

INSPECTION REPORT

COATESWAY PRIMARY SCHOOL

Garston, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117340

Headteacher: Ms E Hawkins

Reporting inspector: Mr J Heap
18824

Dates of inspection: 24th – 26th January 2000

Inspection number: 188809

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 years

Gender of pupils: Mixed

School address: Coates Way
Garston
Hertfordshire

Postcode: WD2 6NW

Telephone number: 01923 670 341

Fax number: 01923 670 341

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Davies

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|--------------|----------------------|
| J Heap | Registered inspector |
| G Humphrey | Lay inspector |
| P Stevens | Team inspector |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

| | |
|---|--|
| Number of pupils on roll | 208 (broadly average) with 37 part-time in the nursery |
| Pupils with English as an additional language | 5 (above average) |
| Pupils entitled to free school meals | 7 (below average) |
| Pupils on the register of special educational needs | 73 (well above average) |
| Average class size | 30 |

The school serves pupils aged 3-11 years from a diverse range of social backgrounds, most of whom live in Garston, which is near to Watford. There are 110 boys and 98 girls in the main school. Thirty-seven children attend the nursery class on a part-time basis. The size of the school roll is broadly similar to the last inspection. The majority of the pupils are white, and a minority come from several ethnic heritages. Four pupils have Statements of Special Educational Need and this is above the average for similar schools. The levels of attainment of the four year olds when they start school are below average, most particularly in literacy and numeracy. Classes are organised to cater for a single age-group.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. It continues to achieve very good standards, has an excellent ethos and prepares pupils very well to take their place in a wider society. The leadership and management provided by the senior staff is of the highest quality. The school provides good value for money. The costs of running the school are high, but pupils enter the nursery with below average levels of attainment in literacy and numeracy and they are provided with good teaching which leads to average academic results by the end of Key Stage 1 and well above average results by the end of Key Stage 2.

What the school does well

- By the end of Key Stage 2, attainment in English, mathematics and science is well above the national average.
- Overall, teaching is good with almost a quarter of lessons observed being very good. This enables pupils to learn very well.
- Pupils' attitudes, behaviour, personal development and relationships are excellent.
- Pupils have excellent social skills and their awareness of moral issues is extremely strong.
- The excellent headteacher has developed in the school an outstanding ethos, which strongly promotes effectiveness and the constant drive towards improvement. She receives good support from the governors and senior staff.

What could be improved

- The development of cultural awareness; particularly of a multi-faith and multi-ethnic society.
- The quality of writing, particularly longer pieces which will support learning in English and all other areas of the curriculum.

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 June 1996, when it was described as being very good. Overall, the school has made good improvement, given the difficulties faced by losing key members of staff and the increasing number of pupils with special educational needs. Developments, such as the successful implementation of the literacy and numeracy strategies, have ensured that standards in English, mathematics and science have been maintained at well above average levels, particularly at the end of Key Stage 2. Clearly, this is where the emphasis for development has been targetted and means that improvement in other subjects is slower, but satisfactory nonetheless. For example, schemes of work have been written for all subjects and they give satisfactory guidelines to teachers, provide a sound basis for teaching and support pupils' learning effectively. However, there is an over-reliance on pre-prepared worksheets that require pupils to provide limited written answers. This has led to less effective writing, most particularly of longer pieces. The schools' targets for achievement in national tests are consistently challenging and are reaching the point where there is little scope for any further gains.

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 | B | A | A |
| mathematics | B | B | A | A* |
| science | A | A | A | A |

| Key | |
|--------------------|---|
| very high | A |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The majority of five year olds achieve below what is normally expected for their age in language and literacy and in numeracy despite making good progress from the time they entered the nursery. By the end of Key Stage 1, standards are well above average in reading and average in writing and mathematics when compared to all schools nationally. In comparison to similar schools, standards are above average in reading and average in writing and mathematics. Over the last four years, results in reading are well above the national average, above the national average in mathematics and close to the national average in writing.

