

INSPECTION REPORT

SAINT MATTHEW'S C of E VA PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124783

Headteacher: Clive Minnican

Reporting inspector: Mr. I. T. Pratt
13626

Dates of inspection: 25 – 26 June 2001

Inspection number: 193120

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Portman Road Ipswich Suffolk
Postcode:	IP1 2AX
Telephone number:	01473 251614
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev Paul Hardingham
Date of previous inspection:	10 – 14 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Matthew's Church of England Voluntary Aided Primary School is a mixed school of larger than average size, serving 325 pupils aged between 4 and 11 years of age. Fifty-three per cent of pupils are girls and 47 per cent are boys. Children enter the reception class at the beginning of the year in which they will have their fifth birthday, but attend on a part-time basis until the start of the term they become five. The majority have levels of skill and knowledge in line with those usually found in children of this age.

The school is situated close to the centre of Ipswich. It serves a wide area, with pupils coming from all parts of the town and from as far away as North Essex and Mid Suffolk. The pupils come from a very wide range of social and economic backgrounds, although overall circumstances are broadly average. Fifteen per cent of pupils are eligible for free school meals; broadly average for primary schools nationally. The school is oversubscribed each year, so it is currently building new classrooms and other facilities that will allow two classes to be taken into the foundation stage each year, starting in September 2001. For many years the school has attracted a high proportion of pupils from black ethnic backgrounds, and currently a little more than a quarter of pupils are from this minority ethnic group. Four pupils come from homes where English is an additional language; well below the national average, and two pupils are at the early stages of learning English. Twenty-four per cent of pupils have special educational needs, a figure in line with the national average, although the proportion of pupils with a Statement of Special Educational Need is below the national average.

HOW GOOD THE SCHOOL IS

Saint Matthews C of E VA Primary is a very effective school that serves its pupils very well. The pupils achieve high standards because of their very positive attitudes to learning and because teaching throughout the school is predominantly good, and in some classes is consistently very good. The headteacher provides very effective leadership for the school, which is continuing to significantly improve standards of achievement and the quality of education provided. The school provides good value for money.

What the school does well

- The very good leadership and management of the headteacher and other key staff has enabled the school to improve greatly since the last inspection, and this has been recognised by granting it Beacon School Status.
- The school achieves high standards in English, Mathematics and science at the end of both key stages.
- The quality of teaching is good, and this enables pupils to learn at a good rate.
- The pupils' very good attitudes and behaviour enable them to take full advantage of the educational experiences offered to them.
- The school provides a rich and stimulating curriculum, including very good provision for personal, moral and social development.

What could be improved

- The school does not consistently provide sufficient challenge for the highest attaining pupils to make the progress of which they are capable, particularly in mathematics.

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

The school has many significant strengths that very heavily outweigh its few areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school responded very positively to the findings of the previous inspection in March 1997 and has improved greatly in many areas of its work. The continued strong leadership of the headteacher, deputy head and other key staff has resulted in significantly improved standards of work and results in the National Curriculum tests for 7 and 11 year olds are rising faster than the national trends. Very good monitoring and development of teaching has markedly improved its quality; previously it was described as satisfactory, now it is good. The curriculum for children in the foundation stage is now

good, and the behaviour of pupils at Key Stage 1 has improved to a very good level. The improvements in the school and the standards achieved have recently been recognised by the Department for Education and Skills by the award of Beacon School Status.

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
	1998	1999	2000	2000
English	D	C	A	A*
Mathematics	C	C	B	A
Science	B	C	A	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The high standards that the pupils attain at the end of both Key Stage 1 and Key Stage 2 are a major strength of the school. Children enter the foundation stage with broadly average attainments. They make sound gains in all areas of learning including language, literacy, mathematical and social development, and by the age of five, attain the standards expected for children of this age. The results of the 2000 Key Stage 1 National Curriculum assessments in reading, writing and mathematics are well above both the national average and that of similar schools. The mathematics results are very high, placing the school in the top five per cent when compared with similar schools. Work seen during the inspection confirms that pupils are currently attaining standards in English, mathematics and science that are above the national expectations.

