

INSPECTION REPORT

MINCHINHAMPTON PRIMARY SCHOOL

Minchinhampton, Stroud

LEA area: Gloucestershire

Unique reference number: 115747

Headteacher: Mr R Harris

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 22 - 23 April 2002

Inspection number: 198497

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: Foundation

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Road
Minchinhampton
Stroud
Gloucestershire

Postcode: GL6 9BP

Telephone number: 01453 883273

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Appropriate authority: The governing body

Name of chair of governors: Mr A Stuart

Date of previous inspection: 10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Minchinhampton Primary School serves the small town of Minchinhampton near Stroud in Gloucestershire. There are 300 pupils on roll, which is above the average size for a primary school nationally. Pupils come from a wide range of social backgrounds. About 3 per cent of pupils are entitled to a free school meal and this is well below the national average. About 22 per cent of the pupils are on the special needs register, which is about average for schools of this size. Three pupils have a statement of special educational need. Overall, the attainment of children on entry to the school is above that found nationally. There are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Minchinhampton is an effective school where pupils make good progress. They achieve well above average standards in national tests as a result of their positive attitudes towards school and the good quality of teaching. The inspection found that standards achieved by Year 6 pupils in English, mathematics and science are well above the national average. The school is well led and managed and it provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science
- The good quality of teaching contributes to pupils' learning and to the good progress they make
- The good leadership and management contribute well to the success of the school
- The very good partnership between the school and parents has a positive impact on pupils' learning

What could be improved

- There is scope to increase the opportunities for pupils to think and learn for themselves

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

The school's strengths far outweigh the one area where there is scope for improvement. The above suggestion is intended to ensure the school's continued success and build on the existing good provision.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Many improvements have been made since the last inspection in November 1997. There has been a good response to the key issues for improvement noted in the last inspection report: concerns over aspects of health and safety have been overcome because the school has moved into a new building. The provision for design and technology has improved and standards are in line with those expected nationally at the end of Year 2 and Year 6. The management of special educational needs has improved and all pupils are supported in meeting their needs. The role of the co-ordinators has been strengthened although their role in monitoring and evaluating the quality of teaching and learning remains underdeveloped. Minchinhampton School is well placed to build on its improvements.

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
	1999	2000	2001	2001
English	A	A	A	B
Mathematics	A	A	A	A
Science	A	A	A	A

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

Children enter the school with a range of attainment, but overall at a level above that expected for this age. Inspection evidence found that pupils of all abilities make good progress. Good teaching in the classes for children of reception age enables them to develop their skills quickly. By the time they move into Year 1, many have already started the National Curriculum. From 1997 to 2001, the school's results in the National Curriculum tests at the end of Year 2 have steadily improved. In 2001, the results were well above the national average in reading, writing and mathematics, and above average in science. Based on figures for the past five years, the trend in the school's results in national tests for pupils in Year 6 was above the national trend of improvement. At Year 6, standards in national tests have been consistently high and well above the national average. In 2001, the school met its challenging targets for the percentage of pupils achieving the nationally expected Level 4 in English and mathematics. In both 2001 and 2002, the school's improved results were recognised by the Department of Education and Science with a School Achievement Award.

The findings of this inspection show that standards in reading, writing, mathematics and science in Year 2 are currently above average. In work seen at the end of Year 6, standards are well above average in English, mathematics and science. Throughout the school, pupils' knowledge and understanding are particularly well developed and this enables them to achieve the high standards in national tests. Pupils' thinking skills and ability to tackle problems, although good, are not as well developed. The high level of support they get from their parents at home often extends children's learning. Most pupils have good speaking and listening skills, which have a positive impact on standards in other subjects. The good quality of pupils' writing, not only in literacy lessons but also in other subjects, is another positive feature. In mathematics, pupils' ability to work things out in their heads enables them to make quick and accurate calculations. Attainment in information and communication technology is above the expectations for pupils in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about their work and get on well in lessons. They like coming to school and want to do well.
Behaviour, in and out of classrooms	Good in lessons, around the school and in different situations. Pupils make visitors feel welcome and are thoughtful and friendly.
Personal development and relationships	Pupils grow in confidence and initiative. As they get older, pupils respond increasingly well to the good opportunities for them to take on more responsibilities. Relationships are good.