By the end of Key Stage 2, results are well above average in English, mathematics and science when compared to all schools nationally. In comparison to similar schools, the results in mathematics are very high (in line with the top five per cent of schools) and well above average in English and science. The results in English have a little room for improvement, primarily in the quality of writing. The proportion of pupils attaining the higher than expected Level 5 is well above average in mathematics and above average in English and science. Over the last four years, the results are well above the national average. The targets set are challenging and they were exceeded in English and science and equalled in mathematics.

At the end of both key stages, the standards of work seen during the inspection are well above average in reading. At the end of Key Stage 1, standards in mathematics and writing are average. At the end of Key Stage 2, standards in writing are above average. Standards in information technology are in line with expected levels and in religious education meet the expectations of the locally agreed syllabus.

Pupils are achieving very well across the school in reading and mathematics and well in writing. Pupils with special educational needs are making good progress and benefit greatly from the good support they receive.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils are keen and eager. They have excellent attitudes to school and their work. |
| Behaviour, in and out of classrooms | Behaviour in lessons and outside is excellent. |
| Personal development and relationships | Pupils develop excellent relationships with each other and with adults. Their developing views of society and their role in it are full of thought, understanding and care. |
| Attendance | Good. Pupils enjoy coming to school. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 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.

The teaching of English and mathematics is good up to the end of Key Stage 1(4-7 year olds) and good at Key Stage 2 (7-11 year olds). Teachers are well prepared, know their pupils well and in the best lessons the pace of teaching and learning is high. The Year 6 teacher is trialling a more unified approach to teaching very effectively, that links together several areas of the curriculum. The school meets the needs of all pupils effectively. One hundred per cent of lessons seen were satisfactory, or better; 22 per cent were very good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The quality and range of the learning opportunities are good. The curriculum is broad and balanced and the literacy and numeracy strategies are effective. The provision for extra-curricular is satisfactory. |
| Provision for pupils with special educational needs | Throughout the school, the work designed for pupils with special educational needs and the support they receive is good. |
| Provision for pupils with English as an additional language | Four out of the five pupils are fluent English speakers and readers. The provision for the fifth pupil is good and further assistance is being sought from the local authority. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The headteacher and staff provide excellent role models; values are central to the school's work and enable pupils to have an excellent and mature understanding of social and moral issues. Spiritual development is good. Cultural development requires further development, particularly the insights and knowledge of cultural diversity in the present day. |
| How well the school cares for its pupils | The school cares for its pupils well. Health and safety matters are dealt with well and the school is a secure place to learn. Procedures for assessing academic and personal development are good. Pupils receive good support and guidance that helps to raise achievement. Child protection procedures and practice are good. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher is an excellent leader and manager who has a strong vision and the drive to make it become a reality. Consequently, the educational direction of the school is very clear and the values that are known and shared by the whole school community strongly support learning. |
| How well the governors fulfil their responsibilities | The governing body is highly supportive of the school and its management. Particular strengths are the specialist assistance which come from governors in the areas of finance, health and safety and special educational needs. They are effective in these areas of activity and now have a good opportunity to further shape the future direction at the school, for instance, in the monitoring of the curriculum. |
| The school's evaluation of its performance | This is a very good part of the school's work, primarily because it is committed to continuous improvement. The monitoring and reporting back of teaching is carried out in a detailed and professional manner and serves to maintain a good standard of teaching quality, even when the school faces disruption through events beyond its control, such as promotion of staff or illness. |
| The strategic use of resources | Good. Educational priorities are budgeted for and grants are appropriately used. The school has very successful practices that enable it to measure itself against other schools and use its resources effectively. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their child likes school. • The behaviour in the school. • The progress their child is making. • The quality of teaching. • The way the school helps their child to become more mature. | <ul style="list-style-type: none"> • The range of activities outside lessons. • Homework. • The closeness of the school/parent relationship. |

The inspectors entirely agree with parents' positive comments. The amount of homework is entirely consistent with government guidelines; is similar to that of other primary schools and is judged satisfactory. The range of activities outside of lessons is satisfactory also; some parents of younger pupils in Key Stage 1 are seeking further provision which their child may well take advantage of later in their school career. There is a sufficiently close relationship between school and parents and this is borne out in part by the regular trawling of their views and the written response that the school provides. Furthermore, the school reacts promptly and with respect to suggestions received by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school at the end of Key Stage 2, pupils' attainment in English, mathematics and science, particularly reading, is well above average.

