

INSPECTION REPORT

Holywell C of E Primary School

Barnstaple

LEA area: Devon

Unique reference number: 113380

Headteacher: Mr Graham Jones

Reporting inspector: Mrs Jane Morris
18270

Dates of inspection: 13th and 14th January 2003

Inspection number: 247357

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
School category:	Voluntary Controlled
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Holywell C of E Primary School Tawstock Barnstaple North Devon
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Telephone number:	01271-345908
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Appropriate authority:	Holywell School Governing Body
Name of chair of governors:	Mr Paul Trodd
Date of previous inspection:	9 th December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holywell Church of England Primary School is situated in the small village of Tawstock near the town of Barnstaple. There are 89 pupils on roll. Although there are only a few children of school age within the village and the parish itself the school's popularity means that it is oversubscribed and there is always a waiting list for places. All pupils are from white British families and none have English as an additional language. Pupils come from a variety of home backgrounds within the neighbouring area. These include farming and professional families. A small number of parents are unemployed. At present there are two pupils eligible for free school meals, which at 2.2 per cent is well below the national average. The attainment of pupils on entry to the school is variable year on year but is generally average. There are seven pupils who have special educational needs (7.7 per cent). This is well below the national average. There are two pupils with statements of special educational needs (2.2 per cent), above the national average. The special needs of the pupils are variable but include visual impairment and learning difficulties. Only two pupils (2.2 per cent) joined or left the school at times other than those expected during the previous academic year. This is a figure well below the national average. As this small school has a headteacher with a 0.5 teaching commitment it has sought to find ways to organise its classes for the benefit of all. To enable this to happen it has four teaching groups in the mornings and three in the afternoons. There are, therefore, a mixed reception and Year 1 class and a mixed Year 2 and 3 class in the afternoons.

HOW GOOD THE SCHOOL IS

Holywell is an effective school. It provides its pupils with a good standard of education. It is very popular within the local community and children enjoy coming to school. The quality of teaching is almost always good with some very strong features. This goes a long way to account for pupils' very impressive attitudes to learning and the good progress they make. There is a strong commitment to learning amongst staff, parents and pupils. The inspection found that all pupils work hard and achieve standards in English, mathematics and science that are often above the national average. Parents are pleased with how their children are getting on. The school is led and managed successfully because the headteacher provides a clear lead alongside the supportive governing body. With a relatively high level of expenditure for each pupil, the school provides satisfactory value for money.

What the school does well

- Pupils achieve well
- Teaching is good with some very strong features
- Pupils' attitudes to learning are very good as is their behaviour. This has a significant impact on the progress they make
- Parents' views of the school are usually very positive and links with them are very productive
- The leadership and management of the headteacher is good. He leads a strong team with a commitment to providing high quality education

What could be improved

- Monitoring and evaluation strategies to ensure all areas of the curriculum are developed effectively
- The way in which the school gives both pupils and parents an awareness and understanding of identified individual targets that could support the next steps in learning
- Arrangements for the physical development aspect of the Foundation Stage Curriculum (*as already highlighted on the School Improvement Plan*)

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 made good progress since the last inspection in December 1997. All key issues for improvement have been addressed. Standards have risen, particularly in information and communication technology (ICT). This was judged to be unsatisfactory at the time of the last inspection. The quality of teaching has improved significantly. The national strategies have been implemented successfully. Literacy and numeracy lessons are monitored successfully and highlight areas that require attention. However, the monitoring of other areas of the curriculum is underdeveloped. There have been notable improvements in assessing and monitoring pupils' progress. The curriculum for the Foundation Stage now takes account of the defined areas of learning. Accommodation is better as there has been building work to provide additional, separate teaching space for the youngest children and plans to further develop the provision for the physical development aspect are in hand. There is also a small administration area with a headteacher's office. Governors have developed their role in planning for school improvement and are beginning to introduce useful ways of finding out more about how the school is working towards its identified targets for improvement. Holywell is, understandably, a very popular school and it is well placed to continue its improvement.

