

INSPECTION REPORT

MANOR PRIMARY SCHOOL

Uckfield

LEA area: East Sussex

Unique reference number: 114437

Headteacher: Mrs Beverley Sulway

Reporting inspector: Catherine Shirley
17811

Dates of inspection: 25-27 June 2001

Inspection number: 194549

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Manor Primary School
Downsview Crescent
Uckfield
East Sussex

Postcode: TN22 1UB

Telephone number: 01825 763041

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Peter Johnstone

Date of previous inspection: 3 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Uckfield is a busy town serving a wide rural area and Manor Primary School is sited on a campus along with the Youth Centre and Uckfield Community College. It is a large primary school with two forms of entry for pupils aged between four and eleven. A Hearing Support Facility attached to the school is a unit making provision for a maximum of 28 pupils with a range of hearing impairment, though currently eleven pupils are registered. These pupils are integrated in mainstream classes and only occasionally are they withdrawn to work individually or in small groups. There are 392 pupils on roll with an even balance of boys and girls overall, though an imbalance in years one, three, four and five. The class sizes vary significantly from 21 in Year 2 to 35 in Year 5. Overall, the pupils' attainment on entry is slightly above the average.

The majority of pupils live close-by the school, but most hearing impaired children travel long distances to attend. The school is situated on a well-established estate and parents have a continuing commitment to their children's education. The school role is stable, though 12 per cent of pupils joined or left the school other than at the usual time. Eight per cent of pupils are known to be eligible for free school meals, which is well below the national average. The overwhelming majority of pupils are from a white ethnic background, including four from outside the UK. There are only three pupils with English as an additional language and none of these are at an early stage of learning it. There are 14 pupils with statements of educational need and 163 pupils on the special educational needs (SEN) register. The majority of these have moderate learning difficulties and few have emotional or behavioural difficulties. The level of SEN is broadly in line with the national average, though the percentage of pupils with statements is above the national average because of the number of placements in the Hearing Support Facility. The school was recently presented with the Achievement Award for significantly raising standards.

HOW GOOD THE SCHOOL IS

Manor Primary School is a good school. Pupils reach high standards in their work and their attitudes towards learning are very good. The quality of teaching is good and the leadership of the headteacher is outstanding. The school gives good value for money.

What the school does well

- The quality of teaching is good.
- Pupils make good progress and attain high standards by age 11 in English, mathematics and science.
- Pupils' very positive attitudes, enthusiasm and willingness to work hard have a significant impact on the high standards they achieve.
- The staff is strongly committed to the academic progress, welfare and care of pupils.
- The school flourishes under the outstanding leadership of the headteacher.

What could be improved

- Standards in reading and writing at Key Stage 1, some areas of learning in the foundation stage, and mathematical and scientific enquiry and information and communication technology (ICT) throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement overall since the inspection in 1997, especially in the last two years. Standards have risen amongst pupils of all abilities and the quality of teaching has improved. In both key issues in the last inspection report, progress has been satisfactory. The School Improvement Plan currently being drafted addresses all aspects that were missing at the time of the last inspection and success criteria are clearly identified. The curriculum is broad and enriches the work of the school. In the majority of classes teachers are very good at using their knowledge of

pupils to plan work for the class. The curriculum has been checked to see it matches all the requirements of the National Curriculum and this has led the school to plan a review of it in the Autumn Term to make some minor adjustments. An eagerness to improve is prevalent in the school and, under the outstanding leadership of the headteacher, the school's capacity for further improvement is very good.

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	
	1998	1999	2000	2000	
English	C	B	A	C	well above average A above average B Average C below average D well below average E
mathematics	D	B	A	A	
science	C	C	B	C	

By age 11 pupils' performance in English and mathematics is well above the national average and above the average in science overall. In all three subjects there has been an upward trend over the past three years. Results show a jump in standards from 1999 to 2000 in all three subjects and more able pupils also achieve well at the higher levels in all of them. The school exceeded its published targets in 2000. The SATs results clearly show significant differences between trends and attainment at the end of Key Stage 1 and at Key Stage 2, with much lower standards attained in the infants. At the age of seven pupils' results in 2000 were well below the national average in reading, just in line for writing, those in mathematics were below and more able pupils did not perform as well as they should. The school is concerned about the weak results and it is taking action. The attainment levels of pupils when assessed on entry were slightly above the East Sussex average.