Results in the 2000 Key Stage 2 National Curriculum tests show that standards are well above the national average in English and science. Standards in these subjects are very high when compared to similar schools, placing the school in the highest five per cent nationally. In mathematics, the results are above the national average and well above when compared to similar schools. In all three core subject standards are rising at a rate faster than the national trend. Work seen during the inspection confirms these high standards. The pupils' literacy and numeracy skills are above average. Boys attain higher standards than girls in the national assessments, although this trend was not confirmed in work seen during the inspection. The school's targets for attainment over the next two years are suitably challenging. Pupils achieve well, including pupils with special educational needs, although those from black ethnic backgrounds generally achieve less well than their white peers. The school is aware of this trend, and is working diligently to raise the standards of these pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the pupils are eager to come to school and show much enthusiasm in their learning.
Behaviour, in and out of classrooms	Very good, both in class and around the school; one fixed term exclusion in the last two years.
Personal development and relationships	Very good relationships throughout the school; personal development is a major strength of the school.
Attendance	Satisfactory, with well below average unauthorised absence.

The school's strong Christian ethos and the high expectations of teachers result in the pupils developing very positive attitudes to learning and establishing very good relationships. They come to school expecting to work hard, and are eager to do so. Their behaviour is very good in class, so little time for learning is wasted. The rapid pace of pupils' personal development is demonstrated by their initiative, self-control and thirst for learning.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection, teaching was satisfactory or better in 100 per cent of lessons, good or better in 79 per cent of lessons and very good in 23 per cent. No unsatisfactory teaching occurred.

The quality of teaching in English and mathematics is consistently good, and the basic skills of literacy and numeracy are taught effectively across the subjects of the curriculum. The methods used by teachers are a particular strength, including whole class teaching at the start of all literacy and numeracy lessons, and the very effective sharing of learning objectives that motivates the pupils to learn what is intended. Pupils are organised and managed very effectively, so very little time is wasted. Other good aspects of teaching include the teachers' knowledge and understanding of the subjects, their high expectations of work and behaviour, their use of assessment to guide their planning and the effectiveness with which they deploy resources and learning support assistants. Whilst teachers often plan work effectively for pupils of differing abilities, and make good provision for pupils with special educational needs, they do not consistently challenge the very highest attaining pupils, particularly in mathematics, where pupils are taught in one of three ability groups. Often pupils within each group are set the same work and this does not enable the highest attaining pupils to extend their learning to the full.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the school provides a broad, balanced and interesting curriculum that promotes learning very effectively.
Provision for pupils with special educational needs	Good provision is made, enabling these pupils to make good progress in their learning.
Provision for pupils with English as a second language	Good; pupils receive regular support from learning support assistants and make good progress in developing vocabulary and grammar.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; the climate for learning is exceptionally positive, and this provides pupils with many varied opportunities for personal development.
How well the school cares for its pupils	Very good; the school provides a secure and safe environment, and monitors the differing facets of the pupils' development very effectively.

The school provides a rich and stimulating curriculum, and has implemented the literacy and numeracy strategies well. The pupils' very positive attitudes to learning enable them to take full advantage of the educational opportunities offered to them, and as a result they learn at a good rate.

The school promotes and monitors good behaviour very well. It has very effective procedures to assess the pupils' attainments and monitor their rate of learning, and uses assessment information soundly to guide curriculum planning. Individual target setting is at an early stage of development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The strong and effective leadership by the headteacher and other key staff has established a clear sense of purpose and direction to the work of the school, which has improved significantly since the last inspection.
How well the governors fulfil their responsibilities	Good. Governors fulfil all of their responsibilities well and are effective in helping the school to bring about improvements.
The school's evaluation of its performance	Good. Through rigorous self-evaluation, the school identifies accurately its strengths and weaknesses and takes appropriate action to improve.
The strategic use of resources	Good.

The headteacher provides very effective and decisive leadership for the school, and is supported very well by the governors. Strengths of management include clear educational direction, constant evaluation of the school's effectiveness, good budget and development planning and decisive action to bring about improvements. The day-to-day administration of the school by the school secretarial staff is of high quality, releasing the headteacher to concentrate on the pupils, staff and the curriculum. The school applies the principles of 'best value' well when it purchases goods and services. The accommodation is currently adequate overall, however current major building work will considerably enhance facilities and provide improved opportunities for learning.

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 children like the school and make good progress • The high standards attained by pupils. • The good quality of teaching. • The pupils' good behaviour. • The way the school fosters maturity and responsibility in the pupils. • The friendly and caring atmosphere of the school and the high quality of relationships between pupils and with staff. • The leadership and management of the school. • The 'open door' policy when parents have questions and concerns. 	<ul style="list-style-type: none"> • The information provided about how the children are getting on. • The amount and consistency of homework provided. • The range of interesting activities outside lessons.

