

# INSPECTION REPORT

## **SPIXWORTH FIRST SCHOOL**

Spixworth, Norfolk

LEA area: Norfolk

Unique reference number: 120896

Headteacher: Mrs M J Seddon

Reporting inspector: Margaret Riley  
3694

Dates of inspection: 22<sup>nd</sup> and 23<sup>rd</sup> May 2000

Inspection number: 188701

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 to 8
Gender of pupils:	Mixed
School address:	Ivy Road Spixworth Norwich Norfolk
Postcode:	NR10 3PX
Telephone number:	01603 898483
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Warnes
Date of previous inspection:	15.07.1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the village of Spixworth, just to the north of the City of Norwich. Almost all the pupils come from the village and immediate neighbourhood. There are 197 pupils at the school who range in age from four to eight. They are taught in seven classes, only one containing pupils from two age groups. There are very few minority ethnic pupils. Thirty pupils (15.2%) have special educational needs; this is below average for this type of school. One child has a statement of special educational need. The attainment of children when they first enter the reception class is above average, although recent assessments indicate that their personal and social skills have not been so well developed.

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

This is an effective school with many very good features in teaching, learning and the curriculum. Standards are well above average in English, mathematics and science. Behaviour is very good. The school is very well led and managed. There is good teaching throughout the school. The school gives good value for money

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

- Standards in reading, writing and mathematics are high when compared to the national average and to those achieved by similar schools;
- All the adults in the school provide the highest quality support and guidance to pupils and effectively promote their welfare, health and safety in a caring, stable and secure environment;
- The school is very effective in promoting pupils' personal, social and emotional development;
- The headteacher, governing body and senior staff set the tone for the school in creating an atmosphere where all pupils and adults are valued and respected;
- Pupils reflect the aims of the school in their day to day conduct;
- Parents hold the school in the highest regard;
- The school provides a high quality curriculum, relevant to the needs of all pupils, including those with special educational needs.

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

- The opportunities available to pupils to improve their standards in information technology;
- Monitoring of the quality of teaching to identify the action required to further improve and develop teaching quality and performance;
- The teachers' planning for the evaluation and assessment of pupils' progress in the Early Years Unit.

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

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

The school was last inspected in July 1996. Good progress has been made in addressing all the identified key issues for action. The quality of pupils' handwriting is now much improved. Pupils have opportunities to draft a copy of their writing to enable them to improve the presentation of their completed work. Teachers mark pupils' work with an appropriate emphasis on the improvement of handwriting skills. The National Curriculum programmes of study for design and technology are now fully covered. During this inspection good examples of opportunities to plan, design, make and evaluate work in design and technology were observed in pupils' books and on display in the school. Parents now receive very high quality information through a series of newsletters, meetings, comprehensive reports and notice boards outside classrooms. The governing body has continued to develop its role. Governors are very involved in the life and work of the school. The governing body has introduced new and effective methods for ensuring strong involvement in the leadership, management and educational direction of the school.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	B	well above average A above average B average C below average D well below average E
Writing	B	A	A	A	
Mathematics	A	C	A	B	

Results in the national tests for seven year olds have been consistently high in reading, writing and mathematics for the last four years. The evidence from the inspection indicates that the standards currently being achieved remain high. The school has made good progress in implementing the National Literacy Strategy. This is having a positive impact on standards in English. Reading and writing skills are developing well by the time pupils are seven, and Year 3 pupils show that they are able to build on attainment in the first year of Key Stage 2. The National Numeracy Strategy is being implemented appropriately throughout the school and is having a good impact on standards in mathematics. Standards of work in English and mathematics are good. All pupils, are set challenging targets for improvement.

In all year groups pupils are making good progress in their learning in reading, writing and mathematics.

Pupils with special educational needs make good progress, particularly in reading. The school has continued to set high targets and is likely to meet them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about their work and eager to succeed.
Behaviour, in and out of classrooms	Pupils are always very well behaved, when they come to school, during lessons and at play times. They understand and exhibit appropriate behaviour for the situation they are in. Pupils are responsible, trustworthy and aware of others.
Personal development and relationships	Relationships are very strong. This is a significant strength of the school because pupils' needs and interests are given a high priority and the underlying principle is that the school belongs to the pupils. From the very early years the school nurtures pupils' independence and fosters a sense of responsibility.
Attendance	Very good. Pupils arrive at school punctually and are eager and ready to learn.