- 1 By the end of Key Stage 2, results in English, mathematics and science are above average when compared with all schools nationally. When compared with schools that have a similar intake, mathematics results are very high and English and science results are well above average. The proportion of pupils attaining the higher than expected Level 5 is above average in English, mathematics and science when compared to all schools. When the results over the last four years are analysed, the school's performance is well above the average in English, mathematics and science and the results in 1999 were the best of these. There is no significant difference in the attainment of boys and girls.
- 2 By the end of Key Stage 1, results in reading, writing and mathematics are not as good as those for the older pupils at the end of Key Stage 2. Compared with all schools nationally, results in reading are above average and average in writing and mathematics. In comparison to similar schools, reading is also above average and writing and mathematics they are average. Pupils attaining the higher than expected Level 3 were above the average in reading and writing and average in mathematics. Analysis of results over four years shows reading to be well ahead of the national average, ahead of the national average in mathematics and close to the national average in writing. Whilst trends have remained constant in reading and writing, there is a downturn in mathematics. There are no significant differences in the attainment of boys and girls.
- 3 Scrutiny of pupils' work and lesson observations show that standards are being maintained, in English and mathematics. This is, in part, due to the good teaching and, partly, to the climate for learning that has been fostered by the management and staff of the school. Furthermore, pupils' excellent approach to school and their work is rightly and justly rewarded by the continually upward trend of their achievements, both academically and personally. The rate of progress could not be sustained if the pupils did not have the appropriate strength of character. For example, by the end of Key Stage 1, the majority of pupils are reading well. The higher attainers are very accurate, fluent and understand their books extremely well. They provide a very detailed, articulate and confident description of the plot and show lots of insight when discussing characters. Their attitude to reading is one of pure enjoyment, and this clearly spreads to their work out of school. It is this enjoyment that enables them to make the good progress that they do. It also helps them to achieve their targets and persevere when things become difficult. Although standards in writing do develop, it is not at the same rate as the reading and for some oldest pupils, particularly the average attainers in Year 6, they do not have quite the same interest in writing. This is shown in their weak presentation of work. The school is aware that there is too great a use of worksheets in the school and that there is a need to reduce this use. Standards should rise when there is a greater emphasis on pupils writing from their own interest and in their own way.
- 4 There is effective extra support for pupils who need it. Sensible targets are set and these include pupils who are higher attainers, but not making sufficient progress. Pupils who are taken out of lessons for extra help follow work which is linked to the programme for their class.

Overall, teaching is good with almost a quarter of lessons observed being very good.

- 5 The school has undergone many changes in staffing in the years since the last inspection. There is little doubt that the staff then had some very good practitioners some of whom have now left the school, either because of promotion or serious illness. Notwithstanding, the quality of teaching has been maintained at a good standard. This has much to do with the quality of the headteacher's vision and management and the ethos of learning that permeates the school. It is greatly to the credit of the school that all teachers produced at least some good teaching, even though there were two supply teachers employed at the time. The commitment of staff is exemplary and they provide good role models for the pupils.
- 6 Very good lessons were seen in the nursery, reception and Years 5 and 6, and the majority of them were in literacy and numeracy. It is a significant indication of the confidence held by staff that the deputy headteacher was willing to experiment during the inspection with a more flexible approach to teaching that involved a single theme, but included several areas of the curriculum. For example, cooking bread: mathematics used to measure amounts of ingredients; scientific knowledge and skills are employed to investigate changes in the materials used and literacy skills to communicate findings to a wider audience. Particularly strong was the teacher's attempt to coax lively language from the pupils through highlighting the varied use of connecting words and verbs. Teachers have high expectations of pupils, particularly in verbal sessions, for example when developing technical language then providing clear explanations of what they're doing. Furthermore, teachers have high expectations of pupils' collaborative skills.
- 7 The clarity of the school's ethos and its effect on teaching and learning is clear throughout the school. For example, in the reception class, at the end of a literacy lesson, the children were asked questions about their writing: " Why are you writing to the dog? "; "Because he has been naughty!"
- 8 Pupils who experience difficulties in learning and have special educational needs are taught well. Particular strengths include good planning with targets; detailed assessment records; management is effective and time is used efficiently. Individual education plans for pupils with special educational needs are very full with general aims, specific targets and regular reviews.