Attendance	Good attendance. Pupils arrive on time and lessons start promptly.
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Pupils' positive attitudes and behaviour contribute well towards a positive ethos for learning and to the progress they make.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5 - 7 years	Aged 7 - 11 years
18 lessons seen	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching and learning is good. It ranges from satisfactory to very good. Consequently, pupils make overall good progress as they move through the school. Learning is best in those lessons where the teaching goes beyond being competent and succeeds in involving and engaging pupils. Satisfactory teaching could be improved if strategies to get pupils to think, talk and try things out were more apparent. Where teaching was most effective, the teacher talked regularly with the pupils about their learning. Pupils were asked questions that helped them to think and to contribute. They knew that the teacher wanted to understand and respond to what they had to say. The teaching of English, mathematics and science is consistently good. The National Strategies for Literacy and Numeracy have been successfully implemented and the skills in these areas are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs and abilities of all pupils. The curriculum for the Foundation Stage is good, although there is scope to make better use of the outdoor area to extend opportunities for children to learn through exploration. The curriculum meets all statutory requirements.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The school has secure procedures for identifying needs and monitoring progress, and pupils are well supported both in and out of the classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is good. The good opportunities for pupils to extend their social and cultural development makes a significant impact on the climate for learning.
How well the school cares for its pupils	Staff know the pupils well and take good care of them. Information from tests and assessments is carefully analysed, and used well to monitor pupil progress. Individual targets are set in English but not yet in other subjects. To be fully effective, the pupils should become more involved in setting and reviewing their own targets. The school rightly plans to extend target setting to include mathematics and science.

The partnership between parents and the school is very good and a strength of the school. The help most parents give their children at home is one of the reasons for the high standards. A good range of visits, and of visitors to the school, further extends pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher, strongly supported by the deputy head, manages the school well. Parents rightly have confidence in the head's leadership. Staff with management responsibilities provide a good level of support to other teachers. However, more use should be made of the information gained from monitoring the quality of teaching and learning to ensure that best practice is spread throughout the school.
How well the appropriate authority fulfils its responsibilities	The governors are very supportive of the school and fulfil all of their statutory duties. They are aware of the most important issues facing the school and what needs to be done to bring about further improvements.
The school's evaluation of its performance	Both staff and governors have a strong commitment to maintaining the high standards. A good start has been made in monitoring the work of the school and to planning for continued improvements.
The strategic use of resources	Good use is made of the school's resources. Decisions about spending are based on a good awareness of the needs of the school.

The school effectively seeks to get the best value for money in its financial decision-making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Nearly 75 per cent of parents completed questionnaires and 30 attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school • Pupils make good progress • The quality of teaching is good • Pupils are well behaved • Teachers have high expectations • The school works closely with parents • The school is well led and managed • The school is helping their child to become mature and responsible 	<ul style="list-style-type: none"> • About one in ten parents returning the questionnaire felt their child did not get the right amount of homework. Several parents at the meeting felt that their children were expected to do too much work at home • Several parents wondered if the high expectations to do well in the national tests placed undue pressure on their children

The inspection team agree with the positive comments made by parents.

In the short time available, it was not possible to find enough evidence to confirm the concerns some parents have about homework and undue pressures on the children. However, since the meeting with parents, the staff and governors have put the matter on their agenda for discussion.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science.

