

INSPECTION REPORT

PRUDHOE WEST FIRST SCHOOL

Prudhoe

LEA area: Northumberland

Unique reference number: 122220

Headteacher: Mr A Keenleyside

Reporting inspector: Mr P Snelling
3624

Dates of inspection: 21st – 22nd June 2000

Inspection number: 190267

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	West Road Prudhoe Northumberland
Postcode:	NE42 6HR
Telephone number:	01661 832288
Fax number:	01661 830825
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Chalmers
Date of previous inspection:	November 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr P Snelling	Registered inspector
Mrs J Overend	Lay inspector
Mr D Twist	Team inspector

The inspection contractor was:

Primary Associates Limited
West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Prudhoe West First School is bigger than most schools of this type. There are currently 238 boys and girls on roll between four and nine years old, with 52 children who attend part time in the Nursery. The school draws most of its pupils from the local area, which has average social and economic circumstances. Pupils come from a variety of different types of houses and backgrounds. There are fewer children with special educational needs or entitled to free school meals than in most schools. The percentage of pupils from ethnic minority backgrounds or for whom English is an additional language is very small. Pupils enter the Reception class at four years old with a wide range of abilities, though the general level is above average.

HOW GOOD THE SCHOOL IS

Prudhoe West First is a very good school. It achieves high standards in all subjects and particularly in reading, writing, mathematics and information technology. It gives pupils a flying start in the Nursery and Key Stage 1, through enthusiastic and skilled teaching. This is built on efficiently in the Key Stage 2 classes. The headteacher, governors and staff work closely together to constantly drive the school forward and make it better. The school gives very good value for money.

What the school does well

- The school achieves very high standards in literacy and numeracy whilst promoting good standards and achievement in other subjects.
- The leadership of the headteacher and senior staff is excellent and the governors make an outstanding contribution to running the school successfully.
- Teaching overall is very good, with that in the Nursery and Key Stage 1 especially stimulating and exciting.
- There are excellent procedures to check on the standards pupils' are achieving, which lead to improvements in teaching and learning.
- The school's provision for information technology is excellent and pupils reach very high standards in the subject.

What could be improved

- The range of ways teachers in Key Stage 2 use to capture the interest of a small number of older pupils who don't try as hard as the others.

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 responded well and moved forward a long way since its previous inspection. At that time there were weaknesses in the curriculum and teaching of English for older pupils, which have been overcome, partly through the successful implementation of the national literacy arrangements. Teachers now assess pupils' work much more thoroughly and make better use of the outcomes to plan what they will do next. They also plan more thoroughly for pupils' spiritual, moral, social and cultural development. As well as dealing with weaknesses identified in the last inspection, the school has successfully put into place a wide range of other initiatives. For example, it has implemented the national numeracy arrangements and raised achievement in mathematics. It has attractively developed the school site and improved pupils' own involvement in making decisions by starting a school council. It has improved the provision for information technology

significantly and further strengthened the way the school is managed. For example, there is now more thorough analysis made of the school's results and the performance of individual pupils.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
reading	A	A	B	B	well above average A above average B average C below average D well below average E
writing	A*	A*	A	A	
mathematics	A	A	A	A	

The school's results are very good indeed. They show that at the age of seven children are achieving standards that are well above those found nationally for this age group in writing and mathematics. When looked at over four years, results show a consistent picture of high achievement. Indeed in 1997 and 1998 pupils' writing standards were in the top five per cent in the country. The test results for the present Year 2 children have not yet been published but early indications are that they are even better than last year.

Work seen during the inspection confirms the high standards found in tests. It also showed that high standards are achieved in other subjects as well. For example in art and in design and technology, pupils undertake a wide range of activities, learn many different techniques and produce much good quality work. Standards reached in information technology are outstanding and reflect the huge effort put in by the school to develop this subject.

Pupils throughout the school achieve well. Very good teaching ensures that most of the youngest pupils achieve what is expected of them by the age of five and many exceed this. The majority of pupils in years 3 and 4 are well on the way to doing better than average at age 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Most pupils work very hard and their work is of high quality. Occasionally one or two older pupils distract others when the teaching doesn't succeed in gaining their interest and attention.
Behaviour, in and out of classrooms	Very good. Pupils behave very well during lessons and are sensible during playtimes and at lunchtimes.
Personal development and relationships	Very good. Pupils get on well together and show care and concern for one another. They work well in groups. They are willing to help and take responsibility when given the chance.
Attendance	Attendance is above the average found in most primary schools.

