

INSPECTION REPORT

**REDBROOK CHURCH of ENGLAND (VC)
PRIMARY SCHOOL**

Redbrook. Monmouth

LEA area: Gloucestershire

Unique reference number: 115639

Headteacher: Mrs G Connor

Reporting inspector: Mrs J A Clarke
25509

Dates of inspection: 4th to 5th November 2002

Inspection number: 247576

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Redbrook Nr Monmouth Monmouthshire
Postcode:	NP25 4LY
Telephone number:	01600 713501
Fax number:	01600 713501
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Addison
Date of previous inspection:	19/01/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25509	Mrs J A Clarke	Registered inspector
9348	Mrs M Le Mage	Lay inspector

The inspection contractor was:

Chase Russell Ltd.,
85 Shores Green Drive
Wincham
Cheshire
CW9 6EJ

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Redbrook Church of England Voluntary Controlled Primary School is a small, rural primary school in the Forest of Dean on the Welsh border. The pupils come from the village and the immediate locality. The school building dates from 1873 and is traditional in style. Since the last inspection the number of pupils has doubled. There are now 50 pupils on roll, 27 girls and 23 boys. A significant number of pupils have joined the school part way through their education. Of the eight Year 6 pupils, only one started the school in the reception class. In the last school year, five pupils joined the school and one left. This represents high pupils turnover. Pupils come from a wide range of social and economic backgrounds. There are no pupils from minority ethnic backgrounds. There is no take up of free school meals. There are 13 pupils with recognised special educational needs (SEN). This is above the national average. Pupils with SEN have, in the main, problems with language and literacy. One has behavioural and emotional problems and two have moderate or specific learning difficulties. None of the pupils has a statement of special educational need. At present there are five children in the reception year. They have all had some pre-school education and their attainment on entry to the school was broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school where pupils achieve very well. Standards are well above average in English, mathematics and science by the end of Years 2 and 6. Teaching and learning are very good throughout the school. There is very good leadership by the headteacher, who is supported very well by all the staff. The management of the school is very good and the governing body supportive and well informed. The school is a small rural school where the costs of maintaining the pupils' education are high. The school gives good value for money.

What the school does well

- Pupils achieve very well and as a result standards in English; mathematics and science are high.
- Pupils are encouraged to be active and keen learners, resulting in high achievement.
- Teaching is very good throughout the school, which ensures that all the pupils are very well catered for in lessons and they do very well.
- The sense of teamwork provided by the very good leadership of the headteacher enables the school to move forwards.
- The school has an effective partnership with parents and this helps the pupils to succeed.

What could be improved

- Standards in the pupils' handwriting and presentation of work.
- The way the school tracks individual pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in January 1998. Standards have risen in English, mathematics and science. The school has now detailed guidance for all subjects and there are good systems in place to check pupils' attainments. The school has made very good improvements in the short term planning for lessons. These are now both detailed and comprehensive. They ensure challenge for all the pupils. Teaching methods have been improved and teaching is now very good overall. The building has had improvements to its structure. Resources have, as far as possible, been accommodated in the school building. The storage of resources was criticised in the last report. The leadership and the management of the school have continually developed and improved. The staff and the governors are clearer about the school's strengths and areas for development. They have worked with the headteacher to bring about improvement. The school is well placed to improve further.

STANDARDS

Redbrook Church of England V. C. Primary School is a small rural school with small numbers of pupils in each year group. It is inadvisable, therefore, to place too much emphasis on one year's results when considering the school's overall achievements. Statistical analysis of data and comparisons year-on-year is very difficult with small pupil numbers. Only two pupils in Year 6 and four pupils in Year 2 took the national tests and tasks in 2002. The Year 6 pupils did well in English, science and mathematics and achieved especially well. In mathematics their achievements placed them in the highest five per cent nationally. The pupils in Year 2 also did well in reading and writing. Mathematics was not quite as strong but in science their achievements placed them in the highest five per cent nationally. Examination of the school's trend in attainment over time shows that the school is managing to maintain high standards. It is improving in line with the national trend. The school sets realistic but challenging targets for the pupils.

Based on the work and lessons seen during the inspection standards in English, mathematics and science are well above average for Years 2 and 6. There is a particular strength in the pupils' achievements in mathematics and science. In science, this is the result of teaching that stretches the pupils. It is based on the pupils' systematically investigating problems and the careful analysis of the results of their tests. In mathematics the pupils enjoy their work and the very individual levels of support they receive helps them to achieve particularly well. Standards in handwriting and the presentation of pupils' work are, however, the weakest elements of the pupils' English work. They are identified on the school improvement plan for further development. Standards in information and communication technology (ICT) and religious education (RE) are at the levels expected by the end of Years 2 and 6.

