

INSPECTION REPORT

WESTERN ROAD PRIMARY SCHOOL

Lewes

LEA area: East Sussex

Unique reference number: 114406

Acting headteacher: Mr M. Jee

Reporting inspector: Mrs J. Catlin
21685

Dates of inspection: 10th – 11th October 2000

Inspection number: 224235

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 years
Gender of pupils:	Mixed
School address:	Southover High Street Lewes East Sussex
Postcode:	BN7 1JB
Telephone number:	01273 473013
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K. Gillingham
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Western Road Primary School is a six-class school, catering for pupils from 4 to 11 years of age. At present there are 177 pupils on roll, which is a small number compared to national figures. The school admits children full-time into the reception class in the term that they are five. Overall, attainment on entry is in line with that expected nationally although there are a significant number of pupils with above average attainment. There are 20 per cent of pupils on the school's register of special educational needs, which is broadly in line with the national average. The percentage of pupils with statements of special educational need (2.3 per cent) is also about average. Just over 1 per cent of pupils speak English as an additional language. This figure is lower than in most schools. The proportion of pupils currently claiming entitlement to free school meals is 8.5 per cent, which is below the national average.

HOW GOOD THE SCHOOL IS

Western Road Primary School is a very effective school with many strengths and no major weaknesses. Standards in English, mathematics and science are well above average. Teaching is good, with a noteworthy proportion of good and very good teaching. Good leadership and management give a clear direction to the work of the school. The value for money provided by the school, taking account of the very good improvement since the previous inspection and its overall effectiveness, is very good.

What the school does well

- By the end of Key Stage 2 standards in English, mathematics and science are well above the national average.
- Pupils' attitudes, behaviour and personal development are very good.
- There is very good provision for pupils with special educational needs.
- The provision for children aged under five is very good.

What could be improved

- The quality of teaching in Years 2, 3 and 4.
- The tracking of pupils' progress across the school.
- Parental involvement in children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The areas for improvement are outweighed by the many things that the school is doing well. The previous inspection in March 1996 found the school to be effectively managed with strong leadership from the headteacher. All the key issues for action identified at the time of the previous inspection have been dealt with effectively. The school development plan is now a very useful tool for school improvement as it prioritises curriculum issues and ensures that areas highlighted for development are monitored and evaluated. The improved planning of the curriculum enables pupils to make good and often very good progress. Schemes of work are in place for all subjects and effectively promote the pupils' personal, physical and intellectual development. There is clear use of assessment to inform future learning. Overall, teachers' lesson planning effectively caters for pupils of differing abilities. The issues of underachievement highlighted in the report have, overall, been effectively addressed. Nevertheless, there remain issues over the challenge offered to the most able pupils as they progress through the school and this could be improved. There have been considerable improvements in developing the role of curriculum co-ordinators and most take a more proactive role in the monitoring and evaluation of standards in their subjects. The overall improvement in the school since the last inspection 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			
	all schools			Similar schools
	1997	1998	1999	1999
English	B	A	A	A*
Mathematics	A	A	A	A
Science	A	A*	A	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The above chart shows that standards in English, mathematics and science were well above the national average at the end of Key Stage 2 in 1999. When compared with similar schools, i.e. those schools that have the same proportion of pupils eligible for free school meals, standards in English are high and pupils' attainment is in the highest 5 per cent nationally. Standards in mathematics and science are well above average.

When the school's end of Key Stage 2 results in earlier years are taken into account they show a consistent pattern of results that are well above national averages. The school has been very successful in addressing the needs of pupils with special educational needs. The inspection findings confirm that current achievement in English, mathematics and science is well above average at the end of Key Stage 2. Standards in information and communication technology are satisfactory. While standards overall are very good, there are a few very able pupils who could achieve even higher standards, particularly in mathematics, if their progress was more effectively tracked through the school. Targets for English and mathematics are appropriately challenging and include an increase in the proportion of pupils expected to achieve the higher level 5. The school is very likely to achieve these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about school and enjoy learning. They are very keen to join in and make a contribution to all aspects of school life, both in and out of class.
Behaviour, in and out of classrooms	Very good. The very good standards of attainment are consistently enhanced by the behaviour of the pupils. They engage in good-natured play and work effectively in groups as well as individually. Pupils are helped to understand how good behaviour promotes good learning for everybody.
Personal development and relationships	Very good. Pupils are kind and helpful to each other and listen politely. The teachers' and other adults' respectful manner to pupils provides a very good model, enabling pupils to explore possibilities for learning and living together in a caring environment.
Attendance	Good. Although the unauthorised absence has decreased it remains slightly above the national average.

