

INSPECTION REPORT

ST MARTIN'S EAST WOODHAY CE PRIMARY SCHOOL

East Woodhay, Newbury

LEA area: Hampshire

Unique reference number: 116356

Headteacher: Mrs J Veasey

Reporting inspector: Mr E Jackson
3108

Dates of inspection: 29 - 30 April 2002

Inspection number: 244691

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 Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	East End Newbury Berkshire
Postcode:	RG20 0AF
Telephone number:	01635 253489
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Bullivant
Date of previous inspection:	January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Martins is a small rural Church of England primary school serving a wide area between Newbury and Andover. There are 83 pupils on roll from Reception to Year 6. Some year groups have large imbalances between boys and girls: there are 11 boys and only one girl in the reception class, and five boys and 10 girls in Year 5. Almost all the pupils are ethnically white, although there is a small number of pupils from minority ethnic groups in the reception class. There are no pupils learning English as an additional language. The pupils' eligibility for free school meals is well below the national average. The number of pupils with special educational needs is about average, as is the number with statements of their need. These needs cover dyslexia, physical disability, emotional and behavioural needs, and dyspraxia. Attainment at entry varies year-on-year, and is generally above average, although this year it is average.

HOW GOOD THE SCHOOL IS

This is a very good school with many very good features. The head teacher works very well with the governing body to provide very good leadership, supported well by the teaching and support staff. This leads to high expectations from everyone in the school, and high standards of attainment for the pupils. The good teaching is reflected in the good progress pupils make in their learning across the school, particularly in Years 3 to 6. The pupils relish the good learning opportunities provided by the staff, and work hard and behave very well. The governors' decision to invest in more teaching and support staff has proved effective. The school provides good value for money, improved since the last inspection.

What the school does well

- The head teacher leads the school very effectively, supported well by the whole staff, governing body, and parents.
- Pupils' standards of attainment have been maintained at high levels for a number of years.
- The quality of teaching and learning is good, and it is very good in Years 3 to 6. The staff identify and provide well for pupils with special needs, and those who are gifted or talented.
- The school has maintained a rich curriculum, as well as adopting the National Literacy and Numeracy Strategies effectively.
- The pupils' attitudes to their work, their behaviour and their personal development are very good.

What could be improved

- The school has no significant weaknesses. Its development plan accurately addresses how to maintain its high standards, and improve further.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvements have been made since the last inspection in January 1998. High standards have been maintained and all the key issues from the last inspection have been effectively dealt with, except that regarding the accommodation. The governors and parents have worked hard to save and raise funds in order to provide extra teaching space. This has resulted in a recent agreement to build a new classroom, releasing space for a hall, and also creating better staff facilities and storage space. The staff have developed very good systems to assess pupils' attainment and to track their progress from year to year. This is effective in setting new learning targets that are shared with the pupils and their parents. The current development plan includes measures to improve pupils' independence and choice in their learning. After recent very effective training, the staff are far more confident and competent in teaching information and communication technology.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A*	A	A
mathematics	B	A	B	C
science	A	A*	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

*Caution is needed in interpreting and comparing the school's results statistically, as the number of pupils in each year group is small. * indicates that the results were in the top 5 per cent nationally.*