On entry to the school the children's attainments are at the levels expected of children of their age in all the areas of their learning. It is likely that by the end of the reception year most of the children will reach levels above those expected of them in all areas of learning and will be working in the lower levels of the National Curriculum. This very good achievement is the result of very good teaching and learning.

During their time in the school pupils achieve very well and make very good progress in most aspects of their learning. This is the result of very good teaching, the development of very good attitudes to work and the pupils growing maturity and personal development which enables them to learn how to learn.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to their work. They like school and are very interested in their lessons. They work happily together.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils behave well in class and so they try hard and learn well.
Personal development and relationships	The relationships between the teachers and the pupils are very good and have a positive effect on the way the pupils learn. The pupils' personal development is very good with the pupils developing very good attitudes both to their learning and to each other.
Attendance	Attendance has been unsatisfactory. At present attendance is satisfactory. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

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

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

Teaching and learning throughout the school are very good overall. There was no unsatisfactory teaching observed during the inspection. Overall the very good quality of teaching enables the pupils to learn and achieve well. The teachers are particularly effective in planning and teaching the extremely wide age-ranges in their classes and catering for pupils' with differing needs. They make very good provision for the needs of all the pupils in their classes so that all are challenged and supported in their learning. The teachers make very good use of the teaching assistants in the class and this has a significant impact upon the progress pupils' make. The teacher who has the youngest pupils in the school makes very good provision for the reception children and they have opportunities to learn through play and investigation. Literacy and numeracy are taught very well. In these lessons the teachers plan very closely to the National Strategies and this is an effective feature of their work. The teaching of science is particularly effective in the school and the impact of teaching rooted in the pupils' investigations has a positive effect upon the way the pupils learn, the progress they make and the standards they achieve in the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good; it is broad and balanced. It meets statutory requirements. The curriculum is relevant to the pupils' interests and this is reflected in the way the pupils approach their work. There is a satisfactory number of after school clubs, which cater for a wide range of interests.
Provision for pupils with special educational needs	There is very good provision in the school for pupils with special educational needs. They are encouraged to work hard and to achieve very well by the consistent help they are given by the staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The pupils are given many opportunities to develop personally; they are guided and helped to become effective and considerate members of the school. They develop as responsible, mature individuals who show consideration of one another and a responsibility for the wider village and world communities.
How well the school cares for its pupils	The school has good procedures for child protection and health and safety and as a result the school is a safe place to learn. The teachers have good systems of checking the progress the pupils make in lessons. Less well developed is the use of the data the school has to keep a track of individual pupils' progress as they move from year-to- year.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school is very good. The very good leadership of the headteacher provides a clear educational direction for the school. Her vision has ensured a whole school commitment to high standards alongside the effective development of the pupils as learners. All the staff work together as an effective team.
How well the governors fulfil their responsibilities	The governors have a good understanding of the school's strengths and areas for development. The chair of the governing body provides very good support for the school and the headteacher.
The school's evaluation of its performance	The school very carefully evaluates its performance. It monitors the standards the pupils achieve and compares itself to others. It identifies where it needs to improve further and puts strategies in place to bring about these improvements. The school is active in seeking the views of the parent body in any changes they wish to implement.
The strategic use of resources	The school uses the resources available to it well. Staff are well deployed and the school makes good use of every part of the school building. The church, village hall and local football field are all used to ensure that the pupils have access to a variety of curricular experiences. The school secretary is very efficient. She ensures the school gains good value for money when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations the school has of pupils to work hard and do their best. • The welcome they receive when approaching school with questions or a problem. • Their children like school. • The good quality of teaching. • The information the school gives parents about the progress their child is making. • The way the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • A very small number of parents would like to see a wider range of activities outside lessons. • A small number of parents do not think that their child gets an appropriate amount of homework.

The inspectors agree with the positive comments made by the parents. The range of activities for pupils outside of lessons is typical of schools of this size. The levels of homework set by the school are similar to that of other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well and as a result standards in English; mathematics and science are high.