STANDARDS

Because groups of 11 year olds have numbered less than ten, the grades for their results in the National Curriculum tests at the end of Year 6 are not included. Such a small number in a year group is considered to offer unreliable evidence. Grades are dramatically affected by the inclusion of one higher or lower attaining pupil.

The school's results in the national tests for pupils at the end of Year 6 in 2002 reflect inspection findings that, overall, pupils reach standards in English, mathematics and science above those expected for their age nationally. Inspection evidence also shows that the current group of Year 6 pupils have made good progress since Year 2. Standards achieved by Year 2 pupils in National Curriculum tests in reading, writing and mathematics were well above average in 2002 and have been showing steady, overall improvement. (These results are also influenced by the small numbers of pupils as explained above.) Attainment on entry to the school is average, so pupils have made at least good progress by the age of seven to achieve the above average standards seen during the inspection and the well above average standards reported in 2002. Most of the children in the reception class reach the Early Learning Goals set out for their age in all areas of learning.

Higher attaining pupils do particularly well because they are challenged effectively. Pupils who have special educational needs or are lower attaining also make good progress because they are supported very well and teachers and teaching assistants work hard together to plan activities in support of pupils' individual education plans.

The school exceeded its targets for Year 6 pupils in English and mathematics in 2002. Targets set for 2003 are judged to be sufficiently challenging based upon the school's detailed tracking of individual pupils. Pupils' literacy and numeracy skills help them to work in other subjects with growing confidence. There is no evidence of any significant difference in the standards achieved by girls and boys. The inspection found evidence of improving standards throughout the school and the school is well placed to continue in its quest for higher standards because of the growing impact of high quality teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and apply themselves very well in lessons. They enjoy coming to school and exhibit very positive attitudes. This has a significant impact on their achievements.
Behaviour, in and out of	Very good. During lessons, around the school and when changing classroom bases pupils are very polite and friendly. They show a clear

Aspect	Comment
classrooms	understanding of the impact of their actions on others.
Personal development and relationships	Good. Pupils get on well with one another, collaborating and sharing ideas whilst respecting each other's viewpoints.
Attendance	Very good. Rates are much better than national averages.

TEACHING AND LEARNING

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

During the inspection 11 lessons were observed. Two were satisfactory, four good and five very good.

The quality of teaching is good overall with some very strong features.

Previously some unsatisfactory teaching was reported. This has been eliminated. Pupils achieve well because of this high quality teaching. Teachers show a thorough understanding of the national strategies for literacy and numeracy and they use these to good effect so English and mathematics are taught well, especially in Years 1 to 6. Pupils are very keen to learn because teachers plan and resource lessons very carefully, making them stimulating and interesting. Teachers know their pupils extremely well. Their learning needs are recognised. Challenge and support are available so that the potential of each individual is fulfilled. A good start has been made in using information to set challenging, individual targets for pupils. However, these are not yet communicated clearly enough to pupils and parents and therefore opportunities to recognise achievement and track progress are missed.

Teaching in reception is always satisfactory and sometimes good but there are a few occasions when insufficient attention is given to small groups of pupils who are working independently and their mistakes are left uncorrected. Sometimes in the older classes too pupils are so keen to work and apply themselves to tasks that teachers miss opportunities to intervene, correct misunderstandings and take learning forward even further. There are also times when teachers spend a little too long on introductions to lessons before getting pupils started on tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. National exemplar schemes of work are used and amended to meet the school's circumstances of mixed age classes. The school's time-tabling and class arrangements (four classes in the morning and three in the afternoons) means the Literacy and Numeracy Strategies are covered appropriately and taught effectively. The outdoor curriculum for children in reception is limited by a lack of a resources and a defined area for these activities.
Provision for pupils with special educational needs	Good. Individual education plans are used well. Pupils receive very good support and consequently often make the same progress as others in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Despite being situated in a very rural and quite an isolated area, the school does its best to ensure pupils are given an understanding of other cultures. The school's ethos and behaviour policy lead to good provision for moral and social development. Spiritual development is satisfactory.