From the earliest stages in reception classes positive attitudes to learning are developed. The consistent approaches to this aspect of the school's work make a strong contribution to the high standards achieved in the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-8 years
Lessons seen overall	Good	Good	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.*

Teaching is satisfactory or better in all lessons. There are examples of good teaching in every class. In a quarter of lessons teaching is very good. Basic skills in reading, writing and mathematics are taught well in all classes. The teaching of pupils under five years old is good, with particular strengths in the development of personal and social skills. In Year 1, whilst recognising the importance of core aspects of English and mathematics, teachers provide a broad base for learning through a range of well chosen, structured activities that encourage exploration and independence. Year 2 classes are taught well through a programme that recognises the need to prepare pupils for the end of key stage assessments, but also extends the curriculum in an appropriate way. Teaching in Year 3 maintains a good pace so that pupils are encouraged to develop their knowledge of language and number through challenging tasks and activities. They are also taught to a good standard in history and geography.

The needs of all pupils are met well through consistent approaches to teaching and learning. Teachers plan carefully so that all pupils are enabled to take advantage of the literacy and numeracy strategies. Teachers in Years 2 and 3 plan for activities that challenge gifted and talented pupils whilst ensuring that those with learning difficulties are well supported in the classroom.

Teaching in information technology is currently the least satisfactory. Teachers are not yet providing enough structure to the teaching of skills in this subject, although there are areas of good practice. By increasing staff confidence and capability the programme of staff training now underway has the capacity to bring about improvements.

Pupils are given many opportunities to take responsibility for their own learning. In all classes teachers are sensitive to individual needs. They group pupils appropriately to enable them to take part in discussions, and provide opportunities for both direct teaching and personal exploration.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The provision of learning experiences for the pupils in the Early Years Unit and Year 1 class gives them relevant opportunities that take full account of the developmental needs of young pupils. The school ensures a smooth transition from good early years educational experience into the National Curriculum. Older pupils, in Year 3, receive a very relevant and challenging set of curriculum experiences. The development of skills in information technology needs to be improved. Outdoor spaces are used well as extensions of classrooms, and to enrich pupils' learning experiences. The quality and range of extra-curricular activities are very good.
Provision for pupils with special educational needs	Very good. Pupils with special learning needs are identified appropriately and receive very good support. The teachers, and learning support staff who work with the pupils, are very knowledgeable about the pupils' individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. Pupils have a strong sense of right and wrong and are very self disciplined because the school has very high expectations. The school provides very good opportunities for pupils to develop social skills, and to take personal responsibility for their own actions. The curriculum provides many good opportunities for pupils to develop an awareness of themselves and others, and to learn about and celebrate their own and other cultures.
How well the school cares for its pupils	Staff know the pupils well and show great concern for their well-being. Procedures to ensure the health, safety and well-being of the pupils are good and strictly adhered to by all staff.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher provides purposeful and sensitive leadership. Her vision for the school is focused on achievement, and she has provided a framework in which adults and pupils can develop to their potential. She has worked with staff and governors to ensure that all are committed to achieving and maintaining very high standards. The senior teachers make a good contribution to the work of the school. Monitoring in classrooms has developed recently, but is not yet sufficiently focused on the quality of teaching and its impact on learning.
How well the governors fulfil their responsibilities	Very good. Governors are closely involved in the life of the school and are effective in their monitoring and support for school development. Through the school's Management Plan governors ensure that priorities are set and implemented. They successfully evaluate the outcomes of their budgetary decisions and have a good understanding of the school's current and future needs.
The school's evaluation of its performance	The school sets high targets for pupils' attainment. There are very good systems and procedures for staff and governors to analyse and evaluate statistical information, from assessment of pupils on entry to school through to the results of tests and tasks at the end of Key Stage 1 and in Year 3.
The strategic use of resources	Very good. Educational resources are of good quality and used well. Staffing decisions are made with pupils' needs uppermost. Financial planning is very secure and strategic decisions are soundly based on the need to achieve good value. Monitoring of day to day finances is very effective. The school provides good value for money.