Inspection findings fully support the parents' very positive views about the school. Parents have good formal opportunities to meet with teachers to find out how their child is getting on, and the school is very approachable on a more informal basis to listen to parents and supply information. The quality of annual reports is at least adequate and is often good. The school has introduced further interim reports to keep parent up-to-date. Inspectors find that the provision of homework is satisfactory overall and do not agree with the views of a minority of parents who are critical about homework. At times, however, when temporary staff teach classes, the normal homework routines are adversely affected. Inspectors find that there is a good range of extra-curricular activities but they are currently restricted to pupils at Key Stage 2.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership and management of the headteacher and other key staff has enabled the school to improve greatly since the last inspection, and this has been recognised by granting it Beacon Status.

1. The headteacher leads the school highly effectively. He has a very clear vision of what the school should achieve, and has the management strategies to bring this vision into reality. The school's educational direction is clearly focused on the achievement of high academic and personal standards and the provision of a good quality of education. The headteacher has built a very effective school management team that has accomplished much since the last inspection, and it has very good capacity to bring about further improvement.
2. The school evaluates its work very thoroughly, identifies what needs to be improved, and is successful in the action it takes. Teaching and the quality of the pupils' work is monitored and evaluated very effectively. The headteacher, other staff and the governors regularly carry out formal observations of lessons, and examine the pupils' work. Teachers are provided with feedback designed to help them develop their effectiveness, and this is one of the major factors that has raised the quality of teaching throughout the school.
3. The governing body is effectively led and contributes very well to the successful management of the school. Governors are well informed, interested in the school's work and are highly supportive of it. They take a direct monitoring role, for example, through joint lesson observations with subject co-ordinators, and this provides them with first hand information upon which to base their decisions. They are fully involved in development and budget planning, and monitor financial matters closely.
4. The budget is now planned and controlled effectively, to support the priorities set out in the school development plan. Whilst the school has a substantial surplus of funds at present, these are earmarked for resources to equip the new buildings, currently under construction. The previous report criticised development planning because it covered only one year. Development planning is now good, covers a three year period and identifies priorities for development that are firmly based on the analysis of the school's strengths and weaknesses. The school benefits from high quality administration of its day-to-day affairs by the school secretarial staff, who not only deal efficiently with the financial and clerical duties of the school, but also form an excellent first point of contact for parents, and visitors. The school is diligent to ensure that it purchases its goods and services at competitive rates.

The school achieves high standards in English, Mathematics and science at the end of both key stages.

5. Work seen during the inspection shows that standards in literacy are well above the national expectations at the end of Key Stage 1 and Key Stage 2. The literacy hour is now well established, is effectively taught and is making a major contribution to the high standards achieved. Literacy development has a high priority, both in specific literacy lessons and throughout the subjects of the curriculum.
6. Teachers have high expectations of what pupils will achieve in literacy. By the end of Key Stage 2, the content and accuracy of written work is good. Pupils write for a wide range of different purposes and can match the style they use to achieve differing effects, for example in letters, dialogue, poetry, note taking and recording information.
7. Most pupils develop as fluent, accurate and expressive readers, and show a high degree of understanding of what is read. Throughout the school, whole-class and group reading sessions in the literacy hours are used effectively to develop understanding of texts. Individual work is very well matched to the differing learning needs of the pupils in the class. Pupils with special educational needs are supported well in developing literacy skills,

because their needs are accurately assessed and work is provided that gives them both challenge and confidence.

8. Speaking and discussion skills are very well developed. Pupils speak confidently, use a wide and interesting range of language, listen to the points of view of others and can put forward well-reasoned arguments. They eagerly ask and answer questions because they are confident that both teachers and pupils will value their views and ideas.
9. Numeracy standards are above the national expectations at the end of both key stages. The National Numeracy Strategy has been implemented very effectively. The daily mental mathematics sessions are used well to develop quick recall of number facts and multiplication tables, and to develop an understanding of mathematical language. As a result, a large majority of the pupils are confident with the mental manipulation of numbers, and are able to explain the strategies they use to the rest of the class. Teachers have mainly high expectations of what the pupils will achieve, and provide suitable challenges for both average and low attaining pupils. For high attainers, work is not sufficiently well matched to enable them to achieve the standards of which they are capable.
10. The standards attained in science by the end of Key Stage 2 demonstrate that the pupils have a good grasp of investigative and experimental methods. They show a good level of understanding of how to make a test 'fair', for example, the need to keep everything identical and only test one variable. They put forward plausible hypotheses, design their own investigations, devise effective methods for recording results and draw conclusions from the data.

The quality of teaching is good, and this enables pupils to learn at a good rate.

