

INSPECTION REPORT

Dawlish Primary School

Leyton East London

LEA area: Waltham Forest

Unique reference number: 103073

Headteacher: Mrs M Barrowman

Reporting inspector: Ms K Taylor
22424

Dates of inspection: 28th - 29th March 2000

Inspection number: 189017

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Jesse Road Leyton London
Postcode:	E10 6NN
Telephone number:	020 8558 1566
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Graham Sinclair
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dawlish Primary School is a popular and over-subscribed school. It is bigger than the average primary school, with 239 pupils in the main school and 40 pupils in the nursery who attend part-time. Pupils in the main school are currently arranged into nine classes, some of which are organised in mixed-age groupings. At the time of inspection, there were 44 children under the age of five in the nursery and reception class. Pupils' attainment on entry to the school is below average overall, and well below average in English. Currently, one hundred and fifteen pupils in the main school, representing 48 per cent of all pupils, are identified as having special educational needs, and one child has a statement of special educational need. The percentage on the special needs register is very high when compared to that found in many other schools. The school's intake is culturally very rich and diverse; two hundred pupils attending the school come from ethnic minority backgrounds. One hundred and forty pupils, a very high proportion of all pupils, speak English as an additional language, and forty-one pupils are in the early stages of learning English. Urdu, Bengali, Cantonese and Bravanese are the main first languages spoken. Unemployment in the local area is fairly high. Twenty nine per cent of pupils are entitled to free school meals, which is above the national average.

HOW GOOD THE SCHOOL IS

The school is very effective in meeting its stated aims. There is a very strong commitment to high standards and providing equality of opportunity so that pupils can achieve their personal best. The school is very well led and managed. Standards are good especially when compared to those found in similar schools. Pupils of all prior attainment levels make good progress as a result of the very good curriculum and good teaching. Pupils are well supported through the school's provision for special educational needs and for English as an additional language. The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils respond very well, behave very well and have very good attitudes to school. Parents are very supportive of the school.

WHAT THE SCHOOL DOES WELL

- Pupils attain good standards in science and English by age eleven. Standards are good in history and very good in art.
- The quality of teaching is good, which enables pupils of all abilities to make good progress.
- Pupils have very good attitudes to school and behave very well.
- The curriculum is very good, and makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- The school is very well managed and meets very successfully its stated aims of promoting high standards in a very supportive and caring environment.
- The school has developed very good links with parents.

WHAT COULD BE IMPROVED

- Standards, progress and teaching in mathematics are satisfactory, but not as good as those in English and science.
- A number of teaching areas are too small and the resources for information technology are limited.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. Pupils' results are better, both in the National Curriculum tests at age eleven and in the work seen. Work in information technology is better. The quality of teaching has significantly improved. Very good improvements have been made to assessment and to curriculum planning. The school has established very effective systems for continually reviewing, evaluating and improving all aspects of its work. Resources are deployed very effectively to meet clear educational priorities, and to target and support any areas identified as weaknesses. However, the key issue relating to extending the teaching space available has not been achieved.

STANDARDS

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

KS2 Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	C	A	A*	<i>excellent</i> A* <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
mathematics	D	C	D	C	
science	A	C	A	A*	
All subjects	B	C	A	A	

**Similar schools refers to schools nationally which have a similar proportion of pupils entitled to free school meals*

These tables show that, by age eleven, standards in mathematics are at least as good as those achieved by pupils in similar schools. Standards in English and science are above those in similar schools, and most often above those achieved in schools nationally. In 1999, the results in English and science were very high when compared to all schools, and in the top five per cent of the results found in similar schools. With the current cohort of Year 6 pupils, overall standards in English and science are not predicted to be quite as high as they were in 1999, because there are several pupils in this year group with additional learning needs. Inspection evidence confirms that the majority of pupils by age eleven have good scientific knowledge and understanding, and good skills in English. Standards in mathematics are

satisfactory. Work seen during the inspection also highlights very good standards in art, good standards in history, and some good work in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes throughout the school are very good. Pupils are keen to come to school. They listen well to their teachers, are interested in learning, concentrate on their work and persevere. Pupils can work independently when required to do so.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in the classroom, around the school and in the playground. They are polite and friendly.
Personal development and relationships	Very good. Boys and girls and pupils from different backgrounds relate well to each other and to their teachers. Pupils are able to take responsibility and make decisions. They are confident to express ideas and opinions.
Attendance	Satisfactory levels of attendance. Some pupils taking extending holidays lower the overall attendance rate. Some children are late arriving at school, which causes a distraction in lessons.

