

# **INSPECTION REPORT**

## **ST MINVER PRIMARY SCHOOL**

Wadebridge, Cornwall

LEA area: Cornwall

Unique reference number: 111921

Headteacher: Mr N B Lane

Reporting inspector: Stephen Bugg  
15306

Dates of inspection: 18 – 20 September 2001

Inspection number: 194849

Short 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: 4 - 11

Gender of pupils: Mixed

School address: Rock Road  
St Minver  
Wadebridge  
Cornwall

Postcode: PL27 6QD

Telephone number: 01208 862496

Fax number: 01208 863060

Appropriate authority: Governing Body

Name of chair of governors: Mr O T Bishop

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Minver Primary School caters for pupils aged between four and eleven. It is of average size and currently has 199 pupils on roll. The pupils are drawn from a very wide area and this reflects the popularity of the school. They come from a wide range of backgrounds. The proportion of pupils eligible for a free school meal is seven per cent, below the national average. The proportion on the school's special educational needs register (16 per cent), mostly for dyslexia, is below the national average. Five pupils, over two per cent, have statements of special educational needs and this is above the national average. All pupils are white and there are no pupils who have English as an additional language. In recent years the number of pupils entering the school in Reception has declined. The pupils' abilities on entry vary from year to year. Whilst overall their attainment on entry is broadly average, in some years it has been above and in others below.

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

This is a very good school. Pupils make very good progress in Reception and in Years 1 and 2 because the teaching is very effective and the curriculum broad and stimulating. This is a proven team of teachers ably supported by their learning support assistants. From these secure foundations the pupils continue to make good progress as they proceed through Years 3 to 6. The teaching is often good and, at times, very good. The curriculum is well balanced. As a consequence, by the time the pupils leave they invariably attain standards that are well above the national average in English, mathematics and science. Good progress is consistent amongst pupils of all capabilities. The school has very effective strategies for ensuring that all pupils get a fair deal and is successful in stimulating and challenging the most able as well as those with identified learning weaknesses. The headteacher provides very good leadership and has developed a very effective team of senior managers to support him. High quality teamwork results from the headteacher's resolve to involve and support all staff. As a result, the school is successful in meeting its aims. The school costs are above average. However, given the progress the pupils make, the school provides good value for money.

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

- The pupils make good and, at times, very good progress. By the time they leave they attain high standards in English and mathematics.
- The teaching is good and often very good.
- The pupils' attitudes are very good and their behaviour exemplary.
- The leadership provided by the headteacher and the school's senior staff is very good.
- The pupils benefit from a high quality education in Reception and in Years 1 and 2.

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

- There are no main areas of weakness.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then standards in the national tests at the end of Year 6 have remained broadly the same and well above average. However, at the time of the last inspection, despite the high standards, the pupils were making unsatisfactory progress in Years 3 to 6 because a significant amount of the teaching was unsatisfactory. This has been fully addressed and the progress the pupils now make is good, as is the teaching.

The school has very successfully addressed other weaknesses identified. For example, the provision for the most able pupils is now very effective. Opportunities to undertake practical investigations, particularly in the early years, are very good. The school's development plan is clear and precise and is an effective instrument for shaping the future direction of the school. Overall, the school has made very good progress since the last inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	B	D
Mathematics	A	A	A	B
Science	A	A*	A	A

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The pupils consistently attain standards that are well above average in the national tests taken at the end of Year 6. In 2001 standards were not so good. Caused by an unusually high number of pupils leaving and entering Year 6 during the year. Some of the new pupils attained below the national expectation. Pupils in the current Year 6 are very able in English, mathematics and science and are in line to attain very high standards. For example, well over half are working at the higher level, Level 5, and all are working at least at the expected level, Level 4. This represents continuing good achievement, given that they also attained high standards in national tests when they were in Year 2. The school met the targets set for pupils last year and has set very challenging targets for the pupils currently in Year 6.

Standards attained by pupils in Year 2 in the national tests in reading and writing have varied. However, there has been a steady improvement in the past three years. The pupils attained significantly higher standards in 2001 than in 2000 when standards were average. Standards in mathematics have been consistently well above average. The current pupils in Year 2 are in line to attain above average standards by the end of the year. This represents very good achievement as they were below average on entry to the school.

Standards in information and communication technology (ICT) are improving rapidly. The pupils are regularly using computers to enhance their learning in many subjects. By the end of Year 6, they are attaining at least the expected standard in all subjects and often higher.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They show a genuine interest in all aspects of school life.
Behaviour, in and out of classrooms	Exemplary.
Personal development and relationships	Very good. Older pupils are keen to take on responsibilities and to support the youngest pupils. All pupils play and work well together regardless of age or ability.
Attendance	Average.