The school's Year 6 pupils attain consistently high results in national tests in English, mathematics and science. In English in 2000, and in science in 2000 and 2001, these results were in the highest five per cent nationally, and in science in 2001 in the top five per cent in comparison to schools in similar circumstances, based on the incidence of free school meals. Results in the national tests at the end of Year 2 have improved over the last three years to be well above average in reading and above average in writing and mathematics in 2001. Reading results last year were well above those in similar schools, and results in writing and mathematics were about the same. By the end of the Reception year, standards are generally above average. The improving trend in test results by Year 6 pupils is consistent with the rise in national standards. The school has set challenging targets for this year's 11-year-old pupils, which it is on track to achieve. This current small group of pupils all work at least at expected levels in English, mathematics and science, with a number of them achieving higher than expected levels, particularly in mathematics where two Year 6 pupils work at levels expected of pupils in Years 7 and 8. This represents good improvement in mathematics compared with last year. Almost all the few Year 2 pupils attain expected levels, with a small number achieving at a higher than expected level. Achievement and progress in reading are generally better than expected. Progress from entry to leaving the school is generally good. Those pupils with special educational needs make good progress because they receive effective help, particularly from teaching support staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are keen to learn, and work hard.
Behaviour, in and out of classrooms	Very good: in lessons, in assembly, in the playground and during the lunch hour the pupils are a credit to the school, their parents and themselves.
Personal development and relationships	Very good: the youngest pupils make good progress in their social development, and older pupils take pride in caring for them. Working relationships are strong.
Attendance	Well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good.	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 quality of teaching and learning is good, and has some very good features. All the teaching observed in 14 lessons was satisfactory or better, and the pupils' learning in a mathematics lesson for Year 3 pupils was outstanding because the teaching and pupil support was so well organised. There are examples of very good teaching and learning in all classes, and the teaching throughout the school is consistently good or better. Teachers have adapted the National Literacy and Numeracy Strategies to meet the pupils' needs and teach both literacy and numeracy effectively. A particularly good feature is the high quality of oral work at the beginning and end of sessions. This helps the pupils to clarify their thinking, and to share their ideas for writing and for mental strategies in number work. The growing number of pupils with special needs is very well catered for because the staff know them well, target their learning tasks accurately to help them make progress, and provide them with good support to achieve this. The teaching support staff and the special needs' coordinator are particularly effective here, and the high number of adults to pupils is also significant. The school has also developed good techniques and practices to support gifted and talented pupils, often providing tasks that challenge and stretch them. The teaching and learning of information and communication technology are also improved features, particularly in Years 3 and 4. The school has rightly planned to increase opportunities for pupils to become more independent in their learning, and teachers have begun to plan for this more effectively, offering the pupils more choice. For example, Year 2 pupils took part in a 'plan, do, review' activity where they had not only to choose what they wanted to do, but say what they expected to learn from it, then evaluate their learning with the teaching assistant at the end of the session.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The staff have maintained a broad and rich curriculum, with a range of stimulating activities that motivate the pupils to work hard.
Provision for pupils with special educational needs	Very good. The coordinator manages the provision for pupils with special needs very well, and support staff make a very good contribution to their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A maintained strength: the staff promote the pupils' personal development well, and make very good provision for their spiritual, moral, social and cultural development.
How well the school cares for its pupils	Parents rightly feel that their children are very well looked after by the school, including the use of assessment information to plan appropriate new work for them.

The staff provide the pupils with rich learning opportunities through a very good range of subject and topic work, covering the whole curriculum. This includes music, with part-singing of high quality by the whole school, and physical education, where a wide range of activities is fostered despite the cramped indoor accommodation. Parents are rightly very pleased with the quality of education provided for their children, and the school's partnership with them is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides very clear direction for the school's work, and she is well supported by the whole staff team. Teamwork is a key aspect of the school's success, and parents rightly welcome the close parish and community links established.
How well the governors fulfil their responsibilities	The governors fulfil their duties very effectively, and are very active in monitoring, supporting and seeking to improve the education offered to the pupils.
The school's evaluation of its performance	The staff and governors work together very well in using monitoring information to decide how effective the school is.
The strategic use of resources	Very good use is made of the financial and other resources available, and the school follows the principles of best value in its work. The accommodation is still limited, but the governors have won agreement to extend it this summer.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> That their children like school, their behaviour is very good, and they are helped to become mature and responsible; That the school expects them to work hard, and they make good progress; That the school is well led and managed, and the teaching is good; That they find the school approachable, and are well-informed about their children's progress. 	No significant concerns were expressed.

The inspection confirms the parents' high opinion of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The head teacher leads the school very effectively, supported well by the whole staff, governing body and parents.