	Pupils arrive on time and lessons start promptly.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7- 9 years
Lessons seen overall	Very good	Very 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 is better than it was at the time of the previous inspection and is very good overall. No unsatisfactory teaching was seen. Two in every three lessons (69%) were judged to be excellent or very good, which is far higher than is usually found. Of the remaining lessons, 19% were judged to be good and 12% satisfactory. The very best teaching was observed in the Nursery class and in Key Stage 1 whilst the teaching observed in Key Stage 2 ranged from very good to satisfactory. The main difference is in the extra flair and spark that teachers in the Nursery and Key Stage 1 bring to the lessons, which fire the enthusiasm of all the pupils and make them want to learn and take part. They respond very well to the high levels of praise given to them and are often bursting to answer questions.

Teaching is very good in English and mathematics. In literacy lessons, teachers are particularly good at helping pupils to learn and use interesting and exciting language in their work. In numeracy, the methods used to teach mental arithmetic are very successful; for example, teachers use resources well to ensure all children can have a go at answering every question. They give a lot of attention to developing pupils' knowledge of mathematical terms and language.

Teaching is effective for special needs pupils, higher achieving pupils, and children in single age and mixed age classes. This is because teachers plan their lessons in detail and provide work to challenge all pupils at the right level for their abilities, regardless of circumstances. When special needs pupils are taught in separate groups by support staff this works very well and they make very good progress. There was some exceptional teaching of information technology by the technician seen in the computer suite. Such teaching contributes enormously to the high standards pupils reach.

Most pupils are very responsible learners and when asked to work together in groups they do this well. The first session of the day is a very long one but even the youngest children keep concentrating hard throughout. They are helped in this by the way teachers share targets with them at the beginning of the lesson, encourage them to keep them in mind and check they have been reached at the end of the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for all children. Although a lot of emphasis is placed on reading, writing and mathematics, the richness of the curriculum is not lost through neglecting other subjects.
Provision for pupils with special educational needs	Very good. These pupils are very well supported both in class and through work in small groups, particularly to raise achievement in literacy.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision is made for pupils' personal development. It is better for the younger than older pupils because they are given more opportunities in class to take responsibility. Teachers encourage pupils to talk about feelings at times such as 'circle time' and in literacy lessons. Assemblies are interesting and of high quality, and pupils spiritual development benefits greatly from them.
How well the school cares for its pupils	The school takes very good care of its pupils. Child protection and welfare arrangements are of a high standard. Pupils' progress is monitored very closely.

The school meets all statutory curriculum requirements. Pupils under five take part in a wide range of interesting and exciting activities planned by the teachers. The curriculum in both key stages is well thought out and changed, when needed, to ensure that pupils make the best possible progress. For example, increasing the amount of time spent on writing in the literacy hour has led to better standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher drives the school forward with energy and skill, supported by a highly capable senior management team. They are particularly successful in identifying accurately what needs to be changed or improved and taking action to achieve it.
How well the governors fulfil their responsibilities	Excellent. They know the school very well, where it is successful and where it can improve. The governors play a significant part in shaping and managing school development.
The school's evaluation of its performance	Very good. The school has first rate procedures to check on pupils' standards and the quality of teaching and learning. Every year a useful audit is carried out on the success of the School Improvement Plan. It could be even more useful if the plan showed more clearly what difference the changes are expected to make on pupils' progress and achievement.
The strategic use of resources	Excellent. Both headteacher and governors seek out every opportunity to involve the school in appropriate initiatives and projects where funding is available. They plan ahead carefully and are very good at getting best value from staff, and in the use of time and 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"> The school expects their children to work hard. The children like school, behave well and make good progress. The teaching is good. The ease with which they can approach the school with questions or problems. 	<ul style="list-style-type: none"> Some parents would like to see a wider range of activities provided outside lessons. A small number would like to be better informed about how well their children are getting on.

The school has an effective partnership with its parents. The inspection team agrees with parents that the school has many very good features. The range of activities offered

outside lessons is similar to or better than in most schools of this type and size. Parents are well informed. The school is soon to implement a promising new system for tracking pupils' progress, which will allow more detailed information to be included in reports to parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves very high standards in reading, writing and mathematics whilst promoting good standards and achievement in other subjects.