11. The quality of teaching has been improved significantly since the last inspection, and now a large majority of lessons are good or better, with around a quarter being very good. The unsatisfactory teaching at Key Stage 1, noted by the previous inspection, has been eliminated. Rigorous and regular monitoring of the teachers' work in the classroom has had a major impact. This has provided the teachers with clear feedback about what is successful and what needs development. They have responded well to this feedback, and in doing so, have improved the quality of their work.
12. Parents at the pre-inspection meeting and those returning the questionnaire expressed their satisfaction at the good quality of teaching that occurs, and inspection findings fully support their views. The good, and frequently very good quality of teaching contributes strongly to the pupils' learning and their overall high level of attainment. Particular strengths in teaching include the well-selected methods and strategies used in the classroom. For example, in mathematics the lively and demanding mental maths sessions at the start of most lessons fully engage all pupils in thinking, answering questions and practising their numeracy skills.
13. Teachers plan lessons very well by clearly identifying the learning that they expect pupils to achieve during each lesson. They share the learning objectives with their pupils and this motivates them to achieve what is intended, involves them in their own learning and enables them to understand the progress they are making. Assessment information is used satisfactorily in lesson planning, but is not used consistently to provide work that matches the differing learning needs of all pupils within the class, notably the highest attainers. Good provision is made for pupils with special educational needs, both in the level of work they are given and the quality of support provided by teachers and learning support assistants.
14. Teachers have high expectations of the pupils, not only of their academic attainment, but also of their behaviour and attitudes to learning. Many lessons are conducted at a cracking pace, with stimulating whole-class teaching, very good use of questioning, good use of the board to organise ideas and smooth transitions from one activity to another. Tight time limits are used very effectively when pupils are set individual or group activities, and this injects a sense of excitement and urgency into their learning.
15. The management and organisation of pupils is good and is based on the mutual trust and respect that teachers and pupils have for one another. A very positive atmosphere for learning is maintained in lessons because teachers value what pupils have to say, and

because teachers use praise very effectively to motivate the pupils. Even when a pupil has an occasional lapse in concentration or behaviour, the teacher remains positive, and this persuades the pupil to conform. The only exception to this is when temporary staff do not have the skills or awareness to fully implement the school's positive methods, and in these instances the learning atmosphere suffers. Homework is used well to extend the pupils' learning.

The pupils' very good attitudes and behaviour enable them to take full advantage of the educational experiences offered to them.

16. Standards of behaviour are very good, in class, in the playground and around the school, and this contributes well to the pupils' good rate of learning. Children in the foundation stage behave well, and quickly understand that they should concentrate on their work and collaborate with their peers. At Key Stage 1 and Key Stage 2 behaviour in lessons is very good and many pupils show considerable self-discipline, rather than relying on the teacher to impose discipline. Pupils are given much responsibility for their own learning and respond to this in a mature and sensible way. In Years 5 and 6 much of the motivation for learning comes from the pupils, who are only too eager to show initiative and independence in their work.

The school provides a rich and stimulating curriculum, including very good provision for personal, moral and social development.

17. The school provides a broad, well balanced and interesting curriculum that promotes the pupils' academic and personal development very well and contributes strongly to the caring Christian ethos that pervades the school. The previous report was critical of the planning in some subjects, but these issues have been resolved and planning is now good. The curriculum for children at the foundation stage was also an issue at the time of the previous inspection. It is now well suited to their learning needs, enabling them to develop a wide range of knowledge and skills.
18. Provision for pupils with special educational needs is of good quality, enabling them to make good progress, particularly in the development of basic literacy skills. The school also uses assessment data effectively to identify pupils who would benefit from additional support to boost their performance, and as a result, the attainments of many of these pupils in the National Curriculum assessments are higher than predicted. The school is also tackling the issue of underachievement through the provision of Saturday School, funded through the New Opportunities Fund and in a partnership with four other schools and Suffolk Community Education. Classes are available to any pupil but are specifically targeted towards raising the achievement of pupils from minority ethnic backgrounds. Community Education is also involved in the school through the provision of 'Parent and Child Together' courses, helping parents to develop skills in helping their children to learn.
19. The basic subjects of the National Curriculum and religious education are greatly enriched by the school's very good provision for pupils' personal, social and moral development, and good provision for their spiritual and cultural development. The programme for personal, social and health education gives pupils opportunities to gain understanding about personal safety, drugs and sex education. Opportunities to discuss relationships enable pupils to develop a strong sense of how their own behaviour impacts on others and consequently they show a high degree of tolerance of views and beliefs that are different from their own. All staff set very positive role models for the pupils to emulate. They show kind, friendly and caring attitudes to the pupils, who in turn show these qualities to staff, visitors and one another.
20. The pupils' spiritual and cultural development is promoted well through assemblies, a wide range of visitors to the school, through residential and other visits to museums, galleries and theatres and through very good links with the church. These experiences are used effectively by the school as a stimulus for the pupils' work and contribute well to the standards they achieve. Music tuition for violin, cello, woodwind and brass instruments is provided by visiting teachers, and enhances standards well.

