

# INSPECTION REPORT

## **JOINER'S SQUARE PRIMARY SCHOOL**

Hanley, Stoke on Trent

LEA area: Stoke on Trent

Unique reference number: 123993

Headteacher: Mrs H Pickin

Reporting inspector: Mr R Fry  
21073

Dates of inspection: 7 – 9 February 2000

Inspection number: 190318

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Hazelhurst Street Hanley Stoke on Trent Staffordshire
Postcode:	ST1 3HF
Telephone number:	01782 234630
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Appropriate authority:	Governing body
Name of chair of governors:	Councillor B Stockley
Date of previous inspection:	18 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Joiner's Square Primary is a smaller than average sized school for boys and girls aged three to eleven years. It has 146 pupils including 25 young children in the nursery. Children's attainment on entry varies from below average to well below what is typical nationally. Nineteen pupils have special educational needs, a lower than average figure. A small number of pupils come from several minority ethnic backgrounds and five pupils have English as an additional language.

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

The school provides an above average level of effectiveness and makes good provision for all pupils. Pupils achieve above average standards in comparison with similar schools because the teaching is good and the work set is well organised and demanding. The headteacher, staff and governors work well together to improve the school and maintain pupils' present good progress. The school provides good value for money.

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

- Pupils make good progress, partly as a result of the school's commitment to the National Literacy and Numeracy Strategies.
- The school has established a clear focus on improving standards of work. All staff work together to put the school's aims into practice. The headteacher is a very effective leader.
- The teaching is good. Particularly good attention is given to teaching pupils basic skills.
- Relationships in the school are very good; all adults provide positive role models.
- Pupils' moral and social development is very good; the oldest pupils are mature and responsible.
- There is a very positive partnership with parents, which has a good impact on pupils' attitudes to school.

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

- The school's policy for assessing pupils' achievements has not been fully implemented.
- School office procedures are not sufficiently widely known to other staff.
- The provision of homework for pupils at Key Stage 2 is inconsistent.

*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 improvements since the last inspection in November 1996. The provision for the young children under five in the nursery is now satisfactory. The planning is thorough and relates well to the 'Desirable Learning Outcomes,' which are recommended for children of this age. Activities now promote effective learning and a significant improvement has been made in the range and quality of resources. Standards of children's work are now as they should be. The quality of teaching has improved significantly. The number of good and very good lessons has increased and there have been no unsatisfactory lessons during this current inspection. There are good schemes of work in place for virtually all subjects and teachers' understanding of the assessment process is much improved. However, an agreed system for recording all aspects of pupils' progress has not been achieved yet. More effective use is made of computers in the school and pupils now receive a structured programme of lessons, which develops their skills effectively. Information technology is used adequately to support pupils' learning in other subjects. The school has just received several more modern computers. The school has also effectively developed pupils' investigative skills in

mathematics and science. The school has effectively kept pace with the national trend in improved standards.

## STANDARDS

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

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

Over the last four years at Key Stage 1, pupils' performances in reading, writing and mathematics have been close to national averages. At Key Stage 2, pupils' performances have been close to the national averages in English and mathematics and below average in science. Inspection findings confirm these standards, but science standards have improved in the last two years and are now close to the national average.

Last year, pupils' performances in Year 6 were below average in English, average in science and above average in mathematics when compared with national standards. A small but significant number of pupils were absent for the English tests. In comparison with similar schools, pupils' performances in English were average, in science above average and in mathematics well above average. The targets the school has set this year are higher than last year and pupils in the present Year 6 are on course to meet them. The school has relatively few pupils in each year group. Therefore, any trends in results need to be treated with extra care. However, the school has certainly kept pace with the general improvement in standards in English and mathematics and the current Year 6 is likely to achieve standards above the national average if targets are met. Standards are high enough and are improving.

Pupils' work observed during the inspection meets national expectations in information technology and the standards expected in the agreed syllabus for religious education. In all subjects, boys and girls produce similar standards of work at Key Stage 2 and boys, who are greater in number, perform better at Key Stage 1.

