

# INSPECTION REPORT

## **Woodlea Fence Houses Primary School**

Houghton-le-Spring, Tyne & Wear

LEA area: Durham

Unique reference number: 114009

Headteacher: Mr P Robinson

Reporting inspector: Ms S Billington  
4343

Dates of inspection: 10<sup>th</sup> – 11<sup>th</sup> January 2000

Inspection number: 187418

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:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Gill Crescent South Fence Houses Houghton-le-Spring Tyne & Wear
Postcode:	DH4 6AR
Telephone number:	0191 3852675
Fax number:	0191 3852699
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Armstrong
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Woodlea is slightly smaller than the average sized primary school, having 204 children on roll aged from 4 to 11 years. They are taught in seven classes, one for each year group, with an average of 25 pupils in each. An additional 51 three- and four-year-olds attend the nursery for a year on a part-time basis. Almost all children in the reception class have been through the nursery; on entry to school children's levels of attainment are broadly average. Almost all pupils are white. Fifteen per cent of pupils are on the register of special educational needs, a below average proportion, but three of these children have statements which is an above average figure. Sixteen per cent of pupils are eligible for free school meals, which is broadly average for a primary school.

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

There is some variation in standards across the school. At the end of Key Stage 2 standards in mathematics and science are consistently well above average. Standards in mathematics and science at Key Stage 1 are closer to the average. Standards in English, particularly in writing, are unsatisfactory at Key Stage 1 and in the early stages of Key Stage 2. The rate of progress improves in Years 5 and 6 and standards in English are average by the end of the key stage. The under fives make good progress and by the age of five many children are working in the early stages of the National Curriculum. Pupils have very good attitudes to learning. Almost all the teaching is at least satisfactory and some is very good but there are some weaknesses in the teaching of English. The curriculum is broad and enriched in many ways, but there are weaknesses in the provision for information and communication technology that result in pupils having low levels of skills in this area. Pupils are well cared for and the school works well in partnership with parents and the community. All the key issues identified in the last inspection have been addressed and the school has made satisfactory improvement. The headteacher and governors have recognised the main areas of weakness and implemented strategies to address them but plans for improvement do not have clear targets to check the success of these initiatives. The school is led and managed in a cost-effective way and provides satisfactory value for money.

#### **What the school does well**

- Standards in mathematics and science are high at the end of Key Stage 2
- Provision for the under fives is excellent in the nursery and the youngest children make good progress
- Pupils have very positive attitudes to learning, their behaviour is very good and they work hard
- There is very good provision for children's personal development
- The school works well in partnership with parents
- There is a strong sense of community and a positive, inclusive ethos

#### **What could be improved**

- Standards in writing particularly at Key Stage 1
- Standards in information and communication technology
- Setting targets to assess the effectiveness of school improvement

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in March 1996, the school has tackled all the areas identified for improvement and the governors' action plan was completed in 1999. The strengths identified, for example pupils' good behaviour and the good provision for personal development, have been maintained. Despite many staff

changes, the overall quality of teaching, which is satisfactory and often good, has been retained. Overall standards at Key Stage 2 have remained above average but standards at Key Stage 1 have been more erratic and until recently weaknesses in English have been overlooked. A new headteacher took up post in September 1999 and is working effectively with governors and staff to address the areas of weakness.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	C	C
mathematics	A	B	A	A
science	A	B	B	B

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

At the end of Key Stage 2 standards in mathematics are consistently well above average and good standards are also attained in science. Standards in English are average overall, but there are weaknesses in aspects of writing and as a result few pupils achieve higher levels in national tests. At Key Stage 1, standards in writing are too low; standards in reading and mathematics are broadly average. However, the rate of progress at Key Stage 1 is erratic and work does not always build on the good base established by the time children reach the age of five. Throughout Key Stages 1 and 2 pupils' skills in information and communication technology are below expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their lessons, work hard and are keen to talk about their activities
Behaviour, in and out of classrooms	Very good throughout the school
Personal development and relationships	Very good; the older pupils are responsible and play an important role in the school community
Attendance	Good; above the national average

Pupils' very good attitudes, behaviour and personal development are a strength of the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.*

