

INSPECTION REPORT

WINKFIELD ST. MARY'S CE PRIMARY SCHOOL

Bracknell

LEA area: Bracknell Forest

Unique reference number: 109994

Headteacher: Mrs J Fowler

Reporting inspector: Mr C Parker
11897

Dates of inspection: 15th and 16th October 2001

Inspection number: 196308

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: 5 to 11 years
Gender of pupils: Mixed

School address: Winkfield Row
Bracknell
Berkshire

Postcode: RG42 6NH
Telephone number: 01344 882422
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Appropriate authority: Governing Body
Name of chair of governors: Mr Brian Cooley

Date of previous inspection: 10th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winkfield St Mary's is an average size primary school for pupils aged 5 to 11 years. There are 178 pupils on roll, taught in seven classes. There are more boys than there are girls in every year except year 1. There are no pupils receiving free school meals. The vast majority of the pupils are of white UK heritage. One pupil speaks English as an additional language, but does not require additional support. The proportion of pupils on the special educational needs register is below average overall, but currently there is a concentration of these pupils in year 6. There are three pupils with statements of special educational need. Taken overall, the children's attainment on entry is above average.

HOW GOOD THE SCHOOL IS

Standards are high, the teaching is very good and the school is very well led and managed. This is a very effective school that continues to provide good value for money.

What the school does well

- Standards are high. The results of the national tests at the end year 6 show standards that are well above average. In science and mathematics, they are in the top five per cent nationally.
- The pupils achieve very well and make very good progress because the teaching is very good, the curriculum is well organised and the pupils' achievements are carefully tracked.
- The pupils have very positive attitudes to learning and behave very well.
- The curriculum is extended by a wide range of interesting activities including a particularly good range of cultural visits.
- The leadership and management of the school are strong and effective. The governing body is well informed and supportive.

What could be improved

- There are no specific issues for improvement. The school has a very clearly focussed school development plan which it should continue to implement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1997, good progress has been made. In response to the key issues in the last report the governors and headteacher have achieved significant changes in traffic arrangements to improve safety outside the school. They have also enhanced the library facilities and are looking to make further improvements in the future. The results of the national tests have continued to improve and the teaching is now very good throughout the school. The role of the subject co-ordinators has developed very well and they are now a very effective part of the school's management.

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				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	well above average A above average B
mathematics	A	A	A*	A*	average C below average D
science	A	A*	A*	A*	well below average E

A represents schools being in the top 5% nationally or top 5% nationally when compared with similar schools*

Standards are high. When the pupils begin school, their overall attainment is above average. They make very good progress and by the end of key stage 1 the results of national tests are well above the national average in reading, writing and mathematics. By the end of key stage 2, standards in English are well above the national average and the test results in mathematics and science are in the top five per cent nationally. These results illustrate that the pupils continue to make very good progress and are achieving very well. The school sets challenging targets and is seeking to improve results, particularly in writing. Even though standards are high, the test results are continuing to improve in line with the national trend. The school's results also compare very favourably with similar schools.

The standard of work seen during the inspection was generally high right across the curriculum. This is particularly evident in the many displays of the pupils' work that are exhibited around the school. The very small number of pupils who speak English as an additional language are achieving very well. The pupils on the special educational needs register are very well supported to help them to move ahead. It is likely that standards at the end of key stage 2 this year will not be quite as high as in previous years because there are more pupils on the special needs register than usual. Nevertheless, the overall standard of work seen at the end of key stage 2 is still above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to learning. They contribute confidently to discussions and concentrate on their work.
Behaviour, in and out of classrooms	The pupils' behaviour is very good. They are polite, attentive and respond immediately to their teachers' instructions.
Personal development and relationships	Relationships are very positive and productive. The pupils relate very well to their teachers and work well in small groups.

Attendance	Attendance is well above average.
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Overall, the ethos of the school creates an environment that supports positive attitudes, good behaviour and the pupils' personal development very effectively. The teaching assistants and those pupils who receive their specific support work together very well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/a	Very good	Very 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 teaching is very good. The lessons are thoroughly planned with precise objectives that are made clear to the pupils at the outset. Consequently, they know what is expected of them and respond positively to the tasks they are set. The teachers modify the activities for the pupils to ensure that those on the special educational needs register are well supported and the most able are fully challenged. The teachers have high expectations. The lessons have a good pace and the teachers make good use of time targets to motivate the pupils. As a result they work hard and take a pride in their work.

