

# INSPECTION REPORT

## **EASTWICK JUNIOR SCHOOL**

Great Bookham

LEA area: Surrey

Unique reference number: 125013

Headteacher: Mr J Stevens

Reporting inspector: Ms Ruth Frith  
2490

Dates of inspection: 8 – 10 May 2000

Inspection number: 191843

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11 years
Gender of pupils:	Mixed
School address:	Eastwick Drive Bookham Surrey
Postcode:	KT23 3PP
Telephone number:	01372 453277
Fax number:	01372 451648
Appropriate authority:	Governing Body
Name of chair of governors:	Mr T Moore
Date of previous inspection:	27 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Eastwick Junior is a community school for boys and girls of all abilities aged 7 to 11 years. There are 384 pupils on roll. The school serves an affluent part of Surrey and there is a high incidence of owner-occupiers amongst its parents. The percentage of pupils entitled to free school meals is well below the national average. On entry to school, pupils demonstrate a wide range of attainment and overall have above average standards. However, evidence from the local education authority indicates that pupils' attainment on entry has declined over the past four years and the current Year 3 pupils had average levels of attainment in writing on entry to school. There are very few pupils from ethnic minority groups and this reflects the local population.

There is an above average percentage of pupils with special educational needs in the school which includes 28 pupils in the Special Educational Needs Support Unit. Thirty-one pupils (eight per cent) have statements of special educational needs and this is well above the national average.

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

Eastwick Junior is a very successful school, which is popular with parents and has a good reputation in the community. It achieves high standards and provides well for its pupils, reflecting a strong commitment to its aim of inclusive education for all. The quality of teaching is very good and encourages the pupils to work hard. The leadership and management of the school are also very good and manifest themselves in a strong commitment to raising standards whilst also offering a broad and interesting curriculum. The school provides good value for money. The strengths of the school have been recognised recently by the local education authority who awarded the school the first Millennium Schools' Trophy.

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

- The school is a caring community with a strong ethos based on the values of respect, tolerance and co-operation. Pupils' spiritual, moral, social and cultural education is very well developed.
- Results in national tests for pupils at the end of their last year in school are well above average in English, mathematics and science.
- Teaching is very good overall and supported by good curricular provision.
- Provision for pupils with special educational needs is very good and enables them to make similar progress to that of their peers.
- Pupils' attitudes to learning and their behaviour are very good.
- Management and leadership of the school are very good. The headteacher, deputy headteacher, staff and governors are strongly committed to the raising of standards and to continual improvement.
- Parents support the school well and are pleased with the education it provides.

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

- Although teachers make good provision for higher attaining pupils in many lessons, this is not consistent in all classes and subjects.
- Although the school has a system that regularly records pupils' progress, information from this is not yet fully analysed to identify fluctuations in standards so that strategies can be adopted and individual targets set for improvement.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection in January 1997 found Eastwick Junior to have many strengths. Since then, the school has successfully addressed the issues identified in the inspection report and further improved. Standards in English, mathematics and science are above those reported in the last inspection and the school has maintained the high standards achieved in National Curriculum test results. There has been a significant improvement in the quality of teaching overall, but particularly in information and communication technology, art, physical education and design and technology. Staff have improved the planning and use of resources in these subjects so that that pupils receive lessons with activities which develop their skills in a progressive way. Provision for the development of pupils' spiritual, moral, social and cultural education has improved and the school now meets the requirement to provide a daily act of collective worship. The role of the governing body in relation to strategic planning and the monitoring of spending is well structured and has resulted in governors having a clear view of the school's future development. The quality of the headteacher's leadership and

management is now very good and the deputy headteacher and other key members of staff ably support him.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	B
Mathematics	A	A	A	B
Science	B	A	A	B

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

These results show that in 1999 the performance of pupils in English, mathematics and science was well above the national average and remained at the same high level as the previous year. When compared to schools with pupils of a similar background, the levels indicate above average standards in all three subjects. Evidence from this inspection confirms that pupils in Year 6 are expected to maintain these high standards and are in line to reach the targets which the school has set. These standards are particularly impressive when taking into account the above average number of pupils with a statement of special educational needs in the school. The school continues to improve in line with national trends from a higher than average base.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in what they do and keen to talk about their work. They are proud of their achievements and try to do their best.
Behaviour, in and out of classrooms	Very good throughout the school.
Personal development and relationships	Very good. Pupils develop in confidence as they progress through the school and become increasingly more responsible. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Good – above the national average. Lessons start promptly and no time is wasted.