In ninety three per cent of lessons teaching is at least satisfactory and in sixty per cent of these teaching is good or better. Very good teaching is evident in the nursery and in Year 6. Teaching of the under fives is consistently good and at times very good and this is a key factor in ensuring that the children make good progress. At Key Stage 1 teaching is generally satisfactory but there are weaknesses, particularly in the teaching of English, that are having an impact on children's progress. Teaching at Key Stage 2 is good overall, but again there are some weaknesses in the teaching of English. Teachers are generally more secure in the teaching of mathematics and are making good use of the new numeracy framework in planning their lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of worthwhile learning opportunities. The majority of subjects are carefully planned, but provision for information and communication technology does not meet requirements.
Provision for pupils with special educational needs	Children generally get good support, particularly from classroom assistants, but work is not always at the right level for their learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good for all aspects; a strength of the school.
How well the school cares for its pupils	The school pays careful attention to all aspects of pupils' safety and welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher recognises the strengths of the school and has accurately identified areas of weakness. He is working well in partnership with the deputy to implement improvements.
How well the governors fulfil their responsibilities	Governors are well organised and generally fulfil all their statutory responsibilities.
The school's evaluation of its performance	The school is beginning to use data to set targets and monitor progress; this is in the early stages and development plans lack measurable outcomes to evaluate success.
The strategic use of resources	Effective use is made of all resources, particularly the support staff working in classrooms.

The headteacher and deputy provide effective leadership and good support to new staff. The work of Key Stage 2 is well co-ordinated but co-ordination at Key Stage 1 lacks rigour, resulting in weaknesses in standards.



## 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>• The school is very open and teachers are very approachable.</li><li>• Children are well cared for; security has improved.</li><li>• Behaviour is very good.</li><li>• The school is quick to respond to any problems.</li></ul>	<ul style="list-style-type: none"><li>• No significant concerns</li></ul>

The inspection team endorses parents' positive views of the school.

## **PART B: COMMENTARY**

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

#### **Standards in mathematics and science are high at the end of Key Stage 2**

1. Over the past four years, results of standardised test in mathematics and science at the end of Key Stage 2 have been well above the national average and above those of similar schools. In 1999, almost all pupils attained expected levels in mathematics and over a third attained higher levels. In science almost all pupils attained expected levels; the proportion attaining higher levels was close to the national average. The school has been successful in maintaining consistently high standards in these subjects.
2. In mathematics the work of the majority of pupils in Year 6 is of a high standard. They are confident in using the four operations and working with large numbers and use a range of fast methods for calculation, for example rounding numbers up or down to the nearest ten or hundred to add or subtract. Pupils understand the relationship between improper fractions and calculate using mixed numbers. They readily convert decimals to a fraction or percentage. They have a sophisticated understanding of place value and use this well in recording, for example  $0.41 = 41/100 = 41\%$ . Higher attainers are challenged and stretched and confidently manipulate numbers. They represent their findings in a variety of ways, for example by using conversion graphs. Pupils have a good understanding of the characteristics of shape and can calculate the area and volume of irregular shapes using standard formulae.
3. As pupils move through Key Stage 2 they gain a secure knowledge of all aspects of science. Many have a keen interest in the world around and are eager to understand scientific ideas ranging from the relationship of different life forms to the impact of forces on movement. By Year 5, pupils write a structured account of experiments and understand the features of a fair test and the importance of constants and variables. Year 6 demonstrated good understanding of the 'big bang' theory in a lively assembly illustrating how the world began.
4. A key factor in the high standards attained is the very good quality of teaching at the upper end of the key stage. Work is carefully planned to ensure progression in pupils' knowledge and understanding. In mathematics, teachers make good use of the national numeracy framework in planning and organising lessons. In a lesson with Year 6, the introductory session involved a series of fast mental calculations using factors. The teacher emphasised the importance of speed, pupils worked well together in pairs, clarifying ideas and correcting errors in calculations. Expectations were high and pupils responded well. The main teaching activity was briefly introduced and a series of worksheets with differing levels of challenge were successfully used to reinforce and practice the use of brackets in calculations. The teacher was skilled in assessing work in progress and adapting the lesson to provide support for those pupils who needed it and to extend the thinking of those who showed a good grasp of calculating using brackets. Homework is used regularly to reinforce and extend work covered in school. The marking of pupils' work is both thorough and challenging, making demands on the children to consider the most effective methods of calculation and giving a clear indication of what needs to be done to improve.

