

INSPECTION REPORT

**WINTERSLOW CHURCH OF ENGLAND (AIDED) PRIMARY
SCHOOL**

Middle Winterslow, Salisbury

LEA area: Wiltshire

Unique reference number: 126420

Headteacher: Mr Peter Ward

Reporting inspector: Dr T Simpson
[10428]

Dates of inspection: 29th to 30th November 2001

Inspection number: 196531

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Middle Winterslow Salisbury Wiltshire
Postcode:	SP5 1RD
Telephone number:	01980 862446
Fax number:	01980 863174
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Page
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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12735	Mrs M Bebo	Lay inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winterslow is a smaller than average sized Church of England primary school serving a rural and largely socially advantaged area near Salisbury in Wiltshire. There are 177 pupils on roll, including 18 who are in the reception class. There are no pupils who come from an ethnic minority background and none who speak English as an additional language. There are about the same number of boys and girls on roll. The percentage of pupils with special educational needs - including those with statements of special educational need - is average, but the percentage who are entitled to free school meals is well below average. In most areas, attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards in the key subjects of English, mathematics and science are well above average by the time the pupils leave the school. Overall rates of learning are good and most pupils make good progress as they proceed through the school. Teaching is very good and is sometimes excellent. The personal support provided for pupils is excellent. Their attitudes and behaviour are very good and their personal development and relationships are excellent. Provision for spiritual, moral, social and cultural development is excellent. The school has improved significantly since the last inspection. The headteacher and staff have a strong vision for taking the school even further forward, and overall management is very good. Ethos at the school is excellent. Income is above average, but the school still provides good value for money.

What the school does well

- Standards in English, mathematics and science are well above the national average by the end of Year 6.
- Teaching is very good overall and there are examples where it is excellent. As a result the pupils learn very well.
- The school's provision for the personal development of the pupils is excellent. As a result, their attitudes and behaviour are very good, while their personal development is excellent.
- Management at the school is very good and this has a very positive effect on standards and ethos.
- Provision for pupils with special educational needs is very good, and as a result these pupils achieve well and are fully included in all areas of the school's activities.

What could be improved

- The inspection team found no areas where significant improvement is required. The school is very effective. It has good procedures in place for self-evaluation and review and is constantly striving to improve even further.

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 July 1997. Since then it has made very good progress in addressing all the issues then raised. Standards are now much higher in English, mathematics and science. Teaching is greatly improved and pupils' attitudes, values and personal development are even better than they were. Curriculum planning, the provision for pupils' personal development, and overall management have all improved – in some cases significantly. The accommodation is now much better and the school continues to improve its cost effectiveness.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
Mathematics	A	A*	A*	A
Science	A	A*	A	A

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

Standards in all three subjects have been well above the national average for the past four years. An asterisk means that the school's performance is in the highest five percent nationally. The judgement of the inspection is that current standards are still well above average at the end of Year 6. In the 2001 tests of seven-year-old pupils, results were below average in reading, average in writing and well above average in mathematics. The school had recognised previous weaknesses in mathematics at the end of Year 2 and successfully instituted a number of strategies to improve these. It is now applying the same strategies to reading and writing and it is the judgement of the inspection that standards in all three areas are currently above average. The main reason that standards at the end of Year 2 are slightly below those at the end of Year 6 is that the school focuses particularly on developing personal and social skills during reception and Years 1 and 2, as this is the one area identified by baseline assessments as being sometimes below expected levels when children enter the school. Overall achievement in the reception class and in Years 1 and 2 is, therefore, satisfactory, while – as the basis has now been created for more rapid academic learning – achievement in Years 3 to 6 is good. Most pupils with special educational needs achieve well in relation to their prior attainment. The trend in the school's average national curriculum points scores for all core subjects was broadly in line with the national trend over the past few years. High targets have been set for future results in literacy and numeracy and these are on course to being met. Among the other subjects, there are strengths in art and in aspects of information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils are enthusiastic about the school. They are eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school in lessons and during playtimes. There have been no exclusions.
Personal development and relationships	Excellent – pupils relate remarkably well to adults and to one another and thoroughly enjoy taking responsibility. They have a high level of respect for one another and have very inclusive attitudes.
Attendance	Excellent – attendance is very high in comparison with other schools.

