

INSPECTION REPORT

CRABTREE INFANTS' SCHOOL

Harpenden, Herts

Hertfordshire LEA

Unique reference number: 117312

Headteacher: Mrs H Hollick

Reporting inspector: Mr C P Mitchell
5177

Dates of inspection: 14-15 March 2000

Inspection number: 196550

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-------------------------------------|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 4 to 7 |
| Gender of pupils: | Mixed |
| School address: | Crabtree Lane Harpenden Herts |
| Postcode: | AL5 5PU |
| Telephone number: | 01582 623597 |
| Fax number: | 01582 623450 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs K Smith |
| Date of previous inspection: | 18 November 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|-------------------|----------------------|
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| Mr Ron Elam | Lay inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crabtree Infants' School is a LEA maintained Community school. It has 180 pupils on roll between the ages of four and seven years. It is a popular school and is heavily over-subscribed. The number of pupils eligible for free school meals is well below the national average, as is the number of pupils with special educational needs. The school has a small percentage of bilingual pupils.

Pupils' attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and no significant weaknesses. High quality teaching ensures that standards remain high and that pupils make good progress. The leadership and management ensure that the school continues to improve. The school provides good value for money.

What the school does well

- The headteacher's leadership is very effective and ensures the school continues to improve
- Basic skills are taught very thoroughly and standards in English and mathematics are consistently above average. Standards in writing are well above average
- The overall quality of teaching is very good. Effective teamwork promotes good quality learning
- The quality of provision for the under fives is very good and the younger children make good progress
- Pupils' skills in literacy are developed effectively in other subjects and this ensures high standards across the curriculum
- The overall ethos of the school strongly supports learning
- Pupils behave well and form good relationships with each other and with adults
- The school is well-supported by the parents and governors who make an effective contribution to its work

What could be improved

- There could be more challenge to higher-attaining pupils in the teaching of mathematics at Key Stage 1
- The curriculum for the under fives would benefit from the provision of an outdoor curriculum area

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since this time the school has generally sustained its high standards and improved the proportion of pupils attaining Level 3 in writing in the national tests for seven year olds. The quality of teaching has also improved: there is now no unsatisfactory teaching and a high proportion of very good teaching. The school has fully addressed the key issues for action in the last report. It is well on the way in the development of effective systems of self-evaluation. At the parents' meeting, parents reported improvements in the overall ethos and atmosphere of the school.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| Reading | A | A | A | B |
| Writing | A | A | A* | A |
| Mathematics | A | A | A | A |

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

At seven years old results in the national tests, when compared with all schools, have been well above average over the past three years. In 1999, results in writing were very high and in the top 5 percent of schools nationally. In comparison to standards achieved by similar schools in 1999, results were still well above average in writing and mathematics, and above average in reading.

The school has set appropriate targets in English and mathematics in order to sustain and further improve these standards.

Standards in science, based on teachers' assessments, are well above average. The school has increased the proportion of pupils attaining Level 3 in science over the past three years.

The work seen during the inspection confirmed this picture. The majority of the five year olds in the current reception class achieve beyond what is normally expected for their age in language and literacy and in numeracy. They have a good basic knowledge of letter sounds and can use this well in reading and writing. They can count reliably beyond 10 and understand simple addition and subtraction.

By the end of Key Stage 1, pupils' skills in speaking and listening are well developed. For example, they can enter into detailed discussions about their work. Most can read appropriate texts fluently and with expression, and can find information in reference books. Their writing is often well-structured and sequenced with a good use of vocabulary. They write well about a variety of topics. In mathematics, most children have a good grasp of number operations, are beginning to develop good mental strategies for adding and subtracting and can explain their working-out. Pupils with special educational needs make good progress.

Overall, the pupils achieve well, although there is some margin for improvement in extending the higher-attaining pupils in mathematics.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------|---|
| Attitudes to the school | Pupils have very positive attitudes; they are keen to participate, answer questions and contribute their ideas. They are interested in all aspects of their learning. |

| Aspect | Comment |
|--------|---------|
|--------|---------|

| | |
|--|---|
| Behaviour, in and out of classrooms | Overall behaviour is very good. Pupils are helpful and courteous to visitors. |
| Personal development and relationships | Personal development is very good; there is a strong emphasis on independence in the reception class, and opportunities for pupils to take responsibility throughout the school. The quality of relationships is very good. Adults provide good role models for the pupils. |
| Attendance | Levels of attendance are satisfactory. Pupils enjoy coming to school. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very good | Very good | Not applicable |

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.