Aspect	Comment
How well the school cares for its pupils	Satisfactory. Procedures for health and safety, child protection and for ensuring pupils' welfare are all in place. Staff take good care of their pupils. Their progress is carefully monitored but pupils and parents could be kept better informed about individual targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is managed well. The headteacher gives a clear educational direction for the continued improvement of the school. All staff work as a team and share a commitment to high standards.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is supportive of the school and fulfils its statutory duties. Governors are aware of the most important issues facing the school and they are developing strategies to help them monitor more closely what is happening within curriculum areas.
The school's evaluation of its performance	Satisfactory. The school has developed very effective systems for tracking pupils' progress and achievements. Monitoring and evaluation strategies to ensure all areas of the curriculum are developed effectively are less well established.
The strategic use of resources	The school does its utmost to ensure that funds are used effectively to raise standards. The decision to run four smaller classes in the mornings has had a significant impact on the standards achieved in English and mathematics. Best value principles are applied well. This process is continually monitored and helped by the thorough understanding and support of the school administrator.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Behaviour is good • Teaching is good • Their children are expected to work hard • The school helps their children to mature 	<ul style="list-style-type: none"> • A very small minority of parents would like more information about how their children are doing at school • A few parents would like there to be closer links with the school

The team agrees with the parents' positive views. The school points out, and the team is pleased to endorse the fact, that there is an open door policy to the school. There is a very friendly approach made to any parents calling at the school and parents are kept well informed about events through a weekly newsletter. It is judged, therefore, that there are very strong links with parents. Inspectors do agree, however, that parents could be made more aware of targets that provide information about their child's next steps in learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well

1. Children are assessed when they enter the reception classes. Individual children and year groups of children achieve at different rates and have strengths in the range of the areas that they are taught. However, the overall picture of the attainment of the children on entry to the school is average. They make satisfactory progress in the reception class and most are on target to achieve the expected 'Early Learning Goals'¹ by the time they join Year 1. At present their physical development, although satisfactory overall, is hindered by the lack of a secure and fully equipped outside play area. The school has already identified this as a priority for development.
2. The inspection findings confirm the school's results in the national tests for Year 6 pupils in English, mathematics and science in 2002. The tests show that, overall, pupils achieve above the standards expected nationally. Higher attaining pupils achieve Level 5. Pupils' achievements in the national tests are carefully analysed to see what can be improved. In addition to national tests, there are regular assessments of what pupils know, understand and can do in order to identify individual strengths and weaknesses. Teachers have begun to use each pupil's record of progress to set targets, and this is helping to raise expectations and standards. The targets for pupils' individual learning in different areas of the curriculum are not specific enough or shared sufficiently well with the pupils and their parents.
3. Pupils' good progress in English reflects the consistent quality of teaching and the successful implementation of the National Literacy Strategy. Speaking and listening skills develop well because pupils are encouraged to join in and to talk about their work. Children in reception are encouraged to talk aloud to one another and they do this clearly and confidently. This continues throughout the school. By the time they reach Year 6, pupils enjoy a discussion; they listen to what others have to say and are learning to take account of other points of view when making their own contribution. This helps them to develop their communication skills and to gain a deeper understanding in different subjects.
4. Pupils read with growing confidence and interest because there is a consistent and structured approach to the teaching of the reading. This helps them to build up and use a range of strategies, and equips them to tackle new words and make sense of what they read. With the help of their parents, children come to appreciate the usefulness and pleasure of reading. Nearly all pupils in Year 6 read fluently and with understanding. Pupils with special educational needs make good progress in reading because they are given very good additional support and are included fully in lessons.
5. Progress in writing is good because skills are taught well and there are good opportunities to write in different subjects and situations. Work produced by pupils in Year 6 is competent and shows a sound knowledge of grammar and punctuation. They write well in different forms and for different purposes. For example, a Year 6 boy wrote this very expressive verse within the context of travelling in 'A Magic Box':
Fly over great snow peaked mountains
Sail through the vast Atlantic waves

¹ 'Early Learning Goals' are the anticipated standards to be achieved by the end of the Reception year as detailed in 'Curriculum Guidance for the Foundation Stage'.