#### **Provision for the under fives in the nursery is excellent and the youngest children make good progress**

5. Provision in the nursery is excellent. The curriculum is carefully planned to ensure that children have access to a wide range of opportunities that supports their learning in all areas. Routines and systems are well established to enable the children to organise activities independently and to make choices about their learning. They respond well, readily share activities and equipment and work with sustained concentration and interest.

6. Teaching of the under fives is almost always good and often very good. Staff and volunteers working in the nursery are carefully deployed to support a range of activities. There is a strong emphasis on extending children's language; a volunteer working in the art area as the children made collages highlighted the qualities of 'crinkly' paper by encouraging them to listen as it unwound from a ball. Play successfully promotes speaking and listening skills; when the teacher joined children in the 'wallpaper shop' she took telephone calls and talked about the colours and costs of goods for sale, thereby extending the children's capacity to take on a role. Staff have high expectations, ensuring that children make progress. As the nursery nurse worked with individual children drawing and writing she emphasised what children already knew about recording their ideas and many made significant progress in using what they knew about letters to make marks and write captions for their pictures.
7. In the nursery and the reception year children's activities are carefully monitored to ensure that they have access to a rich range of experiences. Their progress is carefully tracked and detailed records are passed from the nursery to the reception class so that the good rate of progress is maintained. In writing, for example, the majority of children move on from writing a string of letters, often from their names, to using what they know about initial sounds for invented spellings and then introducing recognisable words. Their hand control improves and they begin to record their ideas in a variety of forms. The majority of children attain the targets set as desirable learning outcomes by the age of five and many are working in the early stages of the National Curriculum.

### **Pupils have very positive attitudes to school, their behaviour is good and they work hard**

8. Throughout the school pupils are enthusiastic learners. They listen carefully to their teachers, readily participate in discussions and respond well to questions. The youngest children confidently organise their activities and quickly learn to use their initiative; for example one child in the reception class brought in another's lunchbox that had been left behind. Older children work well without supervision; Year 5 pupils made good use of a storyboard to plan a mythical tale, remained fully on task, working carefully and conscientiously, and took pride in their achievements. The oldest pupils have well-established work habits and understand the use and relevance of a variety of sources of information such as the library, the Internet, local museums and artefacts.
9. Pupils' behaviour is very good in lessons and around the school. Many go out of their way to hold doors open for adults and to make way for each other as they move around the building. They are polite and trustworthy, treat books and resources with care and take their responsibilities seriously. Pupils say that everyone plays well together in the playground, they have no worries about school and they would readily turn to an adult for help if the need arose.
10. Key Stage 2 pupils take homework seriously and make good use of what they have done at home to extend learning in school. For example, a group of Year 5 pupils prepared for a literacy lesson by devising and drawing a character in preparation for a piece of descriptive writing. They were positive about the value of this; as one said 'it gives me a good idea where to start'. Pupils respond well to challenge; Year 6 pupils enjoyed reducing a short piece of text about the number of casualties in a battle to the bare bones of an essential message and several made a very good attempt at a difficult task. They applied themselves well and were confident in evaluating their own and others' efforts. The oldest pupils work well together in pairs and small groups, sharing their ideas and information.

### **There is very good provision for pupils' personal development**

11. The school makes very good provision for children' spiritual, moral, social and cultural development. Through the planned curriculum and incidental occasions through the day, opportunities are taken to encourage pupils to reflect on their actions, feelings and responses to others. In assemblies for example, moral and social issues are raised at a level which enables

children to relate to the theme under discussion. In an assembly on New Year resolutions, the headteacher planted seeds for a scented garden as a symbol of hope; through encouraging the children to talk about what the seeds would need to help them to grow he emphasised the importance of working for improvement and trying to do something the right way. Attractive displays through the school raise awareness of a range of cultures and traditions through, for example, illustrating the customs associated with Sikhism and demonstrating the skill of artists such as Kandinsky.

12. Social skills are developed as children take on a variety of responsibilities throughout the school. They collect and return registers to the office; older pupils manage the overhead projector and taped music during assemblies and put away chairs and hold doors open at the end. At break-times some regularly help in the nursery. Through extra-curricular activities and local sports competitions, pupils are encouraged to understand that all have an important role in working in a team and that participation is more important than winning. Children's achievements are recognised and celebrated in a variety of ways, for example through the school's reward system and the presentation of certificates in assembly.
13. The school has a strong programme to promote personal, social and health education. Pupils' good behaviour, responses and efforts are recognised and all staff place a strong emphasis on raising children's self-esteem and reinforcing the positive contribution that each makes to the school community. Circle time raises awareness of the importance of listening and considering the feeling of others; for example reception children were very confident in explaining what made them happy or sad and responded well when the teacher encouraged them to reflect on what they might do to rectify a situation where they had made somebody feel sad.