Throughout the school, the quality of teaching is very good. During the inspection, 62 percent of the lessons seen were very good or excellent and a further 29 percent were good. There was no unsatisfactory teaching.

The teaching of mathematics is good, and the teaching of English is very good. The skills of literacy and numeracy are taught very thoroughly. Teachers' planning and subject knowledge are very good. There is very effective teamwork between teachers, teaching assistants and voluntary helpers. Good-quality learning resources are used well to engage children's interest and maintain their attention. The consistently high-quality teaching ensures that the needs of all pupils are met and the pupils make good progress in their learning. Children sustain their concentration well and persevere with their tasks. They are developing good skills in working together when required.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The school meets statutory requirements. Provision for the under fives is of high quality. At Key Stage 1, the curriculum is broad and has appropriate weighting towards literacy and numeracy. The curriculum is extended through a range of visits, visitors and other activities. There are no extra-curricular activities. |
| Provision for pupils with special educational needs | Work is carefully planned in all classes for pupils with special educational needs. They are provided with very effective support from teachers, teaching assistants and voluntary helpers. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school's provision is very good. There is a strong moral code through the emphasis on the 'Golden Rules', which the pupils know well. Pupils are given opportunities for thinking and reflection, for example, in assemblies. There is a strong emphasis on the school as a community and on understanding and valuing a range of cultures. |
| How well the school cares for its pupils | The school cares for its pupils very well; the ethos of care is at the heart of the school. Child protection procedures, health and safety and welfare arrangements for pupils are good. Behaviour management is consistent. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well-led. The aims and ethos of the school are continually reinforced in its day-to-day work. Delegation to key staff is good. There are clear priorities for improvement in the school development plan. |
| How well the governors fulfil their responsibilities | The governing body is well organised with an effective committee structure. Governors are thoroughly involved in the work of the school and maintain effective oversight of its performance. |
| The school's evaluation of its performance | The school places a strong emphasis on monitoring its performance. Staff and governors show a clear commitment to further improvement. |
| The strategic use of resources | The school makes good use of its resources. The school's spending decisions relate to priorities for improvement and benefit for the pupils. The principles of best value are appropriately applied to major spending decisions. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • The children like the school • The children make good progress • Behaviour in the school is good • The teaching is good • Parents feel comfortable about approaching the school with questions or problems • The school expects the children to work hard and achieve their best • The school works closely with parents • The school is well led and managed • The school helps the children to become mature and responsible | <ul style="list-style-type: none"> • The amount of work children do at home • Information about how their children are getting on • The range of activities outside lessons |

The inspection team endorses the positive views of the parents. The team found that the amount of work which the children are asked to do at home is appropriate for their age. They found that the level of information which the school supplies to parents, including information about children's progress, is very good. Whilst the school does not provide extra-curricular activities, it does make considerable efforts to ensure that the children receive a broad and rich curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher's leadership is very effective and ensures that the school continues to improve.

1. The headteacher has introduced effective systems for monitoring the work of the school. She analyses the school's performance data and provides the governors and staff with a written report identifying any areas for improvement. The quality of teaching is regularly monitored and teachers receive verbal and written feedback about the strengths of their teaching with areas for improvement identified. Targets are set for all pupils each year. The head regularly examines samples of pupils' work and hears pupils read, in order to assess and discuss their progress towards the targets with class teachers. Subject leaders and governors are also involved in the monitoring processes. For example, subject leaders in literacy and numeracy have monitored the introduction of the national literacy and numeracy strategies. Each governor is linked to a particular subject and makes an annual monitoring visit.

2. Based upon the range of information from monitoring, areas for improvement are clearly identified in the school development plan. The plan makes clear the school's main priorities for improvement for the year ahead and its probable priorities over a three-year period. The plan is carefully costed so that it properly informs spending decisions.

3. The school has made very good use of projects and initiatives to strengthen the curriculum and raise standards. For example, the governors' decision to admit four year olds to the reception class twice yearly (September and January) rather than each term, meant an increase in the number of four year olds in the reception class. The school decided to participate in a national initiative, 'The Effective Early Learning Project' as the means of improving the provision for the four year olds. Similarly, the headteacher and staff identified the need to improve the fluency of those pupils who were just beginning to read. Consequently an initiative –the 'Better Reading Partnership' – was adopted to target improvement for these pupils.

4. However, the head's effective leadership is not simply about monitoring systems, development plans and initiatives, important though these are. She continually reinforces the school's aims and values to staff, parents and pupils, establishing a very clear understanding of what the school stands for. Her leadership is heavily endorsed through the parents' questionnaire, in which all parents agreed – and 76 percent strongly agreed - that the school is well-led and managed.

