

INSPECTION REPORT

Dawley CE Primary School with Nursery

Doseley Road North, Dawley, Telford, Shropshire

LEA area: Telford & Wrekin LEA

Unique reference number: 123544

Headteacher: Mrs Marion Hillaby

Reporting inspector: Richard Moseley
16886

Dates of inspection: 11/1/00 – 12/1/00

Inspection number: 189544

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant, Junior and Nursery
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Doseley Road North Dawley Telford
Postcode:	TF4 3AL
Telephone number:	01952 270505
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Stuart Deane
Date of previous inspection:	16-19 September, 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	239 (Ave.)
Pupils with English as an additional language:	2%
Pupils entitled to free school meals:	35
Pupils on the register of special educational needs:	65
Average class size:	24.3

Attainment of the four year-olds when they start school is below average.

HOW GOOD THE SCHOOL IS

This is a good school with many good and very good features. The pupils make good progress and in the latest National Curriculum tests for eleven-year-olds, pupils achieved standards above the national average in English and mathematics and standards well above average in science. The quality of the teaching is mainly good with some very good teaching. The school is well led and managed and provides good value for money.

What the school does well

- The school provides a successful climate for learning and pupils have developed very good attitudes to their work. This has resulted in good results in a number of important subjects.
- Overall, teaching is good and one out of five lessons is very good.
- The school provides very well for the moral, social and personal development of pupils. This ensures that pupils' relationships, their behaviour and their personal development is very good.
- The headteacher, with the support of the staff and governing body provide strong leadership and a clear educational direction for the school.

What could be improved

- Standards in English and mathematics by the time pupils reach the end of Key Stage 1.
- Standards in information technology at the end of both key stages and the use of information technology to support learning in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. It has overcome most of the weaknesses pointed out in the last inspection and has improved in a number of other ways. With regard to the key issues in the last report, the school has improved the quality of its assessment procedures and uses these records to improve planning. Also, it has further developed the role of the subject co-ordinators to monitor standards and the quality of provision in the classroom. School development plans for information technology have been implemented. The school has just purchased a good range of computers and now has a well-laid out computer suite. A good range of additional training has been provided for the staff to improve their understanding of information technology. Pupils' attainment in information technology is, however, still below the national expectation.

In addition, the teachers' planning has improved. Teachers in Key Stage 1 plan together to ensure that pupils of the same age but in different classes get appropriate work. All teachers now plan to a common format, which has enabled the headteacher's monitoring to be more effective. There has been a good improvement in the results of the National Curriculum tests at the end of Key Stage 2, mainly because of improved teaching and extra booster classes for pupils in Year 6. There has been a good improvement in the teaching of English and mathematics through the successful introduction of Literacy and Numeracy Strategies. Individual targets for improvement have been introduced in English and this is having a good effect in raising individual attainment. The school's behaviour policy has been reviewed and this has resulted in a general improvement in the behaviour of pupils in lessons and around the school. The building of a new classroom has improved provision

for pupils in the reception class. The school is well placed to maintain these improvements and has a very good capacity to make further improvements.

STANDARDS

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

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

- The results of the National Curriculum tests show a very good improvement over the last three years and the school has met or exceeded all the targets it has set for this age of pupils.
- Standards attained by seven year-olds at the end of Key Stage 1 in the National Curriculum tests in 1999 were still well below the national average in reading and writing and below the average in mathematics.
- The inspection findings indicate that for this year's pupils, in Year 6, a number of pupils are again attaining above the national expectation. However, because of a higher proportion of pupils with special educational needs, the overall attainment in English and science is in line with the national expectation. Attainment in mathematics is above the national expectation, mainly because of the new teaching associated with the introduction of the National Numeracy Strategy.
- This year's pupils in Year 2 have raised their attainment in reading and writing but it is still below the national expectation in reading, writing and in mathematics. This is mainly because the good teaching and introduction of the literacy hour and the Numeracy Strategy has not yet had time to take full effect.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and they give of their best at all times. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all the pupils in lessons and around the school is very good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Personal development is good overall but opportunities for pupils to develop the skills needed to plan and develop their own learning is limited. Relationships are very good.
Attendance	Attendance is good and 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 quality of the teaching in English and mathematics is mainly good with some very good teaching on occasions. Within these lessons, the skills of literacy and numeracy are taught well. Work in English is planned well to meet the needs of pupils with different abilities. This includes the more able pupils, as well as those with special educational needs. In mathematics, some work is planned for pupils with differing abilities but this is not always so. In science, little work is planned for the specific needs of the more able or less able pupils and this can often limit progress.
- The quality of teaching is satisfactory or better in all lessons seen. In three out of four lessons it is good or better and in one fifth of lessons it is very good. This level of teaching ensures that pupils' learning is good in many areas and they successfully acquire skills, knowledge and understanding of the subjects they are studying well. They work at a good pace, they concentrate well and retain interest throughout the lesson. They also have a sound idea of how well they are doing in many subjects.
- The teaching of music is particularly well done and this results in good progress in the appreciation of music by many pupils. Singing is generally good throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters well for the wide range of pupils' interests. Residential visits, day trips and extra-curricular activities provide opportunities for pupils to experience a wider world outside their school.
Provision for pupils with special educational needs	Work designed especially for pupils with special educational needs enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The strong Christian ethos, the examples set by the adults in the school and the policies and practices the school has adopted, ensure that pupils develop a very good understanding of their moral and social responsibilities. There is a good provision for spiritual development. Pupils have a satisfactory understanding of cultural traditions.
How well the school cares for its pupils	The school cares for its pupils very well.

