



SCHOOL PROSPECTUS

Stelling Minnis Church of England Primary School

Bossingham Road, Stelling Minnis

Canterbury, Kent CT4 6DU

Telephone 01227 709218

Fax 01227 709900

e-mail: headteacher@stelling-minnis.kent.sch.uk

www.stelling-minnis.kent.sch.uk

Acting Headteacher Mrs Julie Simmons BSc (Hons) NPQSL NASENCo

★ ★ LOVE RESPECT PERSEVERANCE ★ ★



Stelling Minnis C.E. Primary School

**Bossingham Road
Stelling Minnis
Canterbury
Kent CT4 6DU**

Acting Headteacher Mrs Julie Simmons BSc(Hons) NPQSL NaSENCO
Telephone 01227 709218
Fax 01227 709900
www.stelling-minnis.kent.sch.uk

Welcome From the Headteacher

Dear Parents,

We welcome you to Stelling Minnis Church of England Primary School. We hope that you will enjoy reading our Prospectus, where you will find out more about how the school operates, its aims, its philosophy and how we intend to give your child the best education we can offer.

Our school is situated between the delightful villages of Bossingham and Stelling Minnis approximately six miles from Canterbury and 12 miles from Folkestone. Children attend our school from many of the neighbouring villages and towns.

We are fortunate in having a strong team of dedicated staff, supportive and committed Governors and an active PTA. We are proud of the fact that our pupils consistently perform better than the national average in terms of their attainment and progress during their time with us. Ofsted rate us as a Good school with some Outstanding areas, and as a Church school, we are rated Outstanding.

We operate an open-door policy where you are encouraged to talk to me or any other teacher about your child whenever you feel it is necessary.

If you are a prospective parent, we would welcome the opportunity to show you round our school, where I am sure you will find a very friendly, caring and co-operative atmosphere. Please telephone the office to make an appointment to be shown around. If your child is joining us, we extend a warm welcome and look forward to working with you and your child in a friendly and fruitful partnership.

Yours sincerely,

Julie Simmons
Acting Headteacher

The School

Stelling Minnis School is a co-educational Church of England (Controlled) Primary School with an age range from 4 - 11 years. Established in 1784, the school has over two hundred years of history as a part of the local community.

At Stelling Minnis School we have a strong Christian ethos. We pride ourselves as having a happy, hardworking, family atmosphere, supportive parents, and professional and experienced staff, and the highest expectations. Children are encouraged to treat others with respect and to value the skills and talents of all.

We believe we are an excellent school. Our most recent Ofsted inspection (June 2022) described us as a Good school with Outstanding features, for Early Years and the Behaviour and Attitudes of the children. Our most recent Church School inspection by the Diocese (November 2017) judged us to be Outstanding in all areas, in the Christian character of the school, its leadership and the impact of Collective Worship.

Parents play a very valuable part in the life of the school and the success of the children. We aim to build on what parents have achieved at home and to act as supportive partners to produce happy and successful children. After reading through this document and having visited the school, we trust that you will choose Stelling Minnis for the future education and development of your child.



Watercolour impression of School by Mr & Mrs Austin to commemorate the school extension opening 18th October 2002.

Our Vision and Values

Our school exists to make each child into a shining star, so that they flourish personally, socially and academically; to be the best they can be, reflecting the light and love of Jesus Christ.

As a Christian School, all of our actions, policies and procedures, as well as relationships are determined by our school vision and values.

Our Vision: Our school exists to make each child into a shining star, so that they flourish personally, socially and academically; to be the best they can be, reflecting the light and love of Jesus Christ.

Narrative: As a school we use the image of shining stars to represent everyone in our community reflecting Jesus, who is the light of the world, and at the heart of everything we do.

We use the parable of the lamp (Matthew Chapter 5 v 14-16) to show how we are to be lights, shining before others, following the example of Jesus.

Values: We teach the children to shine through the values of Love, Respect and Perseverance.

