

# INSPECTION REPORT

## **ST OSWALD'S CE PRIMARY**

Hebburn

LEA area: South Tyneside

Unique reference number: 108711

Headteacher: Mr M Falcus

Reporting inspector: Mrs J Richardson  
6676

Dates of inspection: 29 - 31 January 2002

Inspection number: 182255

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:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	St Oswald's Road Hebburn Tyne and Wear
Postcode:	NE31 1HT
Telephone number:	0191 4832844
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs B Taylor
Date of previous inspection:	March 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 224 boys and girls, aged from four to eleven. There is one class for each year group from Reception to Year 6, and an additional class spanning Year 1 and Year 2 to keep numbers in the infant classes below 30. The admission number for each year has now been limited to 30, but the junior classes are currently as large as 34. The school is a voluntary controlled Church of England school, which draws pupils from the area of Hebburn and Jarrow. Most have previously attended a nursery linked to another school. Despite falling numbers in the area, the school remains oversubscribed. Almost all the pupils are from a white background and none speaks English as an additional language. Mobility amongst pupils is low. The percentage of pupils on the school's register of special educational needs is broadly in line with the national average. The school serves an area that is socially and economically disadvantaged and where unemployment is high. Since September 2001, the school has been included, with other local schools, in an Excellence in Cities Action Zone. Overall, pupils' attainment on entry is below the average for this age.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with some outstanding features. Standards are good because pupils are very well taught and the school's leadership is highly effective in helping pupils to succeed. The school gives very good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Pupils achieve good standards in English, mathematics and science.
- High quality teaching helps pupils to learn well and to make very good progress.
- Excellent leadership brings the best out of staff and pupils.
- Pupils become confident, responsible and eager to succeed in their learning.
- The school has a strong sense of community and clear aims which are consistently translated into practice.
- The school understands what it does well, is realistic about what could be better, and skilled in pursuing improvement.

### **WHAT COULD BE IMPROVED**

- The school is working for improvement in:
- the extent of high attainment in mathematics and science.
  - the planning of pupils' use of literacy and computer skills across subjects.

*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 March 1995. Since then it has maintained its strengths and secured significant further improvement. It has fully addressed the key issues, and also the minor points for development, included in the last inspection report. There is now greater consistency in the quality of teaching provided. Planning and assessment have been strengthened. The school has effectively implemented the national strategies for literacy and numeracy. The planning of school development has become more thorough and focused. The accommodation has been improved by an extension to the building. The new computer suite has enhanced provision for information and communication technology (ICT). The school is now very thorough in analysing pupils' performance and evaluating the effectiveness of its work. It has pursued high standards, and standards have risen as a result. The school is well placed to continue to improve.

## STANDARDS

The table below 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	B	C	A	A*
mathematics	B	C	B	A
science	E	C	C	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Standards have improved over recent years, keeping pace with the national trend of improvement. Pupils throughout the school are achieving very well in relation to their attainment on entry.

In 2001, results in the national tests for 11 year olds were particularly strong in English. They were well above the average in schools nationally, and in the top five per cent when compared with similar schools. A high proportion of pupils, 48 per cent, reached Level 5, the standard expected of 13 year olds. Standards were above average in mathematics, and average in science in comparison with schools nationally and, in both subjects, well above the average in similar schools. The proportion reaching Level 5 (21 per cent in mathematics and 36 per cent in science) was around the national average. The school exceeded its targets for pupils reaching Level 4, the standard expected at the age of 11: 88 per cent of pupils attained this level in English and 85 per cent in mathematics.

The school's results in the national tests for seven year olds also show good standards and improvement in line with the national trend. In 2001, results in reading and writing were above the national average and well above those in similar schools. Standards in mathematics were average in relation to all schools and above average when compared with similar schools. In each subject, a high proportion of pupils, 97 per cent, reached at least Level 2, the level expected of seven year olds. The percentage reaching Level 3 was around the national average.

Pupils, including those with special educational needs, make very good progress, particularly in mastering the basic skills of literacy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have extremely positive attitudes, reflecting the school's belief in them. They take pride in the school and know that their contribution matters.
Behaviour, in and out of classrooms	Pupils behave very well, as they are expected to do. They understand the rules and begin to exercise self-discipline from an early age.
Personal development and relationships	Pupils are polite and friendly and concerned for others. They take responsibility and show initiative, for example as members of the School Council. Relationships are excellent throughout the school community.
Attendance	Attendance is just above the national average, pupils are punctual, and there is no unauthorised absence.