1. The pupils come from a wide range of social backgrounds and find within the school a supportive and effective framework in which they are all helped to learn very well. This is a school that has doubled in size over the last few years and many pupils have joined the school part way through their primary education. These pupils are helped to settle quickly into the expectations and demands of the school. As a result they make very good progress and achieve very well. The pupils who are recognised as having special educational needs make very good progress. This is because their work is carefully matched to their individual needs and they have very good help from the teachers and the teaching assistants.
2. The children in the reception year have a very good start to their schooling. They are taught in the infant class alongside the pupils in Years 1 and 2. They learn very well as a result of very good teaching. The children have had some pre-school experiences, either in a playgroup or a nursery. The children start school with attainment which is broadly average; this is confirmed by early checks on their attainment. At the time of the inspection the children had been in school for half a term. The children were showing that they are ready to learn, they are familiar with the class routines, confident and trying hard.
3. The children have many opportunities to learn through play and experimentation. The children are busy learning to count and recognise numbers. They write their names and are beginning to learn to write simple sentences. The children enjoyed making a traditional Guy Fawkes which was to be part of the village celebrations. They use the wheeled toys in the playground, playing well together. During another session the children 'fixed' the wooden playhouse with 'drills and hammers'. They set the breakfast things ready for breakfast and were busy doing the ironing. The children learn very well so that by the end of the reception year most have attained the levels expected of children of their age and some have made a start on the National Curriculum.
4. By the time they complete Year 2, the pupils have continued to make very good progress. They attain standards well above average in English, mathematics and science. The pupils learn about shapes and count the number of sides of the different shapes. In literacy lessons they sequence the story of Mr Gumpy's Outing. Their writing is clear and they try hard with their spellings. Some of the pupils use a dictionary to make sure their spellings are correct. In history lessons the pupils write about why Guy Fawkes wanted to blow up the Houses of Parliament. The impact of interesting lessons and very good relationships with the teacher ensure that the pupils make very good progress throughout Years 1 and 2.
5. By the end of Year 6 the pupils write for a wide audience and in a variety of styles. Their poetry writing and stories are particularly effective. For example, the pupils have recently been thinking about Remembrance Sunday. They wrote poems that showed a perception and a sensitivity of feeling. Amongst their writings were phrases like 'Remember us who died in the field far, far away from home' and 'bewildering sights covering the battlefield'. The pupils talk about their enjoyment of the Shakespeare stories they are studying, 'A Midsummer Nights Dream' being a firm favourite.

6. In mathematics, pupils learn to draw line graphs showing a number of sets of data. The pupils recognise the importance of the way in which they join the lines in the graph and the need for accuracy. They work with a set of data, working out the average point and recognise that this is not always necessarily the same as the mode and median of a set of numbers. In science lessons the pupils devise and conduct their own experiments. They think about their investigations, considering carefully what they think might be the outcomes. They are able to conduct a fair test and record their findings in their own ways. At the end of the experiments, the pupils talk knowledgeably about the need to do the experiment a number of times to make sure their findings are correct. The oldest pupils in the school demonstrate that they work well in response to the high expectations placed on them by the class teachers. They respond particularly well to the challenging activities that are provided for them. As a result the pupils make rapid progress in their lessons and they achieve very well.

Pupils are encouraged to be active and keen learners, resulting in high achievement.

7. The pupils have very good attitudes to their lessons and this is a significant strength in enabling the pupils to learn very well. The pupils arrive in school in the morning and the purposeful atmosphere that prevails in school enables them to settle to work very quickly. They are helped to be effective learners who collaborate well in lessons. The pupils work alongside each other. They help and work with one another well. In some lessons especially in the junior class, the pupils work in groups composed of all the year groups in the class. In this way the older pupils guide and help the younger pupils with their tasks. However, the older pupils are reminded that they must listen to the views of the younger pupils as they have valuable contributions to make. In this way the pupils are helped to understand and work with groups of very different personalities so that the pupils develop very good social skills.
8. The pupils are good listeners and confident speakers making constructive contributions to lessons. This confidence and the emphasis on communication are begun as soon as the children start school. There are positive rewards for the younger pupils who are praised and encouraged when they answer questions and give their answers after careful thought. Those that are reluctant to speak are given good rewards for doing so. The older pupils say that the staff listen to their views and value their opinions, they know that they all have a voice and that all are listened to. This emphasis on personal development and a secure framework in which to learn, helps the pupils not only to develop their self-esteem but also to have the confidence to put forward their own ideas and thoughts.
9. The very strong relationships within the school set a clear framework in which the pupils learn to manage their own behaviour. Behaviour in the school is good. This is not because of the written rules and emphasis on 'does-and-don'ts' but because of the clear expectations placed upon the pupils. The younger pupils are asked to think about their behaviour and what has caused a sadness on the part of the teacher. In this way the pupils learn to think about their own behaviour and where necessary set about strategies for improvement. The pupils are helped to learn coping strategies and understand and accept one another's differences. These strategies help the pupils to become reflective and considerate members of the school. Those pupils who join the school part way through their primary years quickly become aware of the expectations placed upon them. The commitment of the staff to help the pupils to grow and develop as responsible, confident, considerate members of community means that the pupils have the tools to think about their tasks, ask for help if they need it and become independent thinkers and learners.