- 1 The head teacher has maintained and further improved her leadership and management since the last inspection, providing clear direction for the school's work. She does this through her teaching, shared with another teacher in the Year 5/6 class, and through her close working knowledge of the standards of work throughout the school. The school secretary is an invaluable aid here, as she ensures that general administration and day-to-day organisation run smoothly. The whole staff team work together successfully to maintain the school's high standards, and deliver its aims founded in its Christian ethos. Teamwork is a key aspect of the school's success. During the inspection, for example, the staff discussed their development planning, and how they share information and ideas in constant dialogue throughout the working week, and sometimes on the 'phone in the evening! This illustrated vividly how well they cooperate, and how carefully they plan to meet each child's needs. Parents rightly welcome the close parish and community links established.
- 2 As this is a small school, each teacher is responsible for a number of areas of the school's work, including as many as four subjects. They fulfil their roles very effectively, keeping themselves and their colleagues up-to-date with developments, and monitoring and evaluating the quality of delivery for the pupils and parents. They use training opportunities well, such as the recent training in information and communication technology. From their training, they have devised an effective system to use their assessments of pupils' attainment and progress to set shared targets for the next steps in their learning. This is to be extended this year to develop further independence and choice for the pupils, from the Reception class to Year 6.
- 3 The governors fulfil their duties very effectively, and are very active in monitoring, supporting and seeking to improve the education offered to the pupils. Many of them work in the school as members of staff or volunteer helpers, whilst others visit regularly to keep a close overview of what is going on. A feature of this is that the previous head teacher, now retired, is an active and welcomed governor, working closely with the current head teacher, for instance, in planning how the proposed extension can provide the maximum extra facilities for the school within the available budget. The discussion about this at a governing body meeting to discuss revised architect's drawings was lively, incisive and focused directly on achieving the best deal possible for the children and the staff from the proposed work. Links with the church are also strong here, and parents, staff, co-opted and foundation governors all work as part of the school team to question how well the school is operating in providing high quality learning opportunities for the pupils. The staff and governors work together very well in using monitoring information to evaluate standards of attainment, progress and the quality of teaching.
- 4 Very good use is made of the financial and other resources available. The governors have determined to maintain a high level of adults to pupils, particularly as the number of pupils with special needs is growing. They have also carefully budgeted to stay close to their legal requirement to maintain a balanced budget whilst also successfully earmarking funds for the anticipated building project in high interest accounts. They are aware of the need to secure best value, and constantly monitor spending and use of resources through the finance sub-committee. Parents and pupils are consulted

appropriately about major developments, and welcome the school's open and constructive relationship with them. For example, the special needs' coordinator runs parent classes to help them to develop their children's literacy skills. This includes sharing a range of stories and other texts, so that parents understand how to use them more effectively to improve children's ability to get the most out of them. One parent, after one of these sessions, commented very favourably on the amount she had learned, and how useful it was in helping her children.

Pupils' standards of attainment have been maintained at high levels for a number of years.

- 5 The school's Year 6 pupils attain consistently high results in national tests in English, mathematics and science. The parents feel that the quality of teaching and learning is very important in maintaining these standards. As the intake is small, and attainment at entry varies significantly year-on-year, there are apparent large fluctuations in the results compared with those nationally, or in similar schools. This is because as few as two pupils with special needs in learning may account for 25 per cent of the school's total, when there are only eight pupils in the year group. However, the underlying trend in the results has continued to rise in line with the national rise, but from a starting point well above the national average. Those pupils with special educational needs make good progress because they receive effective help, particularly from teaching support staff, and often attain the expected level for their age in the tests.
- 6 In a discussion to summarise their topic work on the Ancient Greeks, Year 6 pupils described what they had found out about the influence of this civilisation on western culture. They referred to sport, architecture, education, art, philosophy, democracy and medicine amongst others. When asked, the pupils explained that democracy was a system of electing a government, where the majority vote carried the election. In further discussion, it was decided that insufficient information had been gained about Greek influence in medicine. A group of pupils promptly set about researching the influence of Hippocrates, from a mention of him in a poster about Ancient Greece. They were clear about how to locate the information, using text and internet sources. This summary of their work exemplified how well the pupils use their skills from a variety of subjects to support work in other areas, and illustrated the high levels of their knowledge and understanding across the subjects of the curriculum.
- 7 By the end of the Reception year, standards are generally above average, although the attainment of each intake varies. For example, this year's entry-level tests show that the attainment of the current year group was about average when they started school. However, they are making good progress, and are on track to attain above average levels in speaking and listening, reading, number and personal and social development by the time they move into Year 1. In a mathematics lesson, for example, the children computed amounts of money up to 20 pence at levels expected of Year 1 pupils.
- 8 Currently, almost all the few Year 2 pupils attain expected levels, with a small number achieving at a higher than expected level. Achievement and progress in reading is generally better than expected, and it is good in writing. For example, during a literacy lesson to use descriptive sentences about islands, higher attaining pupils working independently of the teacher discussed the various properties of an island very well. At the same time, lower attaining pupils worked with a teaching assistant to produce well-crafted sentences, achieving the expected level in this aspect of writing for their

