

INSPECTION REPORT

WOOLACOMBE COUNTY PRIMARY SCHOOL

Woolacombe, Devon

LEA area: Devon

Unique reference number: 113175

Headteacher: Mrs Sandy Brown

Reporting inspector: Mr G Haynes

18064

Dates of inspection: 23rd - 24th January 2001

Inspection number: 191364

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Beach Road Woolacombe Devon
Postcode:	EX34 7BT
Telephone number:	01271 870551
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Helen Lethbridge
Date of previous inspection:	27 th –29 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	120	(below the national average)
Pupils with English as an additional language:	2.6%	(above the national average)
Pupils entitled to free school meals:	8.8%	(average)
Pupils on the register of special educational needs:	15.3%	(below average)
Pupils with statements of special educational needs:	2.9%	(above average)
Average class size:	24	

The school serves the two coastal villages of Woolacombe and Morteheo, and the surrounding countryside. Forty-two per cent of pupils attend from outside the catchment area due to the very good reputation of the school and the support it offers pupils with special educational needs. Most of these pupils enter Key Stage 2 classes and have learning difficulties and/or below average attainment. All pupils are white. All but four are of UK heritage. These four pupils entered the school with English as an additional language. Pupils' attainment on full-time entry to the reception class, in the term they become five years of age, is broadly average, but wide variations do exist reflecting the varying backgrounds of entrants. Most pupils have attended some form of pre-school education.

HOW GOOD THE SCHOOL IS

Woolacombe is a very effective school. Pupils' results in National Curriculum tests over time are often above, and well above, the national average, and higher than those of pupils in similar schools. Pupils are consistently well taught in English, mathematics, science and a range of other subjects. The school is very well led and managed and offers very good value for money.

What the school does well

- It enables the pupils to achieve standards that are good in relation to their starting points, and has maintained these achievements over time in a range of subjects.
- Overall teaching quality is very good. This is having a very positive impact on pupils' learning.
- The school provides a very wide range of learning opportunities for all pupils. These are very well assessed by teachers for their impact on pupils' learning and the effectiveness of their teaching.
- Pupils' attitudes and behaviour are consistently very good. They reflect the strong relationships and respect between staff and pupils and are indicative of the school's commitment to inclusion and equal opportunities for all pupils.
- There is a strong school ethos, based on a high quality of care for all pupils and high expectations for pupils' learning, behaviour and personal development.
- Teamwork is a key element in the work of the headteacher and all staff. They work together very well and are pro-active in recognising the need for further developments. They are rigorous in self-evaluating both their own and the school's performance, and strongly committed to maintaining high standards.

What could be improved

- There are no major areas for improvement.
- The school is rigorously self-evaluative and committed to maintaining high standards. It has recognised priorities and actions that are contained in the current school development and improvement plans. The implementation of the plans should be continued, representing as they do an appropriate agenda for further improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The single key issue related to the school development plan and the need to make the document a more effective management tool. The plan has been improved well and, more importantly, used with good effect, for example, at governing body meetings. In addition to the hard work carried out in maintaining a high quality of standards and provision over the four-year period, good improvements are evident in a number of areas: the achievement of boys; staff expertise in using and teaching information and communication technology; the implementation of National Strategies for Numeracy and Literacy; homework is now used very well; the use and effect of non-teaching staff on the running of the school and the teaching and learning taking place are very good; and the role of the governing body is developing steadily.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	A	A*	A*
Mathematics	C	B	A	A
Science	B	B	B	B

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

Last year, the pupils' performance in national tests for eleven year olds was very high in English, well above average in mathematics and above average in science. Pupils' performance in these subjects over the last five years has remained above the national average and risen at the same rate as that nationally. Pupils are achieving very well in English and mathematics when compared with pupils in similar schools, while their performance in science is above average. This is particularly true of boys, whose performance is better than that nationally. The school is making very good progress in reaching targets set for English and mathematics. The standards of the present Year 6 pupils are broadly average and below the usual level achieved in recent years. This is because the year group contains a much higher than usual number of pupils with special educational needs and those entering the school with below average attainment.

Inspection evidence indicates that the same situation occurs in Year 5 and, with the exception of these year groups, pupils of all abilities are generally attaining well in a range of subjects. Good progress is being made by pupils of all abilities, in relation to earlier

attainment. Excellent standards and progress were seen in swimming. Information and communication technology standards are generally good in text and data handling.