Pupils make good progress overall and achieve well. They enter the school with below and well below average attainments and leave the school close to national averages in English and mathematics. A significant proportion of children reach the expected standards or are close to them by the time they are five years old in all the 'Areas of Learning.' Particularly rapid progress is made in reading in the reception class.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils make the most of what they are offered at school and show a keen interest in school life. They are polite and take good care of the school's equipment and building. A significant number of pupils enjoy the homework club after school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at play times. Movement throughout the school is also good.
Personal development and relationships	Very good. A strength of the school. Pupils have very constructive relationships with their teachers. They are willing to take responsibilities and they perform these duties well. Pupils were observed co-operating very well when using computers and when entering the hall for assemblies. The school successfully integrates pupils from other schools.
Attendance	Attendance is average and pupils enjoy going to school.

Pupils' personal development and their relationships are a particular strength. Pupils work well together and most are patient and forgiving. Pupils' attitudes have a positive impact on their progress and standards of work.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good.	Good.	Good.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching has a number of strengths across the school. Teachers prepare carefully from the termly plans; therefore lessons are meaningful to pupils and build well on their previous knowledge. Good use is made of resources and displays in classrooms to stimulate pupils' interest. In virtually all lessons, pupils are well managed and in some classes the management is very good. Relationships between pupils and adults are very good and teachers use a wide range of ways to explore the potential of different subjects. For example, overhead projectors are used effectively to clarify points in mathematics for older pupils.

The attention that teachers give to teaching basic skills is a strength. Pupils are taught progressively more difficult ideas in a proper order. The needs of all pupils are met because in many lessons pupils are grouped according to their capabilities. The teaching of English and mathematics is good. Teachers effectively explore ideas emphasising speaking and listening skills and then develop pupils' reading and writing skills following good discussions. Teachers have a good knowledge of subjects and ideas. For example, measurement and hundreds, tens and units in mathematics are taught well. No significant weaknesses were identified but insufficient structured homework is provided for pupils at Key Stage 2. All teaching observed was satisfactory or better. In half of lessons the teaching was good and in one lesson in five it was very good.

## OTHER ASPECTS OF THE SCHOOL



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. All subjects of the National Curriculum are taught. The curriculum provides well for all pupils' needs and high priority is given to basic skills teaching in literacy and numeracy. The curriculum for young children is now satisfactory.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets in their individual education plans. All pupils are well integrated into lessons and those who need extra practice in basic skills are well provided for. A small proportion of individual education plans have targets that do not explain in sufficient detail how teachers should support pupils.
Provision for pupils with English as an additional language	Good. All pupils make good progress and benefit from the sensitive planning made by teachers to meet their needs. The school contacts outside agencies for support when necessary. Pupils are helped effectively by support staff and volunteers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. A strength of the school. Pupils' spiritual and cultural development is good and their moral and social development is very good. Pupils learn to understand why rules are necessary and to adopt an optimistic approach to life. Older pupils help younger ones very well in a large family atmosphere.
How well the school cares for its pupils	Good. Welfare, health and safety issues are rigorously addressed. Procedures for promoting good behaviour are well developed. Procedures for assessing what pupils know, understand and can do have not been completed.

The school works very well with parents and they have considerable confidence in the school. The school effectively promotes pupils' welfare, health and safety. Pupils feel safe in the large family atmosphere.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The school is very effectively led by the headteacher. The headteacher and staff provide clear direction for all that the school does. All staff share and identify closely with the aims of the school. The school development plan is well constructed.
How well the governors fulfil their responsibilities	Good. The governing body knows the school's strengths and weaknesses. Through the very knowledgeable chair of governors, it challenges and supports the school effectively.
The school's evaluation of its performance	Good. The school effectively evaluates its performance and takes action to remedy weaknesses when they are discovered. There is a strong emphasis on raising standards.
The strategic use of resources	Good. Funds are spent with care and with best value in mind. The school knows its costs and plans ahead effectively for three years. The under spend is properly allocated, to offset a small reduction in pupil numbers and for extra resources. Office procedures are not sufficiently well known

	to other members of staff.
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The leadership and management of the school are effective. Pupils receive a good curriculum, which is well taught and they in turn have positive attitudes to work, which leads to their good progress in lessons.

**PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like going to school and they make good progress.</li> <li>• Children's behaviour and the teaching are good.</li> <li>• Parents feel well-informed about their children's progress and are comfortable in the school when they need to ask questions or solve a problem.</li> <li>• The school has high expectations of children and it is well managed and lead.</li> <li>• The school works closely with parents and it helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework at Key Stage 2 .</li> </ul>

The inspection team agrees with parents’ positive views. The team also agrees with parents that the homework provided is not sufficient preparation for secondary schooling, at Key Stage 2.

**PART B: COMMENTARY**

**WHAT THE SCHOOL DOES WELL**

**Pupils make good progress, partly as a result of the school's commitment to the Literacy and Numeracy Strategies.**

1. Pupils enter the school with below and well below average attainments and leave the school at eleven years old close to national averages in English and mathematics. A significant proportion of children reach the expected standards or are close to them by the time they are five years old in all the 'Areas of Learning.' Particularly rapid progress is made in reading in the reception class. The school's results in English, mathematics and science often compare favourably with similar schools. Pupils in the current Year 6 are on course to achieve standards above the national average if targets are met.
2. Pupils' work observed during the inspection meets national expectations in information technology and the standards expected in the agreed syllabus for religious education. Standards in other subjects observed, such as geography and physical education meet national expectations. During their time in the school, therefore, pupils again make good progress.
3. In the nursery class, children are encouraged to match objects according to colour and shape. A significant proportion of children know their numbers from one to ten and they make good progress with understanding numbers. The strong emphasis on practical activities has a positive effect on children and they are interested in their work. Many children do not know the days of the week. Most children make good progress with listening skills. They listen attentively to "Have you seen the crocodile?" In the reception class, children make good and sometimes very good progress. In science for example, children made good gains in understanding the effect of hot water on jelly and how the jelly changed again when it cooled. Social skills are strongly reinforced to good effect.
4. In Year 2, pupils consolidate their literacy skills. Most pupils make sound progress in understanding the key points of traditional tales. Higher attaining pupils make good progress with making deductions and connections between stories. Pupils' free writing is expressed in clear sentences using capital letters but few full stops. In numeracy lessons, pupils begin to use numbers to measure objects in centimetres. Most pupils realise that hand-spans are not a reliable way of measuring things.
5. In Year 6, pupils continue to make good progress. They put their literacy skills to good use in a religious education lesson. Pupils prove that they can read difficult Biblical texts and derive appropriate meanings. Pupils learn to check their spellings using an adult word processing program and to produce a balanced argument having read accounts from three points of view. In mathematics, pupils have progressed to using positive and negative number co-ordinates to draw shapes and to working with large numbers. Pupils write clearly, often in their own tidy style.
6. Teachers have high expectations and they effectively develop pupils' skills and understanding. The good teaching leads to pupils' good progress.

**The school has established a clear focus on improving standards of work. All staff work together to put the school's aims into practice. The headteacher is a very effective leader.**

7. The headteacher provides very good leadership and a clear direction for the school. She is well supported by the deputy headteacher and staff. The clear direction over the past two years has ensured that pupils continue to make good progress and there have been recent good improvements in science results since 1997 at Key Stage 2.
8. After several changes in senior staff two years ago, the school has settled into a good routine. All staff share and identify closely with the aims of the school. Teachers feel empowered and actively involved in what is happening. The staff reflects critically on what they can do to further improve teaching and learning. Decisions made are shared and the school moves forward together. The headteacher monitors teaching and gives useful feedback to staff. A particular success of this process is the improvement in the teaching and standards of work in the nursery. The school closely analyses its National Curriculum test results with a view to adapting teaching to take account of what pupils have learned or need to revise.
9. The school development plan is well written and is an effective management tool. Within it there is a strong emphasis on school improvement and raising standards. It results from a detailed school-wide review of what the school needs to do next. The school also effectively reviews its work in conjunction with the local education authority. Appropriate references are made in the school development plan to the school's targets for improving standards. For example, the school has set individual targets for pupils in literacy, numeracy and other subjects and areas for improvement. They have been shared with pupils and parents. From these targets the school then sets realistically ambitious whole-school targets. The school plans ahead effectively by monitoring the number of children in the nearby play-school. The school then attempts to calculate future budgets in order to ensure that there are sufficient funds to cover costs.
10. There are other particular strengths in the leadership of the school. The school legitimately focuses on raising pupils' self-esteem. For example, pupils are taught to be optimistic and to join in fully with all that the school does. Pupils know that they must try their best with whatever they do. An impact of this work is that pupils feel comfortable and secure at school. The effectiveness of the leadership shows in the very good relationships throughout the school.