## 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 overall quality of teaching is very good. As a result, pupils learn well and achieve good standards. The skills of literacy and numeracy are taught thoroughly throughout the school, providing pupils with firm foundations in their learning.

Teachers interest, enthuse and motivate pupils. They encourage pupils to work hard and try their best, to listen attentively and to participate actively. Teachers set high standards and help pupils to achieve them. The teaching builds steadily on previous work, constantly reinforcing earlier learning. Teaching proceeds at a brisk pace and pupils achieve a good amount because they settle quickly and concentrate on the job in hand.

Teachers are skilled in questioning and explaining. They pose problems and set challenges, which engage pupils' thinking. They use resources well and are imaginative in finding different ways to help pupils understand and to enjoy learning. Teachers manage pupils and organise activities well, making good use of the time available.

The aims of lessons are shared with pupils so that they are aware of the progress they are making. Teachers mark work carefully, making clear how it can be improved. They use assessment to take stock of how well pupils are doing and plan work which is well matched to pupils' different levels of attainment. Class teachers and support teachers provide very effective help for those who have special educational needs or are falling behind. Nursery nurses and assistants work purposefully alongside teachers, taking pupils' learning forward and aiming for the same high standards.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, and makes exceptional provision for music and drama. Pupils' learning is enriched by visits and visitors, performances, special events, and extra-curricular activities, including sport.
Provision for pupils with special educational needs	The school provides very well for pupils with special educational needs. It liaises closely with parents, gives well-targeted support and closely monitors the progress being made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's mission statement promises 'Our Christian family school will try to bring out the best in each child'. The school is outstanding in its consistent pursuit of this aim. Pupils are valued and they value others. They are taught to take an interest in the wider world. Pupils' all-round personal development is fostered within and beyond the classroom.
How well the school cares for its pupils	The school values pupils by seeking the best for them and from them. The teaching and support staff, including the secretary, caretaker and 'dinner nannies' all play their part in promoting pupils' welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads by example, fostering a positive climate for learning, and helping staff and pupils to achieve their best. The deputy headteacher and subject co-ordinators are very effective in helping the school to move forward.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities and have a well-informed oversight of the school's work. They provide valuable support in areas such as financial planning.
The school's evaluation of its performance	The school has a very clear view of how well it is doing. It seeks the views of parents and pupils. The school's leadership tracks pupils' progress very thoroughly, analysing where this could or should be better and taking action accordingly.
The strategic use of resources	The school makes very good use of its resources. It plans ahead and applies the principles of best value, for example when securing the space needed in the extension, and when setting up the new computer suite.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school.</li> <li>• They make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• The school is approachable and keeps parents well informed.</li> <li>• The school is well led and managed.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• They are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents are not satisfied with the amount of homework, or with the range of activities outside lessons.</li> </ul>

Most parents are very well satisfied with the school and inspectors consider this confidence to be well justified. A large number of parents returned the questionnaire before the inspection, and 19 parents also attended the parents' meeting. An overwhelming majority of parents agreed with the positive views above.

Inspectors consider that the school's homework policy is being implemented effectively, and that work at home is positively supporting pupils' learning in school. The school has a number of clubs and activities outside lessons, made possible by the goodwill of staff including the headteacher. The view of the inspection team is that these, alongside a range of special events and performances, significantly enrich pupils' learning.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve very well in English, mathematics and science.**

1. Standards are particularly high in English. This reflects consistent effort throughout the school to develop pupils' skills in speaking and listening, reading and writing. Foundations are very well laid in the younger years. In Reception, children are quick to master letter sounds and they use this knowledge confidently, for example in reading and writing rhyming words. They know that if they can read 'pig', they can also read and write 'big' and 'wig' and they take delight in doing this. This confidence in tackling unfamiliar words is steadily built upon so that, by Year 1, pupils have a good knowledge of letter combinations and spelling patterns. Pupils achieve a good standard of handwriting and strive for accuracy in spelling and punctuation.

2. Throughout the school, daily reading within lessons and at home reinforces pupils' learning and their enjoyment of books. Pupils learn to find information by reading, for example, and successfully searching a text for answers to questions in the Year 1 and 2 classes. Older pupils learn to take notes. Pupils become familiar with many different forms of literature and this is reflected in their writing. Pupils in Year 5, drawing on work about myths and legends, became engrossed in writing their own fable, planning out their ideas and crafting their sentences with care. Pupils use words adventurously and the rules of spelling and grammar are grasped. From a young age, terminology such as 'nouns' and 'adjectives', or 'verbs' and 'tenses' is used to aid discussion of the work in hand.