The pupils' very good behaviour, relationships and personal development provide a good basis for their learning and make a positive contribution to the standards that they achieve. Staff have high expectations of their pupils who, in turn, respond well. The pupils' attitudes and values are strong features of the school

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Very 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 teaching is excellent in 7 per cent of lessons, very good in 42 per cent, good in 31 per cent and satisfactory in 17 per cent. Teaching is unsatisfactory in 3 per cent of lessons. This quality of

teaching represents a significant improvement since the last inspection. Teachers manage pupils very well and have high expectations of behaviour. Consequently, no time is wasted and pupils try hard to do their best. When questioned, pupils are keen to answer and put forward their own points of view. The comments made to pupils and the good use of marking, raise pupils' self-esteem and give them a clear idea about how they can improve. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson. There are a few occasions when lesson objectives for higher attaining pupils are not sufficiently challenging. The teaching and support for pupils with special educational needs is very good and meets their needs well through a well-structured multi-disciplinary approach. A particular strength is the effective teamwork, which includes both teachers and support staff. All are keen to improve and keep up-to-date by attending courses and by using the expertise of people from outside school. Literacy and numeracy are taught well and staff are responding enthusiastically to the development of the new computer suite where they teach specific information and communication technology lessons. Teachers are effective in the way they set work for pupils to do at home which maintains their interest and builds on the work they have done in school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and provides a rich educational experience for pupils. Good cross-curricular links are made and learning in one subject is often consolidated or developed in another. School trips and extra-curricular opportunities are wide-ranging and well supported.
Provision for pupils with special educational needs	Pupils with special educational needs receive very good specialist support and progress well towards the targets set in their individual education plans. The management and organisation of provision is particularly good and staff work well as a team to provide a high quality experience for these pupils.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness, knowledge of social and moral responsibilities, and the experience of wide-ranging cultural activities is very good.
How well the school cares for its pupils	Staff have very good knowledge and understanding of their pupils and make good provision for their welfare, health and safety. The care given to pupils is well reflected in the way pupils, in turn, respect and care for others.

The headteacher, staff and governors are keen to ensure that pupils experience a rich and varied curriculum as well as successfully meeting the requirements of the National Curriculum and other national initiatives. This is achieved by good planning and the provision of an extensive range of activities that includes clubs, instrumental tuition, music, singing, competitive sports, day and residential visits.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management of the school play a key role in the promotion of high standards. The headteacher, senior staff and governors form a strong and effective team.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and, since the last inspection, are more involved in the identification of priorities for improvement. They support and work with staff effectively. All statutory requirements are met.



The school's evaluation of its performance	Good in analysing the strengths and weaknesses of the school and deciding what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from the strong senior management team and effective governing body who share a clear vision for the development of the school with a specific focus on teaching and learning. Pupils come into the school with above average levels of attainment. Overall, they are well taught and this results in pupils having very good attitudes to learning, behaviour and relationships and high academic standards by the time they are 11 years old.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and they make good progress.</li> <li>• Behaviour in the school is good; the school is helping children to become mature and responsible.</li> <li>• The teaching is good and the school expects their child to work hard and achieve his or her best. Staff work hard and are very professional. There is a strong sense of teamwork.</li> <li>• The school works closely with parents and they are kept well informed about how their child is getting on.</li> <li>• The school is well led and managed.</li> <li>• Improvements in the school's physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A wider range of extra-curricular activities.</li> <li>• The amount of work that the children are given to do at home. Some parents would like their children to receive more homework and others, less.</li> </ul>