1. When children enter the school, their overall attainment is above average. However, there is a considerable range of attainment within each year group. Pupils of all abilities and backgrounds make good progress. By the end of Year 6, the standards achieved in English, mathematics and science are well above the national average. Pupils with special educational needs make good progress because they are given good support to meet their needs. The high standards reflect the good quality of teaching and learning in the school and the high level of support many pupils get at home.
2. The reception children get off to a good start in their education. The teaching is good and the curriculum is planned well in all areas of learning. The children grow rapidly in confidence as they acquire new skills in English and mathematics. There is a good balance between activities that are adult led and those that are initiated by the children. By the time they start in Year 1, most children have achieved the levels expected for their age and have already started the National Curriculum. Even so, their learning would be extended if they had regular access to a planned outside area, and if there were more opportunities for them to find out how things work and why things happen.
3. The inspection findings confirm the consistently high results achieved by pupils in Year 2 and Year 6 in English, mathematics and science over the past four years. The national tests and other assessments are carefully analysed to see what needs to be improved. For example, pupils' ability to work calculations out in their heads has been improved because a previous weakness was noted and something done about it.
4. Throughout the school, pupils' knowledge and understanding are developed well and this enables them to achieve the high standards in national tests. Pupils' thinking skills and ability to tackle problems, although good, are not as well developed.
5. The school's results from 1997 to 2001 in the National Curriculum tests at the end of Year 2 have steadily improved. In 2001, the results were well above the national average in reading, writing and mathematics, and above average in science. Not only has the percentage of pupils gaining the expected Level 2 gone up, but so too has the percentage achieving the higher Level 3. The school's results compare well with those achieved by schools with similar pupils.
6. The trend in the school's results in national tests for pupils in Year 6 was above the national trend of improvement over the past five years. At Year 6, standards in national tests have been consistently high and well above the national average. In 2001, the school met its challenging targets for the percentage of pupils achieving the nationally expected Level 4 in English, mathematics and science. The percentage of pupils gaining the higher Level 5 is well above the national average in English, mathematics and science. In both 2001 and 2002, the school received a School Achievement Award from the Department for Education and Science for its improved results in Key Stage 2.
7. The high standards in English reflect the quality of teaching and the successful implementation of the National Literacy Strategy. Pupils' speaking and listening skills develop well because they are encouraged to discuss their work. Pupils in Year 6 enjoy a debate about local environmental issues. They listen to what others have to say and are learning to take account of different views when presenting their own arguments. Staff are increasingly aware of getting all pupils to think and to contribute, and this is helping to develop understanding in subjects other than English.
8. Pupils do well in reading because they learn to build up and use a range of strategies in a systematic way. Five-year-olds know the sounds and names of letters and can blend phonemes

in words. The consistent approach to reading equips them to tackle new words and make sense of what they read. By the end of Year 6, nearly all them are competent readers although some of them are less than enthusiastic about books. The school is working hard to encourage reading at home as well as at school, and to make reading pleasurable as well as useful.

9. Standards in writing are high because writing skills are taught well across the school. Written work seen in Year 6 is competent and usually expressed in a clear and accurate way. Pupils have a good knowledge of grammar and punctuation. Teachers are increasingly giving pupils opportunities to write at length. A scrutiny of pupils' work shows that they can adapt their style of writing for various audiences and purposes.
10. The effective implementation of the National Numeracy Strategy and very good teaching means that the high standards pupils achieve in mathematics have been maintained over the past four years. Results in the 2001 national tests were well above average in both Years 2 and 6. Children of reception age get off to a good start in the reception classes because they are encouraged to talk and think 'mathematically' as part of everyday activities, as well as developing their skills in the adapted numeracy session. Pupils are quick and accurate in their mental calculations as a result of regular practice. The school rightly recognises that there is scope throughout the school to improve pupils' ability in applying their skills to tackle problems.
11. Over the last few years, results in national assessments in Year 2 in science have improved and in 2001 were above average. Pupils in Year 6 achieved well-above average in the 2001 national tests. A lot of the school's success is down to good teaching and to an increased emphasis on scientific enquiry. Older pupils have a good scientific knowledge and can communicate their ideas clearly and accurately.

The good quality of teaching contributes to pupils' learning and to the good progress they make.

12. The overall quality of teaching is good. It ranges from satisfactory to very good throughout the age range. It is best in those lessons where the teaching goes beyond being competent and succeeds in involving and engaging pupils in their learning. Pupils make consistently good gains in their knowledge and understanding, and in the acquisition of basic skills. In the best lessons, pupils are encouraged and challenged to think and talk about what they are doing.
13. Teachers have a calm and caring approach, which promotes good relationships between staff and pupils. Strong features of much of the teaching seen include clear explanations to introduce ideas and to consolidate pupils' learning. In a Year 2 science lesson, for example, the teacher's clear explanations helped pupils understand how electricity works. Teachers provide a good level of support to individual pupils and groups, and make effective use of support staff. Consequently, pupils with special educational needs make good progress in their learning. Teachers manage pupils well, which results in good standards of behaviour. Challenging behaviour from a few individual pupils is usually managed well, particularly when the teacher employs a positive approach that seeks to understand the difficulty and value the child.
14. In the best lessons, the teacher helps pupils understand and respond through a balance of explanation and questioning. In a Year 5 numeracy lesson, hands shot up to answer questions and to offer explanations. Pupils were keen to share ideas and not afraid to learn from their mistakes. The teacher used language that made the pupils feel that their views and feelings mattered: 'Go on, have a go', and 'We'd like you to show us what you did'. In a Year 3 and 4 literacy lesson, worksheets were used for discussion, rather than a substitute for it. The pupils shared their ideas and the teacher drew out specific learning points. Before the close of the lesson, there was time to think and talk about any difficulties and how an aspect of writing might be improved.
15. The most productive lessons are planned well with a clear idea of what the pupils are to learn and how this can be achieved. Children in reception explored two-dimensional shapes in a range of