The teaching of English and mathematics is very good. The teachers have good subject knowledge which they use very successfully to develop and extend the pupils' literacy and numeracy skills. They are particularly good at questioning the pupils and drawing them into discussion. The teaching assistants are also very effective in their support of individuals and groups of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well organised and managed. Schemes of work for each subject provide a structure that ensures that all aspects of the national curriculum are taught.
Provision for pupils with special educational needs	The school makes good provision for the pupils who are on the special educational needs register. They are well supported by both the teachers and the teaching assistants to give them access to the curriculum.
Provision for pupils with English as an additional language	The very small number of pupils who speak English as an additional language do not require additional support in this area but are given further challenges through the provision for the more able pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. The arrangements for their moral and social development are particularly strong. The pupils' cultural development is extended through art, music and visits to places of interest such as The National Gallery.
How well the school cares for its pupils	The school cares very well for its pupils. Child protection and health and safety arrangements are fully in place and reviewed regularly. There are very good arrangements for tracking the pupils' progress.

Across the curriculum, the teachers are making increased use of information and communication technology to support and extend the pupils' learning.

The parents value the work of the teachers and support the school very well. They receive a very good range of information including the areas of the curriculum the pupils in each class will be covering in the coming term. The vast majority of parents are pleased with the information they receive about how their child is getting on and value the teachers' willingness to discuss their child's progress at anytime should they have a concern.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and clear direction. The deputy headteacher provides very good support. The subject co-ordinators manage the curriculum very effectively.
How well the governors fulfil their responsibilities	The governors meet their responsibilities in full and provide the school with a very good level of support and guidance. They are well informed and frequently visit the school to assess the quality of the provision for themselves.
The school's evaluation of its performance	The headteacher and her deputy carry out very thorough and comprehensive analysis of the pupils' performance both individually and as cohorts. Along with the subject co-ordinators, they also monitor the teachers' planning, the quality of the teaching and the standard of the pupils' work.
The strategic use of resources	The school uses its available resources very effectively. The school development plan has clear priorities to which resources are appropriately allocated. The governors monitor the progress and impact of these activities.

The school development plan clearly identifies priorities for improvement. The underlying notion, promoted by the headteacher, that 'you don't have to be ill to get better,' illustrates the commitment within the school to improve provision and to continue to raise standards. Careful consideration is given to the use of funds. The school recently used an accumulated carry forward to provide an extra teacher for a large cohort when they reached year 6. The governors compare the school's performance with other schools both locally and nationally to assess its effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The good progress made by the pupils. The children's very good behaviour. The positive attitudes and values the school promotes. The good teaching. The strong leadership and management.	

The parents strongly support the school. The inspectors agree with the very positive comments made by many parents. A very small number of parents responding to the questionnaire felt that the school did not provide an interesting range of activities outside of lessons. The inspectors disagree because there are many opportunities for pupils to participate in music, sport and general interest activities such as cycling proficiency, first aid and the environment. In addition the school organises many visits to places of interest and invites visitors to extend learning both inside and beyond the classroom. A similarly small number of parents felt the pupils were not set the right amount of work to do at home. Inspectors observed pupils being set appropriate tasks to extend their learning at home. In each case the teacher made very clear what was expected.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high. The results of tests at the end of year 6 are well above average. In science and mathematics they are in the top five per cent nationally.