### **There is a strong sense of community and a positive inclusive atmosphere**

14. The school has a very strong inclusive atmosphere and children are encouraged to respect and appreciate diversity. There is a strong commitment to equal opportunities and each person's unique and individual qualities are emphasised; in Year 6 for example one of the class rules is 'never ever think of ourselves'. The prospectus includes a strong, businesslike statement about the positive approach taken to children with special educational needs. Children learn to respect and appreciate difference; Year 6 pupils are particularly sensitive in their approach to a pupil with a statement of special needs. They ensured that she had a special role in their class assembly; in class and around the school many spontaneously support her when she is not sure what to do.
15. The school is successful in engaging strong support from the community that it serves as well as the wider community. There is a strong sense of partnership between teaching and support staff; parents, grandparents and volunteers who become involved in the school's work clearly feel valued. All involved in the day-to-day running of the school have a strong sense of commitment to it; this is evident, for example, in the care taken by the caretaker and her team in keeping the building spotlessly clean. Sponsorship from local businesses boosts fund-raising efforts and provision for physical education and extra-curricular activities is enhanced by the involvement of parents and volunteers including local sporting personalities who provide coaching

### **The school works well in partnership with parents**

16. The school works hard to involve parents in the life of the school and in their children's learning. Parents are very positive about the information that they get from the school; the 'link book' that goes home with reading books is seen as a useful way to exchange information. There are regular talks on the curriculum, newsletters provide useful information on class topics and parents feel that the quality of these has improved recently. Many parents help regularly in classrooms with activities such as hearing readers and working on the computer and some have been involved in initiatives to improve the environment; parents feel welcomed in school. A group of parents worked extremely hard to create wonderful 'story sacks' for Key Stage 1 classes and many are involved in regular fund-raising and social events.

17. Parents are confident that their children are well cared for and appreciate the time that staff take to discuss any concerns. There is a good deal of informal contact between teachers and parents, for example as children arrive at or are collected from school. Parents are invited to comment on specific projects and events and the school responds to their suggestions. An important feature of school life is the assembly led by each class every term; parents are invited to attend and do so in large numbers. After the assembly children take their parents back to the classroom to show them their work and talk about the curriculum. Opportunities such as these supplement regular parent consultations and are valued by both children and parents.

## **WHAT COULD BE IMPROVED**

### **Standards in writing particularly at Key Stage 1**

18. Results of standardised tests in 1999 at the end of Key Stage 1 were well below the national average and very low in comparison with schools with a similar intake. Over the past three years there has been a downward trend in results at Key Stage 1 and in English tests at the end of Key Stage 2 pupils' performance has been much weaker in writing than in reading.
19. Scrutiny of pupils' work and observations in classrooms show that the majority of children in the nursery and reception class gain a secure understanding of the process of writing. They record their ideas independently in simple sentences with commonly used words spelt correctly and other spellings being phonetically plausible. However, this good base is not systematically built upon and progress in writing through Key Stage 1 is erratic and overall unsatisfactory. There is a heavy emphasis on skills practice and whilst some aspects of this are helpful, for example enabling children's knowledge of rhyming words to become more sophisticated, much of the practice work is inappropriate. Lower attainers do not understand much of the work that they are given to do and it is therefore often unfinished. Higher attainers often practice skills that they have already grasped. Children begin to write short structured accounts, lists of instructions and simple stories, but much of this work is over-directed and the range of writing and opportunities for children to write independently are too limited. The rate at which some children write is slowed, for example, by their inserting a finger after each word to create a 'finger space' or by having to write the date at the start of each piece of work. Spelling skills are weak, with many children continually spelling commonly used words incorrectly.
20. These weaknesses continue into Key Stage 2 where in the early stages there is still an over-emphasis on skills practice. The range of written work begins to be extended, for example as children write the start of a play and poems and accounts but there is a lack of sustained focus on a particular aspect of language and some children are confused by some of the tasks that they are given and make limited gain in their understanding and command of English. The rate of progress improves at the upper end of the Key Stage where the range of written work broadens and the oldest pupils often make good progress in imaginative story writing, letter writing and representing ideas in different forms, for example a piece of text as a playscript. Many children make good use of descriptive vocabulary, presentation is good and they are able to analyse an author's use of language and to present interesting information in a variety of forms.
21. The school has recognised the weakness in English and governors have allocated additional funding for extra staffing to support pupils, particularly in Key Stage 2. Analysis of individual pupils' written work has been used to set targets and identify those pupils who would benefit from additional support. This has been undertaken systematically at Key Stage 2 and is beginning to be implemented at Key Stage 1, but target setting does not yet link with the marking and assessment of work which is sometimes too imprecise to give children a view of what they need to do to improve.