Pupils' attitudes, behaviour, personal development and relationships are excellent.

- 9 Almost all of the parents who returned questionnaires and attended the meeting with the inspectors reported that their children like coming to school. The vast majority are also pleased with the manner in which the school helps their child become more mature and by the expectations placed on their children. All parents agree that behaviour is good.
- 10 Attitudes to learning are excellent. In the nursery, the children are very keen and eager to take part in a session that is designed to develop their knowledge of letters and they enjoy the challenge of finding examples of words that begin with ' c ' and those that begin with ' k '. In a Year 2 literacy lesson, the pupils are spontaneous and creative when designing questions and finding answers while studying character portraits. The Year 5 religious education lesson, about the beliefs of Muslims, they are interested in the content, want to know more and are looking forward to a Year 6 Muslim pupil talking to them in the next lesson: "good to have a pupil leading us with this". In the same lesson a group of pupils were obviously extremely surprised that festivals from different faiths could be similar: "you would think that Muslims would have very different festivals to us".
- 11 Behaviour is exemplary throughout the school, both in lessons and elsewhere. Pupils are unfailingly courteous, can be trusted to do jobs and are respectful of each other's property and that of the school.

- 12 Pupils' personal development, and the relationships they build, is impressive. Poetry on display and in a homemade anthology is testimony to their willingness to respect feelings, values and beliefs:

As I walked through wild glowing red poppy fields
I remembered all my friends
Falling into a deep, lifeless sleep
All those years ago.

- 13 The letters to the family of a recently deceased member of staff are thoughtful, understanding and full of care. Reception class children make choices about the jobs they want to do: ' I was the outside leader last week; I would like to do it inside this time.'

Pupils have excellent social skills and their awareness of moral issues is extremely strong.

- 14 Pupils are very quickly coming to an understanding about what it means to be a responsible citizen; how to conduct positive and worthwhile relationships and why there is a need to have a core set of values which are known and understood by all. These values are not redundant rhetoric! They are prominently displayed in the school hall and when inspectors talked to pupils they knew what they were, what they meant and how they should work towards them. Relationships within the school are excellent and pupils are very confident and open with visitors. Pupils are very secure in the knowledge that staff value them as individuals and they demonstrate a strong will to work cooperatively as part of the team. Year 6 pupils worked splendidly together when making bread, demonstrating the skills and confidence necessary to take the lead or be a team member. Pupils' responses to an impressive and powerful assembly are indicative of their burgeoning maturity. For example, when discussing the ways in which responsible members of society can change the world, pupils are optimistic, thoughtful, sensitive and liberal. The range of their concerns is impressive: from the aged to the poor, from the young to animals. These pupils have a strong sense of self-worth and believe they have the power to change matters. Pupils support several charities: Royal Society for the Prevention of Cruelty to Animals, National Society for the Prevention of Cruelty to Children and Imperial Cancer Research.
- 15 Pupils have a very clear notion of what is right and wrong. They reflect on moral issues from a young age.

The excellent headteacher has developed an outstanding ethos in the school that strongly promotes effectiveness and the constant drive towards improvement.