Drink the purest spring water fresh and ice cold
Blast off into the furthest reaches of the galaxy

6. In mathematics, good teaching and the effective implementation of the National Numeracy Strategy contribute to the good progress the pupils make. The good balance between mental work and practical activity helps pupils to think, talk and understand in a mathematical way. Pupils in Year 6 are quick and accurate in their mental calculations, and have the strategies to apply their skills and to tackle problems.
7. In other areas of the curriculum, particularly in science, ICT, and history, high attainment was observed. This is because teachers have good subject knowledge and prepare their lessons very thoroughly. Year 2 and 3 pupils could explain how shadows are formed after having the opportunity to use torches to investigate this phenomenon. Year 1 pupils achieved very well when they were able to enter information onto a graph using the 'drag' facility after starting up the computers unaided and then opening program files without any help. Pupils in Years 4, 5 and 6 interpreted and organised information they had gathered from a variety of sources when finding out about working children in Victorian times.

Teaching is good with some very strong features

8. Eleven lessons were observed altogether of which two were satisfactory, four were good and five were very good. The examples of very good teaching were evident in a range of contexts and subjects throughout Years 1 to 6.
9. All parents who completed the questionnaire consider that teaching at the school is good. The observations made during the inspection support this view. In a short inspection relatively few lessons are observed and judgements about the proportions of teaching with different year groups have to be considered carefully. This is especially relevant in this small school where classes change from four in the morning to three in the afternoon. Two teachers have a full-time teaching commitment and three teachers (including the headteacher) have a 0.5 teaching time allocation.
10. In the mornings literacy and numeracy are taught to the reception children separately, Years 1 and 2 are taught together as are Year 3 and Year 4 pupils and also those in Year 5 and 6. These session arrangements benefit the pupils significantly. In the afternoons pupils are taught in classes that have reception and Year 1 together, Years 2 and 3 together and Years 4, 5 and 6 together.
11. All teachers have a very good understanding of both the National Literacy Strategy and the National Numeracy Strategy. They are able to plan for coverage of the national strategies very productively. During the morning lessons pupils are encouraged to work very hard. They are challenged very effectively and produce above average standards of work in both English and mathematics. Their work is well presented.
12. Teachers ensure that good progress is made in each lesson. For example, in a Year 5 and 6 mathematics lesson pupils were introduced to or were reminded how to use a protractor to measure angles. This they did with interest and enthusiasm. The teacher made pupils aware of new vocabulary referring to acute, obtuse, and reflex angles. Well planned activities made sure all pupils gained new knowledge. The higher attaining pupils were able to work out the number of degrees in a straight line.

When looking at circles and having been given the number of degrees in an angle they could offer how many degrees there were within the reflex angle.

13. In a Year 1 and 2 lesson very good learning occurred when pupils undertook their spelling activities in a range of ways. Some worked on the computer, some worked with a very effective teaching assistant and others (Year 1s) were challenged by the teacher to use their knowledge of phonics to blend letter sounds together and word build. This they did very successfully.
14. In one morning session reception class children were given access to an exciting role play area to support their language work. The 'spaceship' and the associated props to support the story of 'Whatever Next' had been well prepared by the teacher. Children worked well at their tasks and began to write their own stories. The lesson did, however, have missed opportunities to develop children's letter formation and the teacher would have done well to concentrate on one group at a time whilst others made more use of the 'spaceship' or the computer.
15. Teachers at the school, whether full-time or part-time, are totally committed to their work. They know their pupils so well that an atmosphere for learning is created which matches each class and pupil's needs. Lessons have clear objectives and high expectations. These are shared with the pupils and are reviewed at the end of lessons. Any pupils with special educational needs are supported by teachers and the very effective teaching assistants. It is apparent that teachers endeavour to find stimulating activities to motivate pupils. On the few occasions that introductions take a little too long pupils still behave well even though they are anxious to get going on their tasks. Teachers usually monitor each group's progress successfully but there are times when, because pupils are so well behaved and focussed on their work, that teachers do not step in quickly enough to correct any misconceptions. ICT is integrated into lessons to good effect and every opportunity is sought to find links between subjects so pupils develop their skills in a variety of contexts.