- All areas of the curriculum are covered well. A strength of the school is that the pupils in every year have a number of educational visits which compliment what they are learning in class. All areas of the curriculum meet statutory requirements.
- The individual and personal care given to each pupil is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher is very good. The deputy headteacher, the staff and the governing body support her well. The work of the subject co-ordinators is developing well but some need more opportunities to extend their monitoring role further.
How well the governors fulfil their responsibilities	They fulfil their roles well. A number of governors visit the classrooms and support the teaching. The chair of the governing body works closely with the headteacher.
The school's evaluation of its performance	The headteacher, staff and governors are fully aware of how well the pupils are performing. They know about all targets and have a clear idea of what they want to improve.
The strategic use of resources	Good. The resources are readily available and used well. The new resources for information technology are well laid out and the school is beginning to organise their use appropriately.

The leadership has been very good in deciding its priorities for development. For instance, it has provided resources to help raise attainment in information technology and introduced good provision for literacy and numeracy and supported Year 6 pupils well to achieve good results in the National Curriculum tests.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The fact that their child likes the school. That their child is making good progress. That the teaching is good. That they can approach the staff with any problems. That their children are expected to work hard and do their best. That the school is well managed. That the school helps their children to become more mature and responsible. That the school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> A very few parents feel that two of the classes have some poor behaviour at times. A few of the parents feel that homework could be given at more regular intervals. A few parents feel that they would like to be better informed about their child's progress.

Inspectors' judgements support parents positive views about the school. They also judged that behaviour is mainly very good, the amount of homework is appropriate and the way the school reports to parents about their child's progress is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The school provides a successful climate for learning and pupils have developed very good attitudes to their work. This has produced good results in a number of important subjects
2. The headteacher, staff and governors have created an atmosphere in the school where pupils want to learn. Pupils' successes are celebrated and they are encouraged to be proud of their achievements. Regular assemblies are held where these achievements are shared. Most classrooms are laid out to stimulate learning and pupils are encouraged to take a great pride in their written work in their books and that which is displayed on the walls. The caring attitude which is displayed by all the staff enable each individual to feel he or she is important and can succeed. This encourages the pupils' self-esteem and confidence. In one of the assemblies seen during the inspection, the encouraging approach of the headteacher ensured that pupils had the confidence to stand up and speak with pride about their work to the rest of the school.
3. Pupils' attitudes to their learning are very good. Pupils are interested in their work. For example, in an English lesson, many pupils expressed strong views about the building of a wall to prevent flood danger in Shrewsbury. Pupils are keen to participate in class and sustain their concentration. This was seen in a personal and social education lesson in Years 1 and 2. Pupils expressed their views about friendship in a verbal way to the rest of the class. They were then happy to work hard for the rest of the lesson to further express their views through drawing and writing. Pupils respond positively to questions and make very effective contributions to the learning objectives of lessons. Pupils enjoy lessons. They work well in pairs and are responsive to their teachers. Pupils particularly enjoy the stimulation of collaborative work. For example, in a science lesson, groups of three or four pupils successfully worked together to mix various solids with water. They investigated which would dissolve in the water and were able to reach valuable conclusions based on fair testing. Children under five are beginning to pay attention and are enthusiastic about learning and are starting to listen well. Pupils' listening skills are, in fact, very well developed throughout the school. The contribution of the staff to this successful learning atmosphere, together with the learning attitudes of the children has resulted in high achievements in the National Curriculum tests at the end of Key Stage 2. The latest National tests indicated above average results in English and mathematics and well above average results in science.
4. Overall, teaching is good and one out of five lessons is very good.
5. Throughout the school, teachers prepare their lessons well by identifying precise learning objectives. Lessons proceed at a good pace and are often well structured with a step by step approach. This usually results in motivating pupils and sustaining their interest well to the end of the lesson. These features, together with the teachers enthusiasm about their work and their positive attitude to discipline, contributes significantly to the high standards achieved and the good progress pupils make.
6. Teachers' subject knowledge in many areas is good and this enables them to prepare stimulating lessons with interesting activities. This was seen in a lesson for Year 2 pupils where the teacher had prepared an enjoyable "guessing the numbers" game. This stimulating mental arithmetic exercise was thoroughly enjoyed by the pupils who responded well by answering questions rapidly and effectively. Another example was seen in a gymnastic lesson. Here the teacher had a good knowledge of the subject, as well as the capabilities of the pupils, so that the various floor mat exercises provided challenging activities for all abilities.
7. Teachers also plan a wide range of stimulating and well thought ideas. This was seen in a Year 5 lesson on the topic of sound. The teacher had prepared a number of objects, like homemade drums, which produced sound but was also able to demonstrate by the use of a tuning fork that sounds are created by vibrations. This was very effective and made a strong impression on the pupils. The teaching of music is particularly well done and this results in good progress by many children. They appreciate music and can often perform well. For instance, the children sing well in assemblies, the choir gives good performances and a number of pupils play musical instruments well.
8. Teachers' use of assessment to plan future lessons is particularly effective in the teaching of literacy. For example, the Year 6 teacher has prepared for each pupil, an individual target to remind the pupils of his or her particular weakness. Good records are kept by both teacher and pupils and so both are fully aware of