Basic skills are taught very thoroughly and standards in English and mathematics are consistently above average. Standards in writing are well above average.

5. The school has maintained high standards over the past four years in English and mathematics.

6. The curriculum has a strong emphasis on basic skills and these are taught very thoroughly. When children start school at the age of four, no time is wasted in teaching them to read, write and use numbers. The teaching of phonics takes a high profile from the beginning and is well-developed across the school. Similarly children are encouraged to write from an early stage and there is a good emphasis on the skills of authorship. Reading is taught well through the 'guided reading' sessions in the literacy hour and through individual reading. Basic number operations are taught well across the school. Teachers provide the children with every opportunity to master, practise and reinforce essential skills in English and mathematics.

7. In year 2, there are a number of examples of very high standards in children's writing. Here, children are able to write at length, with good use of vocabulary and well-chosen words and phrases. The best stories, for example, show individual style, are well-structured and often humorous. Writing has been a focus for improvement in the school over the past two years. All classes have included additional writing activities each week with an increased emphasis on punctuation, spelling and style through the literacy hour. The results of the 1999 tests for seven year olds confirm that this

development has been a successful. 28 percent of pupils attained Level 3 in writing, which was well above the national average (8 percent).

8. The school is currently developing target-setting as a means of sustaining and improving standards. At the beginning of the school year, targets are set for all pupils for the following July. The staff and the headteacher monitor their progress towards the targets and any areas of potential under-achievement are identified.

The overall quality of teaching is very good. Effective teamwork promotes good quality learning

9. The school has made substantial improvements to the overall quality of teaching. The inspection found that almost all of the teaching was good or very good – a significant and positive shift since the last inspection.

10. Teachers' planning is very thorough. The lessons and activities planned for the pupils are accompanied by clear outlines of their purposes and intentions. This means that teaching assistants and other adults who are supporting the activities are sure about what they are designed to achieve. Subsequently the teamwork in all the classrooms is very effective; teachers, teaching assistants, other helpers and pupils are working to common goals.

11. Teachers carefully evaluate their lessons each day, focusing on literacy and numeracy. This ensures that any misunderstandings which children may have are quickly picked up and rectified.

12. Teachers' questioning skills are very effective. They are particularly good at using questions to find out what children already know and to encourage them to think and hypothesise. For example, a Year 2 class was about to study exercise and the human body. The teacher used a range of open questions to elicit pupils' ideas about the outcomes of exercise. These ideas gave her a good insight into their understanding of how the body works and therefore of what they needed to learn next.

13. Teachers are very good at introducing and concluding their lessons. Lessons introductions are well-paced, revise previous work and use resources well to maintain pupils' attention. For example, the introduction to a numeracy lesson in Year 2 consisted of a rapid series of mental activities: counting on and counting back with two and three digit numbers; multiples of 5 and of 10; adding on to 100; then adding and partitioning two digit numbers. A good quality number square was used to help illustrate and reinforce the number operations. The conclusion to this lesson reinforced the same skills, but in the context of written number problems. The children's concentration was maintained to the end.

The quality of provision for the under fives is very good and the younger children make good progress

14. The provision of an appropriate early years curriculum is a main priority in the school development plan. This has arisen both from the need to provide an appropriate curriculum for the increasing number of four year olds in school, and to meet the requirements of the new Foundation Curriculum. The new curriculum applies to all pupils in the reception year and takes effect from September 2000. The school has participated in the 'Effective Early Learning Programme', a national accredited initiative, in order to secure the necessary improvements.

15. This work has been very successful. The two reception classes work co-operatively and share resources. There is good provision for all the areas of learning in the Foundation Curriculum, with the exception of an outdoor curriculum area. The two reception classes are very well organised. The teachers ensure that all children engage in sessions of direct teaching, tasks and activities designated for them by the teacher, and tasks and activities in which they have a degree of choice. Two teaching assistants support the teachers and the quality of the teamwork is impressive.

16. A particular feature of the reception classes is the emphasis placed upon developing

children's independence. This is done through providing the pupils with well-planned tasks and activities at which they are expected to work for sustained periods, and through allowing them to exercise some choice over the activities at certain times during the day. The inspection team noted many examples of children who were highly self-motivated, and could maintain their concentration over long periods, for example, when engaged in constructional activities or in role-play. Consequently, children develop good work habits at an early age and an ability to work collaboratively with other children.

Pupils' skills in literacy are developed effectively in other subjects and this ensures high standards across the curriculum.

