

INSPECTION REPORT

KINGSTON ST MARY CE PRIMARY SCHOOL

Taunton

LEA area: Somerset

Unique reference number: 123795

Headteacher: Mrs Sarah Waters

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 1 - 2 October 2001

Inspection number: 196720

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Greenway Kingston St Mary Taunton Somerset
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Appropriate authority:	The governing body
Name of chair of governors:	Mr James Farnham
Date of previous inspection:	14 July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingston St Mary is a voluntary controlled school that is smaller in size than most primary schools and has 104 boys and girls on roll. The pupils are taught in four classes each with two year groups. The school is situated four miles north of Taunton at the foot of the Quantock hills. The number on roll has increased since the previous inspection in July 1997. The percentage of pupils entitled to free school meals is below average. There are no pupils from ethnic minority background and no pupils who speak English as an additional language. The percentage of pupils with special educational needs is below average, as is the percentage of pupils who have Statements of Special Educational Need. Pupils are initially admitted for mornings only at the beginning of the year in which they are five and most children have had some other pre-school experience. The school's intake is above average as regards socio-economic status. Attainment on entry is generally above average, although the cohort is relatively small and standards vary each year. Since the last inspection the intake of the school has been re-organised with mainly local pupils now being enrolled. The school has been through a difficult situation with many staff changes. This situation is now much more stable, with permanent staff in place.

HOW GOOD THE SCHOOL IS

Kingston St Mary is an effective school, which is committed to high standards and continuous improvement. There is a very positive ethos and pupils enjoy school. They make good progress overall and by the end of Key Stage 2 many attain above average standards. The standard of teaching is good with a significant amount of very good teaching. There is good leadership and management overall and very good leadership from the headteacher. The school provides good value for money.

What the school does well

- There is a very strong, caring ethos with very good relationships. Pupils have very positive attitudes to school and their behaviour is generally very good.
- Teaching in the Foundation Stage and at the end of Key Stage 2 is particularly effective and has a positive impact on standards in the school and the progress which pupils make.
- The leadership of the headteacher is very good, with strong support from a committed staff team and a well-informed governing body. There is very effective communication throughout the school.
- Parental support for the school is very strong. This has a positive impact on the standards achieved.
- There is a wide range of interesting learning opportunities, which includes an extensive choice of activities outside lessons.

What could be improved

- Monitoring procedures are not sufficiently regular or specific to ensure continued improvement in teaching and learning. The monitoring role of subject co-ordinators is not sufficiently well developed. A result of this is that the marking of pupils' work is inconsistent.
- The accommodation requires improvement in order to meet the needs of the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Since then it has been through a difficult period with several staff changes. There is now a much more stable staffing situation. In spite of the difficulties the school has made satisfactory improvement and is in a good position to make substantial further improvement. Schemes of work have been adopted in the planned curriculum areas. The school has developed a useful folder of work in English, which includes examples of a range of pupils' work and is well on the way to developing folders of work in mathematics, science and information and communication technology (ICT). The role of subject co-ordinators, with regard to monitoring, is still not well enough developed. The use of the existing accommodation has improved; a computer suite is now situated in the main building and the library is in the process of being refurbished. Within the current accommodation staff use a range of different teaching strategies. The accommodation for the youngest pupils has yet to be further developed in order to meet the needs of the Foundation Stage curriculum. The outdoor area is much improved with a separate area for the youngest children, which is used on a regular basis.

There has been an improvement with regard to the governors taking a more active role in strategic planning. They have clear roles, are fully involved in planning and are aware of the needs of the school through very regular visits. Statutory requirements relating to the publication of information have been met. Health and safety issues have been dealt with.

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	very high A* well above average A above average B average C below average D well below average E
Mathematics	A*	A	A	A	
Science	A*	A	A*	A	

In English and science the results for 11 year olds in the national tests in 2000 were in the highest five per cent nationally. In English they were well above average. When compared with those in similar schools, standards in English, mathematics and science were well above average.

In the national tests at the end of Key Stage 1 in 2000, standards in reading were in the highest five per cent nationally. In writing standards were well above average, but in mathematics they were below average. In comparison with those in similar schools, standards were well above average in reading, above average in writing, and well below average in mathematics. The mathematics results were related to the unsettled staffing situation at the time. The school has identified that the pupils did not cover the entire required curriculum and has remedied this by ensuring systematic coverage of the required curriculum. Recent national test results in mathematics have much improved. Caution is

needed when comparing results with similar schools at both key stages, because of the relatively small number of pupils in each cohort.