Overall, the standard of work seen in lessons and in the pupils' books was above the national average in both the infants and juniors, though there were some inequalities between classes. In mathematics and science standards were consistently good. In English, standards were in line with the national picture in the infants and well above in the juniors. In reception classes pupils' work was in line overall with the Early Learning Goals and in some areas the pupils had already surpassed the national expectations. The unvalidated 2001 SATs results indicate that standards in Key Stage 1 are rising.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' very positive attitudes, enthusiasm and willingness to work hard have a significant impact on what they achieve.
Behaviour, in and out of classrooms	Behaviour is very good and often exemplary.
Personal development and relationships	Relationships are very good. Pupils show respect and concern for each other.
Attendance	Very good. There were no exclusions in the last academic year.

The pupils' very good attitudes towards learning, their behaviour in school and their ability to form positive relationships with adults and other children are important strengths of the school.

While attendance is good, the school is rightly concerned about the increasing number of holidays that take pupils out of school.

TEACHING AND LEARNING

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

Overall, the quality of teaching in the school is good, including the teaching of literacy and numeracy skills. In six out of ten lessons teaching is good, in over a quarter it is very good or excellent and in the remainder it is satisfactory. As a result of the good teaching and the positive attitudes they display, pupils' learning is good. They apply themselves to their work with enthusiasm and energy. Teaching is satisfactory in the reception classes, where the breadth of experiences provided for the pupils is too formal too soon; there is an over-emphasis on recording work and insufficient practically based activities. In the rest of the school the quality of teaching is good and there is very good and excellent teaching in both infant and junior classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A rich curriculum is generally offered to the pupils and all subjects, including RE, are covered.
Provision for pupils with special educational needs	Provision for pupils with additional educational needs and those with a hearing impairment is very good.
Provision for pupils with English as an additional language	There are no pupils at the school at an early stage of learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for spiritual and cultural development is good overall, and that for moral and social development is very good. School assemblies contribute significantly to the overall ethos of the school.
How well the school cares for its pupils	There is a very strong commitment to the care and support of pupils by all staff.

The National Curriculum is in place, but it requires some adjustments to improve the quality of long term curriculum planning and the school has prioritised this for the Autumn Term. These are required to ensure that every part of every subject is taught as thoroughly as it could be, that provision encompasses a wider cultural emphasis to prepare children for living in a mixed society, and that the Early Learning Goals are planned appropriately for pupils in reception classes.

The school's relationships with parents are very strong and parents are keen to say what is good about the school. They recognise that the commitment with which the staff cares for all pupils is a real strength of the school. Procedures are in place to ensure pupils' welfare, health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership in the school is very good and that of the headteacher is outstanding.
How well the governors fulfil their responsibilities	The governing body fulfils its strategic role very well and meets all statutory requirements except for the requirement for a daily act of collective worship.
The school's evaluation of its performance	Good overall.
The strategic use of resources	Excellent

The headteacher is effective in identifying and evaluating aspects of the school's performance which are good and those which need to be improved. Actions are extremely well thought through for the benefit of all pupils. The principles of best value are applied effectively to all parts of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Information about what their child will be learning and their child's progress. • Caring staff and the way the school promotes positive attitudes and inclusion of all. • Children's good behaviour. • Good teaching. • The school's good response to both concerns and suggestions. • Their children like school. • Support for pupils with additional educational needs, including those attached to the Hearing Support Facility. • Pupils preparation for entry into secondary school. 	<ul style="list-style-type: none"> • Reports to parents. • Range of activities outside lessons. • Homework and particularly project work.

All the parents' positive views about the school are strongly supported by the inspectors. Inspectors agree that the pupils' reports in 2000 were not as helpful as they might be in showing their child's progress. The new format is much better, but would benefit further from the inclusion of pupils' individual targets for improvement. The range of activities outside lessons in the junior classes is good and satisfactory in the infants where it is in line with many other schools. Homework given to pupils is in line with many other schools, with clear guidance given to pupils. The school's homework policy has been shared with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is good.