## 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>• Most parents feel that their children are making good progress;</li> <li>• Parents report that their children are happy at school;</li> <li>• The school is regarded as approachable and helpful;</li> <li>• Teachers and the quality of their work are well regarded;</li> <li>• The school's high expectations of work and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to see the range of after school activities extended to Year 2 children;</li> <li>• Some parents feel that they do not receive enough information about their children's progress.</li> </ul>

The inspection team supports the positive views expressed by parents. The school places a strong emphasis on working in partnership with parents and carers. "Pupils come first" is at the heart of everything the school does. All adults involved in the school have a consistent approach to pupils' welfare, health and safety, so that pupils feel secure and are ready to learn. The school has made thoughtful decisions about making extra-curricular activities available only to Year 3 pupils, partly in recognition of their senior status in the school. The inspection team concludes that the information available to parents is extensive, as are the opportunities for parents to speak directly to teaching staff about pupils' progress.

## **PART B: COMMENTARY**

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

#### **Standards are high**

- 1 Standards in reading, writing and mathematics are high at the end of Key Stage 1, when pupils are seven, and at the end of Year 3 prior to transfer to Middle School. Pupils also achieve higher than average standards when compared to those in schools with similar characteristics.
- 2 Results from national reading tests in 1999 show that seven year old pupils were achieving at levels that were well above the national average. Importantly, a higher proportion of pupils than the national average attained at the higher levels in the tests. Pupils achieved at a similarly high level in writing tests and tasks. The pattern of higher than average attainment in the key skills of literacy has been maintained consistently for the past four years. Results in mathematics are also well above the national average. The school has placed strong emphasis on standards and quality that is reflected in the continued success of the pupils at the end of Key Stage 1 and the end of Year 3.
- 3 The consistently high standards demonstrate the effectiveness of the teaching programmes and the commitment of the school to pupils being given opportunities to achieve to their full potential. Inspection evidence indicates that, this year, achievement is likely to remain high. Very well planned work in English and mathematics, supported by the effective implementation of the National Strategies for Literacy and Numeracy, have had a positive effect on teaching, learning and pupils' progress. The leadership and co-ordination of subject development, effective approaches to planning and assessment and the way in which teachers set challenging targets for pupils, have all made a significant contribution to the achievement of high standards throughout the school.
- 4 The evidence from teacher planning and lessons observed during the inspection, show that teachers and those who support pupils' learning in classrooms have adopted very good approaches to their work. Many lessons contain challenging and imaginative activities for pupils. They are encouraged to think for themselves and to take responsibility for their own learning, from their earliest time in reception classes to the end of Year 3. The school has retained its emphasis on the development of the key skills in all subjects, but has adopted the national frameworks for teaching and learning in English and mathematics very effectively. Pupils develop as positive readers, writers and mathematicians. They also show that they can transfer many of their skills to other subjects. This was evident in a Year 3, class when pupils, talking about investigations in mathematics, were able to see connections to their experiments in science and solving mysteries in history.
- 5 By the time pupils leave the school at the end of Year 3, they are achieving good standards in English, mathematics and science. Pupils are encouraged to build on their achievements. Teachers recognise that older pupils need to be challenged and extended through relevant activities. Pupils develop their reading and writing skills, becoming more critical of their own and other authors' work.
- 6 In mathematics, teachers provide a suitable range of problem solving activities, so that pupils can use their previous knowledge to investigate new aspects of number.
- 7 Pupils are assessed when they first start school. Results of this early assessment

show that children's attainment in language and mathematical development is above the county average. In the reception classes of the Early Year Unit, children are given many good opportunities to develop skills. They enjoy books and reading activities, become familiar with numbers and make good progress in learning. In one reception activity, children were counting accurately in blocks of ten using equipment to help them, and were able to tackle simple addition and subtraction problems using the correct mathematical language.