The trend in improvement in Key Stage 2 over the past five years is above the national trend in English, science and mathematics. In Key Stage 1 the trend is above the national average in reading and writing but slightly below in mathematics.

Recent national test results in Key Stage 2 were lower than in the previous year in English and mathematics. This was because out of a cohort of 14 pupils, there was a significant number of pupils with special educational needs. It may also be explained by the unsettled period that the school had been through. In Key Stage 1 results were higher in mathematics than the previous year. By the time pupils join Year 1 they have reached the Early Learning Goals¹. Children who have been admitted this term are already making good progress. They are likely to achieve beyond the Early Learning Goals in language, literacy and communication, and in mathematical development by Year 1. On the basis of inspection evidence, standards in Year 2 are currently about average, although several pupils are working at above average levels, particularly in mathematics. In Year 6 standards are above average in each core subject. The school sets realistic but challenging targets for English and mathematics, which reflect the range of ability for each cohort of pupils. Particular strengths observed during the inspection were the standards of work of the oldest pupils and also the standards of the youngest pupils. There was impressive work in ICT across the school. The new computer suite is very well used and pupils make good progress in this subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are eager to learn and most concentrate very well.
Behaviour, in and out of classrooms	Behaviour is generally very good. Pupils show a high level of consideration for others. They work and play well together and are courteous and polite.
Personal development and relationships	Very good. Pupils willingly accept responsibility. They have very good relationships with each other and with all staff.
Attendance	Satisfactory. The school works hard to promote the importance of regular attendance.

The staff provide exemplary role models for the pupils. The very good relationships that exist have a positive impact on learning, as pupils are keen to please and they develop good levels of self-esteem, because of the mutual trust and respect.

¹ The Early Learning Goals set out what most children should achieve by the time they reach the end of the reception year in the primary school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.

Most teaching was good with very good teaching in reception and with the oldest pupils. Literacy and numeracy are generally taught well with clear planning and effective class management. In the most successful lessons teachers had high expectations of what the pupils could achieve, and lessons progressed at a brisk but appropriate pace. Teachers ensured that pupils had a clear understanding of what was expected. They set clear objectives and planning identified tasks that developed the learning. Where teaching was less successful, although still at least satisfactory, expectations were not so high; the pace was slower with less effective planning. Tasks were not always sufficiently matched to the different ability levels of the pupils. Relationships are very good, which ensures that pupils feel confident and want to do their best. The non-core subjects are taught in an interesting way, which captures the pupils' interest: for example, in music when setting a poem to percussion music.

There are some good examples of marking which helps the pupils develop their understanding, but it is not consistent, particularly in Key Stage 1. This limits the progress that some pupils make. Throughout the school the pupils work hard and most make good progress. In each core subject the higher-attaining pupils are challenged by the work that is set for them and achieve well. Pupils with special educational needs receive good support and achieve well. The school meets the needs of all pupils. The very good teaching in reception ensures that the youngest children make very good progress in the Foundation Stage in spite of inadequate accommodation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. The school provides a range of interesting activities, which stimulate the pupils' interest. The extensive range of extra-curricular activities is used well to enrich and extend the learning.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support, which enables them to learn effectively.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The provision is good overall. Provision for moral and social development is very good. Pupils have a clear understanding of the difference between right and wrong. There is very good provision for social development. The provision for cultural development is good, with a wide range of activities. Provision for spiritual development is satisfactory.

How well the school cares for its pupils	Good overall. Pupils receive a very good level of pastoral care.
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The partnership with parents is very good and has a very positive impact on standards. Parents and the local community play an important part in enriching the curriculum. Assessment procedures including procedures to track progress have been introduced and are being developed at a satisfactory rate. The curriculum in the Foundation Stage is hampered by the unsatisfactory accommodation. The accommodation, which is shared between reception and Year 1 children, is very cramped and does not provide sufficient space for good role play. Good use is made of the outdoor area for sand and water play in suitable weather, but this is more difficult to provide in the colder months.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good, clear and purposeful leadership. The assistant headteacher and the strong staff team support her very well. The monitoring of teaching and learning is not sufficiently regular or specific. The monitoring role of curriculum co-ordinators is not sufficiently well developed. This has a negative impact on the consistency of the application of some agreed policies, such as the marking policy. Communication in the school is very effective, which means that everyone is aware of expectations.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are knowledgeable, visit the school regularly and are welcomed by the staff as valued critical friends.
The school's evaluation of its performance	Satisfactory. The procedures for monitoring the pupils' performance are developing.
The strategic use of resources	There is good use of strategic resources. The use of the teaching assistants is very good. They play a very important part in maintaining the standards and ethos of the school.