- 16 The headteacher has significant strengths: dedication, strength of will and character, up-to-date knowledge and a clear vision. She leads by example and manages in a successful, thoughtful and methodical way. Underpinning all of these attributes are the values that promote improvements, care for pupils and a strong moral base.
- 17 The school has undergone significant staffing changes since the last inspection, some of which were entirely unforeseen (due to serious illness), the school has continued to thrive and the team is being rebuilt. The good quality of teaching is not an accident! It is informed and nurtured by the very strong, shared ethos and maintained by good monitoring procedures and a deep commitment to staff development.
- 18 Support for the headteacher comes from a capable governing body, which has some very useful expertise in its ranks; for example, in finance, special educational needs and health and safety. These areas of the governing body's influence are effective and they now have a good opportunity to take some of the pressure from the headteacher; for example, in further monitoring of the curriculum. The recently appointed deputy headteacher provides a very good example in the classroom and is learning very quickly how important it has to have a shared commitment to high standards.

- 19 Financial administration and the strategic use of funding are effective. The management is supported well by the administrative officer and by a financial consultant. The school development plan is a very detailed document that identifies entirely relevant priorities and financial judgements support these targets. The headteacher correctly judges that such a detailed plan is necessary because the school is experiencing such levels of change amongst staff and that the direction set out in the plan provides security at a difficult time. Furthermore, the headteacher has instituted very effective principles to support the management and use of resources. For example, the management visit other schools to *compare* standards of teaching and the methods used; it responds to *challenges* provided by the parents in bi-annual questionnaires; it *consults* parents through the use of workshops on literacy and numeracy and they use *competitive* principles when bringing in good quality in-service training providers.

WHAT COULD BE IMPROVED

The development of cultural awareness; particularly of a multi-faith and multi-ethnic society.

- 20 Overall, the school gives a high priority to the development of pupils' spiritual, moral, social and cultural development. The success it achieves is not an accident; there is a deep commitment to developing the whole person and a clear understanding that a fully rounded character will achieve more. This could be further improved if there was increased attention paid to the development of cultural understanding; most particularly creating a greater awareness of the similarities and contrasts in the lifestyles, localities and cultures of a diverse society.
- 21 The main work in this area is being provided satisfactorily through the religious education curriculum and there are satisfactory elements in other aspects. For example, the work in the nursery on the Chinese New Year. However, there is a need for governors and managers to evaluate provision in all curriculum subjects and plan strategies for future development in a much broader and structured manner.
- 22 The headteacher has stated that there is a need to develop this area, so the shortcomings have been recognised. The school is well placed to successfully make developments.

The quality of writing, particularly longer pieces which will support learning in English and all other areas of the curriculum.

- 23 The quality of pupils' work in speaking, listening and reading is consistently providing very good standards and they outperform the standards attained in writing. This is seen in the 1999 Key Stage 1 results, where the writing achievements lag behind those for reading. Furthermore, the trend in results is showing that over four years, reading is well ahead of writing. By the end of Key Stage 2, the results are well above average, but it is clear that the quality of reading again dominates the results. Scrutiny of pupils' work shows that across the school the use of prepared worksheets is limiting the opportunities for pupils to produce longer pieces of writing. For example, in Key Stage 2, much of the work completed in history, geography, science and religious education is done on worksheets. These, inevitably, require short answers and fewer opportunities for the development of ideas. However, when pupils are given the chance to develop their writing, they do it well. They bring to their work the empathy, understanding and thoughtfulness that is a hallmark of their responses in other aspects of school life. Around the school there are many examples of anthologies of pupils poetry and their writing in response to the problems people face in adversity. For example, when writing to the family of a deceased member of staff and in history when imagining the feelings of an evacuee:

*E is for evacuee sent away from home,
V is for valuables left at home,
A is for animals never seen before,
C is for cases full of necessities,
U is for upset children wondering if they will ever see their mum again,
E is for everything that is different from the city,
E is for entering a new home.*