- 8 Teaching in all classes is very effective in building pupils' confidence and self-esteem as learners. In a Year 2 class, for example, pupils used their knowledge of writers to discuss their preferences for different authors and types of story. They also read with enthusiasm and, in Year 3, were able to discuss the differences between fictional and factual accounts of life during the second world war. The mathematics programme is substantial and pupils are becoming skilled in mental calculation. In many cases they have understood the patterns in numbers that enable them to solve new problems. In mathematics lessons, in all year groups, it is possible to see pupils using their previous knowledge and applying what they know to new situations.
- 9 In the last inspection the quality of pupils' handwriting skills and the overall presentation of written work was a key issue for action. The school has worked hard on this and now ensures that teaching consistently emphasises this aspect of literacy. Pupils are reminded of the need to take care in letter formation and written presentation, with the result that standards are now much higher throughout the school.

#### **Adults provide high quality support and guidance**

- 10 One of the strengths of the school is the way in which the staff team works together, both in classrooms and around the school. The teaching team has adopted a consistent approach to pupils so that expectations in lessons are always very clear and high. The approach is extended very well to all the adults who work in the school. Those who support learning in classrooms, and through additional activities in literacy, numeracy and with pupils with special educational needs, work in harmony with the school's approach. The quality of teaching and learning is enhanced by classroom and learning support staff.
- 11 Pupils' safety, health and welfare is given a high priority by the headteacher. She has ensured that everyone involved in school life understands that the needs of children come first. In the playground and during lunch, adults are sensitive to pupils' needs, caring but firm about the rules and routines established in the school. There is an appropriate emphasis on courtesy, politeness and good behaviour.
- 12 Routines and procedures for health and safety are well established in the life and work of the school. The links with external agencies and sources of support are very secure. Adults who have first aid qualifications or responsibilities for pupils' welfare carry them out conscientiously.

#### **The school is very effective in promoting pupil's personal, social and emotional development**

- 13 The environment of the whole school is one where pupils feel safe and secure. Pupils know the boundaries for their behaviour in school and are able, in discussion, to talk readily about the reasons for rules and routines. Pupils are very well behaved and they have good relationships with each other and with adults. One

child reported that, “the playground is a happy place to be and there are lots of things to play with.” During lunchtimes the supervisors are alert and willing to engage pupils in conversation. Pupils enjoyed the reward of being seated on the Egyptian throne when they had behaved well or supported another child. The headteacher regularly serves lunch to pupils as part of her drive to ensure that good manners are encouraged and rewarded.

- 14 In classrooms, pupils show consideration for others; one pupil in a mathematics lesson showed great patience when working in a group. He was heard to say “I think I understand how to do this, shall I show you?” In almost all lessons pupils observe the social rules and where, for a small number of pupils, this is difficult, teachers show great sensitivity in dealing with the situation. The youngest children develop skills in co-operation, tolerance and sharing with others. Through their structured play with large construction toys, and in the role play areas, they learn how to make choices, play with others and tidy away their toys and equipment. In the Year 1 class the teacher and supporting adults continue to encourage pupils to develop their powers of concentration in formal lessons, and to take part in a good range of well structured activities that encourage active learning. As pupils progress into Year 2 there is much evidence of their ability to work independently and in collaboration with others.
- 15 The early morning routines that are established throughout the school are very effective in promoting a positive start to the day. The practice of giving pupils responsibility for their own registration, and looking carefully at the notice board to check the activities on offer for them at the beginning of the day, is very helpful as a means of ensuring that lessons begin promptly and that pupils are quickly engaged in purposeful activity. The school places strong emphasis on learning and it is a significant strength that during the school day very little time is wasted.
- 16 Many pupils are given responsibilities in the classroom and around the school. The older pupils take their Library responsibilities seriously. They take pride in making sure that books are tidy and displayed well, with a minimum of adult supervision. Others are involved in helping teachers to set out equipment and looking after the play areas outside. Older pupils are encouraged to support younger children. They are often involved in playing and working with younger children, helping them in class and in the playground.
- 17 Classroom environments also support aspects of pupils’ personal development. The displays of completed work reflect the wide range of activities in which the pupils are involved. Pupils are pleased to point out examples of their work and enjoy explaining how topics, projects and themes link to their work in class.
- 18 The history topic on the Egyptians has generated a great deal of interest and enthusiasm. Pupils talked enthusiastically about the play, Osiris, God King of the Nile, written by school staff and performed by the Year 3 pupils, which had helped them to understand about life in ancient Egypt.
- 19 Similarly, preparations for the imminent Millennium celebrations were providing pupils with many opportunities to think about their hopes and dreams for the future, to reflect on the past and to take part in a large community event with their teachers and parents. The pupils have prepared thoughtful entries for inclusion in a time capsule to be buried at the village event. The school choir, made up of all the pupils in Year 3 classes, is very involved in rehearsing songs as part of a performance. The quality of their singing is good and they are taught well by the headteacher and a volunteer pianist.