1. Over the past three years the school has achieved outstanding results in the national curriculum tests for seven year olds. The only time results have dropped from well above average to above average was in reading last year. By looking carefully at its pupils and their results, the school found a group of children who were not achieving quite the high levels of others. These children are now being given extra support with their reading in Year 3 to help them gain the best possible level before they move on to middle school in 2001.
2. Older pupils build well on the high standards reached by Year 2. By the time they leave, the vast majority are well on their way to achieving the standards expected at 11. Indeed, in some cases pupils are already working at this level.
3. The school gives a lot of emphasis to making sure pupils achieve well in literacy and numeracy. They develop knowledge and skills quickly and soon become fluent readers. At the time of the last inspection the school was criticised for not developing more advanced reading skills such as teaching pupils how to skim text to find information quickly. This is no longer a weakness and older pupils can do this well. In one literacy lesson, the Year 2 teacher reminded some pupils about work on skim reading they had done before. The activity they were doing, finding information in reference books, gave them an ideal opportunity to use the skills. The school is putting more emphasis on the teaching of writing, which was also criticised in the previous inspection report. Teachers have adjusted the balance of the literacy hour recently to ensure writing gets its fair share of time. Pupils in Year 1 showed they were able to write a poetry verse, some with little help. Pupils in Year 4 showed they could plan a long story, start it excitingly using dialogue and include extended descriptions.
4. Although a strong emphasis is put on the teaching of number in mathematics, other aspects of the subject, such as learning about shape and space, are not left out. The children learn to do mental calculations quickly and accurately. Although the process of finding the answer is given as much importance as getting the answer itself right, older pupils are not so confident at applying what they know to solving problems as they are at doing set calculations.
5. The school provides a rich curriculum that ensures pupils receive a good all round education across all subjects. An example of this is the provision for art and for design and technology. Children experience a wide range of techniques, from drawing in many different media to printing or wax resist work. Teachers guide pupils through new learning carefully, whether it be getting the right amount of glue on the stick in reception or the correct way to sand down balsawood in Year 2. They offer pupils a wide variety of activities in lessons. For example in a Year 2 lesson, some pupils were making wooden boats and others collages from 'sea' colours. Another group was modelling in plasticene whilst a further group made first rate observational drawings of sea shells. The school ensures that pupils have good quality resources for their art and craft work

The leadership of the headteacher and senior staff is excellent and the governors make an outstanding contribution to running the school successfully.

6. The leadership and management of the school are impressive and the pursuit of high standards and quality are at the heart of what is done. The headteacher sets very clear direction for the school's improvement. He has established effective procedures for finding out what needs to be done and implementing changes, through careful planning. There is a well established school improvement plan which sets out clearly how changes will put into effect. Another striking feature of the leadership is a willingness to seek out or embrace any opportunities or funding which will benefit the school. This has brought extra resources to support the improvement of literacy, information technology and the school grounds.
7. Whilst the headteacher is at the centre of these developments, there is a strong contribution made by other staff as part of the whole staff team. The deputy headteacher, senior management team and subject leaders play an important part in putting particular initiatives into effect and checking on how they are going. There is a strong feeling of teamwork in the school, the benefits of which can be seen in the way the new literacy and numeracy arrangements have been implemented and reviewed.
8. The governors make a powerful contribution to the success of the school. Some individuals, such as the literacy governor, spend much time in the classrooms observing the children and teachers at work and reporting back to other governors on how new initiatives such as the literacy hour are benefiting the children. This gives the governing body a very strong understanding of the standards pupils are achieving and the quality of teaching and learning. It helps them to make supportive decisions such as their commitment to protecting the management time available to the special needs and information technology co-ordinators.
9. The greatest strength of the governors' contribution was summed up well at the first meeting between inspectors and the governing body when one of the governors said, ' we offer good management skills not educational expertise.' There are two particular examples of decisions that bear this out. When the special needs co-ordinator was overwhelmed by too much administrative work, the headteacher sought to extend her release from class to provide more time. Time spent by the special needs governor with the co-ordinator in school indeed confirmed that something needed to be done. However, the governors rightly put forward a solution that involved increasing the administrative support available to the co-ordinator rather than taking her away from working with the children. Another decision that has had substantial impact was that of raising the status of a skilled nursery nurse to technician, to enable her to give specialised support to pupils in the technology suite. Her work in this role is outstanding.

Teaching overall is very good, with that in the Nursery and Key Stage 1 especially stimulating and exciting.

