

# INSPECTION REPORT

**WADEBRIDGE COMMUNITY PRIMARY  
SCHOOL**

Wadebridge

LEA area: Cornwall

Unique reference number: 111979

Headteacher: Mr James Young

Reporting inspector: Mr David Amos  
21712

Dates of inspection: 30 - 31 October 2000

Inspection number: 193847

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Gonvena Hill  
Wadebridge  
Cornwall  
Postcode: PL27 6BL

Telephone number: 01208 814560

Fax number: 01208 816337

Appropriate authority: Governing body

Name of chair of governors: Mr Peter Meredith

Date of previous inspection: 28 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school which is situated in the town of Wadebridge in North Cornwall. There are currently 551 pupils on roll, which includes 52 pupils on a part-time basis in the nursery. The majority of classes are organised in single year group units. Pupils come to the school from a wide socio-economic background and, although attainment on entry to the reception year is varied, children start school with generally average ability. Only two per cent of pupils come from other than a white, United Kingdom heritage. The percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils with special educational needs is in line with the national average but the percentage of pupils with Statements of Special Educational Need is below the national average. There are only two pupils for whom English is an additional language.

Since the school was last inspected in 1997 there are five new members of staff.

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

Wadebridge Community Primary School provides a good standard of education for its pupils and attains above average standards in the core subjects of English, mathematics and science. The majority of teaching is good or better and pupils, by the end of Key Stage 2, achieve very well. Pupils with special educational needs receive good support and make good progress. The very good leadership of the headteacher, ably supported by the governors and a dedicated team of staff, is responsible for providing a warm, welcoming and secure educational environment in which the pupils develop both their academic and personal skills very effectively. The school provides good value for money.

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

- By the end of Key Stage 2, pupils attain well above average standards in English and science and above average standards in mathematics.
- The majority of teaching in the school is good, with very good teaching in reception and very good and sometimes excellent teaching at Key Stage 2.
- The pupils have very positive attitudes to their work, and their behaviour in classrooms and around the school is very good.
- The very good leadership of the headteacher and governors, supported by a team of dedicated and hard working staff ensure a school environment within which pupils can flourish.

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

- Standards in reading at Key Stage 1.
- A more systematic approach to monitoring and evaluating the work of the school.

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

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

There were five key areas identified for improvement in the last inspection and the school has made good progress, overall, in addressing these areas. The school has invested a considerable amount of time in developing a new curriculum planning system based on the national guidance given by the Qualifications and Curriculum Authority. This is effective in providing a broad and balanced curriculum, and is very effective in linking key skills and knowledge from subjects into a cross-curricular approach, whilst still maintaining a focus on

individual subjects. The quality of the school development plan has improved but still lacks some specific and measurable targets in its success criteria. The quality of provision for information and communication technology has improved considerably. The school now has a computer suite and good teaching of the required skills was observed during the inspection. Teachers' short-term planning still has some variation in its quality. The school has made every attempt to minimise the risks caused by the car parking area outside the front entrance but has to rely on a common sense approach by parents when dropping off or collecting their children.

## 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         | A             | A    | A    | A               | well above average A<br>above average B<br>average C<br>below average D<br>well below average E |
| mathematics     | B             | B    | B    | B               |   |
| science         | A             | A    | A    | A               |   |

The above table clearly shows the very high standards attained at the end of Key Stage 2. The results for 2000 show that the percentage of pupils attaining the expected Level 4 or above has remained similar in English and science, with a slight improvement in the mathematics results. From the quality of work seen during the inspection the pupils are on course to maintain these high standards. The results for Key Stage 1 over the past three years have been below average in reading. Although there has been improvement in the reading results for 2000, these still remain below the national average and the average for similar schools. The school exceeded its targets for both English and mathematics in the end of Key Stage 2 Standard Assessment Tests. The school is currently reviewing provision for reading at Key Stage 1 in order to improve the standards attained.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | The pupils have very positive attitudes to their school and their work.  |
| Behaviour, in and out of classrooms    | Behaviour is very good. Pupils are very polite and courteous.  |
| Personal development and relationships | The personal development of pupils is very good. The school provides a warm and welcoming environment and relationships between pupils and between staff and pupils are very good. |



|            |   |
|------------|---|
| Attendance | Attendance is good and pupils come to school on time. |
|------------|---|