1. When the pupils begin school their overall attainment is above average. They make very good progress and by the end of key stage 1 the results of national tests show that standards are well above the national average in reading, writing and mathematics. By the end of year 2, almost all pupils achieve the level expected. In the national tests in 2000 over a third of the pupils attained higher levels in reading and mathematics. In writing fewer pupils attained the higher levels, but the proportion was still above the national average.
2. By the end of key stage 2, standards in English are well above the national average and in mathematics and science tests results are in the top five per cent nationally. A very high proportion of pupils attain the higher levels. In the national tests in 2000, the proportion of pupils achieving the higher level in English was almost double the national average and in mathematics and science three quarters of the pupils did so; this is three times the national average. The results show that the pupils continue to make very good progress and are achieving very well. They also demonstrate that the school builds very successfully on the good results achieved at the end of key stage 1. Although there are differences in the attainment of boys and girls on entry to the school these are not evident by the end of key stage 2. The school sets challenging targets and is seeking to improve results, particularly in writing. Even though standards are high, the results are continuing to improve in line with the national trend. They also compare very favourably with the results in similar schools, being well above the average in English and in the top five per cent in mathematics and science.
3. The standard of work seen during the inspection was generally high right across the curriculum. It is evident in the pupils' work and in the many displays that are exhibited around the school. In English standards in reading are high. The quality of the pupils' writing is of a very good standard for the pupils' ages throughout the school. In year 2, for example, the pupils' writing sets the scene for a story and is often successful in engaging the reader. By year 6, the pupils' writing is well-structured and enlivened by dialogue and interesting language. Their use of description is often very effective; for example one pupil wrote, 'The light thinned and night conquered the sky.'
4. In mathematics, the pupils apply their knowledge and skills well and use a range of mental strategies. For example, in year 5 the pupils displayed their ability to round numbers to the nearest ten, hundred or thousand to help them solve problems. In year 6, they made good use of their knowledge of data handling to find averages with both calculators and computer spreadsheets. In geography, the pupils in year 4 showed their growing understanding of maps, keys and direction. Around the school there are many examples of high quality artwork, some in the styles of artists such as Klee, Whistler and Matisse.
5. Taken overall, the inspection findings show, even at this early stage in the school year, that the standards being achieved are well above average in most year groups. However, it is likely that in 2002 the national test results at the end of key stage 2 will not be quite as high as in previous years; this is because there are more

pupils on the special needs register than usual. Nevertheless, the standard of work seen at the end of key stage 2 is still above average.

The pupils achieve well and make very good progress because the curriculum is well organised, the teaching is very good, and the pupils' achievements are carefully tracked.

6. The teaching is very good. In all of the lessons seen, the teaching was never less than good and in two thirds it was either very good or excellent. The lessons are thoroughly planned with precise objectives that are made clear to the pupils at the start. Consequently, they know what is expected of them and respond positively to the tasks they are set. The teachers modify the activities to ensure that the pupils on the special educational needs register are well supported and the most able are fully challenged. In all lessons, there are interesting extension activities that the teachers have planned to increase the demands on the more able pupils. The teachers' high expectations are evident not only in lessons, but also in the careful manner in which the pupils present their work. The lessons have a brisk pace and the teachers make good use of time targets to motivate the pupils. No time is lost, and as a result they work hard and achieve well.
7. The teaching of English and mathematics is very good. The teachers have good subject knowledge, which they use very successfully to develop and extend the pupils' literacy and numeracy skills. Their relationships with their pupils are very productive. The lessons always have a positive tone; for instance, they are sometimes conducted in a very secure and calm environment and at others in a lively and effervescent atmosphere. In all cases, the teachers manage the pupils skilfully so that they learn effectively. They are particularly good at questioning the pupils and drawing them into discussion. The teaching assistants are also very effective in their support of individuals and groups of pupils.
8. The curriculum is well planned and managed by the subject co-ordinators. There is an appropriate emphasis on the teaching of English and mathematics, but the school maintains a good balance across all subjects and provides the pupils with an interesting and motivating range of experiences that follow the teachers' careful plans. The school is making greater use of information and communication technology not only to support and develop the pupils' computer skills, but also to extend their learning across the curriculum. Work of high quality is on display round the school providing clear evidence of the range of activities that the pupils undertake.
9. The headteacher and the teachers track the performance of each child and each year group. This is proving very useful not only for setting individual targets for the pupils, but also in identifying areas where further improvement may be needed. Although standards in writing are well above average, the school has, nevertheless, identified it as an area where more could be achieved. A number of very effective strategies are being implemented in order to bring about further improvements. The teachers are very aware of the need to ensure that an appropriate balance of time is given to reading and writing. Their planning provides clear evidence that this is being successfully achieved in all classes. Furthermore, there is a consistency with which the teachers skilfully ensure that the texts the pupils read influence the quality

of what they write. A very clear example was seen in year 6 as the pupils drafted paragraphs of biographical writing.