3. Pupils make good progress in mathematics. They become confident in working with numbers and develop a good understanding of what they are doing. They are encouraged to think flexibly in using their knowledge to solve problems. Pupils use mathematical vocabulary well, recognising, for instance, the different terms which can be used for subtraction or division. They compare the efficiency of different methods of working, for example when multiplying large numbers. Pupils practise multiplication tables and develop a quick recall of number facts. This helps them in tackling calculations involving several steps, in their head.

4. Standards in science have improved and are continuing to do so. Throughout the school, children learn to investigate and to follow questions through to a conclusion. In Year 1, for example, pupils systematically explored which materials were waterproof, in a quest for the best rain hat for a bear. Pupils reflect on what they have found out and this helps to reinforce their learning. This was evident in work by pupils in Year 2 who concluded, from an experiment with light: 'I found out that light shows up most in the dark'. Pupils apply their knowledge in pursuing enquiries, as in an animated discussion among Year 6 pupils about what would happen when water evaporated from a sugar or salt solution. Pupils learn the meaning of scientific terms and become skilled in carrying out a 'fair test'.

5. The school targets pupils who are not reaching the level expected for their age and provides extra support, particularly in literacy. A weekly 'homework club' also reinforces pupils' learning, for example in science. Such provision is directed effectively towards helping pupils to achieve their full potential.

## **High quality teaching helps pupils to learn well and to make very good progress.**

6. The standards achieved reflect the high quality of teaching provided throughout the school. The teaching seen during the inspection was at least good and, in a majority of lessons, very good.

7. Teachers have high expectations of pupils and they are determined in helping them to succeed. This is seen in teachers' insistence that pupils work hard and try their best, and in the care with which they check pupils' understanding. This was evident, for example, when pupils in Years 1 and 2 settled eagerly to write about clowns, taking pride in writing accurately and at length, and striving to spell words such as 'condition' and 'special' by themselves.

8. Lessons have clear aims and pupils understand the purpose of what they are doing. This helps them to learn effectively. Teaching is systematic and thorough, as when a Year 3 class was taught to use grid references, first identifying the need to describe position precisely and then rehearsing the notation of column and row: 'along the corridor and up the stairs.' Teachers make connections with earlier learning, exploring what pupils already know in order to build on this. Pupils are encouraged to go as far as they can, for example exploring large numbers at a young age if capable of doing so.

9. Teaching is brisk and lively, indicating to pupils that there is much to be accomplished. Time challenges are frequently given, to help pupils focus quickly, and a good amount of work is completed in the time available. Teachers motivate and inspire pupils, using humour to good effect and capturing their interest. They ask questions well to check and to extend learning and they explain clearly. Teachers use a range of methods to secure learning and they keep pupils actively involved, as seen in an afternoon of Victorian schooling for pupils in Year 5.

10. Teachers manage pupils and organise activities extremely well. This was evident, for example, in music lessons, taught by the headteacher and by class teachers. High expectations and expert teaching were reflected in high standards and pupils' enjoyment of their learning. Pupils in Years 5 and 6, for instance, made excellent progress as they mastered songs from Gilbert and Sullivan's 'HMS Pinafore', singing with verve and striving to improve their performance.

11. Teachers mark and assess work thoroughly, with a focus on helping pupils to improve. Ways of making work better are clearly demonstrated, as when pupils in Year 4 were involved in helping the teacher to make a piece of writing better. Homework, including reading, is set consistently and this reinforces learning in school.

12. Pupils with special educational needs benefit from skilled teaching and make very good progress as a result. The nursery nurses are very effective in their work and this contributes significantly to the quality of pupils' learning.

## **Excellent leadership brings the best out of staff and pupils.**

13. The headteacher, well supported by the deputy headteacher, articulates the school's vision and translates this into action on the ground. He leads by professional example in his teaching, within lessons and in assemblies. He believes in pupils, expects the best from them and motivates them to succeed, as seen, for example, in their confidence in performing and the exceptional quality of their singing.

14. The headteacher is constantly present around the school, keeping his finger on the pulse of school life. High expectations of work and behaviour are quietly and consistently maintained, alongside the fostering of self-discipline and understanding of the community's values. Leadership within the school is broadly based and the deputy headteacher and co-ordinators play a full part in planning to move the school forward.

15. The quality of teaching is monitored effectively. Great care is taken over the making of appointments and the deployment of teachers and support staff. Teachers are encouraged and supported in refining their own practice and in taking responsibility for aspects of the curriculum across the school. Regular feedback is provided for staff on the basis of lessons observed and the sampling of pupils' work. The headteacher promotes a sense of collective endeavour, setting sights high and appreciating the contribution of each individual.