In lessons, nearly all pupils are very attentive and very keen to learn. They are very courteous to adults and to each other. Relationships at all levels are outstanding and are based on high levels of mutual respect.

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

The quality of teaching is a major strength of the school and is having a very positive impact on the quality of pupils' learning and on the standards they are reaching. Teaching was good or better in all the lessons seen during the inspection. It was very good or better in half and excellent in three out of the fourteen lessons seen. In some cases it was inspirational. In all lessons, objectives are shared with the pupils, which means that they have a clear idea about what they are trying to achieve. Basic skills are taught very well, which has a very positive impact on standards in literacy and numeracy. Management of the pupils is very good and is based on teachers' knowledge of them as individuals and on the excellent relationships that have been achieved at all levels. As a result, pupils' attitudes and behaviour are very good. The key strength of the teaching at the school, however, is the very good understanding teachers have of the different learning styles of individual pupils and the ability to match their approach to these. This skill was a notable component of those lessons which were judged to be excellent. Teaching at the school meets the needs of the pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall – the full statutory curriculum is in place and planning is in line with national and local guidelines.
Provision for pupils with special educational needs	Very good – pupils are very well supported by class teachers and support staff.
Provision for pupils with English as an additional language	Not applicable
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent – the school has a very high regard for pupils' personal development and successfully promotes positive attitudes and relationships at all levels. The school is a very successful Christian community.
How well the school cares for its pupils	There are good procedures in place for assessment and these are currently being developed even further. The tracking of individual pupils is contributing to the high standards being reached. The level of staff care for the pupils at the school is very high.

The curriculum provided fully meets statutory requirements. It is enriched by a wide range of clubs and by out of school visits and visitors to the school. Excellent procedures for child protection and health and safety are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. He is very well supported by the deputy head and by other members of staff. Co-ordinators have a well-developed role in monitoring most aspects of their subjects.

How well the governors fulfil their responsibilities	Governors are knowledgeable and supportive and fulfil their statutory responsibilities very well.
The school's evaluation of its performance	Well thought out monitoring systems mean that evaluation is carried out very well at all levels.
The strategic use of resources	Good – money is spent appropriately and resources are matched closely to the school's needs.

The headteacher has a very clear view of where the school can improve even further and – along with a very committed staff – has the capacity to achieve this. The school has due regard for the principles of best value, but this is an area which has scope for further development.

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 school expects their children to work hard and achieve of their best. • They feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • Behaviour is good. • The teaching is good. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • There were no significant concerns.

A very high percentage of parents responded to the questionnaire. Most written comments and points raised at the parents' meeting were very positive indeed. The school and its staff were highly praised. The school was described as 'inclusive' and as 'like a large family'. A small number of parents were concerned about the amount of homework provided – in some cases it was felt that there was too much and in others that it was too little. The inspection team agreed with the positive comments. It did not find enough evidence to support the concern.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average by the end of Year 6.