1. Overall, the quality of teaching is good and no teaching is less than satisfactory. In both Key Stage 1 and Key Stage 2 teaching is good and, on occasions, outstanding. It is satisfactory in the reception classes where pupils are working in the foundation stage curriculum. Teachers are well organised and their management of behaviour is firm and fair. The work of teaching assistants is planned carefully and its impact is very good. There is a very good level of teamwork within the classroom.
2. There are high expectations of all pupils and the learning objectives for the lessons are generally stated very clearly, so pupils know what they are aiming to achieve. Teachers communicate the message that work is important, but at the same time make it fun. For example, skilful use was made with the role of the forgetful teacher missing finger spaces and full stops in her writing. The inclusion of all pupils with additional educational needs, including those with specific hearing impairment, both within timetabled activities and during more informal parts of the day is very good. The effective use of adult support and educational equipment contribute significantly to success of the school's approach and to the pupils' good rate of progress.
3. All members of staff are enthusiastic about working with children and have a commitment to their success. Pupils recognise this and respond positively as they did in the teacher's game of 'you can't possibly do that it's too hard'. The staff display a high level of respect for pupils and treat them with dignity. Regular use of praise is evident in all classrooms. There is strong support and encouragement, which promotes a positive attitude to learning and has a big impact on pupils' standards of achievement.
4. Work is planned thoroughly and there is a good match between the pupils' needs and the challenge within tasks. Connections between subjects and with earlier work are good. Teacher assessment is good, so they know what pupils can do and what they need to do to improve. This knowledge is regularly used in lessons to emphasise points and ensure pupils' firm understanding of content, understanding and skills. In a Year 2 science lesson, a pupil asked what would happen if the filament was broken. The teacher responded by drawing a diagram and linked it to an example in real life, when we would say that the bulb was broken. Teachers also use pupils' errors regularly as teaching points without making them feel it is wrong to make mistakes. They make time if it is needed, not rushing unnecessarily. As part of this, marking is developmental and helpful. There is a very good level of subject knowledge so teachers can check as they work through the lesson, developing, valuing and building on pupils' comments.

Pupils make good progress and attain high standards by age 11 in English, mathematics and science.

5. In the Key Stage 2 SATs tests in 2000, the school's performance in English and mathematics was well above the national average and above the average in

science overall. Both boys and girls do better than the national picture in English, mathematics and science and more able pupils also achieve well at the higher levels. In all these subjects there has been an upward trend over the past three years. Results show a jump in standards from 1999 to 2000 in the three subjects with a big improvement in English and mathematics. In English, results increased from 74% of pupils achieving level four or above to 91% and in mathematics from 76% to 92%. The school's targets for English and mathematics in 2000 were exceeded and significantly so for mathematics.

6. Overall, the standard of work seen during the inspection, both in lessons and in the pupils' books, was above the national average. In mathematics and science standards are consistently good. In English, standards are in line with the national picture in the infants and well above in the juniors. Pupils in a Year 6 literacy lesson used their good understanding of simile, metaphor and personification to produce a vivid piece of writing. In the reception classes pupils achieve the early learning goals and at times exceed them, as pupils' work in some areas is already based on the early levels of the National Curriculum. In mathematics for example, pupils had a basic grasp of how to tally and the skill is beginning to be used by them within a group situation. In a few of the lessons observed, the work of subjects other than English, mathematics and science was seen. In these and in the examples of past work provided by the school for all other subjects, pupils' work was in line with standards expected nationally except in information and communication technology (ITC).
7. Pupils make very good progress in their work. The good results at the end of Year 6 indicate the progress they make when compared with their results at the end of Year 2. Though past work showed some inequalities, the work in lessons highlighted the good progress now made by pupils of all ages. Pupils are prepared to think about their work and do not require instant gratification. They are eager to model their answers in front of others, recognising that making mistakes is an effective way to learn.

Pupils' very positive attitudes, enthusiasm and willingness to work hard have a significant impact on the high standards they achieve.

8. Pupils thrive in the school environment where they feel secure and valued as individuals. There is a very strong moral code in the classroom, pupils receive a high level of respect from all staff and they respond very positively to this. Pupils also treat each other with respect and concern. For example, on one occasion a child's hearing aid battery was down and another child automatically offered to change places so he could hear the rest of the lesson. Relationships are very good, both between pupils and staff and between pupils. Those in different age groups get on well together so in the playgrounds children watch out for each other and no groups dominate the space.
9. They converse confidently together and appreciate the sessions where they can talk about their work, using these opportunities to develop their understanding of the subjects. The high level of care and commitment on the part of all pupils is clearly evident in the way they present their work. Their eagerness to learn and engage in all types of activities is a clear indication of the positive attitudes displayed by pupils, whatever their needs or abilities.

10. In lessons they concentrate very well and readily respond to questions by the teacher and other adults. Pupils' behaviour is very good and often exemplary. The school provides many opportunities for them to take responsibility around the school, both inside and outside the classroom and they respond well. The inspection was held when the weather was extremely hot. Even this did not seriously distract them from their learning, nor upset them outside classes.

The staff is strongly committed to the academic progress, welfare and care of pupils.