age. This illustrates how the teaching provided by teachers and support staff leads to the high standards attained.

The quality of teaching and learning is good, and it is very good in Years 3 to 6. The staff identify and provide well for pupils with special needs, and those who are gifted or talented.

- 9 The quality of teaching and learning is good, and has some very good features. All the teaching observed in 14 lessons was satisfactory or better, and the pupils' learning in a mathematics lesson for Year 3 pupils was outstanding because the teaching and pupil support was so well organised. Here, the pupils were excited in answering quick-fire questions from the three times table. The teacher skilfully aimed her questions at pupils who would be able to answer them, which reinforced the self-esteem of lower-attaining pupils who answered accurately and at good speed. She also targeted more complex questions at higher attaining pupils, so that they had to think to find the answer. The school's systems for identifying pupils who need particular support to help them learn at the appropriate level are very good, and extra help or work at the right level are quickly organised for them. Higher attaining pupils often work with older groups in literacy and numeracy sessions so that they are challenged to progress at the right level. Similarly, pupils who are socially or academically at a lower stage of attainment than their own year group will work with younger pupils sometimes to help them consolidate aspects of their learning.
- 10 There are examples of very good teaching and learning in all classes, and the teaching is consistently good or better throughout the school. Teachers have adapted the National Literacy and Numeracy Strategies to meet the pupils' needs and teach both literacy and numeracy effectively. A particularly good feature is the high quality of oral work at the beginning and end of sessions. This helps the pupils to clarify their thinking, and to share their ideas for writing and for mental strategies in number work. In these oral sessions, the staff explain what the learning targets are for that session, and what the pupils need to look for to help them make progress. This is very effective as it involves the pupils directly in their own learning so that during the summary they often refer to how close they are to achieving the agreed target. The school plans to extend this idea to enable the pupils more choice and independence in setting their own targets. This already happens for two high attaining Year 6 mathematicians, who work at a very high level using a range of commercial texts. Year 2 pupils also took part in a 'plan, do, and review' activity where they had not only to choose what they wanted to do, but say what they expected to learn from it, then evaluate their learning with the teaching assistant at the end of the session.
- 11 The growing number of pupils with special needs is very well catered for because the staff know them well, target their learning tasks accurately to help them make progress, and provide them with good support to achieve this. The teaching support staff and the special needs' coordinator are particularly effective here, and the high number of adults to pupils is also significant. This ensures that pupils who need individual help are likely to receive this quickly. For example, during whole class sessions, support staff often sit next to pupils who need extra help to make sure that they follow the discussion, and to encourage them to contribute fully.

The school has maintained a rich curriculum, as well as adopting the National Literacy and Numeracy Strategies effectively.

- 12 The staff provide the pupils with rich learning opportunities through a very good range of subject and topic work, covering the whole curriculum. This includes music, with part-singing of high quality by the whole school, and physical education, where a wide range of activities is fostered despite the cramped indoor accommodation. Assemblies and mealtimes are always accompanied by very tuneful and carefully enunciated hymns and sung prayers. This is both aesthetically pleasing, and also adds to the school's fulfilment of its Christian mission through its focus on the spiritual and moral aspects of pupils' development. In English, the study of different styles of poetry exemplifies the staff's approach to high quality learning for the pupils, and their emphasis on the beauty and wit of well-written prose and poetry, as well as its functional quality. For example, Year 3 and 4 pupils wrote epitaphs to a particular format:

Here lies the body
Of a youngster, not
Who lay in bed too late
Started to rot.