10. The regular and rigorous monitoring of the pupils' work by headteacher and co-ordinator has been effective in identifying the fact that at times specific groups of pupils benefit from direct teaching. This has resulted in the provision of booster classes for some pupils and additional help for others in order to eliminate specific weaknesses in their work, such as repeated errors in the spelling of common words.
11. The modelling of writing by teachers and teaching assistants is also a feature common to all classes. The pupils in year 4, having discussed a prototype newspaper report as a class and trialled some sentences together, proceeded to compose their own arresting opening sentences. The resulting quality of expression was well above the norm for this age.
12. The quality of writing is continuing to improve because all of the teachers provide well focussed comments as the pupils are working. Their evaluations of the pupils' work are closely tied to the objectives identified for each task. The marking of work related to the setting of specific targets is a current priority for development and illustrates well the teachers' commitment to ensuring all of the pupils realise their potential and achieve the standards of which they are capable.

The pupils' have very positive attitudes to learning and behave very well.

13. The pupils have very positive attitudes to learning. From year 1 onwards they enter lessons knowing that they are expected to settle down quickly, listen carefully to their teachers and concentrate on their work. As a result, the lessons always get off to a prompt start and full use is made of the time available. The older children organise themselves well when working in small groups and show a mature attitude to learning.
14. Throughout the school, the pupils contribute confidently to discussions. For instance, when pupils in year 1 were talking about the properties of 3D shapes, they offered their observations assuredly. Similarly, the pupils in year 4 provided their teacher with detailed and precise answers when being questioned about a map in geography. Likewise, at the conclusion of an information and communication technology lesson, the pupils in year 6 made interesting comments when comparing the use of a calculator and a spreadsheet to solve a problem.
15. The pupils' behaviour is very good. They are polite, attentive and respond immediately to their teachers' instructions. This is largely because relationships within the school are very good. The teachers value the pupils' contributions and provide them with encouragement and support. The pupils are also thoughtful and sensitive, for example, when one of the teachers was suffering from a cold and not feeling too well. The introduction of "Circle Time" is building effectively on these good relationships. Incidents of bullying are rare and parents report that these are dealt with speedily. Less serious incidents and disagreements between pupils have been successfully aired in "Circle Time" and the teachers declare that this has been very effective in resolving these issues.
16. The overall ethos of the school creates an environment that supports positive attitudes, good behaviour and the pupils' personal development very effectively.

The curriculum is extended by a wide range of interesting activities including a good range of cultural visits.

17. The school provides the pupils with a wide variety of opportunities outside of lessons. For example, there is a good range of music in which groups and individual pupils receive tuition from teachers within the school and from visiting specialists.

There are also many sporting activities. The school takes advantage of coaching provided by the 'Young People in Sport Scheme' in addition to the school netball, football and running clubs. As a result, the school has been successful in local football, swimming, Kwick cricket and rugby competitions. The school has its own outdoor swimming pool, which adds significantly to the provision for sport, particularly in the summer months.

18. The pupils also have opportunities to develop their life skills through cycling proficiency and first aid courses. A French club introduces a group of pupils to another language and the eco-club, which developed from the school's achievement of a healthy living award, is increasing the pupils' awareness of environmental issues.
19. Many topics and themes are brought to life by visits and visitors to the school. For example, as part of their study of the Victorians in history, the pupils in year 5 have recently participated in role-play in a Victorian schoolroom. The school has also used the author Anthony Lishaka to extend the pupils' writing skills, and visits to The National Gallery have raised their appreciation of art. These activities not only add to the pupils' motivation and interest, but also extend their knowledge and skills.
20. The oldest pupils recently participated in a residential visit to Norfolk, which formed the basis for a good deal of classroom work and made an excellent contribution to their social development. The older pupils performed, 'A Midsummer Nights Dream' at the end of last term, the success of which is well documented on the school's own website. The parents who attended the pre-inspection meeting also cited a number of other concerts and performances which they judged to be beneficial to the pupils involved and very enjoyable to the audience.