their progress. Some good examples were also seen of the marking of pupils' work. The supportive comments written by the teacher clearly indicated to the pupils what had to be done to produce improvements.

9. The school provides very well for the moral, social and personal development of pupils. This ensures that pupils' relationships, their behaviour and their personal development are very good.
10. The Christian aims of the school are reflected in its everyday life. The school provides very well for the moral development of its pupils. For example, very caring and responsible relationships exist between staff and pupils and emphasise the continuous delivery of the principles of distinguishing right from wrong. The school expects very good behaviour from its pupils and most pupils demonstrate a clear compliance with the moral code promoted by the school. Moral issues are explored in lessons, for instance in a personal and social lesson for Year 2 pupils, the responsibilities of friendship were discussed.
11. Many opportunities for social development are provided by the many school visits. Pupils in every year, including the nursery and reception classes make many day visits linked to the topics studied in class. This provides opportunities for pupils to relate well to each other in new situations. Pupils in Year 6 have an opportunity to experience a residential visit to the Arthog Outdoor Pursuits Centre. Here they develop many social skills in a challenging situation.
12. The school places a great deal of emphasis on pupils as individuals and encourages the development of personal skills. For instance, within subjects, pupils' progress is encouraged by the introduction of individual targets. In addition, pupils are given opportunities to speak to groups of pupils in lessons and in assemblies to the whole school. Pupils play instruments and sing to others, both in school and to others in the wider community. Older pupils are given responsibilities to act as prefects and monitors. All these opportunities develop confidence and personal pride in the pupils of Dawley School.
13. The Christian ethos and the moral and social provision developed in the school has resulted in very good behaviour by almost all the pupils. This has a very positive impact on the learning ethos of the school. Pupils respect each other's contributions to a lesson. They listen quietly to each other and do not shout out or seek to make themselves heard above other pupils. There are the occasional examples of inappropriate behaviour in class but these are not representative of the general behaviour of the school and pupils are quick to apologise. The headteacher and staff have encouraged good relationships in the school and these are very good. During the inspection, pupils were seen to be polite and helpful to each other. They wait and hold doors open to let others through before themselves. They share resources during lessons and work well together, giving mutual support and help. Even children under five were seen forming very good relationships with each other and their teachers and classroom helpers.
14. The headteacher, with the support of the staff and the governing body, provides strong leadership and a clear educational direction for the school.
15. The headteacher leads the school very well. She has been very effective in developing a strong sense of purpose amongst the staff in the short time she has been at the school. She has encouraged all staff to feel part of a team, involved in moving the school forward with a clear educational direction. For instance, the school development plan, which outlines the next year's targets, is produced by all the staff, with help from the governing body. The staff and the governing body are also involved in checking that all the school is moving to meet its targets as the school year proceeds. This ensures that the pupils benefit from a steady improvement in the education provided. One example of this has been the plan to introduce individual learning targets for pupils in English. This has been done and pupils now benefit from this and are fully aware of what they have to do to improve.
16. The headteacher, with the help of the local adviser, has supported the teachers well in regular monitoring of the teaching and teachers' planning. Teachers have benefited from this help. The quality of the teaching is mainly good with some very good teaching and a number of the teachers have taken on new challenges, such as teaching different age groups. This has brought a fresh and dynamic approach to the teaching. It has helped to create a happy and successful school, where both teachers and pupils have a strong commitment and pupils are willing to learn and make good progress.
17. The headteacher, with the support of the staff and the governing body, has strengthened the commitment to raise educational standards. This has been done by the introduction of a number of initiatives. For