The attitudes, behaviour and personal development of pupils are a considerable strength of the school and are a major contributory factor to the high standards attained. In lessons pupils' behaviour is very good and on many occasions it is exemplary. The headteacher and all staff set very good role models for the pupils, demonstrating and expecting courtesy and respect.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | Aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good               | Satisfactory   | 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 above table shows judgements on the lessons observed across the school. During the inspection very good teaching was seen in reception and in Key Stage 2. Teaching for children up to five years in the Foundation Stage is sound in the nursery and very good in reception. At Key Stage 1, the teaching is satisfactory overall with nearly half the lessons being good. At Key Stage 2, the teaching is good or better in 80 per cent of lessons of which 35 per cent were very good and one mathematics lesson was of exceptional quality. Where the skills of literacy and numeracy are taught effectively, the work is generally well matched to the ability levels of the pupils. The very good quality lessons are characterised by very good subject knowledge, clear objectives being set for the pupils' learning, challenging activities and skilful questioning. This resulted in very good gains being made by the pupils in their knowledge, skills and understanding in the subjects. In the few lessons that were satisfactory there was not always a complete understanding by the teachers of the importance of helping pupils to develop a range of methods for solving problems or calculations, and some parts of the main teaching activities lacked pace.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum                     | The school provides a broad and balanced curriculum. The new curriculum plan is innovative in the way it is providing for cross-curricular links whilst maintaining the individual focus on separate subjects. |
| Provision for pupils with special educational needs         | The school provides well for pupils with special educational needs. They receive good support in classrooms and when withdrawn in teaching groups are making good progress.                                    |
| Provision for pupils with English as an additional language | Support for the very small number of pupils with English as an additional language is good.  |

|   |   |
|---|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | This is a strength of the school's work. There is very good provision for spiritual, moral, social and cultural development. Pupils clearly know the difference between right from wrong and learn to respect and care for one another. |
| How well the school cares for its pupils  | The school has a very caring ethos and promotes the welfare of its pupils very well. Academic and personal development are carefully monitored.   |

There has been considerable attention given to introducing a new curriculum planning system in light of the Curriculum 2000 guidance. This provides a balanced curriculum, but the school needs to carefully monitor its implementation in order to ensure that the best possible use is made of the teaching time available. Provision for extra-curricular activities is very good. There is a very wide range of clubs, organised on a voluntary basis by all members of staff for all pupils as they move up through the school, and an equally impressive range of educational visits and visitors to the school. Spiritual development is promoted well in assemblies and through the curriculum. Moral and social development have a high priority and results in the very good attitudes and behaviour of the pupils.

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

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very good leadership. There is clear educational direction to the school and he very successfully promotes academic progress whilst providing an environment in which the pupils' all-round personal development is given high priority. He is very ably supported by the deputy headteacher and the senior management team. |
| How well the governors fulfil their responsibilities             | Governors are very supportive and involved in the work of the school. They are aware of the school's strengths and work closely with the headteacher and staff to improve areas which are in need of development.   |
| The school's evaluation of its performance                       | There is careful analysis of pupils' progress and some good monitoring of aspects of the school's work. However, the monitoring processes are not always clearly focused on priority areas identified in the school development plan or identifying and disseminating the very good practice evident in teaching and learning.                        |
| The strategic use of resources                                   | Resources are appropriately deployed. Classroom assistants and additional teaching staff are used effectively.  |

The leadership and management of the school have been very effective in establishing a very good school ethos and maintaining high standards at the end of Key Stage 2. The headteacher and senior management team are working very hard to analyse test results and rates of pupils' progress. This has led to improvement but does not always focus time, energy and resources on key priorities and set clear targets for progress in these areas.

There is a need to further develop the role of subject co-ordinators in the monitoring of standards. Financial management is good and the school spends its money wisely.

### **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>• Their child is making good progress.</li><li>• Behaviour in the school is good.</li><li>• The teaching is good.</li><li>• The school expects children to work hard.</li><li>• The school is well led and managed.</li><li>• The school is helping children to become more mature.</li></ul> | <ul style="list-style-type: none"><li>• Information on how their children are getting on.</li></ul> |

The inspection team completely agree with the parents' positive views of the school. They also found that the school does provide good information on how well children are progressing and has recently improved the quality of annual reports to parents on children's ability and progress.