Teaching is very good throughout the school, which ensures that all the pupils are very well catered for in lessons and they do very well.

10. The teaching and learning in the school are very good overall. Teachers' planning for their lessons is detailed and takes into account the different learning objectives for each year group and the individuals within the year groups. This means that all the pupils' learning is very precise and builds clearly on what they have achieved in previous lessons. The teachers and the teaching assistants work with focus groups and move their learning on in very targeted and specific ways. The other pupils in the class work independently. This is where the careful preparation by the staff in encouraging the pupils to be independent learners pays off. So that all move forward in lessons and all work hard and achieve very well.
11. In some lessons the pupils access different learning and skills. For example, in one session observed in the junior class a group of pupils worked with the classteacher sharing a book, whilst another group of pupils worked with the teaching assistant on the computers developing their computer skills. In this way the pupils have very good access to different skills. In the infant class the children in the reception year have sessions that are clearly matched to their specific needs. The teaching assistant takes the children to work with the wheeled toys in the playground or they work with her counting to ten, recognising different shapes and drawing numbers on their white boards. Whilst in another session the classteacher took this group to develop their skills of description and recording. In this way the pupils have lessons carefully matched to their needs and the teachers and teaching assistants work very effectively together. As a result the pupils' achievement is very good and they make very good progress.
12. The teachers' skills in teaching science are very effective. They have very good scientific knowledge, which they teach very well so that the pupils have a clear base of understanding on which to found their work. The teachers then raise questions for the pupils to solve. The pupils in Years 3, 4, 5, and 6 work together in groups to decide how they are to investigate their problems. They consider how they are to ensure that their tests are fair. In this way they learn to collaborate well, to value each other's suggestions and to co-operate in their tasks. The younger pupils are given guidance with their recording but the older pupils are encouraged to use their literacy and numeracy skills to organise their work. The pupils refine and develop their skills of investigation so that they are able to recognise when their results are flawed and can interpret their findings effectively. The younger pupils in the infant class are also encouraged to investigate and to find out in their science lessons. The Year 2 pupils thought about natural forms of light. They gave as examples the sun, moon, volcanoes and glow-worms. As a result of very effective teaching and learning the pupils' standards are high.

The sense of teamwork provided by the very good leadership of the headteacher enables the school to move forwards.

13. The headteacher has a very clear vision for the school and provides very good leadership. The quality of her leadership is apparent in all the work of the school. All the staff work together very effectively as a team. They all feel valued for the work they do in the school and the quality of the headteacher's leadership is such that all work very hard to support her. This is because they have shared ideals. This is clearly seen in the way the school works and the organisation and procedures within the school. For example, at playtimes all the staff go outside to supervise the pupils and at lunchtimes the teachers are always on hand to lend support and assistance to the mid-day supervisor.

14. The management of the school is very effective. All members of staff have clearly defined roles and responsibilities and within the structure of the school all work hard to support and help each other. Specific skills are shared and expertise is used effectively for the benefit of the pupils. For example, one of the teaching assistants is particularly skilled in the use of the computers and a teacher is a musician. Their expertise is used very well to the benefit of all the pupils. There is a shared commitment in the school to maintain and raise standards even further and help the pupils to realise their full potential.
15. The governing body provides the headteacher and staff with good support. Many governors give of their time to help in school and in after school clubs. In this way they have a clear view of the school and make effective contributions to its work. The chair of the governors is very committed to the school. He provides the headteacher with very good support in both the operational aspects of the school and also in setting the educational direction of the school. Recent provision of more administration time for the headteacher has been effective in ensuring that she has more time to devote to the efficient management of the school. The school secretary provides the headteacher with very competent management and financial skills.
16. The educational direction of the school and its vision for the future are clearly set out in the school improvement plan. An increase in pupil numbers has allowed the headteacher greater flexibility with the school's finances and exciting projects are planned to secure the future development of the school. Areas for development are seen very much as whole school projects and are dealt with accordingly. Discussions with members of the staff, provide a clear view of the work of the headteacher as a skilled leader. She is very effective in ensuring that all members of the team have common values. There is a strong sense of purpose within the school. All staff work hard to create an atmosphere in which the pupils are happy, help each other and achieve very well.