The pupils' attitudes to school and their relationships with each other and with all adults are a significant reason why the pupils make consistently good progress.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Very 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 high quality of much of the teaching is the key reason why the pupils regularly make rapid progress in their learning. In over 20 lessons observed there was no unsatisfactory teaching and very little that was judged to be less than good. Much of the teaching is very good in Reception and in Years 1 and 2, but there is also some very good teaching of the older pupils in Years 5 and 6.

The teachers plan and prepare very thoroughly. They are very clear about the objectives and purpose of the lesson. They ensure they include all pupils, regardless of their capability. A feature is the attention they give to meeting the needs of the most able pupils as well as those who have special educational needs. They make very good use of their learning support assistants, who in turn provide very good support to small groups of pupils. All the teachers and their assistants have very good relationships with their pupils. Praise and encouragement are features of many lessons. As a consequence, there is often a buzz of excitement in lessons and great enthusiasm to answer the many challenging questions. Literacy and numeracy are well taught by all staff. In the best lessons, the teachers are adept at assessing pupils as they learn in order to move them onto the next stage.

The teachers are also prepared to take risks and try out new ideas. They often incorporate practical investigations into lessons or use the school's environment to stimulate the pupils' learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects are fully covered. It is very good in Reception and in Years 1 and 2 where the curriculum is particularly stimulating.
Provision for pupils with special educational needs	Very good. The school is actively ensuring the needs of the more able and those with learning difficulties are met.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for the pupils' moral development is excellent and for their social development very good. Provision for the spiritual aspect is sound and there is good provision for their cultural development.
How well the school cares for its pupils	Very well, in particular of the pupils' personal development. Procedures for monitoring and supporting their academic progress are good.

A feature of the curriculum for the younger pupils is the creative way the teachers use their learning support assistants to provide small groups of pupils with challenging activities. The most able older pupils have highly appropriate additional sessions which challenge their creative thinking. Displays around the school confirm that projects are often stimulating and challenging.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The senior management team work very effectively as a team and provide the school with high quality leadership.
How well the governors fulfil their responsibilities	Good. They fulfil their statutory responsibilities and the chair of governors leads the governing body very effectively.
The school's evaluation of its performance	The school makes very good use of its evaluation of its performance in identifying the issues to be addressed through the school's development plan.
The strategic use of resources	Very good. The school makes the most of the money at its disposal and uses its resources very efficiently.

The headteacher provides very effective leadership. He has a clear vision for the school, and through his sensitive and supportive management style, he is successfully steering the school forward. He is very ably supported by his chair of governors and by his senior staff. The teachers effectively undertake their subject leadership roles and responsibilities, although some have very heavy workloads.

Staff and governors give careful thought to the resources at their disposal. For example, they have striven, successfully, to provide the school with a high quality ICT suite and to retain the full complement of learning support assistants. They regularly review the impact of their spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The quality of the teaching.</li><li>• The way the school is led and managed.</li><li>• They are able to approach the school with problems and suggestions.</li><li>• The school expects their children to work hard.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities provided outside of lessons.</li></ul>

The inspection team agrees with parents that the teaching is good, pupils are expected to work hard, and that the leadership of the school is very good.

They consider, given the size of the school, that the range of activities provided outside of the school day is appropriate. They note that there is a good range of visits, in particular residential visits, arranged for the pupils.

## **PART B: COMMENTARY**

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

**The pupils make good and, at times, very good progress. By the time they leave they attain high standards in English and mathematics.**

1. The pupils consistently attain high standards by the time they leave the school at the end of Year 6. For example, within a week or two of the beginning of the current year, in mathematics a third of the pupils in Year 6 are working at the higher level, Level 5, and the remainder at the expected level, Level 4. This represents well above average standards. They are confident when undertaking mental mathematical calculations, demonstrate good ability when handling very large numbers, and understand how to quickly estimate the accuracy of their results. They have a firm grasp of the essentials of the subject.

2. In English almost all are already working at the expected level and all are in line to have attained this standard by the end of the year. A significant number are on course to attain higher. Standards of reading are high and many pupils are already developing confidence to use inference and deduction when discussing characters and events in texts they are studying. Part of the reason for this is the very effective reading records kept by all staff and the quick and effective remedial programme put in place where pupils are judged to have fallen behind. When writing most pupils spell and use punctuation accurately. Many produce writing that is both lively and thoughtful. For example, the more able group of pupils have written poetry that succinctly reflects their feelings on recent tragic world events. Almost all pupils take great care over the presentation of their writing, and the standard of handwriting is high.