Most children in the reception group are likely to reach the early learning goals for five year olds, with many of them demonstrating good achievement. In the 2000 national tests for seven year olds, standards in mathematics were high and above average in reading and writing. Since 1996 results in writing have risen, but those for reading and mathematics have varied with each year group, although being at least in line with the national average over the past five years. Inspection evidence indicates that the overall pupils' attainment in Year 2 is above average across a range of subjects with pupils of all abilities making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about coming to school and enjoy their lessons.
Behaviour, in and out of classrooms	Very good at all times.
Personal development and relationships	Very good. Pupils respect property and equipment. They are responsible for a number of routine jobs and carry out their tasks very well. Relationships between pupils, and staff and pupils, are very positive and an integral part of the conducive learning atmosphere of the school.
Attendance	Satisfactory. The school works effectively with parents whose employment is based on a seasonal tourist trade, to lessen the absence of pupils during term time.

Attitudes, behaviour, personal development and relationships are all aspects that are strengths of the school, reflecting its overall positive and caring atmosphere. High expectations, clear aims and a very positive ethos are consistently evident in the day-to-day work of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 20	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 overall quality of teaching is very good. All the teaching seen was at least satisfactory; nine lessons out of 20 were good, with a further eight being very good or excellent. The teaching of English and mathematics was very good and this is enabling all pupils to achieve well. Numeracy and literacy skills are very well taught and enable pupils to make good achievements, including those with special educational needs. These pupils are very well supported by teachers and learning assistants. The use and effectiveness of assistants

in supporting pupils' learning generally is very good. Very good features of teaching include teachers' subject knowledge, the match between tasks and pupils' needs, detailed planning and the assessment of pupils' work to inform future teaching and learning. Generally pupils learn well in a range of subjects, including information and communication technology and religious education. They are able to use basic skills of numeracy and literacy well in other subjects such as history.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The breadth of learning opportunities for all pupils is impressive, despite the limitations of the site and buildings. There are extensive links between subjects, and skills learned in literacy, numeracy and information and communication technology are used across the curriculum.
Provision for pupils with special educational needs	Provision is of a very high standard and effectively meets the needs of the pupils, who make good progress through the school.
Provision for pupils with English as an additional language	The needs of the few pupils are very well met by lessons and individual support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The breadth of provision is impressive and includes the promotion of spirituality, a strong emphasis on pupils' moral and social development, and many opportunities for cultural appreciation.
How well the school cares for its pupils	Pupils are very well cared for. Individuals are valued and their needs are clearly understood. Procedures to monitor and evaluate pupils' overall development and progress in their work are extensive and effective.

The school is doing a very good job in ensuring that pupils gain knowledge, understanding and skills in many subjects. The frequent, very good, links between subjects provide a wide learning experience for pupils beyond the important basic subjects of English, mathematics and science; for example, information and communication technology skills are used extensively in other subjects. Teachers get to know their pupils really well and are pro-active in meeting their needs accordingly. Staff work very hard and successfully to overcome the limitations of building and site.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher and all staff form a strong and effective team, working hard to achieve the best possible provision for all pupils.
How well the governors fulfil their responsibilities	The governing body fulfils its role soundly. Under the current chair, steady improvements are taking place in developing the understanding and expertise of the whole governing body.
The school's evaluation of its performance	Excellent. For example, a wide range of evaluation procedures are in place providing data that is used effectively in many subjects, but particularly English, mathematics and science.
The strategic use of resources	Very good. There is a very strong commitment and emphasis on sustaining and improving high standards in all aspects of the work of the school by the appropriate application of resources.

The headteacher provides strong and sensitive leadership to the school and its community. Teamwork is a key element in the effective work taking place. There is a clear and shared commitment by all staff to high standards, reflection and self-evaluation of both their own and the school's performance, and in providing equal opportunities for all. Principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • they feel comfortable about approaching the school with questions or a problem; • the school's expectations that their children should work hard and achieve their best; • the good teaching taking place; • the school helping their children to become mature and responsible; • the school is well led and managed. 	<ul style="list-style-type: none"> • the provision of an interesting range of activities outside lessons.

The inspection team confirms the positive views that parents expressed. With regard to the provision of activities outside lessons, current provision is judged to be good for a school of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It enables the pupils to achieve standards that are good in relation to their starting points, and has maintained these achievements over time in a range of subjects.