16. The school's leadership cultivates a strong partnership with parents. Much effort is made to be a 'listening school', and parents appreciate this. The headteacher is alert to parental concerns and quick to deal with any problems that arise. He ensures a rapid response to any contributions to the school's 'suggestion box', and encourages parents to make their views known to him through the use of e-mail. Teachers and parents know each other well.

17. The school's leadership provides a clear sense of direction, encouraging and enabling all members of the school community to play their part in contributing to the school's success.

### **Pupils become confident, responsible and eager to succeed in their learning.**

18. Pupils develop extremely positive attitudes towards the school and learn to take responsibility for their learning. The foundations of this are very well laid in the Reception Year. Children are keen to show what they can do, for example forming a circle quickly and quietly before the teacher, with her eyes closed, had counted to five. They were orderly and enthusiastic in a physical education lesson, following instructions well as they became soldiers with 'The Grand Old Duke of York'. They dressed rapidly afterwards, understanding the routines and co-operating with each other and with the teacher.

19. Pupils are encouraged to put their ideas into words and they become confident in speaking and in addressing an audience. This confidence is also fed by many opportunities for performance. Pupils rise to the occasion, inspired by the staff who work with them, as seen in the quality of music, drama and dance included in a Year 6 class assembly. The school draws on the talents of its own teachers and of visiting staff in setting sights high for pupils and teaching them the necessary skills. Pupils are eager to participate and recognise the need for hard work and team effort. The pursuit of excellence in performance feeds pupils' self-belief and their self-discipline.

20. Pupils are encouraged to understand themselves and to be aware of the needs of others. The 'Tree of Hopes and Dreams' shows their wishes and aspirations for the year. These were set in a wider context in assembly when Year 6 pupils explored, through music and drama, the quest for racial equality and the impact of apartheid.

21. The school is thoughtful about pupils' welfare, and the pupils, in turn, recognise their responsibility towards others. For example, pupils have been consulted about playground arrangements. As a result, a 'buddy' system is being established so that older pupils teach younger ones playground games and ensure that they have someone to play with. Such initiatives are supported by a very effective School Council. This has representatives from

each class, with a larger number from Year 6, and takes its responsibilities very seriously. It is currently working on playground improvements and is considering how to spend a budget allocation to best effect. Council members are taking account of the views of children and of the 'dinner nannies' who have been asked to present their views. They are realistic in identifying what is practicable and are responsible in reporting back to pupils. The School Council models the processes of democratic citizenship for pupils and inculcates a sense of responsibility and pride in contributing to the school.

22. Pupils are keen to succeed in their learning and know how to do this. They understand what they are expected to learn and they are helped to take stock of how well they are doing. For example, reading targets are included within pupils' reading diaries so that they can identify the level at which they are working. Pupils' awareness of their own learning is fed by the teachers' clear overview of pupils' progress and of what needs to be achieved.

**The school has a strong sense of community and clear aims which are consistently translated into practice.**

23. The school's mission statement, drawn up in consultation with the whole school community, articulates its central purpose: 'Our Christian family school will try to bring out the best in each child.' Older pupils can quote this aim and explain what it means. They suggest, for example, that it implies being fair towards everyone, and giving extra help to those who are struggling.

24. Many people contribute to the school's success and pupils learn to appreciate what they do. The friendly helpfulness of the secretary, caretaker and 'dinner nannies' contributes to the happy atmosphere within the school and to its smooth running. Teachers and support staff share the school's values and are consistent in their expectations of pupils. Pupils feel secure as a result. Everyone who plays a part in the school is valued and respected. The school is very effective in providing for the professional development in its staff. The Investor in People award in July 2001 recognised the exemplary practice which was already well established within the school.

25. Pupils have a clear understanding of the school's rules and of the behaviour expected from them. They live up to these expectations and help others to do so, because they know that this helps them to learn well. They realise that adults are 'on their side' and want the best for them.

26. The school recognises the importance of drawing parents into the process of supporting their children's learning. Courses are organised within the school for parents, and for parents with their children, to help parents 'keep up with the children' and learn how best to help them. The new group room in the extension is put to good use as a base for this work. Some excellent resources have been produced to help parents in working with their children. These include the book packs, containing a book and accompanying games and activities, with guidance for parents, which children in Reception can take home each week.

**The school understands what it does well, is realistic about what could be better, and is skilled in pursuing improvement.**

27. The school is successful but not complacent. It evaluates its own performance assiduously, looking for ways to improve further.