**The teaching is good. Particularly good attention is given to teaching pupils basic skills.**

11. The attention that teachers give to teaching basic skills is a strength. Pupils are taught progressively more difficult ideas in a proper order. The needs of all pupils are met because in many lessons pupils are grouped so that there is a good match of work to pupils' capabilities. Teachers prepare carefully from the termly plans and good use is made of resources and displays in classrooms to stimulate pupils' interest. Pupils are well managed. Relationships between pupils and adults are very good. These features and others, together with teachers' commitment to the job contribute significantly to the progress that pupils make and to the standards they achieve.
12. The attention to teaching basic skills is very obvious in the reception class. The teacher maintained an orderly atmosphere so that the lesson about 'winter' could be explored fully. The teacher recapped on the main points of the previous lessons well and ensured that all resources were ready to be used and that no time was wasted. Children were encouraged to investigate in a scientific way and the lesson was very successful. Children made good progress.

13. In a good lesson in the nursery, a wide range of resources were used to develop, for example, pupils' physical control, early measuring skills in mathematics using the terms 'full' and 'empty,' and skills in listening to a story. The staff plan effectively to meet the needs of a wide range of children. Lower attainers have highly appropriate practical activities and then work in very small groups with one member of staff or other to develop their social and listening skills. All children were questioned well about what they had heard and speaking and listening skills were generally developed well. Children made good progress; they showed interest in their work, learned to sustain concentration and applied themselves well.
14. Year 4 pupils were taught a literacy lesson particularly well. Pupils were very well managed and no time wasting was allowed. The teacher showed her expertise in the way that the lesson was planned, in the effective groupings of pupils and in the way information was presented that made many pupils gasp in surprise. The lesson was about volcanoes. Higher attaining pupils learnt to identify the main parts of the story and to use 'bullet' points to emphasise their importance. Average attaining pupils selected interesting information from the text in order to make notes. Lower attaining pupils found suitable adjectives to attach to other words, such as 'high' waves. The teacher had established a very good rapport with the class and overall very good progress was made in the lesson. Pupils made a considerable effort with their work and were productive.
15. Very effective teaching was observed in a mathematics lesson for the oldest pupils. The teacher very clearly explained what quadrants were and how to use negative numbers when using co-ordinates. Pupils were productive and worked at a good pace and showed considerable interest in their work. The oldest pupils are able to sustain concentration for long periods and to develop ideas of their own.

**Relationships in the school are very good; all adults are positive role models.**

16. There is a strong commitment to good relationships and the equality of opportunity. The headteacher, staff and pupils interact very well. The staff value pupils' contributions and everyone has an opportunity to shine. The school welcomes parents, visitors and everyone takes good care of the school environment. The very good relationships are reinforced by the quality of teaching, for example, pupils' work is well matched to their capabilities. Pupils are included in all aspects of school activities. The staff set a very good example to pupils. They are happy in their work and pupils see this and respond well.

**Pupils' moral and social development is very good; the oldest pupils are mature and responsible.**

17. Throughout the school there are high expectations about how pupils and young children should behave. The school has an effective behaviour policy, which rewards pupils for good behaviour, manners, helpfulness and tidiness. There are class targets for behaviour. Pupils learn to understand why it is necessary to have rules. When asked, pupils confidently explain how some things are right and some things are wrong. The school improves pupils' sense of right and wrong through whole class discussions. Older pupils often help the younger ones within the large family atmosphere that is an important part of the school.
18. Many examples of very good moral and social behaviour were observed. Older pupils help the younger ones if they fall in the playground. In class, pupils work well together and

help each other. For example, in a Year 2/3 class pupils talked sensibly to each other about why it was dangerous for children to work in mines and to sweep chimneys in the 19th century. Year 6 pupils invariably settle quickly to work and at times join together as a very good social unit. They know when it is the right time to discuss things and when it is not. Their moral and social development is particularly good.