They will develop holistically into individuals who are prepared for the opportunities, responsibilities and experiences of life. They will demonstrate these values in themselves, towards other people and throughout the world.

The Parable of the Lamp Matthew 5 v 14-16

You are like light for the whole world. A city built on a hill cannot be hid. No one lights a lamp and puts it under a bowl; instead, it is put on the lampstand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven.



School Information

Staff

Acting Headteacher **Mrs Julie Simmons**
Headteacher, SENCo, and Designated Safeguarding Leader.

The Teaching Staff comprises:

Mrs Janna Burnie - Class teacher for Reception (3 days).

Miss Kirsty Eastwood - Class teacher for Reception (2 days).

Mrs Hazel Nicholls - Class teacher for year 1 and 2 (3 days)

Mrs Rhian Mitchell - Class Teacher for year 1 and 2 (2 days)

Mrs Beth Alexander - Class teacher for Year 3 and 4.

Miss Rachel Baker - Class teacher for Year 5 and 6. SLT & Deputy Safeguarding Lead.

Mrs Kate Horton - Specialist PE Teacher

Mrs Andrea Loft - French Teacher

School Administrator and Bursar **Mrs Debbie Semple**

School Secretary (part-time) **Mrs Janet Willard**

**Higher Level Teaching Assistants
(and ICT technician)** **Mrs Patricia Gifford**
Mrs Tracey Spencer

**Teaching Assistants
and Midday Supervisors** **Mrs Polly Melville**
Mrs Kirsty Campbell
Mrs Jo Ledley
Ms Katherine Lee
Mrs Elissa Handford

Breakfast Club Staff **Mrs Dawn Kennett**
Mrs Amber Lyons

Activity club leader **Mrs Lesley Darling**
Assistant **Mrs Dawn Kennett**

Handyman **Mr Jonathan Heslop**

Governors

Chair of Governor Pam BURGESS, Foundation Governor

Vice Chair Seb BROWNE, Co-opted Governor

Reverend Jon MARLOW, Ex-officio Foundation Governor

Valerie MORRELL, Foundation Governor

Kay Leggett, Local Authority Governor

Julie SIMMONS, Headteacher

Monika RESE, Co-opted Governor

Daniel TARRANT, Parent Governor

Farah RAJAN, Parent Governor

Phil REYNOLDS, Co-opted Governor

Staff Governor vacancy

Co-opted governor vacancy



Safeguarding

The school gives the Safeguarding of all children and staff the highest priority. All issues, however small, are taken seriously, recorded and followed up. The school reports to governors on Safeguarding three times a year, and there is a governor specifically allocated to this. All staff, student teachers, and parent helpers are Enhanced DBS checked. The Headteacher and Assistant Headteacher are all trained to Designated Safeguarding Lead level.

Academic Year 2023-2024

| | | |
|--------------------------------------|---|---------------------------------|
| Autumn Term (Term 1 and 2) | Starts: 5th September Holiday 23rd - 27th October | Finishes: 15th December |
| Spring Term (Term 3 and 4) | Starts: 3rd January Holiday 12 th - 16 th February | Finishes: 28th March |
| Summer Term (Term 5 and 6) | Starts: 15 th April Holiday 27 th May - 31 st May | Finishes: 19 th July |

Class Allocation

| | |
|----------------|---------------|
| Mice Class | Reception |
| Squirrel Class | Years 1 and 2 |
| Otter Class | Years 3 and 4 |
| Badger Class | Years 5 and 6 |

All classes have access to Teaching Assistants which helps support children in class and can offer a programme of intervention work for children where needed. Teachers are supported by our TAs and HLTAs to ensure quality first teaching.

School Hours

The school day begins at 8.50 am and finishes at 3.20 pm. There is a fifteen-minute break at 10.30 am and one of ten minutes in the afternoon at 2.20-2.30 pm for Key Stage 1 children only. Lunch Break is from 12.15-1.15 pm.