1. In the 2001 tests of eleven year olds, (SATs), results were well above average in English and science and very high (among the top five percent nationally) in mathematics. Standards in all three subjects have been at least well above the national average for a number of years and continue to be so in the current Year 6. The current standards at the end of Year 6 are a significant improvement on the findings of the last inspection which described them as average. Children enter the school with above expected levels of ability in literacy and numeracy and leave with well above expected levels. Overall achievement is, therefore, good. In the 2001 tests of seven year olds, results were below average in reading, average in writing and well above average in mathematics. The school had identified mathematics as a subject where standards needed improving for the younger pupils and had successfully introduced a number of strategies to achieve this. It has carefully analysed the assessment results and has since implemented a number of similar strategies to improve the other areas as well. These include regular guided reading sessions, tracking samples of pupils' work, agreeing individual targets for improvement and providing appropriately focused support. It is the judgement of the inspection that these strategies have already impacted and that standards in reading, writing and mathematics are all currently above average. One reason for the relatively lower academic standards in Years 1 and 2 in the recent past is that the school's analysis of its baseline assessment information identified personal and social development as one area where pupils are sometimes below expected levels. As a result there is a particular focus in the reception class and in Years 1 and 2 on the pupils' personal development. This is very successful and creates a good foundation for rapid academic learning higher up the school, with the pupils having very good attitudes and a thirst for learning. There are a number of reasons for the standards being reached. Assessment strategies successfully inform planning for group and individual needs. Pupils with special educational needs are well supported and higher attaining pupils are effectively challenged. The main reason, however, is the very good teaching. In some lessons seen during the inspection, this was inspirational.
2. The National Literacy Strategy has been well implemented, which is another contributory factor to the standards being reached in English. Reception children, for example, respond well to good quality direct teaching of phonics and successfully use initial and final sounds to decode words. By Year 2, pupils are writing neatly and spelling appropriately. They can write sequential instructions and use story plans to draft imaginative writing. By Year 4, the pupils have a good understanding of technical aspects of language, can explain why they like particular books and write their own blurb for these. Year 5 pupils have a good understanding of 'genre', being able, for example, to describe Alfred Noyes' 'The Highwayman' as 'classic narrative poetry'. They are able to provide a good range of opinions about what they personally feel makes a poem special, and are able to produce imaginative and well written poetry of their own. Many pupils in Year 6 are developing a well thought out empathetic style of writing play scripts. They have a very good understanding of literary structure when writing balanced reports in a journalistic style.
3. The National Numeracy Strategy has also been successfully implemented at the school. Many children in the reception class have good estimating and counting skills. Some higher attaining ones can order numbers to more than fifty and recognise numerals to one hundred. Year 1 pupils add and subtract appropriately with the help of apparatus and have a good understanding of relevant mathematical language. By Year 2, pupils understand symmetry, construct simple graphs, estimate, order and round up numbers, produce tally charts and manipulate simple fractions. By Year 4, pupils carry out a wide range of mathematical operations, carrying out, for example, addition and subtraction to three and four figures. Year 6 pupils have very well developed mathematical skills. Lower attaining pupils have a good understanding of concepts such as 'proportion', 'ratio', 'mean', 'mode' and 'place value'. Most pupils can find fractions of quantities, read positive and negative co-ordinates and dissect shapes such as parallelograms. Many can convert percentages to fractions or decimals, work out the mean of local house prices and carry out a range of tasks involving

probability. In a Year 6 mathematics lesson seen during the inspection, most pupils successfully used addition and subtraction to calculate the perimeter of irregular shapes.

4. Pupils have a good knowledge and understanding of a wide range of scientific concepts throughout the school. Year 2 pupils, for example, successfully design simple circuits and record these diagrammatically. They understand shadow formation and the cause of seasons. Year 5 pupils have a good knowledge of different forces such as gravity. They distinguish between positive and negative micro-organisms and understand the phenomenon of photosynthesis. Good scientific skills are employed as they investigate ways of speeding up the dissolving of different substances. By Year 6, pupils have a very good understanding of the principles of thermal insulation and can plan a successful investigation into how to test this.

Teaching is very good overall and there are examples where it is excellent. As a result the pupils learn very well.

5. The overall quality of teaching is very good at each stage of education in the school and is having a very positive effect on the quality of the pupils' learning and on the standards they are reaching. There are many strengths within teaching at the school. One of these is that teachers not only share the objectives for lessons with the pupils so that they are clear about what they are trying to achieve, but frequently refer back to these objectives as lessons proceed. Basic skills are taught very well, which has a positive impact on standards in literacy and numeracy. Expectations of pupils of all abilities – including those with special educational needs and those who are higher attaining – are very high and as a result most pupils make good progress in lessons. In a Year 5 literacy hour, for example, high level and open ended questions challenged the pupils to think deeply about a range of literary concepts. In an excellent Year 6 mathematics lesson, the work provided was very challenging and very well matched to the needs of different ability groups in the class. Relevant and stimulating mathematical language was used regularly, while the teacher's own input to whole class discussions was delivered at a rattling pace.
6. Management of pupils is very good and is based on teachers' knowledge of them as individuals and on the excellent relationships that have been achieved at all levels. Pupils are treated with dignity and respect, and their views are valued. Their attitudes and behaviour are very good as a consequence. An example of this was a very good Year 4 English lesson where the teacher's very warm, humorous and positive strategies impacted very successfully on the pupils' attitudes, behaviour and relationships at all levels. Methods are suitably varied and keep the pupils interested, as well as enhancing their pace of learning. In a very good lesson in the reception class, for example, a very good range of interesting and relevant activities included children being given the opportunity to experience different numerals by drawing them with their fingers in paint and using a magnetic number fishing game. The school has introduced the concept of 'accelerated learning' into lessons. Among other things, this means that teachers assess the different means that individual pupils use most effectively to learn, and then adapt their teaching to match these. They also observe each other in order to view good practice and extend their skills even further. Some of the teaching seen during the inspection was inspirational.

