson for the youngest pupils the teacher provided a rapid flow of mental challenges. The pupils enjoyed the work and listened intently with a keen desire to prove to the teacher that they knew the answers. In most lessons pupils are presented with follow up work that is stimulating and well matched to their prior attainment. Some work in numeracy is not, however, sufficiently challenging for the highest attaining pupils when they are working independently.

11. Teachers have established excellent working relationships and methods with the learning support workers. The pupils appreciate the efforts of these staff and treat them with high regard. During moments of direct teaching by the class teacher they regularly prompt and encourage pupils that may be not giving their full attention. The learning support worker in the Reception class is excellent. She shares her enthusiasm with all pupils and provides a smile and support at all times. The class teacher allows her to interrupt and share the teaching role. This keeps the pace of learning high as the pupils enjoy listening to both adults and engaging with them both. The impact made by all learning support workers, including those supporting pupils with special educational needs, is very good and significantly enhances the progress of many pupils.

Pupils’ behaviour is good and they have positive attitudes

12. Pupils show good behaviour in nearly all situations throughout the school. This is an area of school life that has received significant attention in recent years and it is clear that progress is being achieved. Pupils are expected to work hard and to try their best. Expectations of good behaviour begin in the Reception class and these youngest pupils are encouraged to listen quietly while others speak. The teacher and learning support worker in this class provide a steady flow of rewards including stickers for good answers as well as for kindness to others. Pupils take great pride in their stickers and ensure that they are not lost so that they can share them with their parents later. During an assembly on ‘challenges’ pupils were asked to recall moments when they had to rely on the support of others to overcome a problem. One pupil used an experience that occurred during an outdoor pursuit residential visit recently and thanked her friends for helping her meet her challenge. At the end of the story the entire school clapped spontaneously.
13. The school day often commences with a school assembly in the local church. During the brief walk to and from the church pupils chat quietly and walk in an orderly fashion. The school has appropriate expectations of the pupils during these moments and it is clear that the pupils know them well. As soon as the pupils enter the church they show high levels of respect and appreciate that they are in a place of worship. At lunchtime pupils help to ensure that the eating of meals in the infant classes does not affect pupils’ learning during the afternoon by personally wiping the table and chair and sweeping the floor surrounding their meal place. This is completed without fuss.
14. During lessons nearly all pupils show a keenness to succeed and a clear desire to do well. Pupils share their resources willingly and cooperate well while working together. They use equipment confidently and sensibly select and clear away resources. Behaviour during playtimes is good and pupils show courtesy and politeness.

The headteacher, governors and key staff are committed to achieving high standards.

15. During the last few years the school has had to cope with a high number of changes to the teaching staff due mainly to promotion. The good manner in which these staff have been incorporated into school life reflects well upon the way in which staff work at the school.

There is a shared commitment to high standards and a strong sense of teamwork. This has allowed new staff to quickly adjust to the demands at the school and enabled them to concentrate fully on the needs of the pupils. The role of the headteacher in creating this strong team has been considerable. He is reflective and experienced and offers good leadership. He has allowed the staff the opportunity to develop their skills well so that they are confident in what they do and free to develop areas of expertise. He is committed to ensuring that teachers receive effective staff training and this has enabled the introduction of the national literacy and numeracy strategies to go very smoothly. The newly appointed deputy headteacher has quickly come to terms with the demands of her post and has made a considerable impact in improving the quality of teaching and offering support to the headteacher.

16. The governing body is highly professional and aware of what needs to be done to improve the school further. They are clear about their strategic role and offer very good support to the headteacher and other key managers. The chair of governors is well respected and provides useful personal support to the headteacher. During recent years the governing body has managed to delegate many of its decisions to a range of committees and this has allowed individual governors to be more aware of particular aspects of school life. The chairs of the major governor committees are clear about their role and have been useful in helping the headteacher move the school forward. The recent improvements to the playground and plans for a school hall to be built are testaments to these efforts in recent times.
17. The role of the subject coordinator has been enhanced quite considerably since the last inspection. Many coordinators have been given the opportunity to observe and offer advice to other teachers within the school. The successful introduction of the national literacy and numeracy strategies owes a lot to the advice and support offered by the coordinators. All coordinators have the chance to influence the direction of the school through their input within the school improvement plan. This useful document provides a clear focus to what needs to be done to improve further. It is, however, very ambitious and gives too little attention to the criteria for judging its success.

It plays an important part in the life of the village and successfully encourages parents to become involved.