Although the accommodation is lacking in space, staff make good use of what is available. The accommodation is maintained to an extremely high standard of cleanliness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased with the standards and the progress their children make. • The school promotes positive values. There is strong caring ethos with good relationships. • The standard of teaching is good and all staff are hardworking. • Parents feel welcome in the school and that they have an important role. • The leadership and management are good. 	<ul style="list-style-type: none"> • Parents would like more consistency in the setting and marking of homework. • Parents are concerned about the lack of sufficient space. • A few parents are concerned about underachievement, particularly when class sizes are large.

The inspection team agrees with the parents' positive views. The amount of homework is similar to that in other schools and judged to be appropriate. The marking of homework is in line with the agreed school policy. Homework for the oldest pupils adequately prepares them for secondary school. The accommodation has been improved but space, especially for storage, is limited. The school works hard to make the best possible use of the space that is available. Good teaching, even when the classes are large, ensures that most pupils make progress that is at least in line with their ability.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a very strong, caring ethos with very good relationships. Pupils have very positive attitudes to school and their behaviour is generally very good.

1. The school is a calm, friendly, welcoming and stimulating place where each individual is valued. There is an emphasis on high levels of care and consideration for others and all members of the school value and care for each other and share in each other's success. The school teaches the principles that distinguish right from wrong, and all staff work hard to reinforce positive values. Pupils feel confident and many have high levels of self-esteem due to the secure environment in which they work. The very good communication on all levels throughout the school ensures that everyone works together with a clear and common purpose, which is to enable children to reach their full potential, respect each other and develop an enthusiasm for learning.
2. Relationships are very good throughout the school. Staff provide exemplary role models for the pupils. They treat them with respect, which is returned by the pupils. The pupils relate well to each other, working well together in pairs or groups during lessons. The youngest children settle very quickly and happily into school. This is because of the warm, welcoming environment and the very good quality of support from all staff.
3. The pupils' behaviour during lessons, when moving around the school, during mealtimes and in the playground is generally very good. Space is limited and so their good behaviour is especially important. The pupils have a clear understanding about what is expected of them and they respond willingly to the school or class rules. They value and care for school and each other's property.
4. The pupils have very good attitudes to their work, which have a positive impact on standards of work and the quality of learning; pupils in Year 2 said that they learned more because they enjoyed the work so much. During discussions with a range of pupils their enthusiasm and interest were clearly evident. Most pupils have good levels of concentration, apply themselves well to their learning and are very well motivated. In most lessons, once the objectives and the tasks had been explained pupils were eager to begin the work. Parents value the strong, caring ethos of the school and the positive attitudes that the school promotes.

Teaching at the end of Key Stage 2 and in the Foundation Stage is particularly effective and has a positive impact on standards in the school and the progress which pupils make.

5. Teaching was mainly very good at the end of Key Stage 2. This has a positive impact on the standards and the quality of learning, and many pupils are working at levels above those normally expected for the age. The pupils are challenged well and work is carefully matched to their needs. Planning is thorough, and identifies a range of activities that help to develop the pupils' knowledge and understanding. The teacher has good subject knowledge and is confident and enthusiastic, which fires the pupils' interest. Explanations are very clear and ensure that everyone

understands the task. Lessons progress at a brisk but appropriate pace, with time for a useful plenary session to reinforce the learning. The teacher makes very good use of praise and encouragement, in addition to skilful questioning which helps to focus the pupils' attention. There are currently a large number of pupils in the class, but the very effective management and very clear and high expectations of the pupils' behaviour and achievement, help to ensure that pupils make good progress and achieve well.

6. The teaching in the class for the youngest children is also very good. The teacher has a very thorough understanding of the needs of young children and has high expectations of what they can achieve. Lessons are pitched at a very appropriate level for the children, with very clear explanations, which ensure that they understand what to do. They feel safe and secure in a warm, caring environment and make good progress. Planning is extremely thorough and includes plenty of opportunities for pupils to practise and consolidate their knowledge and understanding through well-organised activities. The teaching places a strong emphasis on developing the children's skills of early reading, writing, number and personal and social skills. There is a serious lack of space, which limits activities such as effective role play or water play activities, particularly in the colder weather. The skilful teaching ensures that this has as little detrimental impact as possible.
7. Teachers throughout the school know the pupils very well and most plan well for their individual needs. Teaching assistants provide a very high level of support for the pupils. Thorough planning ensures that they are clear about what they are expected to do. The teaching assistants often make very useful evaluations and comments that contribute to the record keeping.
8. All parents who responded to the questionnaire agreed that teaching is good in the school. The positive features of the teaching contribute well to pupils' learning and are reflected in the above average attainment, particularly in English and mathematics in the current Year 6.