Inspectors endorse the positive views held by parents and the regard they have for the school overall. The inspection team does not concur with the views of some parents who think that the provision for extra-curricular activities is not satisfactory, nor does it agree with some parents' views that the quantity of homework is inappropriate. The provision of regular homework is supporting the high standards maintained in school and the school policy indicates that pupils should not continue with homework after a specific time if they do not wish to do so. Almost all parents praised the school either through comments on the questionnaires, at the parents' meeting or through speaking with inspectors during the inspection. Although they appreciated the restrictions placed on the school through its funding, a minority expressed disappointment that French was no longer being taught in the school. A few were also disappointed that the Year 5 trip to Swanage was not taking place this year.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school is a caring community with a strong ethos based on the values of respect, tolerance and co-operation. Pupils' spiritual, moral, social and cultural education are very well developed.**

1. There is a very good ethos in the school and the community spirit is a strong feature. These aspects are based upon strong foundations of mutual respect, tolerance and co-operation and are enhanced by the very good relationships evident throughout the school. Respect and tolerance for others are displayed by pupils in the way they work and play together. This reflects the school's belief that Eastwick Junior is a school in which all pupils, regardless of ability and need, can learn and make progress. Pupils are articulate and very positive about the school. They have a strong sense of belonging and are proud of the work that they do. They believe they are liked by staff and trusted. The aims of the school are well met and the drive for high academic standards is effectively combined with other aspects of personal development.
2. Pupils are encouraged to reflect on their own feelings and emotions through sessions in the school's personal, social and health education programme and these, in turn, help pupils to understand how others feel. Pupils are also encouraged to record their own feelings and emotions through, for example, their study of history and literature. Year 6 pupils produce poems with a strong spiritual element on the topic of 'Peace' following their work in History on World War Two and also respond well to their study of Shakespeare. Pupils' spiritual development is further enhanced by the good quality of assemblies, which contain an act of collective worship and opportunity for reflection. Music in assemblies is used effectively to create a strong sense of community and to develop pupils' understanding of a range of cultures. As well as looking outward to other communities, pupils are encouraged to gain an appreciation of their own culture through their studies and visits. Teachers also place a high priority on ensuring that pupils become involved in a range of musical and artistic events.

**Results in national tests for pupils at the end of their last year in school are well above average in English, mathematics and science.**

3. Compared to all schools, Eastwick Junior attained well above average standards in English, mathematics and science tests for eleven-year-olds in 1999. The number of pupils who achieved a level higher than that expected for their age was also well above the national average in all three subjects. When compared with similar schools, pupils attained above average standards in English, mathematics and science. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 6 are in line to maintain these high standards. These standards are particularly impressive when taking into account the above average number of pupils with a statement of special educational needs in the school.
4. The school has successfully implemented the literacy and numeracy strategies. Teachers have good subject knowledge and use the different sections of the sessions to maintain pupils' interest and develop their learning. High standards in speaking and listening are seen throughout the school as pupils gain in confidence and are encouraged to put forward their views on a range of subjects. In Year 3, pupils read challenging texts with fluency and accuracy and effective questioning by the teacher helps pupils to appreciate how language is used to create atmosphere in a story. In the best lessons, the high expectations of teachers ensure that pupils are encouraged to work hard to develop, and use, a wide range of vocabulary and the work on display indicates how pupils have carefully chosen appropriate vocabulary for the effect it has on the reader. By Year 6, pupils read a wide range of texts and the good relationships evident between the teacher and pupils in one lesson observed was used effectively by the teacher to develop the pupils' confidence and expression in reading. By the time they leave school, pupils have had much practice in writing for a variety of purposes and this helps to support the very high standards that they achieve.
5. The introduction of the numeracy lessons is stimulating pupils' interest, particularly in mental calculations, and pupils are quickly gaining in confidence and competence. Teachers have high expectations and plan lessons with activities that build on pupils' prior knowledge and understanding. This, together with the very good use of mathematical language and use of practical examples to confirm and clarify learning points, results in pupils making good gains in their learning and attaining high standards.