11. There is a very strong commitment to the care and support of pupils on the part of all staff and they hold the children at the centre of all they do. This creates a very good learning environment and very good attitudes and willingness to work hard on part of pupils. Parents and staff, as well as the pupils, feel they are valued. Adults are confident about offering ideas and suggestions and can express concerns without feeling intimidated and pupils too appreciate the chance to put forward their ideas. The effective organisation and management of the pupils supported by the Hearing Support Facility is an excellent example of the school's inclusive approach to all aspects of pupils' development. All teachers are fully supportive of this approach, which adds to the pupils' social awareness and leads to the early development of their understanding of others' needs.
12. The school has a good system for tracking the academic performance of its pupils from when they first enter school through to Year 6. A range of methods is used to do this and the information gained is used to set targets for pupils. The excellent inclusion of the hearing impaired children into all year groups in the school is successful because staff analyse very carefully their individual needs and deploy the most suitable staff to meet these needs. This is then reinforced by the commitment of all class teachers to ensuring all make good progress.
13. Pupils feel secure in the school. Procedures to monitor their health, safety and welfare are in place and are followed systematically and carefully. An example of this was observed in a science lesson where there was a very good emphasis on safety.

The school flourishes under the outstanding leadership of the headteacher.

14. The outstanding leadership of the headteacher has resulted in very significant improvements over the past two years. Standards have risen rapidly, the quality of teaching is good overall and, at times, it is exemplary. The school's programme for self-evaluation focuses on raising standards and improving teaching and learning, with both staff and the governing body involved in the process. Classroom monitoring by the literacy and numeracy subject leaders, has helped to give the headteacher a clear overview of the school's strengths and weaknesses in these areas. Actions to address areas of weakness are extremely well thought through for the benefit of all pupils. Recent developments in assessment practice and a programme for monitoring classroom practice have both had a good impact and have led to improvements in the structure of lessons and the clear identification of learning objectives. The current agenda for school improvement includes a new approach to developing teaching and learning under the banner of 'Values Education' and is very well focused on the pupils' needs.

15. There is a rigorous, thorough and systematic approach to the appointment, induction and professional development of staff. For example, the skills of the recently appointed deputy have been audited, with a training plan being drawn up to fill any gaps in his knowledge and develop his management skills. Staff are given continuing support which enables them to fulfil their roles effectively in and out of the classroom. The effectiveness of subject leaders has improved rapidly under the guidance of the headteacher who delegates well. The literacy and numeracy subject leaders have led the introduction of the national strategies and these continue to have a real impact on raising standards and improving the quality of teaching. Other subject leaders are currently engaged in an audit of their subject so they have a better grasp of what is good and what needs to be done. They give ideas and advice, monitor work in their subject by examining pupils' work and teachers' lesson plans and draft the action plan for their subject. The further development of these key roles remains a priority for the school and it is well planned.
16. The governing body fulfils its strategic role very well and meets all statutory requirements except for the requirement for a daily act of collective worship. Governors have agreed new management arrangements and the planned changes to staffing deployment are outcomes of the school's self-evaluation. From September, some staff will take different year groups, there will be changes to a few subject leadership roles and the assistant headteachers will lead major developments in the school. The headteacher and the governing body have rightly identified that these changes are the best way to move the school forward at this time.
17. The headteacher establishes very good relationships with staff. She and the deputy already work well as a team and, as a result, the deputy was able to take over the role of acting headteacher at very short notice and very soon after taking up the post. The teacher in charge of the Hearing Support Facility is a strong leader who works very effectively in conjunction with the headteacher, to ensure that the unit operates in an inclusive manner. The headteacher's interactions with pupils are excellent and she displays a fervent personal commitment to building pupils' confidence, self-esteem and success at school. She is excellent at motivating pupils, building a team and creating an exciting 'learning' school.

WHAT COULD BE IMPROVED

Standards in reading and writing at Key Stage 1, some areas of learning in the foundation stage and mathematical and scientific enquiry and information and communication technology (ICT) throughout the school.

18. The school has already made great strides in improving many strands of the aspects listed above. It is very aware of what still needs to be done. Both recent actions and those to be implemented shortly will address many of these areas.
19. Past results in English, mathematics and science have shown significant differences between improvement trends and attainment at Key Stage 1 and at Key Stage 2, with much lower standards attained in Key Stage 1. The attainment of pupils when assessed on entry is slightly above the East Sussex average, but the value added by the school in the first three years of education has been too low. In the 2000 Key Stage 1 SATs tests, the school's performance in reading was well below the

national average, close to the national average in writing and below in mathematics. The results did not compare well with schools nationally or in similar contexts. The percentage of more able pupils reaching level 3, in reading, writing and mathematics was well below the national average.