The leadership of the headteacher is very good, with strong support from a committed staff team and a well-informed governing body. There is very effective communication throughout the school.

9. The headteacher provides very effective leadership and has steered the school successfully through a difficult period to emerge with a stable staffing situation.
10. The school is working successfully towards common shared goals with a clear vision for further improvement. The headteacher has a perceptive understanding of the strengths and weaknesses of the school and ensures that all issues are dealt with efficiently and systematically. Developments, such as the computer suite have been successfully undertaken.
11. A strength of the leadership and management is the way in which all staff, parents, governors and pupils work together. Communication in the school is of a very high standard. All parties are consulted about what the school does well and how it could be improved. These opinions are then discussed and after careful consultation between staff and governors are included in the school development plan if they are agreed priorities. There are informative, regular weekly newsletters to parents and also weekly staff bulletins. This ensures that everyone works together with a

common aim. Staff work closely together and give each other valuable support. The headteacher ensures that all members of staff are valued members of the team and know exactly what is expected of them.

12. The governing body works well through the committees and provides good support for the headteacher and staff. There is close work between the governors and the staff who welcome them into school as valued critical friends. The governors are knowledgeable and well informed, through their frequent and regular visits to the school. Each governor has responsibility for a class or a curriculum area. Information from these visits, in addition to that provided by the headteacher, provides governors with a firm basis on which to measure the school's success and to set targets for improvement. As a result, the school development plan focuses well on those areas, which will help to raise standards further, such as increasing the time spent on writing, and continuing to develop the systems for monitoring and measuring pupils' progress. The governors and headteacher make good use of funds and seek best value for money through assessing options available to them. The quality of the leadership has a positive impact on standards and the quality of learning by ensuring that all members of the team share the same vision in providing high-quality education. All parents who responded to the questionnaire agreed that the school was well led and managed.

Parental support for the school is very strong. This has a positive impact on standards achieved.

13. Parents are very interested in the school and support their children very effectively. The quality of the school's work in partnership with its parents is very good. A good example of this is the way in which parents are consulted about their views. Parents report that their views are always taken into consideration; for example the majority of parents indicated that they would prefer handwritten end-of-year reports, which have now been introduced. The quality of information for parents is very good; they are involved, consulted and responsive to all aspects of school life.
14. Parents are welcomed into school to help in various ways and several also give willingly of their time to help organise or support after school activities. They support educational visits, including residential visits for the older pupils. The parents' association organises regular social and fundraising events for the school, which are well supported.
15. Parents support their children's learning very well by hearing them read regularly, helping them learn their spellings and making useful comments in the home/school record books. Parents support their children with their homework. They value the weekly newsletters, which provide very useful information, and the regular opportunities to meet with staff. They feel well supported and welcome in school and generally are very happy with the school.

There is a wide range of interesting learning opportunities, which include an extensive choice of activities outside lessons.

16. Since the last inspection the school has adopted the Qualifications and Curriculum Authority's schemes of work. Staff devise appropriate programmes, which are effective because the work builds upon what has been taught before. This ensures

that most pupils make good gains in their learning. There is a strong emphasis on developing literacy and numeracy across the curriculum, which is appropriate and reflects the high standards in the current Year 6. Information and communication technology supports pupils' work in other subjects effectively: for example in Years 5 and 6 when pupils produced effective work in the style of Escher. In a music lesson with Years 3 and 4, pupils successfully composed music to accompany poetry. Throughout the school there are interesting lessons in other subjects such as design and technology or history which stimulate the pupils' interest and enjoyment in learning. In a successful design and technology lesson with Year 3 and 4 pupils, they made very good use of their mathematical skills when constructing a photo frame. Younger children were fascinated by a collection of dolls during a history lesson, which developed their understanding of objects from the past. Appropriate use of homework, to identify any precious toys at home, extended the learning.

17. In addition to the broad range of learning opportunities across the National Curriculum, there are an impressive amount of activities available outside normal lesson time, which enhance these opportunities further. Visits out of school, and visitors who bring special expertise, further support learning because the activities bring added interest and relevance, motivating the pupils well. The school participates in a range of events, both sporting and cultural, all of which enhance the curriculum and develop the pupils' knowledge and understanding.