The school is open from 8.45 am with the children coming straight into their classes. It is important that children are not late for school. If however they are late, please report to the school office so that they can be entered on the register and parents are required to sign the late book.

Teaching Time

Teaching time, excluding collective worship, play times, lunch breaks and registration time, is as follows:

- Key Stage 1 (infants) 21 hours 50 minutes a week
- Key Stage 2 (juniors) 24 hours 20 minutes a week

Admissions

We warmly welcome new children and their families to the school community. Children enter school in the September of the academic year they become five. Pupils are admitted to school in accordance with Kent County Council's admissions policy. Parents are encouraged to apply online via the Kent online admissions website www.kent.gov.uk/ola

Before your child is due to start at the school, we encourage you to visit us and take a look at the school. All children who are offered a place are invited to spend time in school before they start. We will provide you with an information pack to help prepare your child for full-time education. There is also an opportunity to attend a meeting about your child starting school, and to meet the reception teacher.

In a situation where there are more children applying for admission than places available at the school these are the current oversubscription criteria to be applied:

- Children in Local Authority Care (or previously so)
- Current Family Association (brother or sister in school already)
- Health and Special Access Reasons
- Nearness of Child's Home to School

Full details of the current Determined Arrangements for the KCC Coordinated Scheme for Primary Admissions for Community and Voluntary Controlled Schools is available at www.kent.gov.uk The school's admissions policy is also available on our website www.stelling-minnis.kent.sch.uk.

For pupils who wish to join the school at other times, please contact the school directly about In Year Casual Admissions. In the case of there being no vacancies in a year group, the school will hold a waiting list.

Equal Opportunities

The governors and staff at Stelling Minnis C.E. School are committed to providing the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. We believe it essential that children should develop an understanding of a variety of cultures. We aim to help children grow into people who respect and care for all people.

All pupils have equal access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice and stereotyping. The entire school community has the right to protection from insult, abuse and bullying of any kind. Discrimination on the basis of race, culture, origin, belief, gender or ability is unacceptable in our school.



Curriculum

Intent:

Our Curriculum has been designed so that all pupils develop in three areas: personally, socially and academically, in a way that creates individuals who are prepared for the opportunities, responsibilities and experiences of life.

When we think about our curriculum, we include all the aspects of learning that are specific to our school, such as our commitment to outdoor learning; our extended provision including sporting activities and clubs, and everyone modelling high standards of behaviour, nurturing and caring.

Our Curriculum is very specific to our school. As a small, rural, long-established primary school, we enhance the learning experiences of the children through activities that relate to the natural world such as outdoor learning throughout the curriculum; our use of the Minnis; the Minnis Run; Gardening Club; our Poly-tunnel and Eco committee. We also enhance learning through activities that relate to our particular history and location, such as our World War 2 study.

As a church school we develop children who can live out the school's Christian values of Love, Respect and Perseverance in themselves, towards other people and throughout the world. This is woven throughout the Curriculum, including opportunities to reflect personally (Reflection Garden), to support local charities (Charity Committee) and through links with the wider world. (Rwamahano School in Uganda).

In our Curriculum, we focus on relevant subject specific knowledge, skills and understanding, as set out in the National Curriculum. The development of learning is planned and sequenced to build on prior knowledge and skills. Further opportunities for development are incorporated into activities outside the National Curriculum such as a residential trip for older pupils; sporting competitions and pupils supporting younger pupils as monitors. The Curriculum has the Christian values of Love, Respect and Perseverance running through the learning experiences provided for the children.

Our broad and balanced Curriculum gives all pupils an opportunity to shine in a wide range of areas, from Music to Sports, from leading worship to charity support, from Maths to Outdoor Adventures.