1. Small schools with low numbers of pupils in each year group are more vulnerable than larger schools to potential variations in national test results. In small year groups one or two pupils can make a big difference to the overall performance of the year. Against this background and an intake of pupils with varied levels of attainment on entry, with an increasing number of arrivals in Key Stage 2 classes with special educational needs and/or low performance levels, the school has done very well in frequently maintaining above average standards of pupils' work, over a number of years. In the 2000 national tests for seven year olds, the pupils' results in mathematics were high, and above the national average in reading and writing, and in comparison to the results obtained by similar schools. In 1999, results in reading, writing and mathematics were very high. Results in National Curriculum tests since 1996 have been at least in line with the national average on all but one occasion in 1998 when reading levels fell below average. Eleven year olds have achieved even better over time. Pupils' performance in English, mathematics and science over the past five years has remained above the national average and risen at broadly the same rate as that nationally. Test results for 2000 showed very high standards in English, well above average results in mathematics and above average results in science.
2. Standards have been maintained over time. The 1997 inspection contained many references to above average standards in a range of subjects. During the current inspection, above average standards of work were seen in English, mathematics, science, music and information and communication technology lessons. Personal, social and health education standards were good. Standards of swimming were excellent. The school gets to know the ability of its pupils well. From this knowledge, very good work is done to provide pupils with learning that is appropriate to their needs. For example, teachers' planning is detailed and contains tasks well matched to the differing abilities of pupils. In Key Stage 2, the two classes are re-organised into three ability groups for literacy and numeracy lessons to assist the teachers in this match of task to pupil. Pupils with special educational needs or with English as an additional language are given extra support to make good progress. The positive ethos of the school produces a very conducive atmosphere in which learning takes place. Staff work very well as a team. Pupils' work is valued. The curriculum contains an impressive breadth so that pupils receive lessons in all National Curriculum subjects, which are augmented by participation in educational and residential visits, sporting and musical events. Pupils are learning well because of the quality of teaching taking place.

Overall teaching quality is very good. This is having a very positive impact on pupils' learning.

3. Quality teaching makes a positive impact in various ways. To walk into the entrance provides an immediate impact of a vibrant, colourful and very well cared for school. Classrooms and corridors are full of pupils' work displayed to a high standard and good effect. The considerable efforts that have been made to set this standard indicates how the work of pupils is highly valued, providing positive feedback to them and setting high expectations. Pupils respond well to this learning environment.

Teachers organise resources very well, and with extraordinary tidiness, so that they are readily available for their lessons. Cramped accommodation is very well utilised with

attractive working areas conjured from small spaces; for example, the library is in the entrance foyer and computers are found in corners of corridors. Teachers are very well organised and plan activities efficiently.

4. Throughout the school there are skilled teachers. During the inspection, 17 out of 20 lessons contained good or better teaching. This quality was particularly evident in Key Stage 2 classes where staff with a range of experience consistently cater for mixed-age and ability groups of pupils, providing challenging work for all. An exemplary swimming lesson for over 50 pupils, taught by five teachers/instructors, contained excellent teaching that included high levels of teacher and pupil confidence, determination and adherence to the very highest standards of learning and behaviour. Meticulous planning and knowledge of pupils and their previous achievements ensures learning has relevance, continuity and progression in this practical activity. As a result, very good achievement takes place during the lesson.
5. Activities are planned with very good detail for a range of subjects, but especially for literacy and numeracy lessons. Planning to cater for pupils' differing needs is very thorough. There is a very good match between pupils' learning needs and the planned activities. Teachers reflect on their teaching and assess pupils' work regularly, and use this information as a base for future teaching and learning. Training has enabled staff to keep their own knowledge, understanding and skills up to date, particularly in key areas such as literacy, numeracy and information and communication technology. Teachers provide pupils of all abilities with a great deal of support and have high expectations for both behaviour and learning. This approach is consistently applied in all classes and promotes pupils' achievements well across a range of subjects. During the inspection, it made no difference whether swimming, art, religious education, music or information and communication technology lessons were being observed, pupils were seen to be working hard and to make frequently good progress.

The school provides a very wide range of learning opportunities for all pupils. These are very well assessed by teachers for their impact on pupils' learning and the effectiveness of their teaching.