## **Setting the tone of the school**

- 20 The work of the headteacher has made a significant and positive contribution to the ethos of the school. Her leadership is based on consultation and the involvement of all staff in helping to identify, set and implement curriculum priorities. Her vision for the school has guided the way in which all staff carry out their duties and responsibilities. The aims of the school are implemented in practical, day to day routines. The school approach of putting the needs of pupils at the heart of decision making means that everyone involved in the school can share in the educational, social and personal development of pupils. The school's Management Plan is well conceived; a useful set of documents show clear financial implications, staff training needs and criteria for success.
- 21 The governing body has a strong involvement in the school. Governors are kept well informed about school development and play an active role in working on the Management Plan priorities. Governors have taken the issue identified at the time of the last inspection, of developing their role in the school; seriously. Members of the governing body are frequent visitors to the school, firm links have been made with individual classes, and the nominated curriculum and subject governors are involved in monitoring the work in literacy, numeracy and special educational needs.
- 22 The committees of the governing body meet regularly to ensure that their debates are making an appropriate contribution to the full group. Regular health and safety checks are undertaken, policies are reviewed regularly and financial information is used wisely to help in decision making.
- 23 Senior teachers in the school are involved in monitoring work in classrooms. The deputy headteacher and senior teacher carry out their responsibilities for the co-ordination of literacy and numeracy very professionally. They are encouraged by the headteacher in carrying out classroom observations.
- 24 The purposes of classroom monitoring, to date, have been linked to the implementation of the national strategies and to working with colleagues to improve subject planning. Training needs have been identified successfully and the staff team has helped to develop policies and schemes of work for teaching.

## **Parents hold the school in high regard**

- 25 The views of parents, expressed through responses to the pre-inspection questionnaire and at the meeting for parents, are very positive. With the exception of a small minority who expressed some concerns, parents were very pleased with all aspects of the school's work. The last inspection report asked the school to improve the quality and quantity of information for parents. The school now has very good links through regular newsletters, open evenings for parents and the publication of information about curriculum topics and themes in each year group. The annual report to parents about their children's progress is of very good quality. The reports are clear in relation to pupils' performance and progress, as well as containing targets for future learning. In the school there are notice boards outside each classroom displaying good quality information for parents. The school has an "open door" policy and is approachable and accessible.
- 26 Parents working as volunteers in the school are made welcome. They report that they are made to feel valued and a valuable part of the school team. The weekly "sharing assemblies" also provide parents with insights into the way their children are learning, and how the school values what each child contributes to the school. Many parents are involved in fund raising activities for the school and view the

school as a focal point for the local community.

### **A curriculum relevant to the needs of all pupils**

- 27 Pupils are provided with a wide range of curricular opportunities at Spixworth. Teachers have planned a careful programme of learning activities. Short, medium and long term planning is good, providing a balance of key skills in English, mathematics and science, alongside a broad curriculum that includes all National Curriculum subjects and religious education. A strength of the school's approach to planning is the care taken to show pupils how their literacy and numeracy skills can be transferred to work in other subjects.
- 28 The school offers a very good range of extra-curricular activities, including recorders, floral art, Maypole dancing, knitting, football, skipping, netball, story and poetry. The school choir meets during the school day and all Year 3 pupils are involved. Pupils participate enthusiastically and achieve good standards in their singing and music making. Teachers give readily of their time and the clubs and activities are also supported by volunteer helpers. The quality of exhibition arrangements produced by members of the floral art club is outstanding.
- 29 Pupils with special educational needs receive very good levels of support and guidance. Planning for their needs through individual education plans is good. Teachers are also skilled in providing classroom activities to support learning. This is well supported by the work of special needs support staff who work sensitively with individuals and small groups of pupils.
- 30 The school has particular strengths in the way in which it deals with the needs of older pupils. The single, Key Stage 2 year group receives an appropriate and challenging curriculum that builds on and extends the pupils' skills. They have a good start to the Key Stage 2 Programmes of Study of the National Curriculum.