10. Teaching and learning in the school are of a high quality. Teachers prepare for and plan their lessons thoroughly. This helps them to identify exactly what it is they want the pupils to learn. They are good at sharing these aims with the pupils at the start of a lesson and checking with them at the end to see what they have learned and who may need more help.

11. Relationships between the teachers and pupils are very strong, especially in the classes of younger children. Teachers create a very relaxed but purposeful atmosphere where pupils are excited learners. They are very effective at correcting pupils without deflating them. For example, on one occasion, the teacher used feigned surprise in saying 'are you starting a letter from the bottom?' when a child formed a letter incorrectly. Pupils are often bursting to answer questions or share what they have worked out from the learning. For example, one reception pupil looking at the word *some* was delighted at suddenly understanding that 'if you hide the *so* it will say *me*'. These teachers are particularly good at valuing the answers that pupils give to questions, even when they are not the answer sought. Phrases like 'that's good but I wonder if there's an even better one than that?' encourage pupils so they are always prepared to have a go. This atmosphere of enthusiasm is not so noticeable in the Key Stage 2 classes, where there is less praise offered in the way the teachers manage pupils.
12. Literacy teaching is very good in all classes, especially in the way teachers promote interesting and exciting language. Teachers use searching questions to probe pupils' knowledge and understanding such as 'why is their part written in the third person?' or 'did he mean it when he said...?' The support staff are very skilled in teaching children how to read; for example how letters combine to make particular sounds which come together in words. Numeracy teaching is also very good. Mental mathematics skills are very well taught and resources used well to demonstrate and to involve pupils.
13. A particular strength of the teaching is the care and accuracy with which teachers match work to pupils' previous achievement. This ensures that all pupils, regardless of class or ability, are offered work at the right level of challenge. Special needs and higher achieving pupils are stretched to the full, as are younger children in classes with older ones. The high levels and quality of the additional adult support make a big contribution to ensuring pupils are stretched.
14. Most pupils are very good learners. The younger children, in particular, sustain learning well during the long first session of the day. As they grow older, most remain keen to learn though the concentration of one or two Key Stage 2 pupils wanders when teaching is more ordinary.

There are excellent procedures to check on the standards pupils' are achieving, which lead to improvements in teaching and learning.

15. One of the reasons why the school is so successful is because the management has a very clear picture of how well the children are achieving. A lot of data is collected through assessments of how well children are doing through the year and by end of year tests. Test results are analysed, pupils' work is carefully scrutinised and the teaching and learning in lessons is regularly evaluated. Folders of work are kept to show what standards pupils of particular ages should be producing. Pupils' performance is compared not just to that in school's similar to Prudhoe but to the very best schools in the country. All the senior management team are involved in this work and teachers in charge of subjects play their part as well. All staff see the importance of working this way and this adds extra value.
16. Staff keep an eye on the progress of pupils very closely, both individually and as groups, to ensure that they achieve the best possible levels. They look for patterns of

performance; for example, how well the older and younger pupils in a year group are doing, or the high achievers, or those with special needs. The data collected is put to good use, as shown by the provision for the group of pupils in Year 3 who did not do as well as usual in Year 2 tests. A particular strength is in the way the school uses computer technology to help in this work; for example in producing graphs to compare the progress of boys and girls or different groups over a number of years.

17. The school is always looking to make these systems even better. This summer it is trying a new way to fine tune its targets for pupil achievement. It is also introducing a personal organiser for Key Stage 2 pupils, which will help them clarify their own targets and help them share these with their parents.

The school's provision for information technology is excellent and pupils reach very high standards in the subject.