Here lies the body
Of a tragic cat
He did not see the car
Now he's flat!

Here lies the body
Of the Man in the Moon
Fell in custard
Instant doom!

- 13 Year 5 and 6 pupils were asked to reflect on how people at the time might have felt about the Resurrection of Jesus. One child wrote, 'I think the crowd had a lot of mixed feelings. Some were probably happy, and others sad and scared. They were all amazed, and some probably felt guilty.' These examples illustrate the high quality of thought and expression the staff expect, and receive, from the pupils.
- 14 The Reception class teacher has worked hard to adopt the recently established Foundation Stage curriculum for nursery and reception classes. She dovetails this effectively into the early stages of the National Curriculum, using the format of the National Literacy and Numeracy Strategies appropriately as the children are ready for it. She works closely with the Year 1 and 2 teacher to make effective use of the space available, and also makes use of an attached conservatory and dedicated outdoor play space. During a numeracy session, the teacher challenged the pupils, all boys, to count accurately to nine, and then to combine two amounts of money to make nine pence. She extended this 'game' to test how far they had grasped which numbers combine to make nine by covering some coins, and asking them to work out from those visible how many were covered. This was a good activity to make the children think mathematically, and to test the extent of their understanding. This was followed by a choice from a number of activities, but with concentration on a recorded exercise to combine coins from two purses to make a target amount. This was work at a high level for the age group, and the teacher made good use of a trainee support assistant to work with small groups. A short session when the older pupils work with all the infants in paired reading was very effective in helping the younger pupils to enjoy books and stories, but also in the wider social context of the school in giving the older pupils a sense of how they might help and care for those younger than themselves.
- 15 The teaching and learning of information and communication technology are also improved features, particularly in Years 3 and 4. In a lesson with Year 3 pupils, the teacher taught them how to create a 'tree' or branch diagram, using questions with only two possible answers. She had made a very good diagram using a tree and leaves, with the task of answering questions such as 'Is it lobed?' or 'Does it have smooth or spiky edges?' The pupils quickly worked this out, and moved on to creating a similar diagram on screen using a pre-loaded program. The teacher demonstrated this using an interactive touch screen, and the pupils then worked at high levels for their age from carefully staged information provided by the teacher.

- 16 On display, there are very good examples of the pupils' work in all the subjects, including good paintings and weavings based on a spinning wheel in the Reception class, paintings of the Garden of Eden and science experiments in growing plants in Years 1 and 2, and designs to construct a moon buggy in Year 5 and 6. There are also very good examples of the use of the digital camera to record historical drama in Year 3 and 4, and high quality butterfly and rug designs using a computer drawing program that are based on work on symmetry in mathematics. This illustrates the richness and variety of the curriculum, which also supports effective work to cover cultural development, including multicultural education. For a small school, the enrichment provided by activities outside lessons is also very good.

The pupils' attitudes to their work, their behaviour and their personal development are very good.