3. The standards pupils attain by the time they leave are largely mirrored by the standards attained by pupils in Year 2 in national tests. Standards in mathematics are particularly impressive, and pupils year on year attain standards that are well above the national average. Standards in reading and writing have fluctuated from above to below average. However, in 2001 there was a significant improvement in reading and writing and the current pupils in Year 2 are in line to continue this improvement. Many of the pupils are already beginning to read with confidence and to write descriptively, spelling the most common words accurately.

4. The pupils make at least good and, at times, very good progress by the time they leave. For example, in 2000, the pupils in Year 6 made good progress in English, and very good progress in mathematics and science, in comparison to other pupils nationally of similar capability. The current pupils in Year 6 attained standards that were well above average when they were in Year 2. They are now in line to attain at least as well in the end of Year 6 tests. This represents consistently good progress.

5. The good progress is consistent amongst pupils of all capabilities. Scrutiny of examples of the pupils' work, together with the school's detailed test result analysis, indicates that the pupils make very good progress in all aspects of English and mathematics in the Reception and in Years 1 and 2. Whilst progress slows a little in Years 3 and 4 they often make very good progress again in Years 5 and 6. Effective arrangements for teaching the more able pupils, including providing them with some extra teaching and moving a few pupils up one year for aspects of their work, means that many of these pupils make rapid progress. For example, two pupils in Year 5 who took their national tests a year early gained the higher levels. They have now moved on to

secondary school. Similarly, pupils with special educational needs are well catered for and make good progress. The work is carefully considered and planned in order to meet their needs. A significant factor in the progress made by more able and those with special needs is the very effective support they receive from the learning support assistants.

**The teaching is good and often very good.**

6. There is some very effective teaching throughout the school. Overall 21 lessons were observed. Of these the teaching was very good in one third and good in almost all others. In one lesson the teaching was excellent. The regularity of the good and very good teaching is the most significant reason the pupils make rapid progress for much of their time in the school.

7. In particular, all of the teaching in the Reception and in Years 1 and 2 is at least good and two-thirds is very good. The teaching of literacy and numeracy is very effective. Teachers skilfully include all pupils when they are introducing new work and are adept at setting graded tasks in order to meet the needs of the varying ability groups within their class. The three teachers have worked together for a number of years and have formed a very impressive team. They know what they expect of one another, and are clear about what they expect pupils to know, understand and be able to do by the end of each year. Therefore the teaching builds progressively on the pupils' previous learning. Their teamwork is enhanced by the role the learning support assistants play and they are fully involved in almost all lessons.

8. The teaching in these years is characterised by very effective planning and preparation, including planning for the work of the assistants. Teachers go to great lengths to prepare and organise the resources and use them effectively to enhance the pupils' learning. For example, a Year 2 mathematics lesson was made more effective because the teacher used a whole range of resources to help pupils understand their number bonds, including using a purse full of money, clothes line, and hand-made flip cards. Later, a computer game was appropriately included to support those pupils who were still finding the task difficult. As a result the lesson was great fun as well as having a serious intent and by the end there had been clear gains in the pupils' understanding. Such lessons take a great deal of time to prepare and in all three years the teachers expend much effort in making the pupils' learning as practical and as enjoyable as possible.

9. The pupils benefit from regularly working in small groups, particularly for English and mathematics. All three teachers manage the pupils' learning very effectively, the lessons are conducted at a brisk pace, the teachers have appropriately high expectations of what they expect the pupils to achieve, and they and their assistants take care to evaluate the pupils learning and understanding at the end of lessons.

10. Similarly, there is also much good teaching in Years 3 to 6 with some very good teaching in the final two years. In particular, the teachers are confident in their abilities to teach literacy and numeracy and work as a team to ensure a consistency of approach. In the best lessons, the teachers demonstrate a flair for capturing the interest of the pupils. For example, in a Year 5 literacy lesson centred on writing a character study, the teacher used a whole range of strategies to include the pupils and to keep them on their toes. The pupils then voted for which character would be the focus of their study before proof reading and correcting some purposely inaccurate writing by the teacher. They promptly answered a whole range of questions fired at them and concluded the lesson by writing five carefully considered sentences whilst quiet music was played in the background. As a result of the

teacher's detailed planning, throughout a long lesson, the pupils' enthusiasm never flagged.