17. In the reception year, teachers ensure that literacy is planned as a part of each area of learning. Skills in speaking and listening, for example, are developed through role-play. This is particularly effective when an adult, such as a teaching assistant, takes an active part in the role-play. Reading and writing form a part of many activities: one group of four year olds, for example, worked very hard writing their own booklet about pets using non-fiction texts for reference.

18. The high standards of writing are evident in other subjects. In Year 2 there are some very good examples of writing in science. Pupils' written explanations on how a bicycle works show how well they are coming to terms with structuring and punctuating a fairly complex explanation. In all classes, children make a number of small books and booklets in which to present their writing. This helps the children develop a sense of structure and purpose. For example, pupils in Year 1 had been asked to write booklets about magnets. The booklets were an effective way of helping them to organise and sequence their ideas.

19. Pupils' skills in speaking are also well-developed across the curriculum. There is a very good emphasis in mathematics on asking pupils to explain their thinking and how they worked things out. For example, when confronted with a number square with several missing numbers, pupils in Year 1 were able to clearly explain several strategies for working out what was missing. Similarly in Year 2, pupils were quickly able to articulate three different methods for working out '8+9'.

The overall ethos of the school strongly supports learning

20. There is a very real sense that learning, both for pupils and for staff, is a very serious business. The school gets down to work quickly in the morning. Teachers use registration for reinforcing number skills, asking children to perform various number operations based on those present, those absent, those having school dinners. Lessons start promptly.

21. Time is used well throughout the day and little time is unproductive. Small slots of time are used effectively; for example, in one class, the 10 minutes between the end of the numeracy hour and the start of assembly was used to introduce the forthcoming science lesson, giving the children as short preparatory task. In a reception class, the last 30 minutes of the day was used for a very well-taught session of phonics, followed by a story. Children and adults work hard throughout the day.

22. The staff take their own learning and professional development seriously. At the time of the inspection, two teachers were studying for higher degrees in education; another taking a national professional qualification; and a further two were active members of a relevant national association. The school is a partnership school with Hertfordshire University, participating in initial teacher training, and with Oaklands College. The governing body is committed to its own training and development, with an induction course for new governors and areas for governor development included in the school development plan.

23. The strong emphasis on professional development has a substantial impact on sustaining the school's high standards.

Pupils behave well and form good relationships with each other and with adults

24. The standard of children's behaviour in lessons and around the school is usually very good. Children listen to teachers attentively and, on the whole, concentrate well on their tasks and activities. They take care of the materials they are using and put them away carefully at the end of lessons. The children are keen to do well. They co-operate well when working together, for example, on the computer, and are generally pleasant to each other.

25. The adults in the school set a good example to the children. They treat each other and the pupils with courtesy and respect. They make sure that each child's contribution is recognised and valued. For example, a teacher in the reception year was teaching her class initial letter sounds, through taking a range of interesting objects out of a box. Children had to name the object and the initial sound. All the children contributed and, whatever they said, the teacher was careful to praise their efforts. This increased their confidence and encouraged them to keep trying.

26. A central part of the school's approach to pupils' personal, social and health education is the school's 'Golden Rules'. These seven simple rules describe the way in which the children are expected to behave around the school. They were devised with the children and are regularly reviewed with them. They are displayed prominently in the school hall and the headteacher makes frequent reference to them in school assemblies, ensuring that the school's expectations and ethos are continually reinforced.

27. Children's personal, social and health education is an essential part of the school's curriculum and a main priority in the school development plan.

The school is well supported by the parents and governors who make an effective contribution to its work

28. One of the aims of the school is to develop parents as partners and in this it is largely successful. In the parents' questionnaire 94 percent of the parents agreed, and 62 percent strongly agreed, that the school works closely with parents. 97 percent agreed, and 72 percent strongly agreed, that they felt comfortable about approaching the school with questions or a problem.

29. Parent helpers are involved in every class in the school. Parents are also heavily involved in the 'Better Reading Partnership' project, and the 'Story Sack' project. There is an active, and very effective, Parents' Association. This organises a range of events for the parents and community and raises considerable funds for the school. The funds are well used to extend the curriculum, for example, through the 'Hedgerow Heritage Project', which aims to involve the children in their environment.

30. The support which the school receives from its parents was an important factor in the school's successful submission for the national Curriculum Award 2000.

31. The governing body is well-organised with an appropriate committee structure. The chair of the governing body maintains close contact with the headteacher through regular visits, formal and informal. There is a programme of governor visits to the school to look at various aspects of its work. A number of governors also come into the school as voluntary helpers. Because of their working structure and high levels of contact, governors are able to discharge their responsibilities well and provide the school with good support and effective oversight.