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.

Teaching in all lessons seen is at least satisfactory. In sixty eight per cent of lessons teaching is good, which is a higher percentage than generally found. In eight per cent of lessons, teaching is very good. Teaching of English in the lessons seen is good and mathematics teaching is satisfactory. Strengths of teaching include teachers' high expectations of pupils' work and behaviour, their very good and supportive relationships with pupils, and work that is well matched to the needs of pupils of all levels of prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned and presented, and is very broad, meaningful and relevant. The development of English is given a very high priority and good attention is given to mathematics. Very good and relevant links are made between subjects.
Provision for pupils with special educational needs	Good. Pupils' problems are identified and addressed early. Pupils are supported well by class teachers and learning support staff, and through the use of additional teaching.
Provision for pupils with English as an additional language	Pupils' are supported well in lessons by their teachers. Additional help is given to those pupils who have greater needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The very broad and rich curriculum provides excellent opportunities for pupils' cultural development and good opportunities for their spiritual development. Pupils develop a very good appreciation of diverse cultural traditions. The school has a very strong moral code and staff lead by example. Pupils' social development is fostered well.
How well the school cares for its pupils	Very good. The school is a very caring place with very good procedures to support pupils. Pupils' progress is monitored and supported very effectively.

The school has developed very good links with parents. The large majority of parents are very positive about the school and support their child's learning well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and the school is very well led. The headteacher is ably supported by the deputy headteacher and they work very effectively as a team. Subject co-ordinators support and advise other teachers effectively.
How well the governors fulfil their responsibilities	Governors are very committed and supportive of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	There are very good systems for regularly reviewing all aspects of the school's performance and taking action to continually improve and extend the provision.
The strategic use of resources	The money and resources given to the school are used very effectively to meet clear educational priorities. The school applies the principles of best value and 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"> • Parents feel their children enjoy school. • Pupils are encouraged to work hard. • The school enables their child to make good progress. • Teaching is good. • The school is well managed. • Parents feel the school helps their child to become mature and responsible. • The school achieves good standards of behaviour. • Parents feel they are kept informed about their child's progress. • Pupils of all abilities are supported well. 	<ul style="list-style-type: none"> • There are not enough extra-curricular activities. • Some parents feel the amount of homework is inconsistent. • Some would like more advance notice about meetings and events that take place.

Inspection evidence confirms parents' positive views. The number of after-school extra-curricular activities is limited, although there are some lunchtime events. The school policy about homework is clear. Written homework is set once a week; pupils are expected to read at home every day and learn spellings and multiplication tables each week. The school has also provided workshops for parents on how they can help their children's mathematical development through everyday activities. There is a useful booklet about hearing their children read. The school has noted the views that some parents would like more prior notice of events.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain good standards in science and English by age eleven. Standards are good in history and very good in art.

1. Results in the National Curriculum tests in science over the past four years show that, by age eleven, pupils consistently attain high standards. Inspection evidence confirms this. Pupils currently in Year 6 have good scientific knowledge and understanding. Pupils make good progress in science because very good attention is given to practical work. This makes learning accessible to pupils of all prior attainment levels and to those with English as an additional language because they learn from first hand experience. Topics in science are frequently revisited, and the school's good planning systems ensure that scientific vocabulary and skills are progressively taught.

2. At age eleven, pupils' standards in English are at least as good as those achieved in schools nationally, and above average when compared with similar schools. This is a particular strength of the school in view of the fact that over half of all pupils attending learn English as an additional language and therefore pupils' overall skills in English are well below average when they start at the school. The school gives a very high priority on developing pupils' skills in speaking, listening, reading and writing. A lot of additional time and resources are therefore given to the subject.