### **Standards in information and communication technology**

22. The school is poorly resourced for the teaching of information and communication technology and much of the existing equipment is outdated and in need of replacement. The limitations in provision are having a significant impact on the range of pupils' experiences and their progress and attainment; the school is not in a position to meet the requirements for teaching all aspects of the subject. Work in information and communication technology is planned regularly for each year group but the planning is often rudimentary and there is little specific teaching of the subject; pupils have access to a computer in ones and twos but their skills do not develop in a systematic and progressive manner. Those children who have computers at home often have a reasonable grasp of word processing, but those who do not are often hesitant about basic elements such as saving and printing their work. Throughout the school, pupils' experience and understanding of data-handling, control and modelling is very limited.
23. The subject is not sufficiently embedded in the curriculum and does not make a sufficient contribution to extending children's skills in literacy and numeracy.
24. The poor provision for teaching information and communication technology has been recognised and this area is rightly identified as a priority on the school development plan. The school was unsuccessful in a bid for funding from the National Grid for Learning and has begun to allocate funds from its own budget, to be supplemented by money raised by parents. Plans are in hand to establish an information technology suite and to implement a rolling programme for the purchase of new equipment and software in order to meet the requirements of the curriculum.

### **Planning for school improvement**

25. The school has identified key areas for improvement and these are priorities in the school development plan. The action plans that outline the strategies for implementing improvements are detailed and helpful in guiding the work that is to be done. However, the plans are very focused on the process of improvement rather than the intended outcomes. The success criteria outlined in the plans are often generalised and not clearly defined. As a result, there is no way of monitoring progress against the intended targets because these are not measurable.
26. Much of the work that has recently been undertaken is producing helpful information that has the potential to provide specific targets to enable the objective evaluation of individual initiatives. For example, assessment of the work of individual pupils has been used to set targets and organise groups for extra support with writing. This could be translated into overall targets for specific cohorts of pupils in order to evaluate the impact of the additional resourcing that has been allocated to try to raise standards.

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

**Continue the drive to raise standards in writing particularly in Key Stage 1 by:**

- Improving the quality of teaching of English;
- Increasing the range of opportunities to write.

**Raise standards in information and communication technology by:**

- Continuing the drive to improve provision for teaching the subject;
- Putting in place a programme to ensure the systematic development of key skills within the current limitations in resourcing.

**Put in place specific targets against which the success of key initiatives can be evaluated.**

## 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	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28.6	28.6	35.7	7.1	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	178
Number of full-time pupils eligible for free school meals	-	28

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	32

#### 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	6
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	5	12
	Girls	9	7	10
	Total	21	12	22
Percentage of pupils at NC level 2 or above	School	88	50	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	9	10	10
	Total	21	22	24
Percentage of pupils at NC level 2 or above	School	88	92	100
	National	82	86	87

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	19	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	15
	Girls	16	16	17
	Total	28	29	32
Percentage of pupils at NC level 4 or above	School	82	85	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	16	16	17
	Total	28	29	31
Percentage of pupils at NC level 4 or above	School	82	85	91
	National	68	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	203
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

*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)	9.3
Number of pupils per qualified teacher	27.8
Average class size	25.6

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	22

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	342,290
Total expenditure	335,104
Expenditure per pupil	1,299
Balance brought forward from previous year	16,143
Balance carried forward to next year	23,329

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	67	32	2	0	0
Behaviour in the school is good.	48	47	2	0	3
My child gets the right amount of work to do at home.	37	47	8	0	8
The teaching is good.	60	38	0	0	2
I am kept well informed about how my child is getting on.	57	40	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	77	22	0	0	2
The school works closely with parents.	57	42	2	0	0
The school is well led and managed.	63	32	0	0	5
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	33	48	8	0	10