example, there has been a careful analysis of the National Curriculum tests, which has identified areas for further development. This has resulted in plans to raise attainment for the more able, in order to have a greater number of pupils achieving the higher levels of the tests. Also, special extra early morning classes were run last year for Year 6 pupils. This helped to produce very good results in the National tests. It is intended to run these again this year. The headteacher has also provided leadership opportunities to subject co-ordinators. It is intended to develop their monitoring role further. A good start has been made with the appointment of the literacy co-ordinator. The role of the numeracy co-ordinator has developed well since September and it is planned to enable all subject co-ordinators to monitor the teaching, the teachers' planning and the pupils' work as time and money will allow.

WHAT COULD BE IMPROVED

18. Standards in English and mathematics by the time pupils reach the end of Key Stage 1.
19. The results of the National Curriculum tests for seven year-olds in 1999 indicated that standards in reading and writing were well below the national average and below the national average in mathematics. The inspection findings indicate that, for this years' pupils, there has been an improvement in reading and writing. However, pupils' attainments in both English and mathematics is still below the level expected for their ages at the end of Key Stage 1.
20. On entry to the school, a significant number of pupils have difficulties with some basic aspects of language and it takes time to develop the skills needed to reach the range of levels expected for their ages. The school has successfully introduced a home reading scheme and reading within the literacy hour is developing well. However, although higher attaining pupils in Year 2 are beginning to read fluently and have a good understanding of text, others are more hesitant in their reading and only recognise words and initial letters in a simple text. In writing, although an increasing number of pupils are reaching the expected Level 2, the progress of pupils is sometimes slow and an insufficient number of pupils are reaching the higher level of attainment. For instance, a significant number of pupils write well with short phrases but many cannot write longer sentences, write for a range of different purposes, or work independently without a great deal of support. However, the school is well aware of all these weaknesses and has successfully introduced the National Literacy Strategy, improved the quality of teaching and teachers' planning and standards are rising. Some teachers mark pupils' work well, with supportive comments indicating what they have to do to improve and individuals are set targets. The use of individual targets are not yet as well developed as they are in English in Key Stage 2.
21. In mathematics, the school has recently introduced the National Numeracy Strategy and this has been planned well. However, the many new initiatives have not yet had time to have an effect on standards by the end of Key Stage 1. Also, some initiatives need extending further. Specific work is planned on occasions for pupils with different abilities. Sometimes this is done well, as in the lesson seen with Year 2 pupils. Here, different work was planned for three ability groups and this enabled all pupils to progress well. On other occasions, however, the work planned is not wide enough to challenge all the different abilities. Occasionally, most of the pupils do the same work. This can limit the rate of progress for some pupils. Some teachers are beginning to develop investigation work in mathematics and to link the teaching of mathematics to real-life situations and to use a good variety of well thought out ideas to motivate the pupils. For example, in a Year 2 class, the teacher used a number square well to reinforce an understanding of "before" and "after". This was linked to examples from pupils' own lives. However, at other times, there is an over-reliance on worksheets, which do not always give sufficient challenge and motivation to all the pupils the class. The setting of individual targets for pupils in Key Stage 1 is not fully developed in mathematics. However, the co-ordinator is fully aware of all these weaknesses and as the Numeracy Strategy is developed and as teachers continue to plan together, it is intended that these weaknesses should be addressed.
22. Standards in information technology at the end of both key stages and the use of information technology to support learning in other subjects
23. The school has invested a great deal of money, time and effort in raising the quality of provision for the teaching of information technology. There have been many improvements since the last inspection. For instance, a computer suite has been built with a good range of modem computers and appropriate software. However, this provision has not yet had time to raise attainment to the expected levels by the end of both

key stages. For instance, in Year 2, not enough pupils use computers to sort and arrange information and present their findings on the screen. Also, although pupils can use the mouse, access a program and make choices, many still need a great deal of help. At the end of Key Stage 2, although pupils use information technology to amend, organise and present ideas, they find it more difficult to combine information of different sorts, such as pictures, charts and text. There are very few opportunities to use CD ROMS to obtain information for personal research work across a range of subjects.