3. Pupils who have greater needs in English are supported very effectively, and higher attaining pupils are challenged and extended. This is achieved because teachers' plan work which pays good attention to the needs of different groups of pupils, and because additional teaching and support staff are deployed very effectively to target specific groups. Information from regular assessments is used effectively to determine pupils' levels of need and to highlight areas where teaching can to be improved and extended. Inspection evidence shows that pupils throughout the school are making good progress in developing their speaking and listening skills. When they enter Key Stage 2, the majority of pupils have good listening skills, and pupils listen especially well by the time they are in Year 6.

4. A strength in the development of writing is that pupils throughout the school are given lots of very good opportunities to write about interesting topics and events because teachers develop writing through many subjects. Pupils therefore write for a very wide range of purposes.

5. Standards in history are good throughout the school. Pupils develop a good understanding of historical events in Britain. They also learn about what was happening in other countries around the same time, and develop a good understanding of Black History. Standards are very good in art. This is evident from work on display in the hall and in all classrooms. Pupils study in detail the work of a range of artists and produce work prompted by their influence. There is some very good work on Op Art produced by pupils in Year 3 which is inspired by the work of Bridget Riley, and pottery in designs in the style of Clarice Cliff in Year 6. In Key Stage 1, there is some very good artwork, including that in the style of Kandinsky and William Morris.

The quality of teaching is good, and this enables pupils of all abilities to make good progress.

6. Throughout the school, teaching seen is always at least satisfactory and is good or better in three out of every four lessons. Teachers' knowledge of most subjects is good. This enables them to teach confidently and to keep up a good pace in their lessons, which means pupils learn well. A particular strength of teaching is that teachers know pupils' current levels of attainment very well and, despite the very wide range of attainment in each class, they plan work that matches the needs of different groups of pupils. In whole class teaching sessions, teachers often use questioning skilfully to ensure that pupils of all attainment levels are involved, and to check and extend their understanding.

7. Teachers have high expectations for pupils' behaviour and what they should achieve. They set challenging work and manage pupils very well. Pupils are managed in a very calm, consistent and supportive manner, so that pupils are not only very clear about what is expected of them but want to co-operate. Some pupils have behavioural needs, and they are very effectively supported and encouraged. Teachers plan their lessons well to interest and motivate pupils. In many lessons, resources and activities are chosen very carefully and used very effectively. For example, throughout the school there are good displays of historical artefacts to interest pupils and make learning more accessible. Practical work, such as that in design technology and science, is used very effectively to involve and motivate pupils. Teachers make very good links between subjects to maximise the use of time, which also makes learning more meaningful. In the nursery, for example, children's current work in language, literacy and mathematics is cleverly woven around the story of 'Jack and the Beanstalk'. In Key Stage 1, when pupils made sandwiches as part of their work in design and technology, this was clearly linked with mathematics when pupils bought and sold the finished products. In Key Stage 2, as part of science work on plant growth, pupils are watching plants grow from seed and regularly measuring and recording their progress.

Pupils throughout the school have very good attitudes to school and behave very well.

8. Throughout the school pupils' attitudes to school and work are very good. Pupils want to learn. They listen well to their teachers and to each other, concentrate on their work and persevere with it, even when they find it difficult. They respect equipment and property belonging to school and to other children. Pupils' behaviour is very good, not only in classrooms but also around the school and in the playground. There is a very quiet and calm atmosphere, so that movement around the school, into the hall for assembly for example, operates very quietly and smoothly. Relationships are very good. Pupils get on well with each other. Boys and girls and pupils from different social and cultural background relate well to each other and to their teachers. Pupils are helpful, friendly and polite, and most are both keen and confident in talking with adults and visitors.

9. Teachers and support staff constantly reinforce positive behaviour by thanking and rewarding pupils. They are kind and caring, and it is clear from their dealings with pupils that they want them to do well and will support them in so doing. Pupils' behaviour is very effectively monitored. For example, at the end of each lunch break, the headteacher meets with all midday supervisors to discuss any matters arising, so that any problems are dealt with promptly and the good behaviour of individual pupils is rewarded.

The curriculum is very good, and it makes a very good contribution to pupils' spiritual, moral, social and cultural development

10. The curriculum is very broad, well balanced and relevant. All subjects are covered in depth. The school gives good attention to the core subjects of mathematics and science, and very high priority is given to the English. Much is achieved because the school has worked very hard to develop a curriculum that makes very effective links between subjects. For example, pupils' writing is developed well across the curriculum, to record work in design and technology, results of science investigations, stories, accounts about trips and visitors to school, and descriptions of actual historical events. Children in each class make individual or class books, which record important events. Pupils are proud of these and they are well read by pupils during quiet reading times. Pupils also develop and practise mathematical skills through work in other subjects, for example in science and in design technology.