Implementation:

Through the quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be encouraged to be inquisitive, compassionate, courageous, resilient and creative learners. They will develop positive behaviours towards learning and have opportunities to influence their own learning through age-appropriate topics and themes. They will not be afraid of new challenges and will be keen to solve problems. They will be able to clearly articulate their feelings and opinions and defend those who cannot speak for themselves.

Impact:

Our children will have a comprehensive set of skills, knowledge and understanding of Christian values to be prepared for the next steps in their education. This is demonstrated in the way that pupils transfer confidently to secondary school and then continue to flourish. They are prepared for the opportunities, challenges, responsibilities and experiences they will meet in the future.

In practical terms, Children in the Early Years follow the Early Years Foundation Stage Curriculum. This is divided into the Prime areas of Personal, Social and Emotional Development, Physical development and Communication and Language. There are also Specific Areas of Literacy; Mathematics; Understanding of the World and Expressive Arts and Design. They also take part in RE sessions.

Children from Year 1 upwards follow the National Curriculum. This is divided into the areas of Literacy, Mathematics, Science, RE, Computing, History, Geography, Art, Design Technology, Personal, Social and Health Education (PSHE), PE and Music. There will continue to be access to Continuous Provision throughout Years 1 and 2 as well as direct teaching and learning opportunities.

Children from Year 3 onwards learn French as their Modern Foreign Language.

The key subjects of English and Maths are given particular priority within our curriculum. In order to ensure exciting breadth, subjects are often taught in a cross curricular fashion, so subjects are linked together under a topic. E.g., History and Literacy might be linked together in a project on Tudors.

As well as our internal assessments, children undergo national Phonics testing in Year 1. SAT testing in Year 2 and Year 6, and these results form part of the child's end of year report, which parents receive in July.

More details regarding the curriculum are available on our website.



Religious Education and Collective Worship

The school is a Church of England voluntary controlled school and religious education is taught alongside those of the National Curriculum. As we are a controlled school, we follow the Kent Agreed Syllabus for Religious Education.

Collective Worship takes place every day in assemblies and is of a Christian nature. We aim to promote the cultural, spiritual, moral and social development of all children, and recognise the important contribution worship makes to pupils' lives. We do this through our Christian Values of LOVE, RESPECT AND PERSEVERANCE, which underpin all that we do.

We are fortunate in that we have a weekly visit from our local Clergy or one of their team, who lead a session of Collective Worship, as do other occasional visitors.

The Education Reform Act 1988 requires us to teach religious education to every child unless they are withdrawn from these lessons at the wish of their parents. Parents need to discuss this with the Headteacher and inform us in writing if this is their request. Similarly, parents have the right to withdraw children from Collective Worship, but we would value discussing this with parents first.

We have a close link with the two local Churches and celebrate all the Christian festivals including Harvest, Easter, Christmas.



Relationships and Sex Education

These lessons are part of our PSHE (Personal, Social and Health Education) programme called Jigsaw, and for children in Year 5 and 6 this includes a 'Growing Up' talk. Parents are informed of our Jigsaw programme and can ask to see the plans if they wish.

Special Education Needs

We are an inclusive school and recognise that all children have a right to access all areas of the curriculum.

As part of this, staff carry out regular audits for children with special educational needs (SEN). Children may then be entered onto the school's SEN register. When children are found to have special educational needs, their parents are informed and, with their help, the child receives extra help from the class teacher and/or the Teaching Assistant.

We seek expert help from outside educational support services where appropriate, with parental permission.

The school has a dedicated medical room/changing room which facilitates our support of children with medical needs.

The current number of pupils in school on the SEN register is 27.

Behaviour

We wish our school to be a happy, caring and well-ordered community and so a high standard of behaviour is expected. We aim to maintain this standard by being consistent in our expectations, setting a good example to the children, encouraging them to develop an awareness of others and teaching them to exercise self control. Ofsted confirmed Behaviour is Outstanding in our recent inspection.

Your child will be encouraged to look towards their class teacher in times of need. Behavioural problems are monitored closely. We endeavour to find the reasons for such behaviours and try to help children to overcome them. The consequences for poor behaviours are specific to the incident and are set in the context of the nurturing ethos of the school.