11. The teachers are also beginning to make very good use of the new ICT suite in order to raise the pupils' ICT capability and to help them understand how it can be used in all subjects. Some of this teaching is of a very high standard. For example, in a Year 6 lesson the teacher taught the whole class how to make a "power-point" presentation in order to better present their work on the Victorians. The teacher's expertise meant that he was fully conversant with all the issues. The lesson was well structured and conducted at a brisk pace and throughout the questions asked were very challenging. As in all lessons seen not one second was wasted dealing with behaviour issues. The lesson concluded with an effective overview of all that had been achieved by the various groups and a useful discussion of what still needed to be done.

**The pupils' attitudes are very good and their behaviour exemplary.**

12. Both in lessons and around the school the pupils' behaviour is exemplary. They listen well in lessons, are very keen to answer questions, to share their work and to take part in any way required of them. Because they behave so responsibly teachers are able to concentrate on their teaching and the pupils to give their full attention to their learning. The pupils' behaviour is demonstrated best in assemblies. During a whole school assembly taken by the headteacher no other staff were present and there was no other adult to oversee the pupils. Despite this the pupils listened intently, took part where required and entered and left the hall silently.

13. The attitudes of pupils of all ages and all abilities are also very good. They are enthusiastic in lessons and take a pride in their work. They arrive promptly at the start of the day and work with gusto throughout the quite long morning. Even young pupils demonstrate that they can listen quietly and work without supervision for lengthy periods of time. Older pupils are keen to work, whether unaided or supported by the teacher or learning support assistant. In many lessons pupils were observed concentrating hard when tackling work they found challenging. On the few occasions where they became momentarily confused with the pace of the lesson they continued to pay attention and tried their best. In lessons they fully support one another. For example, in a hockey lesson for pupils in Year 3, more able pupils continued to offer encouragement to others in their team when they struggled to master the skills and slowed the pace of the lesson.

14. Pupils throughout the school support one another. The oldest pupils enjoy being prefects and see as one of the best jobs the opportunity to look after the newest and youngest pupils. All Year 6 pupils undertaking responsibilities do so with enthusiasm and maturity. A small group of the oldest pupils, who volunteered to talk to the inspection team, demonstrated a real pride in their school and an enthusiasm to share the things that they perceived make the school such a friendly place. Similarly the youngest and newest pupils quickly settle, playing and interacting with each other very well.

15. Because the pupils' attitudes and behaviour are so good this has a significant impact on their learning and explains, in part, why the pupils make such good progress.

**The leadership provided by the headteacher and the school's senior staff is very good.**

16. The headteacher provides very good leadership. He has a very clear view of the sort of school he wishes to lead and leads by example. He is very supportive of his staff

and the pupils; there are rules and sanctions, which pupils well understand, but he prefers to lead through praise and encouragement. His high expectations of pupils' behaviour and attitudes to work are shared by his staff. To achieve this all those who hold positions of responsibility share his eye for detail. There is, throughout the school, a desire to continue to improve and to address any perceived weaknesses, however slight. All pupils matter and it is part of the ethos of the school that all pupils get a fair deal, regardless of capability or background. Thus, all pupils in Year 6 are prefects and all pupils throughout the school at some stage in the year gain a certificate of praise for work achieved.

17. The effective school development plan and teachers' action plans are key to the quest for improvement. As well as the senior management team, the governing body, and the English and mathematics co-ordinators have clear ongoing action plans, aimed at raising standards and improving the environment of the school. Plans are carefully costed and success criteria built in so that the outcomes of the actions can be properly evaluated.

18. The school's senior management team is very effective and there is a strong sense of teamwork in all that they undertake. They meet regularly with the headteacher to monitor progress, and oversee and plan for improvement. As a team they provide high quality leadership. The quality of the subject leadership, provided by teachers, is also good and, in religious education, exemplary. However, some staff have very heavy subject leadership responsibilities and this has the potential to impact on the effectiveness of their teaching and the leadership they provide.

19. The chair of governors provides very effective leadership of the governing body. He has introduced new procedures for governor meetings, has reviewed the system whereby governors gain information about the workings of the school and provides the headteacher with high quality support. The governors are aware of the school's strengths and areas that give cause for concern and need to be addressed. For example, they have foreseen the reducing pupil intake and have spent prudently in order to build up a small contingency sum to protect the school's 'one year group per class' policy.

20. A rigorous monitoring system has been introduced. Observations of lessons are regularly undertaken by the school's senior management team and the outcomes shared with staff to form the basis for further improvement. Pupils' progress is carefully monitored and where weaknesses are identified action is taken to provide support. For example, the English and mathematics co-ordinators scrutinise pupils' test papers each year to ascertain where they did well and to identify where questions were poorly answered. These procedures are enabling the school to develop effective systems to monitor pupils' progress. However, the school has yet to find an effective way of tracking pupils' scores in national tests year on year in order to evaluate pupils' progress with greater precision.