19. Pupils are given many opportunities to develop socially. There is a successful 'buddy' reading system where older pupils read with younger ones. There are school monitors who help supervise lunch times and playtimes and there are several extra-curricular clubs which pupils enjoy.

**There is a very positive partnership with parents, which has a good impact on pupils' attitudes to school.**

20. The school has maintained very good relationships with parents, which have a positive impact on children's education. Parents trust the school and pupils therefore feel secure. The school keeps parents very well informed about what is happening, which they appreciate. Parents indicated, at the meeting for parents, that their children develop a love of learning, which they take home and continue using their own initiative.

## **WHAT COULD BE IMPROVED**

**The school's policy for assessing pupils' achievements has not been fully implemented.**

21. During the last inspection inspectors felt that an agreed whole school system for recording all aspects of pupils' progress should be developed. At present, individual teachers' methods of recording what pupils know, understand and can do vary considerably. There is good practice but it is not always common practice. The quality of records varies from satisfactory to very good. Examples of very tight and detailed assessments were observed in one teacher's file at Key Stage 2. Examples of very good assessments of children's understanding, written as answers to key questions in geography and mathematics were observed at Key Stage 1. However, the school as yet has not fully put into action the system that it has agreed. The depth and quality of records varies. The impact of this is that some of pupils' successes go unrecorded. No negative impact was observed on the quality of teachers' lesson planning or pupils' learning.

**School office procedures are not sufficiently widely known to other staff.**

22. In the most recent school audit, two years ago, it was noted that the school did not have a full record of its important office procedures. Work has begun on writing this document but at present the school is vulnerable should office staff be absent. A second competent person has not been fully trained in office procedures.

**The provision of homework for pupils at Key Stage 2 is inconsistent.**

23. Parents raised the matter of homework in the questionnaires and at the meeting for parents. A significant number of parents who attended the meeting felt that the homework set is not sufficient preparation in terms of amount for secondary education. During the inspection, various appropriate homework activities were set. However, there is no agreed policy to increase the demands made on pupils as they grow older. Valuable

opportunities for pupils to consolidate what they have learned in lessons is not always used to best effect.

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

The headteacher, staff and governing body should now:

- Improve the assessment and recording of what pupils know, understand and can do by fully implementing the agreed policy for action.
- Improve the efficiency of the school office by recording all important office procedures and training a second competent person in them.
- Improve the provision of homework for pupils at Key Stage 2, so that pupils receive progressively more demanding tasks as they grow older, in preparation for their secondary education and to consolidate their learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
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
0	21	53	26	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)	25	125
Number of full-time pupils eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	17

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	9
Pupils who left the school other than at the usual time of leaving	11

### Attendance

Authorised absence	%
School data	5.9
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	6
	Girls	9	10	10
	Total	15	17	16
Percentage of pupils at NC level 2 or above	School	79 (90)	89 (88)	84 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	10	7
	Total	15	15	13
Percentage of pupils at NC level 2 or above	School	79 (87)	84 (88)	68 (88)
	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	13	19	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	6	7	7
	Total	14	16	15
Percentage of pupils at NC level 4 or above	School	64 (67)	73 (75)	68 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	8	7	8
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	68 (83)	68 (75)	73 (75)
	National	68 (65)	69 (63)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	3
Indian	1
Pakistani	4
Bangladeshi	0
Chinese	1
White	107
Any other minority ethnic group	2

*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	3	1
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)	6.1
Number of pupils per qualified teacher	20
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	63.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998
	£
Total income	244 084
Total expenditure	235 198
Expenditure per pupil	1589
Balance brought forward from previous year	14 314
Balance carried forward to next year	23 200

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	0	0	2
My child is making good progress in school.	51	49	0	0	0
Behaviour in the school is good.	34	56	5	0	5
My child gets the right amount of work to do at home.	34	34	17	5	10
The teaching is good.	66	29	2	0	3
I am kept well informed about how my child is getting on.	59	33	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	71	27	0	0	2
The school works closely with parents.	71	20	3	0	6
The school is well led and managed.	58	36	3	0	3
The school is helping my child become mature and responsible.	58	37	3	0	2
The school provides an interesting range of activities outside lessons.	29	42	12	5	12

### Other issues raised by parents

At the meeting for parents, the quantity of homework at Key Stage 2 was the only issue raised.