## **PART B: COMMENTARY**

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

**By the end of Key Stage 2, pupils attain well above average standards in English and science and above average standards in mathematics.**

1. Over the past four years the school has been very successful in maintaining standards well above the national average in the Key Stage 2 Standard Assessment Tests in English and science. Standards in these subjects are also well above those in schools identified as being similar in the percentage of pupils eligible for free school meals. In mathematics there is a similar trend with standards being above the national average and that of similar schools. Inspection evidence agrees that these standards are being maintained. In English the scrutiny of pupils' work and lesson observations show that pupils are attaining above average standards and making good progress. Pupils are able to critically reflect on the quality of written work and they are able to write for sustained periods for a variety of audiences and in different styles. For example, Year 6 pupils have written tourist leaflets and are able to critically evaluate each other's work. Their writing is fluent, accurate and well presented. The higher attaining pupils are making very good progress and producing a very good range and quality of work. In science pupils demonstrate a good knowledge of materials and their properties and are able to conduct a scientific experiment, recognising the need for fair testing. For example, Year 6 pupils are able to set up an experiment to investigate the viscosity of liquids and carry out the experiment, demonstrating the skills of prediction, observation and recording. In mathematics they are able to calculate using percentages, reduce fractions to their simplest form and calculate accurately using the four number rules. Their ability to readily apply these mathematical skills in a problem solving situation is less well developed.
2. These standards are achieved due to the good and often very good teaching at Key Stage 2, the very positive attitudes and behaviour of the pupils and the good leadership and management of the subjects.
3. Examples of very good teaching were seen in English, mathematics and science. Excellent teaching was observed in one mathematics lesson in Year 3. Teachers have good subject knowledge, often provide a high challenge for the pupils, clearly identify learning objectives, use good questioning skills to draw out the pupils' knowledge and understanding and use resources well. These skills ensure that pupils make good progress in their learning. Pupils are able to sustain interest and concentration, work at a good pace and reflect on the quality of their work.
4. The pupils have very positive attitudes to their work in all these subjects and their behaviour is very good. Pupils listen to their teachers carefully and this ensures that they clearly understand what is expected of them and teachers are able to teach without unnecessary interruptions. When they set about their tasks, pupils do so quickly and work in a calm and productive atmosphere.
5. The headteacher and senior management team analyse Standard Assessment Tests, internal assessments and the progress made by individual pupils. This is leading to the school producing more specific targets for improvement within curriculum areas and target setting for individual pupils. The core subject co-ordinators have completed some good monitoring of teaching and learning, but the

mathematics co-ordinator is new to the post and is yet to fully develop this aspect of her role.

**The majority of teaching in the school is good, with very good teaching observed in reception and very good and sometimes exceptional teaching at Key Stage 2.**

6. Teaching for children in the Foundation Stage is sound in the nursery and very good in reception. This ensures that children have a good start to their education and are on target to meet and often exceed the Early Learning Goals set for children of this age. The very good teaching in reception is a result of very careful planning and match of activities to the abilities of the children. Both teachers in the reception classes are very good at using appropriate questions to extend the children's thinking and give them the confidence to offer answers and explain their reasoning. This was evident in a literacy lesson where the children confidently gave examples from their own experience, which related to the story being shared.
7. At Key Stage 1 the quality of teaching is satisfactory overall with good teaching seen in nearly half of the lessons observed. Good teaching was seen in both English and mathematics lessons. In mathematics most teachers have clear objectives for what they wish the pupils to learn and have effectively introduced the three-part lesson recommended by the national strategy. The good lessons are characterised by clear introductions to activities, good use of resources and work being well matched to the different ability levels of the pupils. This ensures that pupils make good progress in their learning and generally meet the objectives set for them.
8. At Key Stage 2 the quality of teaching is good overall with examples of very good and excellent teaching. Eighty per cent of the lessons observed were good or better, of which 35 per cent were very good and one lesson was of the highest possible quality. The teachers demonstrate good subject knowledge, have good classroom management skills, set challenging activities and use effective questioning skills. The very good lessons were characterised by the teachers' very good subject knowledge, which ensured that the lessons were delivered with considerable confidence and that the objectives set for the lesson were matched by challenging activities for the pupils. This ensured that there was a high pace to the pupils' learning with very good gains in their knowledge, skills and understanding in the subject. This was evident in a very good Year 5 lesson on writing instructional texts where all the pupils were able to read a complex scientific text with accuracy and confidence. The teachers also showed an exceptional ability to use well directed questioning to gain insight into the way that the pupils' thinking was progressing and use this information to move the learning on to an even higher level. This was ably demonstrated in a Year 6 mathematics lesson on division where the teacher's skilful questioning helped him to understand the problems that some pupils were experiencing and overcome these very quickly. The outstanding mathematics lesson observed exhibited these skills and was able to move the learning onwards at an excellent pace by challenging pupils' understanding and extend their learning. During this lesson excellent strategies were used to involve the whole class at their own level of ability and the plenary session was used very effectively to address any misconceptions in the pupils' understanding.

**The pupils have very positive attitudes to their work and their behaviour in classrooms and around the school is very good.**

9. Throughout the school the very positive attitudes of the pupils, their very good behaviour and the very good relationships they enjoy with adults are major strengths of the school's work and major contributory factors to the high standards attained.