The school's provision for the personal development of the pupils is excellent. As a result their attitudes and behaviour are very good, while their personal development is excellent.

7. The provision for pupils' spiritual development is a deep rooted component of the school's total ethos and is reflected in attitudes and relationships at all levels. The school is a very successful Christian community where all pupils are valued and treated with respect by all staff. There are close links with the local church with, for example, the vicar taking an assembly weekly and the school visiting the church regularly to join in services there. Very high quality assemblies contribute very well to the spiritual development of the pupils. During the inspection, an assembly taken by the headteacher explored anger in relation to Christ's conflict with the traders in the Temple. Music and prayer – including the school prayer, 'Go in peace' and others with responses – contributed to an outstanding spiritual atmosphere. The headteacher told the story in a quiet but highly effective manner. The pupils responded with actions and reflected quietly and seriously on what they had been told. Opportunities are also provided in lessons to reflect on things which have beauty or wonder.

8. The school has a new and positive behaviour policy which is consistently applied by all staff. Procedures for promoting positive behaviour include 'golden rules' negotiated with the pupils and a 'golden book' which mid day supervisors use to record positive behaviour as well as misdemeanours. A wide range of rewards for achievement and attitudes includes a headteacher's award, whole class awards and house points for pupils in Years 3 to 6. At lunchtimes, grace led by mid day supervisors is appreciated by the pupils. There is a 'table of the week' chosen by the supervisors each Friday for good manners and behaviour. It is adorned with a table cloth and flowers. The children clearly enjoy this privilege – and the 'After Eight' mint which goes with the honour! Personal, social and health education lessons take place regularly and circle time is well established in the school. During the Christmas holidays 30 of the pupils will act as models at a local authority training course for heads and teachers on how to manage circle times.
9. The school is involved in a considerable number of charitable events and the pupils take part in these with enthusiasm. The outstanding example set by all staff has a very positive effect on pupils' social development. The pupils are always addressed politely and thanked for their contributions. They, in turn, are very positive to one another and to adults, are polite and courteous and treat one another with respect. An example of the latter is the positive way that pupils with special needs are related to – even by the youngest children in the school. Social development is also supported by a school council and by a residential trip for pupils in Years 5 and 6. The council – which is chaired by Year 6 pupils – meets weekly to discuss relevant issues such as improving road safety outside the school and girls' uniforms in the winter. It is taken seriously by both staff and pupils and provides effective opportunities for developing initiative and responsibility. The older pupils also have the opportunity to become house captains or – after writing letters of application to the headteacher – 'carers' looking after and entertaining the younger pupils during break and lunch times, teaching them games for example. This latter project was noted during the inspection to work very well indeed and to contribute positively to atmosphere and attitudes in the playground.
10. Cultural development is supported by a very wide range of visitors and visits out of school. The former include live theatre groups and musicians, while the latter include visits to the Mary Rose and a local cathedral activity centre. The school development plan identifies the development of e-mail links with a number of other countries as a target. Books and displays currently reflect the cultural diversity of this and other countries. A significant contribution made to the pupils' cultural development comes from the art curriculum provided by the school. The work produced is wide ranging and of a high quality. Examples of this include portraits created by Year 1 pupils, Year 5 pencil portraits with careful shading to create texture and paintings of storms by pupils in Year 6. Press prints are created in the style of Paisley patterns and observational drawings made of Autumn leaves. Much of the work is influenced by that of major artists such as Van Gogh, Escher and Leger.

Management at the school is very good and this has a very positive effect on standards and ethos.