18. The recent development of the provision for information technology demonstrates very well how and why the school is ever improving.
19. The subject is very well led, managed and organised. A clear picture has been established and is maintained of what high quality provision looks like. The headteacher, governors, co-ordinator and technician are all involved in this. High levels of expertise are particularly well used where they can have the greatest benefit; for example, the co-ordinator plans all the lessons that are delivered in the technology suite. Best use is made of the suite by concentrating all the work on developing skills which are then applied to work in the classroom. This was seen when Year 3 children learned how to use an art graphic program in the suite before applying it in the classroom to replicate the style of Kandinsky. The subject is resourced well with spending, such as that on adapting classroom computers, carefully thought out. Available grants are sought and any possible sources of useful previously used hardware plundered.
20. There is very good, enthusiastic teaching of the subject by the technician that motivates the pupils. They are always told exactly what they are learning about and carefully taught the correct technical language. Groups in the computer suite are just the right size for pupils to be given enough adult support but they are not spoon fed. Whilst there is a cracking pace to the teaching, pupils' progress is checked regularly and carefully so that reinforcement activities are offered when needed. They are challenged to solve their own problems with comments from the technician such as 'try to correct that and I'll be with you shortly' typical of the approach. There is evaluation of achievement at the end of every session and this has a strong influence on what is planned next by the class teacher and technician together.
21. The school has successfully raised the levels of staff expertise and confidence in teaching the subject. Training sessions in school have been particularly worthwhile in encouraging everyone to 'have a go'. Initial training is backed up well by continuing support on using the computers and choosing software. The curriculum the pupils experience has a good variety of activities and covers all the areas it should. For example, basic work such as word processing and handling data is complemented by control technology, extensive use of the Internet and use of a digital recording camera. What each year group should achieve is clearly set out. There are strong links with the work in other subjects that the children are doing; for example when children research information in history.

22. The technology suite itself is a major asset. It is very well organised and run by the co-ordinator and technician, and the high quality of the display sets high standards for the pupils to reach. The examples of work from each year group show clearly the progress that pupils are expected to make from year to year. Many useful prompts help the pupils to remember basic skills and procedures.

WHAT COULD BE IMPROVED

The range of ways teachers in Key Stage 2 use to capture the interest of a small number of older pupils who don't try as hard as the others.

23. Teaching across all parts of the school is effective but teachers in Key Stage 2 find it more difficult to capture and hold the interest of all the children. Whilst the majority of the pupils have very good attitudes to their work there are one or two older pupils who easily lose interest and become restless. Teachers are not always successful in getting the most out of them. The school's behaviour policy is not helpful in that it tends to focus on sanctions rather than rewards. One or two parents rightly suggested the reward system seemed to offer too little incentive to hard working pupils.
24. One of the most noticeable differences in classrooms is in the amount of praise that teachers in Key Stage 1 give to the children during the lessons. They constantly encourage them, expect them always to do their best and make sure the children know this. Simple phrases like 'give yourself a big clap, well done' are often heard. Pupils are encouraged to support each other with applause, when perhaps a child has read well and an atmosphere where learning is fun is sustained. In Key Stage 2 classes, not so much praise is heard. The pupils are managed well by teachers but the balance of praise and reprimand tends towards the latter.
25. Another approach used well in Key Stage 1 is making frequent reference to targets or checklists for the lesson, set out on the board. These references enable teachers to push pupils on through their tasks during lessons in a positive way. In Year 2 it is made very clear to pupils what they have to do to achieve 'merits' and this motivates them. Sometimes in the Key Stage 2 classes, opportunities are not best used for children to develop independence; for example, in summary sessions at the end of lessons when they might more often share with others what they have found out or achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. Further improve the effectiveness of teaching in Key Stage 2 by:

- updating the behaviour management policy to emphasise rewards more;
- offering more praise and reward in lessons for achievement in work and behaviour (*for example, use the team point system more*);
- raising teachers' expertise to give them a wider range of ways to encourage disinterested pupils to work hard;
- further improving pupils' personal development by offering them more opportunities to take active responsibility in the classroom.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	50	19	13	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	237
Number of full-time pupils eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	3	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

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	5

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	31	18	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	31
	Girls	17	17	17
	Total	44	44	48
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (100)	98 (95)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	30
	Girls	17	17	17
	Total	45	47	47
Percentage of pupils at NC level 2 or above	School	92 (96)	96 (98)	96 (98)
	National	82 (81)	86 (85)	87 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	187
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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 – Y4

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	29.6

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	32

Number of pupils per FTE adult	8.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	403360
Total expenditure	399884
Expenditure per pupil	1563
Balance brought forward from previous year	3398
Balance carried forward to next year	6874

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	261
Number of questionnaires returned	145

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	5	0	1
My child is making good progress in school.	66	31	3	0	1
Behaviour in the school is good.	47	48	3	0	2
My child gets the right amount of work to do at home.	32	47	6	3	12
The teaching is good.	62	36	2	0	0
I am kept well informed about how my child is getting on.	50	39	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	3	1	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	42	48	7	1	2
The school is well led and managed.	51	43	3	1	2
The school is helping my child become mature and responsible.	54	41	2	0	3
The school provides an interesting range of activities outside lessons.	23	41	19	3	15