different situations, and knew just what they were learning about. The Year 5 numeracy lesson included an opportunity for the pupils to make up their own questions. Being involved in their learning helped them to see the usefulness of the activity. In a Year 5 and 6 science lesson, the organisation of the classroom ensured plenty of discussion between individuals, small groups and the class as a whole. The teacher's running dialogue with pupils added to their interest and curiosity. They were keen to find out more from books, the CD-ROM and through dissecting and examining a flower. The teacher's probing questioning helped her to pick up on a misunderstanding about pollination, which she had enough scientific knowledge to clarify.

16. At its most effective, teachers use language that helps make things happen and enables pupils to understand. Pupils grow in independence and develop a genuine understanding of their own learning, asking questions and making suggestions as a matter of course. They knew that the teacher wants to understand and respond to what they say.
17. The teaching of English, mathematics and science is consistently good. The National Strategies for Literacy and Numeracy have been successfully implemented and the skills in these areas are taught well.
18. Teachers and teaching assistants are increasingly aware of links that can be made across themes and subjects. Their interest and confidence in what they are doing helps them to motivate pupils, to assess understanding and to give the right kind of support. The last report noted that teachers often lacked confidence in design and technology; effective training and the use of nationally recommended guidance to support the curriculum have overcome this shortcoming.
19. All the teaching seen was at least satisfactory. Satisfactory lessons could be improved if what the teacher had to say and do was more focused on getting the pupils to think, talk and to try things out for themselves. This would be helped if the learning objectives were followed more closely, and better used to guide the teachers in their questioning and explanations.

The good leadership and management contribute well to the success of the school.

20. The school is well led and managed. The headteacher is respected for his knowledge of the pupils and for the way he involves people and gets them to work together. Parents, governors and staff contribute to make the school a positive place for pupils to learn in. The headteacher is supported particularly well by the deputy head. They successfully combine the pursuit of high standards with a regard for the wellbeing of staff and pupils. As a result, this is an effective school with a number of strengths and no significant weaknesses.
21. Teaching staff with management responsibilities have a good level of expertise that enables them to support each other and to develop the quality of education. Staff are clear about their roles, what needs to be done and the reasons why this is important. They can see where their efforts fit into the school's 'big picture' for development. Their involvement and understanding of what the school is aiming to achieve goes a long way to explain the school's improvement and the high standards achieved by the pupils. The weaknesses noted in the last inspection in the management of special educational needs have now been overcome.
22. The governors make a significant contribution to the successful management of the school. The close working relationship between the headteacher and governors ensures that they are increasingly able to evaluate the work of the school. For example, their interest and involvement contributes to the improved quality of provision for special educational needs. They are kept well informed about pupils' achievements and needs. They know about the quality of learning opportunities because their regular visits give them the opportunity to see what is going on and to talk to pupils and staff. This helps them to make the best use of the school's resources and to assess the effectiveness of their spending decisions.
23. Since the last inspection, the school has built on its strengths and enjoys the active support of

those in its community. It is well placed to maintain the high standards achieved by the pupils and to continue with its improvement.

The very good partnership between the school and parents has a positive impact on pupils' learning.

24. The school enjoys the confidence of its parents and carers and the communities it serves. They see it, as does the inspection team, as a caring place, which works hard to involve them. Nearly 75 per cent of parents returned the pre-inspection questionnaire. Of these, there were very few negative responses regarding the school's relationship with parents. Indeed, the overall level of support for the work of the school is very high. Many parents, both in the meeting with the inspection team and in individual contacts, expressed their high regard for the head teacher. They were particularly impressed with his knowledge and treatment of the children as individuals.
25. The school has very good links with parents. It provides good quality information about school events and pupils' progress. Parents find their children's annual reports helpful and informative, especially in providing pointers for future improvement. They are aware of developments to give their children individual targets, and welcome the introduction of such target setting in English. Parents of children on the school's register for special educational needs have the opportunity to be fully involved in target setting, monitoring and reviewing their children's progress.
26. Parental involvement in school makes a significant contribution to the effectiveness of its work. Those parents spoken to say how they are made to feel welcome. Parents are seen helping in the classrooms, on trips and in supporting the school's impressive range of activities outside of lessons. The parent teacher association acts as a home-school link and as a very effective fundraiser.
27. The support most parents give at home is an important factor in promoting their children's learning. Pupils are regularly set homework, including a very effective home-school reading arrangement. Parents were consulted over the terms of the home-school agreement and a very high percentage signed up for it. Most parents are supportive of the school's homework policy. However, several of those at the pre-inspection meeting were concerned that the pursuit of good results in national tests should not lead to undue pressures on their children. Whilst the inspection team found no evidence to either confirm or counter parents' anxieties, it did find the school interested in taking the views into account.