Pupils' attitudes to learning are very good as is their behaviour. This has a significant impact on the progress they make

16. The school has a very strong ethos for learning. The very good attitudes, behaviour and relationships contribute to the good progress the pupils make. Parents are very pleased with the way the school helps their children to become mature, responsible and well behaved.
17. From the time they start school as four year olds, the children develop good attitudes and are keen to 'have a go' at different activities. As they get older, pupils become increasingly motivated and responsible for their own behaviour and learning. The youngest children and those in Year 1 are encouraged to learn from experiences they enjoy and feel involved in. This was evident in a lesson, where they were given opportunities to plan and discuss designs for their own 'friendship pendant'. In a Year 3 and 4 lesson pupils worked independently on activities related to spelling tasks. They collaborated and discussed the 'spelling wheels' they were making, having a go at adding the different word endings that the teacher had introduced. In a Year 5 and 6 literacy lesson there was spontaneous applause for the teacher after she had dramatised the story of 'Perseus and the Gorgon'.
18. Lessons throughout the school are planned well and are challenging. Pupils respond with enthusiasm and interest. Pupils of all abilities feel involved and confident in what they are doing and, in turn, they are motivated to give of their best and achieve well.

Pupils with special educational needs are looked after well, grow in self-esteem, and become more confident.

19. The inspection confirms the overwhelming view of parents that children like coming to school. The very good relationships between pupils reflect the strong partnerships between parents and staff and between the local community and the school. Boys and girls, and older and younger children play and work well together, and this contributes significantly to their achievements.

Parents' views of the school are very positive and links with them are very productive

20. Holywell is very popular and it has a considerable waiting list for places. This is because parents want their children to attend this small, friendly and successful school. Parents choose to travel considerable distances to enable their children to share the school's caring yet challenging ethos. A very small number of parents who responded to the questionnaire were unsure about their links with the school but the overwhelming evidence collected during the inspection suggests that the school strives to ensure that parents are welcomed, kept informed, and are given information about the curriculum and school events in a variety of ways. The governors' determination to establish a web site is coming to fruition and this could provide an additional source of information.
21. The 'Parent, Teacher and Friends Association' has provided additional funds and practical help to develop the school's facilities, accommodation and resources. The gift of land for a 'Sports Field' resulted in a community effort to prepare the ground and make it suitable for athletics' activities in the summer. The association has also raised additional funds to help the building projects that have provided a separate teaching area for the reception class and office space.
22. The school administrator is very approachable and provides visitors to the school with a very efficient and friendly first point of contact. Her manner ensures that parents are welcomed and they can consult the school about anything that is concerning them. Parents are very appreciative of all the additional roles she fulfils in relation to French Clubs, music tuition and school productions.
23. The Parents' Meeting suggested that the school was like 'One big happy family'. Inspection evidence completely endorses this point of view. The majority of parents, almost without exception, are pleased with the standards their children achieve. Some parents would like there to be a permanent fourth class at all times rather than just in the mornings as they feel the smaller classes benefit their children considerably.

The management of the headteacher is good. He leads a strong team with a commitment to providing high quality education

24. The headteacher provides good leadership. As an effective teacher as well as a successful manager he has formed a committed and capable team around him. The school's clear educational direction is evident in all school documents which are meticulously prepared. The progress made by pupils and the standards that they achieve in English and mathematics are monitored very closely. The results of year groups of pupils are analysed so that any shortcomings are identified and school improvement can focus on specific areas. This is illustrated by the school's decision to concentrate on developing pupils' problem solving skills and funding decisions have been made to enable two teachers to attend training to support the effort that is being

put into this aspect of mathematics. The newly established reception classroom has a large role play area and again funding has been allocated to ensure that the teacher is trained to make the best use of this area in developing children's communication skills.