11. The curriculum is very rich and diverse. This greatly enhances pupils' spiritual, moral and social development and makes an excellent contribution to their cultural development. The curriculum is also very proactive in challenging stereotypes and redressing inequality. It is highly successful in informing pupils about the achievements of women, and people from different cultural traditions. For example, as part of work in religious education, pupils learn about the range of religious beliefs and traditions. The study of important leading figures includes individuals such as Stevie Wonder, William Booth and Mother Theresa. In history, as part of the National Curriculum topics, pupils learn about the persecution of the Jews and the contributions of women to the war effort. They learn about the Civil Rights Movement in America and the contribution that popular music made to exert change.

12. Pupils learn about different types of music including that from different cultural traditions. They recently had the opportunity to watch a group of Zimbabwean drummers perform, and, in the recent past, pupils in Key Stage 2 learned and performed songs from a variety of cultures and in different languages. The curriculum is supported very well through visits and visitors to the school. Pupils' social and personal development is also fostered well through the use of circle time, which enables pupils to reflect on their experiences and moral decisions.

The school is very well managed and is very successful in meeting its stated aims of promoting high standards in a very supportive and caring environment.

13. The headteacher provides excellent leadership and is the driving force behind the school's constant search to continually review, develop and improve all aspects of its work. She has been in post for over twenty years, and knows pupils and many of their parents very well. The headteacher is complemented and ably assisted by the deputy headteacher, who sets high standards and is also a very competent classroom practitioner. Teaching and support staff are very committed to the school and to the pupils, and there is a very strong sense of shared purpose, a very strong commitment to achieving high standards and a constant drive to improve. The governors are very committed and provide good support for the school.

14. What makes this school particularly effective is that it achieves high standards of work within a very caring, supportive atmosphere. The school has a very good ethos, outlined in its aims: “This school exists as a place where children of all races and religions will find safety and respect for themselves, their families and their traditions. Every child matters and our strength lies in our knowledge of every child’s needs. The school works as a team, staff, parents and pupils working towards a common goal, celebrating success and supporting weakness.” The school meets these stated aims very effectively.

The school has developed good links with parents.

15. The vast majority of parents who attended the meetings and who responded to the questionnaire are very happy with the school. Parents have confidence in the school, believe staff are very caring, and that the school enables their children to achieve good standards of work and behaviour. Parents, including those who have children with special educational needs, are kept well informed about their child's progress and behaviour. Relationships are fostered with parents before their children start school through the school’s ‘Toy Library’. The teacher in charge supports parents in helping their children learn through play, and subsequently in helping the children settle into the nursery. Parents throughout the school support their child’s learning at home in any ways they can, and the school provides valuable advice on this. Parents attend cultural activities and fund-raising events organised by the school.

WHAT COULD BE IMPROVED

Standards in mathematics and the quality of teaching, although satisfactory, can be strengthened and improved.

16. The school has correctly identified that mathematics is a priority area for development and improvement. A new co-ordinator has been appointed to lead work in mathematics, and the staff, in line with schools nationally, are now in the second term of implementing the National Numeracy Strategy. The school recognises that, although pupils' computational skills are at least satisfactory, many pupils lack the necessary mathematical vocabulary needed to help them with problem solving and in understanding and explaining mathematical processes. However, a significant number of pupils in Years 5 and 6 have difficulty with quick recall of basic number facts, including multiplication tables. Much more emphasis needs to be placed on developing these skills from the time when pupils start at the school.

17. Teachers are now placing more emphasis in lessons on the development of pupils’ mathematical vocabulary, with some degree of success. In a lesson in the reception class, for example, the teacher gave good attention to developing mathematical language. In a lesson in Year 5, it was clear that most pupils had learned the different terms used to describe addition, subtraction, multiplication and division, and are fairly secure in their understanding of when they should use each of the processes.