28. The school's leadership is very thorough in collecting, analysing and interpreting

information from assessment. This results in the tracking of pupils' progress from year to year and the setting of challenging targets for individuals and year groups. This leads, in turn, to the deployment of additional teaching and learning support where it is most needed, particularly in literacy. Aspects of pupils' performance in standardised tests are investigated to identify areas of strength or weakness in the learning of individuals or classes. This results in adjustments to teaching such as extending the emphasis for older pupils on using their mathematical knowledge to solve problems. The senior management team works with co-ordinators and with class teachers to translate findings from the analysis of data into an agenda for action.

29. Lesson observations, performance management reviews and the regular sampling of pupils' work all feed into this process, providing a clear overview of strengths and areas for improvement. Subject co-ordinators take responsibility for the development of subjects, auditing the quality of provision and devising and implementing action plans. This process is currently proving instrumental in raising standards in science. Work is now underway to raise standards further in ICT, using opportunities provided by the new computer suite, and by membership of the Action Zone. The school seeks out good practice in order to shape its own vision, drawing on external advice and visits to other schools.

30. The school participates in a programme of School Centred Initial Teacher Training, based in a group of outstanding primary schools. It is highly effective in the mentoring of trainees, and the sharing and analysis of good practice helps the school to articulate what works well and why.

31. The school's short and long term development planning is purposeful and thorough. Practicalities of cost, timescale and personnel are worked through carefully to produce a coherent ordering of priorities. The school has a clear view of what needs to be done and how to do it, and this results in it continuing to move forward.

## **WHAT COULD BE IMPROVED**

**The school is working for improvement in the extent of high attainment in mathematics and science the planning of pupils' use of literacy and computer skills across subjects.**

32. The school is seeking to increase further the proportion of pupils reaching Level 3 by the age of seven, or Level 5 by the age of 11, in mathematics and science. This is a realistic aspiration, building on rising achievement in these subjects throughout the school.

33. Many useful links are made between subjects. However, the practice and application of literacy and computer skills are not fully planned across the curriculum, in order to make the best use of time and to maximise pupils' learning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

34. The school should use its well-established procedures for securing improvement in order to:

- \* increase the extent of high attainment in mathematics and science by the end of each key stage;
- \* plan the practice and application of literacy and computer skills across the curriculum.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	27
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
<b>Number</b>	2	15	10	0	0	0	0
<b>Percentage</b>	7	56	37	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 one three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll	224
Number of full-time pupils known to be eligible for free school meals	52

Special educational needs	YR–Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	65

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 left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	01	19	15	34

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	18	18	18
	<b>Girls</b>	15	15	15
	<b>Total</b>	33	33	33
Percentage of pupils at NC Level 2 or above	<b>School</b>	97 (94)	97 (94)	97 (94)
	<b>National</b>	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	18	18	18
	<b>Girls</b>	15	15	15
	<b>Total</b>	33	33	33
Percentage of pupils at NC Level 2 or above	<b>School</b>	97 (97)	97 (94)	97 (88)
	<b>National</b>	85 (84)	89 (88)	89 (88)

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

### 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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	01	13	20	33

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	13	13	13
	<b>Girls</b>	16	15	17
	<b>Total</b>	29	28	30
Percentage of pupils at NC Level 4 or above	<b>School</b>	88 (79)	85 (82)	91 (85)
	<b>National</b>	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	11	13	13
	<b>Girls</b>	16	16	16
	<b>Total</b>	27	29	29
Percentage of pupils at NC Level 4 or above	<b>School</b>	82 (76)	88 (79)	88 (85)
	<b>National</b>	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	224
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)	10.2
Number of pupils per qualified teacher	21.9
Average class size	28

**Education support staff:**

**YR–Y6**

Total number of education support staff	4
Total aggregate hours worked per week	114.5

*FTE means full-time equivalent.*

**Financial information**

<b>Financial year</b>	<b>2000-2001</b>
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	£
Total income	451,242.00
Total expenditure	464,856.00
Expenditure per pupil	2021.00
Balance brought forward from previous year	63,015.00
Balance carried forward to next year	49,401.00

### Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.5

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

224
158

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	54	43	2	1	0
My child is making good progress in school.	61	37	1	0	0
Behaviour in the school is good.	59	37	1	0	3
My child gets the right amount of work to do at home.	49	43	4	3	1
The teaching is good.	73	26	1	0	1
I am kept well informed about how my child is getting on.	56	40	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	0	1
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	61	35	2	1	2
The school is well led and managed.	70	28	1	0	1
The school is helping my child become mature and responsible.	55	42	1	0	1
The school provides an interesting range of activities outside lessons.	42	39	11	1	7