The leadership and management of the school are strong and effective. The governing body is well informed and supportive.

21. The headteacher provides strong leadership and clear educational direction for the school. She is evaluative both of her own role and the performance of the school. She leads a very strong team that has been carefully selected through the appointment processes to meet the needs of the school. Within it there is a very good balance between the experienced teachers and those who are more recently qualified. Regardless of experience, the teachers' shared enthusiasm and motivation contribute significantly to the very good teaching. The deputy headteacher provides very good support for both the headteacher and his colleagues. Together they carry out very thorough and comprehensive analysis of the performance of individual pupils and particular cohorts. The detailed analysis is comprehensive and informative both to whole school development and the progress of individual pupils. In addition, the head teacher examines the work of the pupils to ensure high standards are being maintained. The analysis of data and the tracking of individual progress ensure that the needs of all pupils are identified. As a result, the school has a well-managed provision for pupils on the special needs register and for the most able pupils. In both cases, there are good systems in place for alerting the relevant co-ordinators. The individual needs of all of these pupils are carefully identified and well planned to ensure they are appropriately catered for.
22. The subject co-ordinators manage the curriculum very effectively. They maintain the school's resources at a good level and ensure that all pupils have access to the full national curriculum. In some subjects, the co-ordinators are monitoring the quality of the teaching. The outcomes of these monitoring activities are reviewed with the headteacher and her deputy. The teachers then discuss any significant issues, which results in a number of common approaches being developed. The role of the

subject co-ordinators has developed well since the last inspection and is now contributing very effectively to the overall management of the school.

23. The school development plan clearly identifies priorities for improvement. The underlying notion promoted by the headteacher, that 'You don't have to be ill to get better,' illustrates the commitment within the school to improving provision and to raising standards even further. Each action has a completion date, a member of staff responsible for its implementation, identified resources and precise success criteria. The document provides the teachers and the governors with a focused and manageable agenda for continuing improvement.
24. The governors meet their responsibilities in full and provide the school with a very good level of support and guidance. Collectively they make a wide range of skills available that are used very effectively to the benefit of the school. The various sub-committees carry out much of the preparatory work for the regular meetings of the full governing body. Some of the governors take specific responsibilities for literacy, numeracy and special educational needs and link closely with the teacher who co-ordinates these various aspects within the school. Other governors monitor the progress made against the priorities in the school development plan. They are well informed and frequently visit the school to assess for themselves the quality of the school's provision. The school uses its available resources very effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. There are no specific issues for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school has a very clearly focussed school development plan which it should continue to implement.

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	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	5				
Percentage	6	63	31				

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	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		178
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.3
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	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	16
	Girls	18	18	18
	Total	35	34	34
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (88)	97 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	14	15
	Girls	18	18	16
	Total	35	32	31
Percentage of pupils at NC level 2 or above	School	100 (88)	91 (97)	89 (94)
	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	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	9	9	9
	Total	19	20	20
Percentage of pupils at NC level 4 or above	School	95 (93)	100 (97)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	9	8	9
	Total	19	19	20
Percentage of pupils at NC level 4 or above	School	95 (93)	95 (97)	100 (97)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	170
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: Y1 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	123

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Exclusions in the last school year

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

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	2000/01
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	£
Total income	407 473
Total expenditure	425 250
Expenditure per pupil	2 116
Balance brought forward from previous year	57 096
Balance carried forward to next year	39 319

Recruitment of teachers

Number of teachers who left the school during the last two years	2.1
Number of teachers appointed to the school during the last two years	3.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	187
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	5	0	2
My child is making good progress in school.	47	42	7	0	3
Behaviour in the school is good.	51	39	3	0	7
My child gets the right amount of work to do at home.	22	61	10	3	3
The teaching is good.	69	27	0	0	3
I am kept well informed about how my child is getting on.	42	37	10	2	8
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	0	2
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	44	36	8	3	8
The school is well led and managed.	69	27	0	0	3
The school is helping my child become mature and responsible.	61	34	0	0	5

The school provides an interesting range of activities outside lessons.

47	34	10	0	8
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