6. Pupils make good progress as a result of the high expectations of staff, the provision of a broad curriculum and the pupils' very good behaviour and attitudes to learning. In most cases, teachers mark the pupils' work well and use the information gained from this to correct any misunderstandings and indicate to pupils how they can improve their work. This has enabled teachers to focus their attention on areas that are likely to make a difference to pupils' levels of attainment. As a revision activity, teachers in Year 6 provide a good session on dissecting a flower which, in addition to developing pupils' observation skills, consolidates their knowledge and understanding of the functions of each part of the flower.

**Teaching is very good overall and supported by good curricular provision.**

7. Teachers are conscientious and hardworking. They have addressed the key issues identified in the last report well, and improvements in teaching, particularly planning, have resulted in a better experience for pupils in information and communication technology, art, physical education and design and technology. Teachers' subject knowledge is generally good, particularly in literacy, mathematics, music and art. Excellent subject knowledge of the teacher in a Year 6 class enabled her to effectively challenge pupils by questioning them about the imagery in Macbeth. In a small minority of literacy and numeracy lessons there is a lack of focused teaching when pupils are working in groups and consequently the rate of progress slows. Teachers have made the most of opportunities to develop their skills further through sharing experiences in school, for example, by working in the newly created computer suite and by attending courses. The school has received recognition as an 'Investor in People' in response to the standards achieved through the professional development of its staff.
8. As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and rich curriculum, which stimulates their interests and encourages a desire for learning. Pupils achieve high standards in their music lessons as a result of a well-structured programme of activities supported by enthusiastic and challenging teaching. Many pupils say that they enjoy art and are proud of the good standards that they achieve. This, too, is a result of a good programme of activities, which systematically develops the pupils' skills and responses to a range of artists. Good cross-curricular links are made and learning in one subject is often consolidated or developed in another. Mathematical skills are developed alongside designing and making skills when pupils in Year 6 make a pizza and its packaging. Art is used well to support other subjects, for example, in Year 3 where pupils create pastel and crayon pictures of the seasons and link this to their work in music.
9. Staff say that they enjoy working in the school and are encouraged to be involved in its development. Support staff are seen as valued members of the teaching team and make a significant contribution to the work of the school and pupils' progress. Communication within the school is very good and staff feel able to ask for support and also put forward their own views. These factors result in a staff which is keen to do its best for pupils and colleagues. All teachers and many support staff have some involvement in working with pupils out of formal school hours, for example by organising extra-curricular activities and going on school trips. This reflects a strong commitment to education in its broadest sense. Teachers and support staff take pride in the pupils' achievements through the display of their work. It is of a high standard and contributes positively to the raising of pupils' self-esteem and confidence. It covers all areas of the curriculum and reflects activities outside school, for example, following a Year 4 visit to a Hindu Temple.

**Provision for pupils with special educational needs is very good and enables them to make similar progress to that of their peers.**

10. The school has good systems to identify the individual needs of pupils and cater for the wide range of pupils in school. Teachers and support staff know their pupils well and are quick to identify pupils who are experiencing difficulty with their learning. The co-ordinator for special educational needs works well with members of staff to ensure that the work set is appropriate. The additional support provided ensures that pupils make good progress towards the targets identified in their individual education plans. Formal systems record pupils' attainment and progress and information gained from these is used to challenge them in their learning.
11. The work of the Special Needs Support Unit is a particular strength of the school. Pupils are encouraged to play a full part in the life of the school and are very well integrated. Timetables are well developed and specialist staff well managed to provide a consistent approach to teaching and learning. Those pupils who display aspects of challenging behaviour are very well managed. High expectations are set for these pupils and the firm and caring approach adopted

by teachers and support staff results in them modifying their own behaviour as was observed in a Year 4 session. Listening skills were also well developed and by the end of the lesson, pupils assessed their own learning and showed delight in the recording of their 'story endings'. Pupils also develop confidence through, for example, specific drama sessions that encourage their communication skills and relationships with others.