From the time that children start school in the Foundation Stage, a great emphasis is placed on their personal and social development and this ensures that children are developing very good social skills and standards of behaviour at such a young age. The very good provision for spiritual, moral, social and cultural development is continued throughout the school. The school sets and achieves high standards for its pupils in these crucial areas of their personal development.

10. The school uses assembly times to actively promote Christian values and reflect with a sense of awe and wonder on the world around us. The school is socially inclusive, providing appropriate curricular opportunities for all pupils that reflect the needs of individuals; for example, a pupil with speech difficulties was actively encouraged to answer questions in a numeracy lesson and he responded with confidence. Pupils work together effectively in groups, which they do with a high degree of co-operation and respect for each other's opinions. Very good standards of behaviour are actively promoted and the pupils have a clear understanding of right and wrong. This is reflected in their responses to each other, staff and visitors. Cultural development is effectively promoted through visits to places of local interest and involvement in local festivals and projects, such as the school's very successful participation in the Eden Project. This is supported by studies of other cultures and regular reference to other beliefs in assemblies and religious education lessons.
11. The school prides itself, rightly, on its warm and welcoming 'family' atmosphere and actively promotes positive attitudes amongst the pupils. This has resulted in the pupils listening attentively in lessons and responding positively to instructions and the tasks set by the teachers. The pupils work quietly and productively and, therefore, no time is wasted in trying to maintain a working atmosphere or responding to inappropriate behaviour.

**The very good leadership of the headteacher and governors, supported by a team of dedicated and hard-working staff, ensure a school environment within which pupils can flourish.**

12. The headteacher provides very good leadership and a clear educational direction for the school, and commands the respect of the very hard-working team of teachers and support staff that he has developed in the school. He is very ably supported by the deputy headteacher and an effective senior management team. The school governors are fulfilling their accountability role very well. They are well informed about the school's successes and areas identified for improvement and have made effective observations as individual governors, which are discussed and recorded by the full governing body.
13. This good management has resulted in a number of important recent developments, particularly in the production of a revised curriculum planning structure. The school has worked hard to review the curriculum in light of the requirements of Curriculum 2000. Careful consideration has been given to the rationale for this new system. The outcome is a consistent planning structure that provides a broad and balanced curriculum. This ensures that the required skills and knowledge are taught within each subject, but links between subject areas are recognised and a cross-curricular topic approach is used where appropriate. Schemes of work for each subject are being sensibly developed from this initiative.
14. The National Literacy and Numeracy Strategies have been generally effectively implemented, although there is a need to review the teaching of reading at Key Stage

1 where standards are low. A rise in standards of mathematics at this key stage is a reflection of the positive impact of the numeracy strategy.

15. Overall, the quality of the school's management is effective in providing a positive school environment and achieving high standards for the pupils by the time they leave the school.

## **WHAT COULD BE IMPROVED**

### **Standards in reading at Key Stage 1.**

16. The standards attained by pupils in reading tests at the end of Key Stage 1 have been below the national average since 1998. Although the results for 2000 show an improving trend, they are still below the national average and well below the average for similar schools. The results attained in reading are also well below the school's writing results, which is very much against the national trend.
17. From inspection evidence of lesson observations and discussion with staff the main reasons for the low reading standards have already been identified and appropriate action is being taken to rectify the situation. The recommended elements in the National Literacy Strategy that refer to the teaching of shared and guided reading are not being consistently implemented and a greater emphasis is placed on the teaching of writing skills. The staff are lacking in confidence in the teaching of guided group reading, in particular, and require further training in this aspect. This is currently resulting in pupils being heard reading but not necessarily being taught the appropriate skills.
18. The management of the school is effectively addressing this area of underachievement with the full support of the Key Stage 1 staff. Staff training needs have been identified and new resources for reading are being introduced. The issues are clearly emerging and the action planned is appropriate.

### **A more systematic approach to monitoring and evaluating the work of the school.**

19. Although some very good monitoring of teaching and learning is taking place, as is a detailed analysis of pupils' progress through the tracking of test results, this is not yet systematic or fully effective. The school is, therefore, not always able to fully analyse what aspects of its work are proving to be more successful and establish the reasons for this success. For example, the school cannot fully identify which aspects of the very good quality teaching seen could be used to disseminate this very good practice throughout the school and raise further the quality of teaching and learning. Equally the school has recognised the need to raise standards in reading and has identified some aspects of the subject that need improvement. Although this has recently led to a strategic plan for raising standards, this is not coupled with a programme of monitoring teaching and learning or scrutiny of pupils' standards of work to ensure that standards are rising as a result of the actions taken. The school has set 'improving standards of reading at Key Stage 1' as a priority area in the school development plan but has not quantified what specific targets it is setting for improvement.
20. The headteacher and the senior management team are analysing data much more effectively and are able to track the progress of individual pupils using both external

standardised tests and the school's own assessment strategies. Many co-ordinators are observing classroom practice and pupils' work is being scrutinised, but the new mathematics co-ordinator is yet to be fully involved in this process. The monitoring role of the governing body is developing well and providing helpful insights into the work of the school. However, all this hard work and expertise are not always clearly focused on identifying and disseminating good practice or on areas in need of improvement.