24. Teachers' own understanding of information technology and its use in class was a weakness pointed out in the last inspection. However, some have undergone training and a number of teachers are attending a course at present. The school is aware that further training is needed. The scheme of work has been updated but the staff feel that more aspects still need to be included to help improve teachers' planning.
25. The co-ordinator for information technology has introduced the use of the new computer suite well but is aware that a number of important aspects still need developing fully. For instance, there is, at present, no system for adequately assessing pupils' attainment, keeping appropriate records or setting individual targets. Teachers are also aware that much more use should be made of computers across a range of subjects to access information and carry out individual research work using a CD ROM.
26. At the present level, monitoring is not stringent enough to effectively evaluate the impact of teaching on pupils' progress and to identify where teaching needs to be refined. The co-ordinator is aware of this weakness. He is also aware that the arrangements for access to the computer suite will need to be refined. At present, with some large classes, individual time at the computer is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To maintain the quality of education and promote further development, the governing body, headteacher and the staff should address the following issues.

Raise standards in English by the end of Key Stage 1 by:

- Continuing to implement the requirements of the National Literacy Strategy and in particular to increase opportunities for all pupils to
 - a) write longer sentences.
 - b) write independently without the help of the teacher.
 - c) write for a wider range of purposes, such as letters, stories, poems and reports.

Raise standards in mathematics by the end of Key Stage 1 by:

- continuing to implement the requirements of the National Numeracy Strategy and in particular to:
 - a) ensure work is always planned to meet the needs of pupils of different abilities.
 - b) develop more work linked to real life situations and examples.
 - c) develop individual targets for each pupil so that they are fully aware of what they have to do to improve.

Raise standards in information technology at the end of both key stages by:

- extending the opportunities for younger pupils to sort, classify and present information on the screen.
- extend the opportunities of older pupils to combine a range of different information such as text, pictures and charts.
- continue to develop staff expertise in information technology.
- refine the scheme of work to incorporate more ideas from the Nationally approved syllabus.
- introducing a system to assess pupils' attainment in order to plan future work more accurately.
- extend the use of computers to develop learning in a wider range of subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	11	5	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	No of pupils
Number of pupils on the school's roll	239
Number of full-time pupils eligible for free school meals	35

FTE means full-time equivalent.

Special educational needs	Nursery	Yr – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	2	63

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance 1998/99

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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
	99	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	16
	Girls	12	10	11
	Total	23	22	27
Percentage of pupils at NC level 2 or above	School	70(81)	67(77)	82(87)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	19
	Girls	11	11	12
	Total	24	26	31
Percentage of pupils at NC level 2 or above	School	73(81)	(79(94)	94(94)
	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
	99	13	17	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	11
	Girls	13	13	14
	Total	21	23	25
Percentage of pupils at NC level 4 or above	School	70(71)	77(39)	83(61)
	National	70(65)	69(58)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	9
	Girls	13	13	13
	Total	23	22	22
Percentage of pupils at NC level 4 or above	School	77(58)	73(58)	73(70)
	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	
Black – African heritage	1
Black – other	3
Indian	7
Pakistani	
Bangladeshi	
Chinese	
White	181
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27.3
Average class size	24.3

Education support staff: Y [N] – Y [6]

Total number of education support staff	6
Total aggregate hours worked per week	114

FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	374,734
Total expenditure	370,609
Expenditure per pupil	1,724
Balance brought forward from previous year	15,113
Balance carried forward to next year	19,238

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	50	1	0	0
My child is making good progress in school.	38	54	5	0	4
Behaviour in the school is good.	24	59	10	4	4
My child gets the right amount of work to do at home.	29	48	10	5	9
The teaching is good.	53	46	1	0	0
I am kept well informed about how my child is getting on.	43	46	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	36	5	0	0
The school expects my child to work hard and achieve his or her best.	56	40	1	0	3
The school works closely with parents.	30	58	11	1	0
The school is well led and managed.	40	55	5	0	0
The school is helping my child become mature and responsible.	43	54	3	0	1
The school provides an interesting range of activities outside lessons.	35	59	5	0	1