6. The breadth of learning opportunities for pupils is impressive. Staff are contending with cramped accommodation excellently. Every nook and cranny is utilised to good effect. The thoughtful deployment of non-teaching staff enables groups to function efficiently in all available spaces. The lack of a full-sized school hall is compensated for by an increased profile for swimming. Pupils achieve excellent standards in swimming. There are extensive links between subjects. Skills learned in literacy, numeracy and information and communication technology are used in a range of other subjects. Computer art programmes are used. Research in history is supplemented by access to the Internet. Written accounts are word-processed. Data collection is used in science. Lessons are supplemented by educational and residential visits on a regular basis enhancing the breadth of pupils' experience very well. Pupils participate in a range of sporting and musical events each year. In its pro-active way, the school is aware that the performance of boys nationally is less good than that of girls. Planning of lessons and the organisation of resources has been done with an eye to catching and maintaining the interest of all pupils, but particularly that of boys. This awareness and the action taken have resulted in the performance of boys being enhanced beneficially in national test results.
7. Assessment procedures are excellent. Comprehensive planning by teachers leads to a wide range of learning opportunities being generated for the pupils. Teachers keep detailed information on the work of pupils in their class and groups, in a range of subjects.

The school maintains comprehensive details of information such as national test results, by which the progress of pupils is tracked as they move through the school. Records of pupils with special educational needs are kept up to date and individual education plans are used as a means of checking pupils' development of knowledge, understanding and skills over time. Each one of these methods of collecting information is used effectively as a way of making adjustments and improvements to the teaching and learning that are to follow. Teachers will amend their weekly plans for lessons in the light of how quickly pupils are learning as the week progresses, for example, as seen in work on fractions in mathematics. Regular monitoring of teaching and learning takes place; this was started by the headteacher and is now developing to include other members of staff. Developmental feedback is offered from the observations and this is used to further improve the quality of teaching and learning. The school is making good progress in implementing staff appraisal through the national system of performance management. As well as producing effective staff development, the above procedures and actions are an important part of the very good overall provision made for pupils. They are indicative of the commitment of staff to do their best for all pupils in the school.

Pupils' attitudes and behaviour are consistently very good. They reflect the strong relationships and respect between staff and pupils and are indicative of the school's commitment to inclusion and equal opportunities for all pupils.

8. Pupils are keen and eager to come to school. They enjoy their work. Pupils of all abilities are confident and want to do well. They concentrate hard, listening well to instructions and the contributions made by their classmates. Once working, either individually or as a member of a group, pupils sustain their effort to complete the task in hand. The brisk pace of lessons helps this focus. In conversation with inspectors, pupils were able to explain their work and express their enjoyment of school life and the many activities and opportunities being provided for them. Older pupils state their appreciation of the support they receive from all staff. Those who have moved from other schools invariably like Woolacombe better and feel they are making progress.
9. During the inspection there were very few instances where pupils had to be reminded about the way they worked or played. Staff teamwork produces high levels of consistency in the school's expectations for pupils' learning and behaviour. The very good standards of pupils' behaviour allow the best use to be made of teaching time, with the result that pupils of all abilities make good progress over time. The day passes by quickly for pupils as they engage with tasks in which they are genuinely interested. Staff and pupils have very positive relationships with each other. For example, some Year 5 pupils were becoming somewhat frustrated by their interrogation of the Internet while seeking information about the country of Benin during a history lesson. The subsequent positive interaction between pupils and teacher overcame this problem successfully and moved their learning along well.
10. Pupils of all abilities and backgrounds are included in all activities. They enjoy equal opportunities; for example, pupils with special educational needs, and for whom English is an additional language, are well supported so that they integrate successfully in classes and groups. Recent arrivals to the school are inducted thoroughly, with their settling-in period being monitored and evaluated with care. For example, January entrants to the reception class are settling in well. Pupils of all ages work harmoniously

together. At breaktimes they play happily, with older ones looking after younger ones in a sensible way. The strong and consistent implementation of school values is the key element in bringing about this state of affairs.

There is a strong school ethos, based on a high quality of care for all pupils and high expectations for pupils' learning, behaviour and personal development.

11. Pupils enter the school before age five, and as older children from other schools, with varying levels of attainment and skills. From entry to leaving they receive a lot of care and support that has a direct and positive impact on their personal development. Pupils with special educational needs are supported by well-focused individual education plans that contain the details of their needs and actions to improve and develop specific skills. Pupils capable of higher achievement are challenged with tasks that stretch their thinking as well as capabilities in particular subjects; for example, regular lessons are held in Key Stage 2 classes with a clear focus on improving thinking skills.
12. The school is a welcoming place to pupils. Staff show a genuine concern for pupils' needs whether they are academic or personal. The supportive and caring nature of the school encourages dialogue between staff and children. Pupils feel secure and well cared for with the result that they show high levels of confidence and positive attitudes. They are also aware of the clear expectations set by the school for their behaviour and learning. The strong school ethos is based on providing positive feedback to pupils whenever possible so that their efforts are valued. This approach has fostered a strong sense of what is right and wrong. Pupils' personal development is fostered through the wide range of learning opportunities provided in lessons, school clubs, and educational and residential visits. They receive a thorough grounding in basic skills. The school is very successful in providing opportunities for pupils to use these skills when embarking on creative and collaborative activities, for example, art work, team games, swimming, drama and music.
13. Pupils' learning, behaviour and personal development are monitored and evaluated thoroughly by staff. Teachers keep very detailed assessment records on pupils' performance and aptitudes in a range of subjects and on the way they conduct themselves. These findings are communicated to both pupils and parents through informal discussions, formal consultations and annual report forms. All staff are able to contribute to this monitoring and evaluation process, which reflects the strong teamwork in the school.