The school has an effective partnership with parents and this helps the pupils to succeed.

17. The parents have excellent views of the school. They feel the school promotes the values and attitudes, which they promote at home and so they feel that there is an effective partnership with the school. Many parents have made a conscious decision to bring their child to this school. They feel that it is not only a good school but the school also prepares the pupils very well to be effective learners and confident members of the community.
18. Parents are confident when they leave their child at school. They know that they are kept fully informed both in a formal and informal way about how their child is developing. There is an informal start to the school day with the pupils arriving at school and beginning their work straight away. In this way the parents have opportunities to speak to the staff and watch their child begin to work. Many parents help and support their child at home with their reading and homework and this enables them to have a good view on how their child is getting on and to help in specific ways.
19. Parents help out during the school day. They bring their skills to the school to share with the pupils. The pupils have had discussions with an osteopath and a dentist and one parent helps with the weekly swimming lesson. Parents, governors and friends of the school also help with the after school clubs, the gardening club, gym club and the Welsh club. These all contribute to the rich curriculum, which the school offers the pupils. The parents and friends of the school also raise a considerable amount of money to help the school. The commitment of the parents enables the school to enrich the quality of learning experiences available for the pupils.

WHAT COULD BE IMPROVED

Standards in the pupils' handwriting and presentation of work.

20. Although the pupils throughout the school achieve high standards in reading, writing, and speaking and listening, there is more to do in improving the pupils' handwriting and the presentation of their work. The pupils are taught how to write their letters correctly and this helps them to make a good start to writing. They learn to join their letters when they are judged to be ready. Many of the pupils, though, are still using a print style in Years 5 and 6. This means that often the pupils' work, although interesting and potentially effective, is spoilt by untidy printed writing. The presentation of their work is not effective. For example, the pupils have put a lot of work into their 'Exploring Iceland' booklets and food diaries and, although the content of the work is good, the presentation and some of the handwriting let the pupils' down and spoil the overall effect of their work.
21. The school does have a handwriting style that it teaches and promotes but agrees that this is an area that it needs to review and improve. Indeed this is an area of the schools' work that is identified on the school improvement plan.

The way the school tracks individual pupil progress.

22. The school has good procedures for checking the progress the pupils make during lessons. The results of many tests, that tell them how the pupils are doing and how they are progressing. The information from these tests is used well to improve and modify the curriculum so that areas of concern are quickly identified and improved. The teachers set informal targets for the pupils in English and mathematics. These are shared with parents during open evenings and on their written reports so that parents are very clear about what their child needs to do to improve further.
23. There is, however, no formal procedure in place to keep a term-by-term or year-on-year track of the pupils' progress. This would be particularly beneficial for those pupils who have come to the school part way through their schooling. The staff recognises that this would be a useful tool for them to use to enable pupils' work to be more tightly focused and for specific help to be targeted at the time of most benefit. The staff know the pupils well and this is a strength of their work but they are keen to use as wide a range of tools as possible to enable them to target and support their pupils in the best possible way.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should:

- (1) Improve standards of handwriting and presentation, by reviewing the whole school scheme for handwriting and encouraging the pupils to improve the presentation of their work to increase its overall quality.

Paragraphs 20, 21.

- (2) Implement a whole school tracking system, to increase the pupils' performance in English, mathematics and science.

Paragraph 23.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	3	1	0	0	0
Percentage	0	56	33	11	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 11 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)		50
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		0
Number of pupils on the school's special educational needs register		13

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	50	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It 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)	2.6
Number of pupils per qualified teacher	19:1
Average class size	25:1

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	51.15

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

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.

Financial information

Financial year	2001/2002
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	£
Total income	144,253
Total expenditure	128,807
Expenditure per pupil	4,294
Balance brought forward from previous year	16,797
Balance carried forward to next year	32,243*

* The balance carried forward by the school has been earmarked for spending, for example for an interactive whiteboard and new windows for the classrooms.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	59
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	91	7	2	0	0
My child is making good progress in school.	69	26	5	0	0
Behaviour in the school is good.	58	37	5	0	0
My child gets the right amount of work to do at home.	56	28	14	2	0
The teaching is good.	75	23	2	0	0
I am kept well informed about how my child is getting on.	68	30	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	63	35	2	0	0
The school is well led and managed.	77	16	7	0	0
The school is helping my child become mature and responsible.	65	28	2	0	5
The school provides an interesting range of activities outside lessons.	39	37	19	0	5