Children will be reminded of rules in the school from time to time. These are designed to ensure a safe and orderly school environment. If a child's behaviours become a cause for concern, the parent/carer will be invited to discuss the situation, from which a joint action plan will be developed to help make improvements.

Anti-Bullying Code

Bullying is not a serious problem in our school community. Every pupil in this school has the right to enjoy her/his learning and leisure free from intimidation, both in the school and in the surrounding community.

- Our school community will not tolerate any unkind actions or remarks, even if these were not intended to hurt.
- Repeated, unprovoked, unkind actions or comments will be called bullying.
- Pupils should support each other by reporting all instances of bullying.
- We are a 'telling' school - bullying is too important not to report. Children are encouraged to tell a member of staff, a friend, or their parents, if anything is happening to them that they are unhappy about.
- We teach children about the effects of bullying through our Jigsaw PSHE lessons.

Where a pattern of bullying is detected, early involvement of parents is sought to reinforce the values of the school.

Pastoral Care

You should feel free to discuss any concerns relating to your child with the teacher involved. Likewise, your child's teacher will contact you if any difficulties arise at the school. Every child is important and deserves to have their problems and worries taken seriously. Each year, we have formal Parent Consultation sessions, where you have an appointment with the class teacher to discuss your child. Most parents take these opportunities and other less formal occasions to build a close relationship with the school.



Home and School

We welcome the interest and support of parents in all aspects of school life. We aim to keep parents well informed about their children's education so that they see it as a partnership between home and school, encouraging their child by giving time and a home environment in which homework can be done. A letter from the teacher each term informs parents of the work to be covered and how children can be best supported. The class teacher will ensure that details of a task to be done at home will be clear to children and parents, together with any other messages about class activities.

Children benefit enormously from being able to discuss their school day at home. Interest in, and constructive comments about school activities, enable the child to develop a better understanding of the work and reinforce what is taught in school.

Above all other subjects, reading is a crucial aspect of learning and needs to be encouraged at all times. A child's written skills reflect their attitude to reading; a child who reads widely and with enthusiasm is often able to translate this into written work. It is not possible for an adult to hear children read every day in school. It is important, therefore, for a parent to read with their children if possible.

Parents are encouraged to keep in regular contact with their child's class teacher and to contact us for a quick word now and again at the end of school or via our Class DOJO online system. Teachers will always be pleased to spare a few moments, unless they have other appointments.

Communication

We believe communication between school and parents is extremely important. To aid this we have a school website www.stelling-minnis.kent.sch.uk Every Friday a newsletter is sent out to parents/carers, which has important information for them on it. This is sent to you electronically, via DOJO. We also have Parents' Forums where topics relating to school are discussed, as well as formal parent consultations. Parents can contact the class teachers via the website Class DOJO regarding their child's learning. As a school we seek parents' views on a range of issues and carry out an annual questionnaire, which informs our school improvement plan.

Uniform

The Governors and Staff expect that children wear school uniform, as listed below.

- school branded green cardigan or sweatshirt
- white shirt, polo shirt or blouse, or a green gingham dress in summer
- dark grey skirt, pinafore or dark grey trousers.
- black shoes or sandals.
- Wellingtons and waterproof trousers (to be kept in school)
- A suitable dark coloured coat

School branded sweatshirts, cardigans, T-shirts and schoolbags are available to purchase from the school office.

In hot weather children may wear a suitable sunhat. For some activities it is advisable to provide a 'painting shirt', with elasticated sleeves, made from a cut down adult shirt.

For PE, the recommended kit is:

- Yellow school T-shirt and navy/black shorts; trainers

In cold weather children may need tracksuits.

Any colour of swimming costume or trunks will be required during the term when swimming takes place. All kit and school uniform **must** be clearly named.