**Pupils' attitudes to learning and their behaviour are very good.**

12. Pupils are well motivated and respond very well to the teachers and the activities provided. They are eager to improve their work and have pride in their achievements. Pupils listen well to each other, and to the teachers, and show by their answers and comments that they understand. Pupils in Year 6 indicate that they have a clear understanding of the importance of their own learning and most are very clear about how they can improve. This is supported by the way teachers explain the next steps to be taken in learning and through the marking of pupils' work. Lesson objectives are shared with pupils at the beginning of lessons so pupils are clear about what they should learn. Pupils develop independence and show respect for the school and resources. Throughout the school, pupils work well on their own and have the confidence to ask for help when they need it. The pupils' good attitude to learning is a key feature in ensuring that they do as well as they can and consequently make good progress.
13. The school's expectations regarding good behaviour and courtesy towards others are clearly outlined by staff and demonstrated by their daily interactions with pupils. Teachers display by their responses that they like the children in their care and most have relationships with the pupils that include the opportunity for humour. Communication between staff and pupils is positive, friendly and supportive. This results in pupils who feel valued and, in turn, value others and their property. Formal systems of rewards encourage pupils to give of their best. In classrooms, around the school and in the playground, the behaviour of pupils is very good. Pupils play harmoniously and, when eating lunch, the behaviour and conversation contributes towards this being a happy and social occasion. The grounds and play equipment provided at lunchtime are instrumental in maintaining pupils' very good behaviour. Pupils with special educational needs, who often need support, are encouraged to become fully involved by playing with other pupils. Staff responses are good in the way they allow independence for these pupils whilst also ensuring that adequate care is provided. Pupils can be trusted to work independently and they also generally work very well together.

**Management and leadership of the school are very good. The headteacher, deputy headteacher, staff and governors are strongly committed to the raising of standards and to continual improvement.**

14. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. Whilst he is keen to ensure that pupils reach the highest academic standards possible, he believes that care should be taken not to lose sight of the individual needs of the children. This belief is well reflected in practice, where the school is particularly good at providing for pupils with special educational needs. The headteacher is supported well in these views by staff and governors. He has a strong senior management team and the skills and expertise of the headteacher and deputy headteacher are well complemented. The headteacher is very effective in recognising people's strengths and delegating responsibilities. He helps colleagues to become fully involved in school improvements, stays up-to-date with developments and offers support when necessary. At the same time, he encourages staff to lead developments and take responsibility for key areas for improvement, for example, information and communication technology and the piloting of target setting in Year 6.
15. Governors contribute well to the effectiveness of the school. They have a good level of knowledge and a good range of expertise, which help them to be fully involved in discussions and developments. They have trust in the headteacher and staff, make regular visits to the school and use the information gained from these visits to inform their decision-making. There has been a significant improvement in the governors' role in strategic planning and the governors now have a clear view of the school's aims and priorities for action. Senior staff and governors are reflective practitioners who are aware of possible changes in the future that need to be planned for, such as the decline in standards on pupils' entry to the school and the possible increase in pupils with specific learning difficulties. The management of the school is open to current initiatives and ideas and reflects this in the school development plan where, for example, they recognise the importance of analysing data in order to develop strategies for improvement. There has been a significant improvement in the leadership and management of the school since the last inspection

## **Parents support the school well and are pleased with the education it provides.**

16. Parents, through responses in the questionnaires and comments at the parents' meeting, expressed a high level of satisfaction. Their perception is that Eastwick Junior is a good school. Teachers know their pupils well and support them in order to achieve good results. Parents like the values of the school and the way in which individual achievement and good behaviour are promoted and recognised. They believe that Christian values are promoted well. The Parent/School Association raises substantial funds to support projects and the money raised from this contributes significantly to the work of the school. Parents also support teachers well by accompanying pupils and staff on school visits. Parents are interested in the school and support their children well at home. This good link between home and school is a positive feature and an important factor in the development of pupils' very good attitudes to school and learning.