18. Throughout the school more emphasis needs to be placed on pupils discussing their mathematics work and thinking, and the use of practical equipment and apparatus, such as number lines and counting apparatus to help pupils understand. The Numeracy Strategy

stresses the development of mental mathematics and pupils learning different strategies for arriving at the same answer, but, nevertheless, some of the older pupils and lower attaining pupils in particular, are still at the stage where they need practical equipment to assist them. There is some evidence that this is being emphasised. For example, pupils in several classes during the inspection were using money to buy and sell small items.

19. The staff have made a good start and are working hard to implement the recommendations of the National Numeracy Strategy. However, teachers' expertise and subject knowledge are not as strong in mathematics as in other subjects. Although staff are receiving training as part of the national training programme, they would also benefit from further advice and support to improve their confidence, particularly in relation to exploring and extending pupils' mathematical ideas and the strategies they use.

A number of teaching areas are too small to be able accommodate a class of thirty children, and the resources for information technology are fairly limited.

20. The last inspection report highlighted the need to find ways to expand the classroom space. Despite several attempts, the staff and governors have as yet not been successful in obtaining funding. The building is of open-plan design. Although there are some central teaching areas and corridor space, in addition to teaching bays, some classroom bays are very small. With changes to the curriculum, in particular the strategies for literacy and numeracy with their emphasis on whole-class teaching, pupils increasingly spend more time in the classroom bays where space is limited. Currently, class sizes are relatively small; few have as many as thirty pupils and none has more than thirty pupils which is the school's standard number for admission. However, having smaller classes does increase staffing costs. In addition, the two demountable classrooms have serious shortcomings. One is in a poor state of repair and the other is very small and, although there are only 21 pupils currently in this demountable, space is nevertheless restricted.

21. The school has not yet received the government grant being given to all schools to improve resources for information technology, and therefore its resources are fairly limited. Plans are in place to extend these when the funding is received in the near future. There are some logistical problems about where new equipment will be housed, in view of the lack of space within some classrooms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Strengthen teaching and learning in mathematics to match the good standards in English and science by:
(Paragraphs 16,17,18,19)
 - * Placing a consistent emphasis on developing pupils' understanding and acquisition of the language of mathematics, and their knowledge and quick recall of number facts;
 - * Placing a greater emphasis on practical mathematics, and,
 - * Providing more opportunities for pupils to discuss their work and mathematical thinking.

- Work with the local education authority to continue to explore ways of extending the available classroom space.
(Paragraphs 20,21)

**The issues for improvement have already been identified by the staff and governors and are included in the current school development plan*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	68	24	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)	20	239
Number of full-time pupils eligible for free school meals	0	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	10	115

English as an additional language	No of pupils
Number of pupils with English as an additional language	140

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	5.3
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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	22	12	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	15	16
	Girls	8	8	8
	Total	23	23	24
Percentage of pupils at NC Level 2 or above	School	68(67)	71(72)	71(69)
	National	82(80)	83(85)	87(89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	16	20
	Girls	9	7	10
	Total	26	23	30
Percentage of pupils at NC Level 2 or above	School	76(70)	68(72)	88(72)
	National	82(81)	86(85)	87(86)

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	14	20	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	8	13
	Girls	19	13	19
	Total	32	21	32
Percentage of pupils at NC Level 4 or above	School	94(66)	62(57)	94(80)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	8	13
	Girls	19	15	18
	Total	32	23	31
Percentage of pupils at NC Level 4 or above	School	94(80)	68(91)	91(94)
	National	68(65)	69(65)	75(72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	48
Black – African heritage	14
Black – other	17
Indian	9
Pakistani	45
Bangladeshi	7
Chinese	7
White	56
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	22.8
Average class size	26.6

Education support staff:

YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	128

Financial information

Financial year	1998/1999
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	£
Total income	532,642.00
Total expenditure	540,964.00
Expenditure per pupil	2073.00
Balance brought forward from previous year	25,579.00
Balance carried forward to next year	17,257.00

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18.2

Total number of education support staff	2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	9.5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	1	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	62	35	3	0	0
My child gets the right amount of work to do at home.	43	40	11	6	0
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	73	19	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	16	3	8	3
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	62	26	6	6	0
The school is well led and managed.	61	31	5	2	1
The school is helping my child become mature and responsible.	57	40	3	0	0
The school provides an interesting range of activities outside lessons.	28	34	12	9	17