- 24 Furthermore, the quality of presentation does not reflect some pupils' willingness to write; for example, in Year 6, higher attainers present their work well but the average attainers show a significant drop in the quality of their presentation, as in their English books. Where writing becomes a chore, pupils are less keen to write at length. The school is well aware of these weaknesses and they form a target for improvement in the school development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i. improve pupils' cultural development by increasing further their knowledge and understanding of a multi-cultural and multi-faith society in the modern day;
- ii. improve the quality of writing by:
 - developing opportunities for writing across the curriculum; for instance, writing longer pieces in subjects such as history, religious education and geography.
 - reducing the present overuse of worksheets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 24 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0% | 22% | 57% | 22% | 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 – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 19 | 208 |
| Number of full-time pupils eligible for free school meals | - | 7 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 4 |
| Number of pupils on the school's special educational needs register | 6 | 73 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 5 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 3.7 |
| National comparative data | 5.6 |

| Unauthorised absence | % |
|-----------------------------|------|
| School data | 0.02 |
| 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 | 15 | 17 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 12 | 13 |
| | Girls | 16 | 16 | 17 |
| | Total | 29 | 28 | 30 |
| Percentage of pupils at NC level 2 or above | School | 91 | 88 | 94 |
| | National | 82 | 83 | 87 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 13 | 12 |
| | Girls | 16 | 16 | 17 |
| | Total | 29 | 29 | 29 |
| Percentage of pupils at NC level 2 or above | School | 91 | 91 | 91 |
| | National | 82 | 86 | 87 |

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 | 11 | 18 | 29 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 9 | 10 |
| | Girls | 16 | 16 | 17 |
| | Total | 26 | 25 | 27 |
| Percentage of pupils at NC level 4 or above | School | 90 | 86 | 93 |
| | National | 70 | 69 | 78 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 9 | 9 |
| | Girls | 16 | 16 | 16 |
| | Total | 25 | 25 | 25 |
| Percentage of pupils at NC level 4 or above | School | 86 | 86 | 86 |
| | National | 68 | 69 | 75 |

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | |
| Black – African heritage | |
| Black – other | |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | 2 |
| White | 137 |
| 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) | 9.4 |
| Number of pupils per qualified teacher | 29.7 |
| Average class size | 25.4 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 8.0 |
| Total aggregate hours worked per week | 187 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1.0 |
| Number of pupils per qualified teacher | 37.0 |

| | |
|---|------|
| Total number of education support staff | 1.0 |
| Total aggregate hours worked per week | 30.5 |

| | |
|--------------------------------|------|
| Number of pupils per FTE adult | 11.5 |
|--------------------------------|------|

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 1998/99 |
|----------------|---------|

| | £ |
|--|------------|
| Total income | 451,022.00 |
| Total expenditure | 445,248.00 |
| Expenditure per pupil | 1,789.00 |
| Balance brought forward from previous year | 25,144.00 |
| Balance carried forward to next year | 30,918.00 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 200 |
| Number of questionnaires returned | 75 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 37 | 4 | 0 | 1 |
| My child is making good progress in school. | 49 | 40 | 7 | 3 | 1 |
| Behaviour in the school is good. | 61 | 39 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 29 | 47 | 12 | 3 | 9 |
| The teaching is good. | 55 | 36 | 7 | 3 | 0 |
| I am kept well informed about how my child is getting on. | 28 | 57 | 8 | 4 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 69 | 20 | 7 | 3 | 1 |
| The school expects my child to work hard and achieve his or her best. | 59 | 36 | 4 | 0 | 1 |
| The school works closely with parents. | 55 | 28 | 9 | 4 | 4 |
| The school is well led and managed. | 69 | 20 | 8 | 1 | 1 |
| The school is helping my child become mature and responsible. | 56 | 36 | 7 | 1 | 0 |
| The school provides an interesting range of activities outside lessons. | 21 | 28 | 21 | 7 | 23 |