## **WHAT COULD BE IMPROVED**

**Although teachers make good provision for higher attaining pupils in many lessons, this is not consistent in all classes and subjects.**

17. One of the positive developments in teaching since the last inspection is the sharing of learning objectives with pupils at the beginning of each lesson. Whilst in most lessons these learning objectives are appropriate for the needs of all pupils, on a few occasions they are not sufficiently focused on extending higher attaining pupils. In a minority of cases, what higher attaining pupils are expected to do is not challenging enough – for example, when reading during a literacy session in Year 5. Here, the questioning was not sufficiently challenging to develop the pupils' interpretation of the text. Provision for higher attaining pupils is better in the numeracy and science lessons observed than in literacy lessons and, although a significant number of pupils attain the higher levels in all subjects, more able pupils could be further challenged in some lessons.

**Although the school has a system that regularly records pupils' progress, information from this is not yet fully analysed to identify fluctuations in standards so that strategies can be adopted and individual targets set for improvement.**

18. The school has a system for recording pupils' attainment on entry to school and assessing their learning at regular intervals in order to ensure that good progress is being made. Although teachers know their pupils well and use this knowledge to set appropriate work, some are not systematically using this information to identify fluctuations in progress and standards. The school has recognised differences in attainment between girls and boys and the need to challenge higher attaining pupils further from information provided by the local education authority but, as yet, have not addressed these issues. Teachers in Year 6 are developing target setting for individual pupils and senior staff have seen this as an area for development across the school.

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

19. This is a good school with no major weaknesses; there are therefore no key issues. However, the following areas for further development should be considered:
- Achieve greater consistency across classes and subjects so that teachers always plan work to challenge higher attaining pupils fully. (Paragraph 17)
  - Use the information gained from assessing pupils' progress to set individual targets for improvement, recognising any differences that may be present between girls and boys and pupils of different abilities. (Paragraph 18)

**The school has already identified the need to address these issues through their school development planning process.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	42	31	17	3	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)		384
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR -Y6
Number of pupils with statements of special educational needs		31
Number of pupils on the school's special educational needs register		104

English as an additional language	No. of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence	%
School data	4.6
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	41	50	91

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	39
	Girls	46	42	46
	Total	75	74	85
Percentage of pupils at NC level 4 or above	School	82 (83)	81 (76)	93 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	31	33
	Girls	46	46	45
	Total	72	77	78
Percentage of pupils at NC level 4 or above	School	79 (92)	85 (87)	86 (97)
	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	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	382
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	0	0
Other minority ethnic groups	0	0

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

### Teachers and classes

#### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	22
Average class size	32

#### Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	400

FTE means full-time equivalent.

### Financial information

Financial year	1998/9
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	£
Total income	786,383
Total expenditure	769,588
Expenditure per pupil	2010
Balance brought forward from previous year	47,565
Balance carried forward to next year	64,360

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	384
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.	39	53	5	1	1
My child is making good progress in school.	43	48	7	0	2
Behaviour in the school is good.	23	68	6	0	3
My child gets the right amount of work to do at home.	19	53	19	7	2
The teaching is good.	40	54	3	1	2
I am kept well informed about how my child is getting on.	30	58	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	52	42	4	2	0
The school expects my child to work hard and achieve his or her best.	55	38	4	1	1
The school works closely with parents.	28	57	10	3	2
The school is well led and managed.	35	53	5	4	3
The school is helping my child become mature and responsible.	33	59	5	0	3
The school provides an interesting range of activities outside lessons.	26	49	19	4	2

### Other issues raised by parents

- Some parents were disappointed in the decision to cease teaching French at the school.
- Concern was expressed about the cancellation of the Year 5 residential visit to Swanage.
- Whilst the majority of parents thought that the school provided a good curriculum with particular strengths in music, a minority believed that there had been a decline in sporting activities.