WHAT COULD BE IMPROVED

Increase the opportunities for pupils to think and learn for themselves.

28. The school has a positive ethos for learning. The inspection confirms the overwhelming view of parents that children like coming to school, behave well and are helped to become responsible young people. At the same time, pupils are encouraged to take increasing responsibility for their own behaviour so that, by Year 6, they show a good level of independence and initiative. The good relationships between pupils reflect the positive way the staff work and get on as a team. Adults in the school serve as good role models for the pupils. Boys and girls, and older and younger pupils play and work well together.
29. The youngest children are encouraged to learn from experiences that they enjoy and can control. This fosters competence and self-confidence and motivates them to learn and carry on learning. They have lots of opportunities to plan their own indoor activities and to make choices, such as which resources to use or who to work with on an activity. Currently, not enough use is made of the outdoor area to extend the children's learning. In particular, activities that get the children to wonder how things work and why things happen are underdeveloped.
30. As has already been noted, the most effective teaching makes learning relevant and challenging, and pupils are enthusiastic and hard working. In the best lessons this is already achieved because the teacher has the skills to fully involve all pupils and unlock their potential to think and talk about their learning. However, pupils' learning would be enriched if they were involved in

setting specific, individual targets for improvement and if, as they get older, they played an increasing part in the review of their progress towards those targets.

31. The school has not yet developed a policy for teaching and learning as a means of spreading good practice and ensuring that pupils' thinking and reasoning skills are fully developed. Greater use needs to be made of information gained from monitoring the quality of teaching and learning to help teachers build on their existing strengths and to address any areas needing improvement. The over-reliance upon one person to monitor and evaluate teaching and learning limits the contribution subject co-ordinators make to promote best practice. Given the high standards achieved in national tests, and confirmed by the findings of the inspection team, the school is well placed to broaden and extend pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to continue the good work of the school, the headteacher and governors should:

Increase the opportunities for pupils to think and learn for themselves by:

- Developing a whole-school policy for teaching and learning; (Paragraph 31)
- Using information gained from the monitoring of teaching and learning to develop best practice; (Paragraph 31)
- Making fuller use of the outside area to extend learning for children of reception age*; (Paragraph 30)
- Involving pupils in the setting and regular review of individual targets*. (Paragraph 29)

**Already features in the school's development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	55	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	300
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	67

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	33
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.6

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	23	23	23
	Total	44	45	45
Percentage of pupils at NC level 2 or above	School	96 (91)	98 (97)	98 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	23	23	23
	Total	45	45	45
Percentage of pupils at NC level 2 or above	School	98 (94)	98 (100)	98 (94)
	National	85 (84)	89 (88)	89 (88)

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

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
		2001	27	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	27
	Girls	16	18	19
	Total	41	43	46
Percentage of pupils at NC level 4 or above	School	89 (88)	93 (88)	100 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	27
	Girls	17	18	19
	Total	41	43	46
Percentage of pupils at NC level 4 or above	School	89 (88)	93 (84)	100 (96)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	295
Any other minority ethnic group	5

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	23.6
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	173

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	536,710
Total expenditure	544,796
Expenditure per pupil	1,822
Balance brought forward from previous year	21,936
Balance carried forward to next year	13,850

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	224

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	2	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	38	55	1	0	5
My child gets the right amount of work to do at home.	35	53	10	2	0
The teaching is good.	60	37	2	1	0
I am kept well informed about how my child is getting on.	46	47	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	2	0	0
The school expects my child to work hard and achieve his or her best.	66	32	1	0	1
The school works closely with parents.	49	45	5	1	0
The school is well led and managed.	76	21	1	0	1
The school is helping my child become mature and responsible.	58	38	2	0	1
The school provides an interesting range of activities outside lessons.	49	39	5	2	5