If the purchasing of school uniform is an issue, please speak to the headteacher.



School Meals

School meals are provided by Caterlink and are payable at the beginning of the week. Please check whether your child may be entitled to free school meals. We are happy to support you with this or apply direct to Kent County Council via www.kent.gov.uk. We encourage parents to register if they are eligible, even if they don't take up the meals regularly, as the school benefits financially from the number of pupils registered for Free School Meals.

Your child may bring a packed lunch if they wish. We strongly recommended that packed lunches should consist of a balanced meal and should not include fizzy drinks, chocolate or sweets. You may like to provide a healthy snack for your child at break time. Fresh fruit is available free at break time for all 4 - 7-year-olds. Water is freely available in school throughout the day. Please do not send juice, squash in a water bottle as the children will be sipping a sugary drink throughout the day.

Due to allergies, we are a nut-free school.

Illness

If your child is ill before school begins, please do not send them to school on that day but contact the office via telephone or email and explain the nature of their illness. If your child is unwell at school, we will make every effort to contact you. It is essential that we have up to date home/work telephone numbers or other contact numbers. Until we have contacted you, we will take action required in the interests of the child. If children are suspected of having head lice, we will ask for them to be taken home and the hair treated before they return. If your child has a significant injury, or for any head bump, we will inform you by phone.

Absence and Holidays

If your child is absent from school for any reason, please telephone or email the school office in the morning of the first day of absence. The school must authorise any absences and is not permitted to authorise absences of a purely recreational nature. Your child needs to be in school to maximise the benefits of education. You will be informed regularly of your child's attendance record so that you can monitor this for yourself.

If your child has an appointment during school time, it is important to request an authorised Absence Pass, as truancy sweeps do take place regularly in the area.

Where there are exceptional circumstances, the school may authorise absence for pupils, up to a total of 5 days. Details of what might constitute exceptional circumstances are in our attendance policy on our website. Parents must fill in an absence request form, stating the reason for the request. These are obtainable from the school office and must be completed two weeks before any absence takes place. We ask parents to consider carefully before making an application. This will also be dependent upon the child's absence record. Absence requests of over five days need to be sent to the governors, who meet once a month to consider these. They will therefore require at least a month's notice.

Trips, Swimming and the School Fund

At Stelling Minnis School, we encourage educational visits, and voluntary charges may be requested for these activities when they take place during school hours. The children also have an opportunity for swimming lessons during their time at school. It is our present practice that parents are asked for a contribution to cover travel costs and fees for lessons.

The school asks for a voluntary contribution of £30 per year per family to help pay for the hire of coaches, entrance fees for visits, visitors to school, etc.

We welcome visitors and recognise the value of outside trips and school visits in broadening and extending children's education.



Volunteer Helpers

The school is extremely fortunate in having many volunteer helpers who make a valuable contribution to the life of the school. All these helpers are DBS police checked, and without them we would not be able to offer the wide range of activities available in the school. We are indebted to them all. If you feel you could make a contribution to this aspect of our school life, please talk to any member of staff. No previous experience is necessary, as training is available.



Stelling Minnis PTA

All parents automatically become members of our Stelling Minnis School PTA. You are welcome to stand for election as officers at the annual meeting, usually held in September. The money raised by the PTA each year makes a vital contribution to the level of resources and equipment in the school. Thanks to these efforts we have been able to purchase iPads, tablets, a climbing trail and interactive TV panels for the classrooms, amongst other things.

Secondary Education

Parents may choose to enter their children into the selection procedure for entrance to secondary school PESE (also known as the Kent Test). This will be carried out in accordance with the requirements laid down by the Education Authority. Assessment normally takes the form of individual standardised tests in English, Mathematics, and Reasoning. In our school, a higher-than-average number of children pass the test and go on to local grammar schools.