20. However, work seen during the inspection shows that standards are already rising rapidly in Key Stage 1 and this is particularly evident in mathematics and science. In mathematics, for example, pupils in Year 2 understand how to multiply and divide and the more able grasp the idea of how the number patterns relate when carrying out these operations. Standards in reading and writing in the infant classes are still only in line with the results seen nationally, so pupils make insufficient progress in both.
21. In the foundation stage the coverage of the Early Learning Goals is not planned sufficiently carefully so there are restricted opportunities for social development and aspects of language and communication. Information from the baseline assessment carried out on entry is not used as effectively as it might be to plan pupils' learning. Activities currently planned do not sufficiently enrich the children's experiences in a practical way. Pupils are expected to record an unnecessary amount of their work and planning in some aspects of learning pushes ahead with the introduction of the National Curriculum too soon. A greater emphasis on well-planned child initiated and play experiences in the reception curriculum, would enable pupils to develop their personal abilities to make choices and take decisions which guide their own learning.
22. Mathematical and scientific enquiry are not fully developed and, in both subjects it is seen as an 'add on' rather than an integral part of the subject. A Year 6 teacher identified that pupils were not able to construct and carry out a fair scientific enquiry sufficiently confidently or accurately for their age. In mathematics, activities are overly teacher directed. Pupils are able to answer the worded problems posed, but are given less opportunities to investigate the mathematics within a lesson by applying their knowledge of the structure, relationships and pattern of number.
23. Provision in ICT is still limited and standards are not high enough because of limitations in the quantity of hardware and insufficient work in some strands of the subject. Currently there are weaknesses in sensing and control in particular.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. There are already plans in place to improve further many of the aspects listed below. Therefore, the governing body, headteacher and staff should continue to work on these improvements to:

Raise standards in reading and writing at Key Stage 1, some areas of the foundation stage, and mathematical and scientific enquiry and ICT throughout the school.

Key steps the school should take include the following actions:

- build on the national strategies for literacy and numeracy;
- build on the school's own strategies for improvement that it has already begun to implement;

- ensure all teachers make full use of their knowledge about the children in their class to plan the next stage of work;
- involve pupils more in setting their own targets and evaluating their work;
- ensure better planning using the Early Learning Goals and greater opportunities for child initiated activities in the reception classes;
- make adjustments to the coverage of the National Curriculum as planned;
- develop further the responsibilities of subject leaders;
- continue to monitor teaching and share good practice; and
- increase the use of data to identify and prioritise future actions by individual teachers and the school as a whole.

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	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	15	62	12	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)	n/a	392
Number of full-time pupils eligible for free school meals	n/a	32

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	14
Number of pupils on the school's special educational needs register	n/a	163

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	28	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	15	17
	Girls	25	25	24
	Total	35	40	41
Percentage of pupils at NC level 2 or above	School	78 (87)	89 (82)	91 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	17
	Girls	24	24	26
	Total	36	39	43
Percentage of pupils at NC level 2 or above	School	80 (87)	87 (89)	96 (89)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	34	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	32
	Girls	31	31	32
	Total	60	61	64
Percentage of pupils at NC level 4 or above	School	91 (77)	92 (76)	97 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	31
	Girls	29	29	29
	Total	57	58	60
Percentage of pupils at NC level 4 or above	School	86 (n/a)	88 (n/a)	91 (n/a)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	376
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)	19
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	311

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	2000–2001
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	£
Total income	746362
Total expenditure	740238
Expenditure per pupil	1959
Balance brought forward from previous year	-3859
Balance carried forward to next year	2265

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	392
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	7	0	0
My child is making good progress in school.	54	38	7	0	1
Behaviour in the school is good.	45	49	4	1	1
My child gets the right amount of work to do at home.	34	49	13	3	1
The teaching is good.	60	38	2	0	0
I am kept well informed about how my child is getting on.	47	38	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	71	27	2	0	0
The school expects my child to work hard and achieve his or her best.	64	33	2	0	1
The school works closely with parents.	47	46	3	2	2
The school is well led and managed.	52	42	2	0	4
The school is helping my child become mature and responsible.	49	44	7	0	0
The school provides an interesting range of activities outside lessons.	37	40	18	3	2

Summary of parents' and carers' responses

Parents give the school their strong support. The comments on the questionnaires and views expressed at the parents' meeting cover the same issues.