Teamwork is a key element in the work of the headteacher and all staff. They work together very well and are pro-active in recognising the need for further developments. They are rigorous in self-evaluating both their own and the school's performance, and strongly committed to maintaining high standards.

14. Teamwork is evident in many facets of school life. People work well together and are set a very good example by the headteacher who explicitly sets the caring and supportive

tone for the work of the school. Staff teamwork produces high levels of consistency in expectations for pupils' learning and behaviour. The strength of this feature has recently been put to the test with significant changes in teaching staff taking place. New teachers have been supported well by their colleagues and inducted into the 'Woolacombe way' of carrying out their work. Inspection observations indicate this is a successful operation, with new staff becoming part of the team with increasing effect. High and consistent expectations have a positive effect on the standards of work being produced and are an important factor in the continuing success and popularity of the school. In practical terms, the staff know the pupils well, set challenging targets and expectations, and track progress on a regular basis. The governing body is increasingly drawn into the work being done, for example, by having the school development and improvement plans at the centre of its meetings and through the commitment of a core of members to visit the school regularly and to monitor its actions. The induction of several very new members is progressing steadily.

15. Teamwork does not lead to complacency. The school has a clear sight of how it should improve further and this vision is enshrined in the current school improvement and development plans. These plans are drawn up in consultation with staff and members of the governing body, which produces a common understanding of the way ahead. Suggestions for improvement come from staff, governors and parents and are taken on board after appropriate discussion and consideration has taken place. The school and its staff have a confidence about their work that is evident through them being pro-active in monitoring and evaluating their own performance. For example, the school began to question the continuity and progression of pupils' learning in science through the school. The subject and its teaching were rigorously reviewed: teaching groups were re-organised, more time was allocated and teaching was monitored. Subsequent results in national tests confirmed the school's concerns, but actions were already underway to remedy the situation successfully.
16. This is just one example of self-evaluation being carried out effectively. The process continues through the school on a regular basis with contributions encouraged and welcomed from any source. Discussion with staff, parents and pupils shows an appreciation of the need to work hard to maintain and improve the work of the school and a consistent commitment to attain the highest possible standards. The school is very aware of its own needs and sets about taking action in a rigorous fashion. The current school improvement and development plans provide an appropriate agenda for further improvement.

WHAT COULD BE IMPROVED

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major areas for improvement.

The school is rigorously self-evaluative and committed to maintaining high standards. It has recognised priorities and actions that are contained in the current school development and

improvement plans. The implementation of the plans should be continued, representing as they do an appropriate agenda for further improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

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
5	35	45	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	0	120
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.1

National comparative data	5.2
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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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	6	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	5	5	4
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	88 (100)	94 (100)	88 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	5	4	4
	Total	15	13	14
Percentage of pupils at NC level 2 or above	School	94 (100)	81 (100)	88 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	9	19
National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at	Boys	10	10	9
	Girls	9	7	8

NC level 4 and above				
	Total	19	17	17
Percentage of pupils at NC level 4 or above	School	100 (87)	89 (83)	89 (100)
	National	75 (71)	72 (69)	85 (78)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	9
	Girls	8	6	7
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	84 (87)	84 (83)	84 (91)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	120
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.5
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Financial information

Financial year	99-00
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Number of pupils per qualified teacher	21.8
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	93

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

	£
Total income	268620
Total expenditure	272547
Expenditure per pupil	1990
Balance brought forward from previous year	25219
Balance carried forward to next year	21292

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	3	0	0
My child is making good progress in school.	48	41	3	0	7
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	35	59	7	0	0
The teaching is good.	72	24	0	0	3
I am kept well informed about how my child is getting on.	48	52	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	14	0	0	7
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	55	45	0	0	0
The school is well led and managed.	62	28	7	0	3
The school is helping my child become mature and responsible.	72	21	0	0	7
The school provides an interesting range of activities outside lessons.	38	24	35	0	3