The wishes of the parents are considered and discussed, with both the class teacher and the Headteacher, during the term preceding the PESE test. The final choice as to whether a child is entered for the selection procedure or not lies with the parents. In borderline cases there are appeals panels, organised by the individual secondary schools which make the decision on whether to accept children. We support parents as much as possible in the secondary application process, through parent meetings, talks and one-to-one discussions.

Extra Curricular Activities

All children are given the opportunity to participate in the school's extracurricular activities. At present these clubs include craft club, sports club, gym club, and football club which run after school, as well as lunchtime clubs for French, homework, choir and recorders. The children have opportunities to learn instruments within school music lessons.



School Council and Charity Committee

The children are encouraged to express their views about school; what they think is good about the school and how it could be improved. This is done through an annual questionnaire and through the school council. The council is made up of representatives from each class and they meet regularly to discuss improvements and make decisions about issues, such as what playtime play equipment to buy. Some of the children in Year 6 children make up the Charity Committee. They decide how the school should raise money, organise fundraising events and decide what charitable causes to support.

Breakfast Club and Activity Club

The school runs a Breakfast Club from 8 am to 8.45 am every day. Children do not need to book, but simply turn up on the day. The cost is currently £2.50 per day. Breakfast is provided for the children and there is then time to socialise. Details are on the School newsletter.

The school runs an Activity Club, every day after school until 6pm. The children take part in a range of craft, ICT, games and other activities during the session. Children attend from the end of the school day, when they are collected from class. A charge is made for this club, with a scale of charges according to how long children stay; details are available from the school office. Booking is required via the school office, but this can be at quite short notice if necessary.

Pre-school

There is an independent pre-school on site called Bossingham Pre-school which takes children from the age of 1 years old. The school and pre-school have strong links and work together closely. The pre-school and Reception class join together for activities throughout the year. Children often transfer from the pre-school to school when they reach school age, which makes for a smooth transition to school. The pre-school has a website www.bossinghampreschool.co.uk, and can be contacted on 01227 709156.



Test Results

All children take nationally set assessments in Years 2 and 6. These are referred to as SATs (Standard Attainment Tasks). The Year 2 tests come at the end of Key Stage 1 and the Year 6 tests at the end of Key Stage 2. Pupils in Year 1 are assessed nationally in Phonics. As we are a small school, we have small numbers of children taking the tests, so one child represents a high proportion of the score (typically 7%). In order to provide national comparisons, percentages are used. It must be remembered that in view of the small number of children taking the tests in our school, percentages need to be looked at with great caution. There were no national tests in 2020 or 2021, so there is no published data for those years.

Key Stage 2 SATS Results 2022 for the School and National Results

| | | At or Above Expected Level | Working Above the Expected level (known as Greater Depth) |
|-------------------------|-----------------|----------------------------|---|
| Grammar and Punctuation | School | 86% | 38% |
| | National (2019) | 78% | 36% |
| Reading | School | 100% | 8% |
| | National (2019) | 73% | 27% |
| Writing | School | 100% | 23% |
| | National (2019) | 78% | 20% |
| Mathematics | School | 92% | 15% |
| | National (2019) | 79% | 27% |
| Combined | School | 92% | 8% |
| | National (2019) | 65% | 11% |

Key Stage 1 SATS Results 2022 for the School

| | | At or Above Expected Level | Above the Expected Level (working at Greater Depth) |
|---------|-----------------|----------------------------|---|
| Reading | School | 86% | 29% |
| | National (2019) | 75% | 25% |
| Writing | School | 86% | 29% |
| | National (2019) | 69% | 15% |
| Maths | School | 86% | 29% |
| | National (2019) | 76% | 22% |
| Science | School | 100% | - |
| | National (2019) | 82% | - |

Year 1 Phonics Assessments 2022

| | Percentage |
|-----------------|------------|
| School | 100% |
| National (2019) | 85% |

Early Year Foundation Stage 2022 Percentage who achieved a Good Level of Development

| | Percentage |
|----------|------------|
| School | 88% |
| National | 72% |