WHAT COULD BE IMPROVED

There could be more challenge to higher-attaining pupils in the teaching of mathematics at Key Stage 1

32. This point should not detract from the good levels of teachers' competence in teaching the basic skills of numeracy, as outlined above. However, the teaching at Key Stage 1 does not sufficiently extend the higher-attaining pupils.

33. This is particularly evident in the sessions of oral work and mental calculation, which come at the beginning of the numeracy hour. Teachers are very good at providing pupils with plenty of practice in mental work and number operations but much of this work is comfortably within the range of the most able pupils. Consequently, there are insufficient opportunities for these pupils to have real challenge, for example, by using harder numbers or attempting more complex operations. Similarly the main tasks and activities which the children undertake, whilst they are well planned with careful provision for pupils' differing abilities, do not always extend the higher-attaining children.

34. The school introduced the National Numeracy strategy in September last year and overall this has been done well. There now needs to be a sharper focus on this issue.

The curriculum for the under fives would benefit from the provision of an outdoor curriculum area

35. This is the one key area missing from the otherwise very good provision in the reception class. The school already has plans in place to develop such an area and the inspection team endorses these plans. An outdoor curriculum area will extend the existing good practice in the reception year. It will provide the children with more opportunities for first-hand experiences across the curriculum, and extend their opportunities to talk about their learning and develop independence and self-management.

ISSUES FOR ACTION

The school should now:

- I. Ensure that the teaching of mathematics at Key Stage 1 makes greater demand upon the higher-attaining pupils.
- II. Implement its plans to provide an outdoor curriculum area for the reception classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 24 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 8 | 54 | 29 | 8 | - | - | - |

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 – Y2 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 180 |
| Number of full-time pupils eligible for free school meals | | 4 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 0 |
| Number of pupils on the school's special educational needs register | | 25 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 7 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 6 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.9 |
| National comparative data | 5.4 |

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 41 | 19 | 60 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 33 | 39 | 39 |
| | Girls | 19 | 19 | 19 |
| | Total | 52 | 58 | 58 |
| Percentage of pupils at NC level 2 or above | School | 87 | 97 | 97 |
| | National | 82 | 83 | 87 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 38 | 39 | 39 |
| | Girls | 19 | 19 | 19 |
| | Total | 57 | 58 | 58 |
| Percentage of pupils at NC level 2 or above | School | 95 | 97 | 97 |
| | National | 82 | 86 | 87 |

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 | 0 |
| Black – other | 4 |
| Indian | 0 |
| Pakistani | 1 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 111 |
| Any other minority ethnic group | 3 |

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 – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 7.2 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 30.0 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 98 |

Qualified teachers and support staff: nursery

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

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

| | |
|--------------------------------|--|
| Number of pupils per FTE adult | |
|--------------------------------|--|

FTE means full-time equivalent.

Financial information

| | |
|----------------|--------|
| Financial year | 1998/9 |
|----------------|--------|

| | |
|--|--------|
| | £ |
| Total income | 309452 |
| Total expenditure | 314090 |
| Expenditure per pupil | 1964 |
| Balance brought forward from previous year | 22979 |
| Balance carried forward to next year | 18341 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

180

Number of questionnaires returned

105

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 70.0 | 26.0 | 3.0 | 1.0 | |
| My child is making good progress in school. | 56.0 | 36.0 | 6.0 | | 3.0 |
| Behaviour in the school is good. | 52.0 | 43.0 | 3.0 | | 2.0 |
| My child gets the right amount of work to do at home. | 45.0 | 21.0 | 20.0 | 2.0 | 2.0 |
| The teaching is good. | 57.0 | 41.0 | 1.0 | | 1.0 |
| I am kept well informed about how my child is getting on. | 36.0 | 40.0 | 21.0 | | 3.0 |
| I would feel comfortable about approaching the school with questions or a problem. | 72.0 | 25.0 | | 3.0 | |
| The school expects my child to work hard and achieve his or her best. | 55.0 | 42.0 | 1.0 | | 2.0 |
| The school works closely with parents. | 62.0 | 32.0 | 4.0 | 2.0 | 1.0 |
| The school is well led and managed. | 76.0 | 24.0 | | | |
| The school is helping my child become mature and responsible. | 65.0 | 32.0 | 1.0 | | 2.0 |
| The school provides an interesting range of activities outside lessons. | 25.0 | 26.0 | 16.0 | 5.0 | 29.0 |