21. Relationships amongst all those that have leadership responsibilities are very good. There is a palpable sense of pride in the school's ethos and a shared commitment to maintaining and improving it further. As a consequence the headteacher, fully supported by colleagues, is ensuring the school meets its aim to be a school which is *"happy and friendly, and where children feel secure and thus able to tackle new learning experiences with confidence and therefore able to reach their full potential."*

## **The pupils benefit from a high quality education in the Reception and in Years 1 and 2.**

22. The quality of the education provided in the Reception and in Years 1 and 2 is very good. The pupils benefit from being in relatively small classes and being taught by a class

teacher with the support of at least one learning support assistant. Because of this, pupils are very often taught in small groups, of five to eight, under the direct guidance of an adult. This significantly enhances their learning. For example, in the Reception the teacher is able to focus on the youngest pupils who have just started school whilst her very experienced assistant supports those who have been in the school longer. Thus the pupils' play-learning can be closely observed, assessments made and practical activities, such as learning to cut up fruit, closely supervised. These arrangements are similarly repeated in Years 1 and 2. For example, in a Year 1 literacy lesson the teacher was able to listen and support a group reading together whilst an assistant supported pupils writing stories and another trainee assistant helped pupils with the early stages of learning to write. Again, high quality planning, clear objectives set for the work of the assistants and written evaluations of pupils' progress by the assistants meant that pupils made very good progress throughout the lesson.

23. Pupils are encouraged to be independent in their learning. For part of each day the youngest pupils are offered a range of appropriate activities from which to choose and are encouraged to work and play together. Structured play is given a suitably high profile and the youngest pupils benefit from these opportunities to learn from talking and sharing with others. As they progress through Years 1 and 2, the teachers continue to look for opportunities for pupils to engage in practical activities so as to make the pupils' learning as interesting as possible.

24. All pupils in these years are taught in visually stimulating rooms. The teachers take great care over the environment of the classroom, presenting a wide range of the pupils' work to best effect, and adding a wide range of resources for the pupils to use. For example, in the Reception a very colourful and stimulating display of books, posters and artefacts on Africa adorned one part of the room whilst in other areas delightful paintings show the pupils' developing artistic abilities.

25. Scrutiny of the pupils' work, and photographs retained by the teachers, show that there are a number of challenging projects undertaken each year. The school benefits from a purpose-built display space and this is often used for showing art, design and technology and other projects. For example, the youngest pupils have joined in projects on working with recyclable materials and on interpretations of the sea. Much of this work is of a high standard. Teachers' planning also shows that opportunities are actively sought to include practical activities wherever possible to support the pupils in their learning.

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

There are no major areas of weakness in the school. However, there are minor weaknesses, which the governing body should consider. They should:

- Review the roles and responsibilities staff undertake as subject leaders, in order to maximise the skills of individual teachers, to ensure that no teacher has an overload of subjects.
- Make better use of data so as to improve the information to staff on the progress the pupils make from year to year.
- Ensure attendance records are always completed and stored according to requirements.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
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
Number	1	8	9	3	0	0	0
Percentage	5	38	43	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	199
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

#### Special educational needs

	YR – Y7
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	32

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
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 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	11	13
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	90 (91)	90 (88)	97 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	11	12	12
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	87 (91)	93 (94)	93 (97)
	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 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	21
	Girls	13	12	15
	Total	33	32	36
Percentage of pupils at NC level 4 or above	School	92 (90)	89 (83)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	20
	Girls	13	12	13
	Total	31	30	33
Percentage of pupils at NC level 4 or above	School	86 (90)	83 (77)	92 (87)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	173
Any other minority ethnic group	

*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

*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 – Y7**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	28.4

#### **Education support staff: YR – Y7**

Total number of education support staff	10
Total aggregate hours worked per week	149

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
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	£
Total income	363,694
Total expenditure	360,741
Expenditure per pupil	1,822
Balance brought forward from previous year	14,523
Balance carried forward to next year	17,476

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	199
Number of questionnaires returned	57

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	4	0	0
My child is making good progress in school.	67	30	4	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	40	53	5	2	0
The teaching is good.	75	21	4	0	0
I am kept well informed about how my child is getting on.	42	49	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	5	0	0
The school expects my child to work hard and achieve his or her best.	70	26	4	0	0
The school works closely with parents.	49	42	7	0	2
The school is well led and managed.	72	28	0	0	0
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	46	35	2	12	5