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

21. In order to maintain and further improve the standards in this already high achieving school, the headteacher, governors and staff should:
- a) raise standards in reading at Key Stage 1 by:
    - ensuring that the action plan recently put in place is rigorously followed;
    - ensuring that the shared and guided reading aspects outlined in the National Literacy Strategy are given sufficient time and consistently practised;
    - improving staff confidence in teaching guided group reading;  
(Paragraphs: 17, 18)
  - b) improve the quality of monitoring and evaluation systems to:
    - ensure that the time devoted to monitoring is clearly focused on priority areas for development, such as raising standards of reading at Key Stage 1;
    - set specific and measurable targets for improvement in the school development plan.  
(Paragraphs: 19, 20)



## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 26 |
| Number of discussions with staff, governors, other adults and pupils | 8  |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4         | 27        | 31   | 38           | 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) | 26      | 525     |
| Number of full-time pupils eligible for free school meals        | 0       | 50      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 7       |
| Number of pupils on the school's special educational needs register | 1       | 140     |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 17           |
| Pupils who left the school other than at the usual time of leaving           | 18           |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 4.5 |
| National comparative data | 5.4 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.3 |
| 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 | 41   | 31    | 72    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 29      | 33      | 34          |
|   | Girls    | 24      | 25      | 24          |
|   | Total    | 53      | 58      | 58          |
| Percentage of pupils at NC level 2 or above | School   | 74 (76) | 81 (84) | 81 (92)     |
|   | National | 82 (80) | 83 (81) | 87 (84)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 29      | 35          | 28      |
|   | Girls    | 23      | 25          | 18      |
|   | Total    | 52      | 60          | 46      |
| Percentage of pupils at NC level 2 or above | School   | 72 (82) | 83 (93)     | 64 (81) |
|   | 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 | 35   | 36    | 71    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 30      | 28          | 34      |
|   | Girls    | 31      | 27          | 30      |
|   | Total    | 61      | 55          | 64      |
| Percentage of pupils at NC level 4 or above | School   | 86 (76) | 77 (72)     | 90 (80) |
|   | National | 70 (65) | 68 (59)     | 78 (69) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 25      | 28          | 30      |
|   | Girls    | 30      | 23          | 29      |
|   | Total    | 55      | 51          | 59      |
| Percentage of pupils at NC level 4 or above | School   | 77 (76) | 72 (67)     | 83 (80) |
|   | National | 68 (65) | 69 (65)     | 75 (71) |

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                   | 2            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 4            |
| White                           | 457          |
| 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                        | 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) | 20.3     |
| Number of pupils per qualified teacher   | 26.9 : 1 |
| Average class size                       | 28.9     |

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

|   |     |
|---|-----|
| Total number of education support staff | 20  |
| Total aggregate hours worked per week   | 276 |

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

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

|   |    |
|---|----|
| Total number of education support staff | 1  |
| Total aggregate hours worked per week   | 33 |

|                                |        |
|--------------------------------|--------|
| Number of pupils per FTE adult | 13 : 1 |
|--------------------------------|--------|

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 914,545 |
| Total expenditure                          | 890,322 |
| Expenditure per pupil                      | 1,554   |
| Balance brought forward from previous year | 71,505  |
| Balance carried forward to next year       | 95,728  |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 550 |
| Number of questionnaires returned | 254 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 56             | 39            | 4                | 1                 | 0          |
| My child is making good progress in school.  | 54             | 38            | 2                | 0                 | 6          |
| Behaviour in the school is good.   | 44             | 52            | 1                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 30             | 48            | 11               | 2                 | 8          |
| The teaching is good.  | 63             | 33            | 0                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 36             | 46            | 13               | 3                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 63             | 33            | 4                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 67             | 28            | 2                | 0                 | 3          |
| The school works closely with parents.   | 48             | 42            | 7                | 0                 | 3          |
| The school is well led and managed.  | 71             | 25            | 1                | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 54             | 42            | 0                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 52             | 28            | 6                | 1                 | 13         |