- 17 The pupils have very good attitudes to school and to their lessons. Parents were unanimous in their view that their children like school, one of them writing that her child refused to stay off school even when she was ill. In lessons, pupils are almost always focused on the work they have been given, and describe what they are doing with enthusiasm. They are keen to learn, and work hard. The youngest children in the reception class are expected to settle to their work quickly, and to work at good levels for their age. Occasionally, some of the younger boys need to be reminded by the teacher or support staff of what is expected of them, and they usually respond well to these reminders.
- 18 Pupils behave very well in lessons, in assembly, in the playground and during the lunch hour. The pupils are a credit to the school, their parents, and themselves. For example, the Year 5/6 classroom is also used for assembly, as a dining hall, and for physical education lessons. This involves the older pupils in a constant process of changing the classroom round to suit the different purposes. They do this cheerfully, speedily and in a well-organised and safety conscious manner, with the help and guidance of the staff, who also involve themselves fully in the process. This is a good example of the way that the pupils do what is required effectively and in a well-controlled manner. On one occasion during the inspection, the Year 4 pupils had been to a whole day rugby event. Because the weather was so bad, the event was curtailed at mid-day. The Year 3 pupils in the same class were involved in a mathematics and information and communication technology lesson when a number of the Year 4 pupils returned to school, wet and bedraggled, but still cheerful. The teacher suspended what she was doing, greeted the returnees, and invited them to explain to the rest of the class what had happened. All the children paid close attention, and spontaneously applauded when told that the school's team had won the sportsmanship trophy at the event. When the Year 4 pupils left to dry out, the Year 3 pupils settled back to their work with good concentration and application.
- 19 The whole staff promote the pupils' personal development well, and make very good provision for their spiritual, moral, social and cultural development. During assemblies, the pupils take part fully in moral and spiritual occasions that give them very good opportunities to understand themselves in relation to others, and to grow in understanding of how to make choices based in Christian morality. In one assembly led by the head teacher, two older pupils demonstrated how two donkeys harnessed together needed to work together in order to reach grass on either side of them. In discussion, the other pupils showed in their explanations how well they had understood the message.

- 20 Cultural development is well fostered through visits related to history and geography topics, such as to Southampton docks, and a Roman villa, as well making good use of the local environment, including the parish church. Older pupils will take part in a residential visit to Dorset later in the year to study rock formation, fossils and coastal erosion. As well as studying Islam and other world faiths in religious education lessons, the older pupils take part in a comparative study of a village in India. The staff seek every opportunity to widen the pupils' multicultural awareness, such as by inviting a visiting Ugandan head teacher to talk to the pupils, celebrating Chinese culture during Book Week, and helping the pupils to understand the effect of the Taliban regime in Afghanistan on the education of girls. Older pupils discussed a poster display about this in a mature and thoughtful way, reflecting the skilful manner in which the staff had presented the issues to them.
- 21 Attendance is very good. It is well above the national average, and provides further evidence of how much the pupils enjoy their school life.

WHAT COULD BE IMPROVED

- 22 There are no significant weaknesses for the school to address. The current school improvement plan accurately reflects the areas for development in the school. It has full and clear details of the areas the school has decided to work on to improve further, including to develop further strategies to increase pupils' independence and choice in their learning. These areas are endorsed by the inspection as fully appropriate to the school's current situation. There is excellent evidence to show that the school acts decisively to fulfil its plans, and that its governors are determined in their pursuit of improvement.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

There are no key issues for the school to address, but governors should ensure that the current development plan is fully implemented.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	4

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	8	2	0	0	0
Percentage	7	22	57	14	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	83
Number of full-time pupils known to be eligible for free school meals	-	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	20

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	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.2	School data	0

National comparative data	5.6
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National comparative data	0.5
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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	2001	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (91)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (91)	100 (100)	100 (100)
	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 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	14	17
Percentage of pupils at NC level 4 or above	School	100 (89)	82 (89)	100 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	14	17
Percentage of pupils	School	88 (89)	82 (89)	100 (89)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

** left blank because the number of boys or girls in this category is too small to be statistically recorded.*

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	72
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)	4.8
Number of pupils per qualified teacher	17.5
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	68

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	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)	0

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	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	245,349
Total expenditure	255,587
Expenditure per pupil	2,938
Balance brought forward from previous year	9,748

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	3	0
My child is making good progress in school.	62	32	6	0	0
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	42	46	11	2	0
The teaching is good.	75	20	5	0	0
I am kept well informed about how my child is getting on.	63	34	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	3	2	0
The school expects my child to work hard and achieve his or her best.	69	28	2	0	0
The school works closely with parents.	63	23	14	0	0
The school is well led and managed.	75	22	0	3	0
The school is helping my child become mature and responsible.	69	25	2	3	2
The school provides an interesting range of activities outside lessons.	35	43	15	3	3