WHAT COULD BE IMPROVED

Monitoring procedures are not sufficiently regular or specific to ensure continued improvement in teaching and learning. The monitoring role of subject co-ordinators is not sufficiently well developed. An impact of this is that the marking of pupils' work is inconsistent.

18. Since the last inspection there has been a high level of staff mobility and it is only recently that the staffing situation has been stable and permanent. This has had a negative impact on monitoring in the school. The school is now well placed to develop monitoring and to strengthen the co-ordinator roles to include regular, planned monitoring of lessons, planning and pupils' work, with an agreed focus and informative feedback.
19. An impact of the lack of monitoring is that the marking of pupils' work is inconsistent throughout the school. There are a few good examples of evaluative marking which strengthens the pupils' knowledge and understanding, but the practice is not consistent. In Key Stage 1 too much work is unmarked and is not used to improve the pupils' learning. In some examples, when pupils are required to give a response they do not do so. Pupils have targets for English and mathematics, but currently co-ordinators are not sufficiently involved in monitoring these targets, in order to raise attainment further.
20. There is a significant amount of very good teaching in the school, which has a positive impact on standards. As yet teachers do not observe each other to share good practice and further improve teaching and learning. Monitoring is not sufficiently developed. Consequently, teaching is less effective because there is not a regular programme for helping the subject co-ordinators check on how teachers teach and how pupils learn. As yet, information gathered from monitoring is not used to develop specific targets for improvement. The governors have developed their

monitoring role well, with regular visits to the school and an established and productive dialogue with staff.

The accommodation requires improvement in order to meet the needs of the Foundation Stage.

21. The previous inspection identified the need to improve the existing accommodation. The governing body, staff and parents have worked hard to improve accommodation, for example, by installing a well-used computer suite and re-locating the library. Classes have changed rooms to ensure that the largest classes have the most space. The school makes the best use of the available accommodation, which is maintained to a very high standard by the site supervisor.
22. The accommodation for the youngest children is inadequate. Improvements have been made in the outdoor area; the children now have their own space in which to play and they make good use of a range of large wheeled toys. The space in the temporary classroom is shared between reception and Year 1 pupils. The teacher works very hard to make the best use of the space, but there is insufficient room for the range of activities expected in the Foundation Stage. In warmer weather the sand and water play takes place outside, but this is more difficult in colder weather. There is insufficient room for good imaginative role play, and space for storage is at a premium. The staff work very hard to minimise the impact of the environment on learning, but the lack of sufficient space has a negative impact on the provision of the Foundation curriculum for the youngest children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to build upon its many strengths and continue the improvement made, the headteacher, governors and staff should now:
 - (1) Strengthen monitoring procedures in order to continue to improve teaching and learning, and to ensure consistency in agreed procedures and policies.
*
 - (2) Improve the accommodation for the youngest pupils in order to meet the requirements of the Foundation Stage curriculum. *

** These issues have been identified as areas for improvement by the school.*

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	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	2	0	0	0
Percentage	0	44	44	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9
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	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	--	--	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	100 (78)	100 (67)	93 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (83)	93 (72)	100 (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 1 with regard to boys and girls is not published because there were less than 10 in each group.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	--	--	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	100 (77)	94 (77)	100 (92)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	100 (85)	100 (77)	100 (77)
	National	70 (68)	72 (69)	79 (75)

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

Attainment at the end of Key Stage 2 with regard to boys and girls is not published because there were less than 10 in each group.

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	93
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)	4.6
Number of pupils per qualified teacher	22.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	127

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8.0
Number of teachers appointed to the school during the last two years	6.0
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)	1

FTE means full-time equivalent.

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	1	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	248,400
Total expenditure	242, 192
Expenditure per pupil	2,182
Balance brought forward from previous year	26, 436
Balance carried forward to next year	*32,644

**Although the balance carried forward was relatively high, this was necessary because of the level of expenditure forecast for the current financial year.*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	42	12	0	0
My child is making good progress in school.	29	58	8	0	5
Behaviour in the school is good.	33	58	4	0	5
My child gets the right amount of work to do at home.	33	46	21	0	0
The teaching is good.	50	46	0	0	4
I am kept well informed about how my child is getting on.	17	63	17	0	3
I would feel comfortable about approaching the school with questions or a problem.	42	46	8	4	0
The school expects my child to work hard and achieve his or her best.	29	67	0	0	4
The school works closely with parents.	25	67	4	4	0
The school is well led and managed.	38	54	0	0	8
The school is helping my child become mature and responsible.	54	38	8	0	0
The school provides an interesting range of activities outside lessons.	25	54	13	0	8