18. The school is an important part of village life and is a focal point for a number of village based activities. The school successfully offers many opportunities for parents and the wider community to get involved in the school. The inclusion of village activities and the significant contribution made by parents help ensure that pupils have a relevant and varied curriculum experience.
19. During the last few years the school had been trying to improve the outside play provision for the pupils. Space is limited and only a few areas exist that could be converted into play space. In order to celebrate the millennium the village decided to contribute funds to enable a rear playground to be extended. The recently completed walkway and stepped area will enable more pupils to sit quietly and enjoy the beautiful environment that surrounds the school. It will also reduce the numbers of pupils on the lower playground areas. The local church and its lower room are situated very close to the school. Pupils use them regularly for a variety of purposes, including assemblies, concerts and physical education lessons. Without the full cooperation of the church the pupils' learning would be severely restricted. The school also hosts the village fete on a small plot of land in front of the main building and regularly participates and hosts other village events.
20. Parents are very willing supporters of the school and many get involved regularly, supporting pupils in a variety of ways. The contribution made by parents in helping to hear individual pupils read helps to ensure that pupils make the best possible progress in reading. A number of parents are highly skilled at hearing children read and meticulously record the pupils' achievements. During Tuesday afternoons many parents support infant pupils as they embark

on a carousel of practical activities including cooking, information and communication technology and art based tasks. Without the considerable help offered many pupils would be unable to achieve their commendable standards. A governor offers French to all junior pupils and inspectors found many pupils who enjoyed these lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the rate of progress of the highest attaining pupils in mathematics

21. The school's performance in the 2000 national tests for eleven-year-olds in mathematics was well above the average of all schools. When compared with similar schools they were broadly average. Taking the four years from 1997 to 2000 results show that standards have remained above average although the gap between the school's performance and the national average has been narrowing. A closer examination of the results indicates that the number of pupils achieving better than the average National Curriculum level is lower than in other core subjects. Standards observed during the inspection were generally good although a number of higher achieving and a few gifted and talented pupils did not progress as quickly as they should.
22. In many of the mathematics lessons observed during the inspection pupils received direct teaching that was stimulating and interesting. For example, in the Reception class pupils were presented with a plethora of numeracy activities that were challenging and exciting. Pupils were keen to succeed and concentrated well. The standards observed were remarkably high. Pupils were confidently adding and subtracting tens and hundreds up to a thousand. They were also able to calculate the number of sets of five that could be made from 55. In a Year 3/4 lesson pupils were eager to tackle the number problems set for them including multiplying two digit numbers by five mentally. Careful attention is given to the highest attaining pupils at this stage. Teachers select these pupils for the most difficult problems and even set some specific ones for them.
23. When pupils are engaged in follow up activities many receive work that suits their learning needs well. Unfortunately, the highest attaining pupils do not always receive work in mathematics that stretches them at this point of the lesson and fails to provide them with the challenges they yearn for. Too often these pupils receive work that is too similar to the majority of above average pupils. Although they complete the work and are usually compliant and respectful they have time to fill and are not provided regularly enough with sufficient extension activities to help them progress at a faster rate. Teachers have a good indication of how pupils are progressing over time and this information is used well to help gauge the achievements of the year group as a whole. They currently give too little attention, however, to conducting day-to-day assessments to help ensure that work set for the highest attaining pupils is hard enough and builds well upon recent learning. The school admits that it has had concerns about allowing pupils to move too rapidly through the mathematics curriculum as it may lead to problems as they progress the phases of their education. These concerns have affected teachers' expectations of the highest attaining pupils and restricted their rate of progress overall.
24. Although the number of gifted and talented mathematicians is small the school does not adequately support them through the special educational needs provision within the school. Following a recent in-service course attended by all teachers it was decided to review the special educational needs policy and give greater attention to incorporating gifted and talented pupils. The recently appointed mathematics coordinator has a clear plan for addressing these issues.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The governors and headteacher should:

Improve the rate of progress of the highest attaining pupils in mathematics by:

- Allowing pupils to move more rapidly through the mathematics curriculum;
- ensuring that independent follow-up work better suits their level of attainment;
- using day-to-day assessments more regularly to help ensure that work set is sufficiently challenging and builds upon previous learning; and
- reviewing the special educational needs policy so that provision for gifted and talented pupils is appropriately addressed.

(Paragraphs: 10, 20-23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

9

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	67	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll	112
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16
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	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	95.2
National comparative data	94.4

Unauthorised absence

	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	16	16	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	94 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	16	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	94 (100)
	National	84 (82)	88 (86)	88 (87)

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

The boys' and girls' totals have been omitted due to the small size of the cohort

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	7	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NV level 4 or above	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	93 (100)	93 (83)	93 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 or above	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (92)	100 (83)
	National	70 (68)	72 (69)	79 (75)

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

The boys' and girls' totals have been omitted due to the small size of the cohort

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	0
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)	4.9
Number of pupils per qualified teacher	22.7
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	76

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	2000 - 2001
	£
Total income	231320
Total expenditure	232786
Expenditure per pupil	2061
Balance brought forward from previous year	9784
Balance carried forward to next year	-1466

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	49	49	0	1	0
Behaviour in the school is good.	49	47	1	0	2
My child gets the right amount of work to do at home.	34	53	11	1	1
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	48	45	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	23	9	1	0
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	53	38	8	1	0
The school is well led and managed.	45	42	4	9	0
The school is helping my child become mature and responsible.	57	41	2	0	0
The school provides an interesting range of activities outside lessons.	19	48	26	3	3