11. The headteacher provides outstanding leadership and is highly respected by staff, parents and the pupils. His leadership is entrenched in his own very high regard for his staff and his pupils and by his vision and capacity for taking the school even further forward in the future in partnership with his equally committed staff. During his relatively short time in office, he has brought in a number of improvements to what was already a successful school. The most significant of these is related to his ability to motivate staff and create a happy and positive atmosphere where staff enjoy coming to work and are willing to examine and improve their own practice without fear of loss of respect from their peers. The deputy head has a significant complementary role and a good level of delegated responsibility from the headteacher. For example, she is responsible for the management of assessment, supports the appraisal of support staff and mentors their training. She analyses data, carries out lesson observations and is fully involved in whole school strategic planning. Co-ordinators monitor planning in their subjects and retain samples of work to show progression. They have also observed some lessons in their subjects. The latter exercise is one that the school hopes to develop further in the future. However, there is currently a programme in place for all teachers to observe each other's styles, following which they produce a written report and carry out a professional

dialogue. Teaching is also monitored formally and informally by the headteacher on a regular basis, and by local authority advisers.

12. The governing body is very supportive and knowledgeable. The chair and other governors are regular visitors to the school and have a clear and relevant role which includes links to subjects – including literacy and numeracy – and a significant involvement in the construction and monitoring of the school development plan. Very good structures are in place for budget construction and monitoring. There is an unusually high carry forward of funds. This is as a result of a number of historical reasons. These include the need to retain sufficient money to fund one class which is currently supported by a grant which might not always be available and by the sensible decision of the previous headteacher and the governors not to spend the carry forward until the new head was in place. Nearly all the substantial number of parents who responded to the questionnaire considered the school to be well led and managed.

Provision for pupils with special educational needs is very good, and as a result these pupils achieve well and are fully included in all areas of the school's activities.

13. Pupils with special educational needs are well provided for in lessons - and occasionally when withdrawn from these for extra support - by teachers and highly skilled and motivated support staff. The work provided for these pupils is well matched to their needs and as a result most make good progress in relation to their prior attainment. Documentation relating to pupils with special educational needs – such as individual education plans – is well constructed, used as practical guidance and reviewed at regular intervals. In keeping with its usual high standards, the school is currently examining individual education plans with a view to standardising them throughout the school. Links with parents of children with special educational needs are good and appreciated by those concerned. The provision is well managed, with the named governor fully involved in monitoring it. An example of the provision noted during the inspection was a support assistant working with a pupil on time. In response to the pupil's identified needs and targets in his individual education plan, however, she was also focusing on developing fine motor skills and exploring emotions. In lessons seen during the inspection, a notable feature was the way that pupils with special educational needs, regardless of their individual difficulties and sometimes with specific adult support, were enabled to be included in all activities and were respected fully for their achievement by teachers and by their peers.

WHAT COULD BE IMPROVED

14. The inspection team found no areas where significant improvement is required. The school is very effective. It has very good procedures in place for self-evaluation and review and is constantly striving to improve even further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	4	7	0	0	0	0
Percentage	21	29	50	0	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 six 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)	177
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	40

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	18
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.6

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
	2001	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	12	12	12
	Total	19	20	21
Percentage of pupils at NC level 2 or above	School	86 (79)	91 (89)	95 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	11	12	10
	Total	17	21	19
Percentage of pupils at NC level 2 or above	School	77 (75)	95 (79)	86 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Boys' results are omitted as there were only ten in the year group.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	12	11	12
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	93 (82)	90 (91)	93 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	12	9	12
	Total	28	25	28
Percentage of pupils at NC level 4 or above	School	93 (91)	83 (91)	93 (95)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	128

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
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	£
Total income	372,685
Total expenditure	366,960
Expenditure per pupil	2,121
Balance brought forward from previous year	43,818
Balance carried forward to next year	49,543

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	54	41	2	0	3
Behaviour in the school is good.	60	38	1	0	1
My child gets the right amount of work to do at home.	51	41	8	0	0
The teaching is good.	71	26	1	0	2
I am kept well informed about how my child is getting on.	48	44	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	59	35	5	0	1
The school is well led and managed.	74	24	1	0	1
The school is helping my child become mature and responsible.	69	28	1	0	2
The school provides an interesting range of activities outside lessons.	53	37	7	0	3

Other issues raised by parents

A very high percentage of parents responded to the questionnaire. Most written comments and points raised at the parents' meeting were very positive indeed. The school and its staff were highly praised. The school was described as 'inclusive' and as 'like a large family'. A small number of parents were concerned about the amount of homework provided – in some cases it was felt that there was too much and in others that it was too little. The inspection team agreed with the positive comments. It did not find enough evidence to support the concern.