21. The range of extra-curricular opportunities is good, however this is limited to pupils at Key Stage 2 only, a point criticised by a minority of parents who would like some activities for pupils at Key Stage 1. The school aims to provide equality of opportunity for all pupils and largely succeeds in doing so.

WHAT COULD BE IMPROVED

The school does not consistently provide sufficient challenge for the highest attaining pupils to make the progress of which they are capable, particularly in mathematics.

22. The school's policy to group pupils into ability groups for teaching English and mathematics is effective in enabling a large majority of pupils to make good gains in learning, and for a higher than average proportion of pupils to achieve above the level expected nationally, by achieving Level 5 in English and mathematics.
23. Pupils in differing ability groups tackle different work from one another, thus pupils in a foundation group will complete work that is easier than that given to pupils in the extension group. This process of matching work according to ability is largely effective because it is pitched at a demanding level, enabling most pupils to learn at a good pace. However, teachers often do not further refine the level of work that the pupils within each group will be given, to make sure that it provides sufficient challenge for all members of the class. In English, the creative nature of much of the work, and the open ended nature of some of the tasks allows pupils of differing abilities to respond to the work they are given at their own chosen level. This gives scope for very high standards to be achieved. This is demonstrated by the fact that seven pupils in the current Year 6 have attained standards that are sufficiently high to enter them into National Curriculum assessments at Level 6. In mathematics, however, the content of lessons largely determines the level at which pupils will operate. In most of the extension teaching groups the work is quite challenging for most pupils, however the very highest attainers do the same work, only faster, and are not given sufficient extension. No pupils were entered into the National Curriculum assessments for mathematics at Level 6 this year.
24. The school recognises that it is at the early stages of developing policies and strategies for gifted and talented pupils, and has individual target setting as one of its school development priorities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In their work to further raise standards and improve the quality of education at the school, the governors and staff should now:

- Improve the level of challenge for the highest attaining pupils by:
 - rigorously identifying the highest attaining pupils in English, mathematics, science and in other aspects of academic, creative and physical development;
 - setting challenging targets for pupils' attainments, and monitoring their progress towards the targets closely; *
 - ensuring that all schemes of work provide teachers with sufficient guidance to address the needs of very able pupils;
 - ensuring the teachers plan to meet their needs in lessons and through homework; (paragraphs 9, 13, 22, 23, 24)

* denotes an area already recognised by the school as requiring improvement

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	56	21	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)	0	325
Number of full-time pupils eligible for free school meals	0	48

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	78

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	26	21	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	26
	Girls	21	21	21
	Total	45	47	47
Percentage of pupils at NC level 2 or above	School	96 (90)	100 (88)	100 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	22	23
	Girls	21	21	21
	Total	44	43	44
Percentage of pupils at NC level 2 or above	School	94 (88)	91 (90)	94 (83)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	23	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	18
	Girls	19	17	22
	Total	37	34	40
Percentage of pupils at NC level 4 or above	School	88 (69)	81 (67)	95 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	18
	Girls	19	19	20
	Total	33	36	38
Percentage of pupils at NC level 4 or above	School	79 (53)	86 (59)	90 (63)
	National	70 (68)	72 (69)	80 (75)

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	1
Black – other	77
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	4
White	199
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	1	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)	13.3
Number of pupils per qualified teacher	24.4
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	227

Financial information

Financial year	1999/00
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	£
Total income	592181
Total expenditure	583654
Expenditure per pupil	1785
Balance brought forward from previous year	40793
Balance carried forward to next year	49320

Results of the survey of parents and carers

Number of questionnaires sent out:

325

Number of questionnaires returned:

88

Percentage return

27

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes the school	66	34	0	0	0
My child is making good progress in school	67	31	2	0	0
Behaviour in school is good	66	33	1	0	0
My child gets the right amount of work to do at home	41	39	17	1	2
The teaching is good	61	36	0	0	3
I am kept well informed about how my child is getting on	45	39	15	1	0
I would feel comfortable about approaching the school with questions or problems	60	34	6	0	0
The school expects my child to work hard and achieve his or her best	76	22	1	0	1
The school works closely with parents	42	48	9	0	1
The school is well led and managed	74	25	0	0	1
The school is helping my child become mature and responsible	59	37	3	0	1
The school provides an interesting range of activities outside lessons	22	36	24	4	14