25. The school has considered the ways in which it can provide the best class structure for the successful implantation of the national strategies and the determination to strive for high standards. The decision to fund four classes in the mornings has paid dividends. The smaller numbers and the additional budget allocation to support pupils with lower attainment or special educational needs within this class organisation have also proved to be effective. The school is managing its budget allocation to good effect in order to continue with its determination to achieve a fourth class. The use of the school's significant financial reserve has been programmed into this endeavour as well as supporting the provision of the outdoor play area for the reception children.
26. Staff and governors are consulted and contribute to the School's Development Plan. As yet pupils do not take part in this process. This 'Plan' is costed, has success criteria and is carefully monitored and evaluated. It rightly identifies the school's focussed areas for improvement as mentioned above. There is, however, more work to be done to ensure that all areas of the curriculum are included in the overall development plan so that the small number of teaching staff know exactly how, when and where different subjects will be reviewed in order to check on standards and raise awareness of the quality of teaching and learning. There is also scope for some governors to improve their awareness of the effectiveness of the school. At present this is satisfactory but their stated intentions to visit the school to look at specific areas of the curriculum and aspects of life at the school has the potential to raise governors' awareness further.

WHAT COULD BE IMPROVED

Monitoring and evaluation strategies to ensure all areas of the curriculum are developed effectively

27. The school has established systems for performance management which ensure that lessons are observed and teachers are aware of areas of strength and possible areas to concentrate on so they can develop their own teaching skills. The headteacher has been responsible for the majority of lesson observations. This is because the school has had changes in staffing and has also had some long term staff illnesses. Opportunities for teachers to watch and learn from each other have, therefore, been somewhat limited. There is a lack of a structured programme to ensure all teachers have the opportunity to monitor work standards and teaching and learning in their allocated subjects. This means that their knowledge of how to improve their nominated subjects is underdeveloped and governors' awareness of the strengths and weaknesses in individual subjects is also impeded.

How the school gives both pupils and parents an awareness and understanding of identified targets to support the next steps in learning

28. The school has amassed a wealth of data and information that supports the tracking of pupils' achievements very successfully. Targets for groups and individuals are well-established in English and mathematics. Some pupils have knowledge of their own specific targets in these areas but learning targets are not used consistently throughout the school and parents are not aware of them. There are missed opportunities for parents and pupils to work alongside teachers in striving to achieve

targets and to celebrate success before deciding the next steps required for the further development of learning.

The arrangements for the physical development aspect of the Foundation Stage Curriculum

29. As the school has no hall on site and has access to the village hall on one day a week, it is difficult for the very youngest children to have sufficient opportunities to support their physical development. The school has already recognised this shortcoming and has plans in hand to develop this area during the coming months.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to continue to build on the school's successes the headteacher, staff and governors should:
- (1) Produce a long term plan and implement strategies to ensure that the standards achieved and the quality of teaching and learning in all areas of the curriculum are monitored. (Paragraphs: 25, 26)
 - (2) Improve pupils' and parents' knowledge and awareness of targets for learning that teachers set in order to recognise and celebrate individual success and then provide detail of the next steps required for learning. (Paragraphs: 2, 27)
 - (3) Make arrangements for and extend the number of opportunities for children to take part in physical activities in the reception class. (As already identified in the School Development Plan.) (Paragraphs: 1, 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	4	2	0	0	0
Percentage	0	45	36	18	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 nine 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)	89
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7

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	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (100)	100 (92)
	National	85 (85)	89 (89)	89 (89)

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

A table of results for Year 6 cannot be included because too few pupils took the tests for comparisons to be meaningful.

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	89	0	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)	3.9
Number of pupils per qualified teacher	22.8
Average class size	am 22.3 pm 30.0

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	53

Financial information

Financial year	2001 - 2002
	£
Total income	232,486
Total expenditure	232,428
Expenditure per pupil	2,734
Balance brought forward from previous year	20,167
Balance carried forward to next year	20,225

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	58	38	4	0	0
Behaviour in the school is good.	49	51	0	0	0
My child gets the right amount of work to do at home.	44	40	7	2	7
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	51	33	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	27	7	0	0
The school expects my child to work hard and achieve his or her best.	69	27	2	0	2
The school works closely with parents.	47	33	16	2	2
The school is well led and managed.	42	47	7	0	4
The school is helping my child become mature and responsible.	56	40	0	0	4
The school provides an interesting range of activities outside lessons.	44	44	7	2	2