### **WHAT COULD BE IMPROVED**

#### **The opportunities available to pupils in information technology**

- 31 Standards in information technology are not high enough. Pupils' experiences in information technology (IT) lack the consistency which is a strength in other subjects taught in the school. Teachers' planning for this subject does not have the rigour evident elsewhere in the curriculum. Many pupils have considerable skill in using computers because of the provision at home, but there is too little evidence of a planned approach to skill development in classrooms. In a school that places great emphasis on links between subjects, the use and application of information technology is not yet well developed. There are considerable differences in the way teachers plan for work in this subject and there are missed opportunities to exploit the value of technology in literacy, numeracy and science lessons.
- 32 The school has produced a good quality action plan for IT and the co-ordinator works very well with staff to give advice and support. The training programme that has just begun should assist teachers in gaining confidence and competence in their teaching, but it is too early to judge its effectiveness.

#### **Monitoring to improve teacher performance**

- 33 The school has adopted an approach to classroom observation that has significant strengths, but the focus is not sufficiently strong in relation to feedback to teachers

about aspects of the success, or otherwise, of their teaching styles and their impact on pupils' progress in learning.

### **Planning and assessment in the early years**

- 34 The work of the teaching staff in the Early Years Unit is often good, but there is a heavy reliance on informal methods of planning and assessment. There are not enough formal, structured approaches in place to allow staff to monitor children's progress towards the nationally prescribed learning outcomes. Staff are not in a strong position to evaluate their work or to plan for the future learning needs of the children.

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

- 1) Raise standards in information technology by ensuring that there are regular, planned opportunities for pupils to gain skills and improve their knowledge of the use and application of technology. (Paragraphs 31 and 32)
- 2) Develop the approach to classroom observation and monitoring, with a stronger emphasis on teaching quality and its impact on learning outcomes and pupil performance. (Paragraphs 23,24,33)
- 3) Introduce a systematic, formal approach to evaluation and assessment of children's progress in the early years of their education. (Paragraph 34)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
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	25	43	32	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	0	197
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	30

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	9
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### 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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	Boys	Girls	Total
		28	23	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	28
	Girls	22	23	22
	Total	49	50	50
Percentage of pupils at NC level 2 or above	School	96 (98)	98 (98)	98 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	23	22	23
	Total	51	50	51
Percentage of pupils at NC level 2 or above	School	100(98)	98 (100)	100 (100)
	National	82(81)	86 (85)	87 (86)

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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	196
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 – Y3**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.5
Average class size	28

#### **Education support staff: YR – Y3**

Total number of education support staff	9
Total aggregate hours worked per week	29.5

### **Financial information**

Financial year	1998/9
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	£
Total income	318,593
Total expenditure	307,509
Expenditure per pupil	1,741
Balance brought forward from previous year	11,607
Balance carried forward to next year	22,691

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	196
Number of questionnaires returned	62

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	60	39	2	0	0
Behaviour in the school is good.	44	56	0	0	0
My child gets the right amount of work to do at home.	34	50	8	0	8
The teaching is good.	60	37	0	0	3
I am kept well informed about how my child is getting on.	45	44	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	31	2	0	0
The school expects my child to work hard and achieve his or her best.	65	31	0	0	5
The school works closely with parents.	40	52	6	0	2
The school is well led and managed.	58	42	0	0	0
The school is helping my child become mature and responsible.	53	39	5	0	3
The school provides an interesting range of activities outside lessons.	29	35	16	2	18