The school successfully achieves its aim for pupils' personal and social development. Pupils are courteous to each other and friendly to staff. They relate very positively to each other and work very well together in lessons.

TEACHING AND LEARNING

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

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

Across the school, the quality of teaching is good, with some very good features. It is very good in 18 per cent of lessons, good in 55 per cent and satisfactory in 18 per cent. There is a very small percentage of unsatisfactory teaching. This is an improvement since the previous inspection when teaching was satisfactory overall. Teaching is at its best in the reception class and in Years 1, 5 and 6. The skills of literacy and numeracy are effectively planned for and are taught well and enable pupils to make good progress. Particular strengths in teaching include high expectations of pupils, the good use of learning support assistants and the sharing of learning objectives with pupils, so that they are very clear about what they are to learn and how successful they have been. These strengths in teaching enable pupils to make good and often very good progress. The teaching of pupils with special educational needs is very good because teachers' lesson planning effectively addresses individual needs and therefore enables these pupils to make very good progress. The main weaknesses in teaching are that, in some classes, the learning needs of the most able pupils are not always effectively addressed, the pace in a few lessons lacks sufficient rigour and teacher expectations about what pupils are able to know, understand and do are not high enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and is enriched by a range of stimulating visits and visitors to the school, and by the number and range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The co-ordinator for special educational needs is efficient and committed. Teachers and effective learning support assistants work hard to meet the needs of these pupils and to promote their self-esteem.
Provision for pupils with English as an additional language	Overall, these pupils make good progress. Systems in place to monitor their attainment are effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral and social development are very good. Pupils clearly understand what is right and wrong. They are helped to work together harmoniously and effectively.
How well the school cares for its pupils	Good. This is a very caring school with fair and consistent management of pupils' behaviour. Procedures for assessment and tracking progress are not yet sufficiently rigorous.

Overall, the school works well with parents. Particular strengths of the curriculum are English, mathematics and science. Overall, standards in information and communication technology, religious education, art, design and technology, geography, history, music, and physical education are satisfactory. Provision for extra-curricular activities is very good. All statutory requirements, including collective worship, are fully met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the acting headteacher is good and the school's aims and values are well promoted.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well. Governors are developing an effective, strategic role.
The school's evaluation of its performance	Co-ordinators for English, mathematics and science are beginning to analyse and evaluate standards in their subjects in order to identify strengths and weaknesses. The role of some subject co-ordinators is underdeveloped.
The strategic use of resources	The school's spending decisions relate well to the school's priorities for improvement and the benefit of the pupils. The principles of best value are applied to major spending decisions.

The acting headteacher and governors formally evaluate the cost-effectiveness of the spending decisions against standards of work produced by the pupils to ensure very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • The teaching is good. • They are comfortable about approaching the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • A more interesting range of activities outside lessons. • Closer working with parents.

Inspectors agree with all the positive views expressed by parents. Inspectors do not agree with all of the negative views expressed. The inspection judgement is that, overall, the school has a good partnership with parents and they are kept well informed about the school and their views have been incorporated into the school development plan. A homework policy has been agreed and parents were advised of it. However, the amount and relevance of homework are inconsistent and it is not always clear what the expectations are and how homework helps to develop pupils' independent study skills. Some aspects of the information provided about pupils' progress are good but annual school reports do not adequately describe the extent to which pupils achieve in line with expectations for their age and ability. Despite these shortcomings the school goes to considerable lengths to work closely with parents and substantial improvements in communication have been made since the previous inspection. The inspection does not support the view that the school could improve extra-curricular activities. There are 19 activities on offer to pupils from reception to Year 6 and for a school of this size the extent and range of this provision are very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Key Stage 2 standards in English, mathematics and science are well above the national average

1. Attainment on entry to the reception class, for the majority of children, is average. These children make good progress and by the time they enter Key Stage 1 their overall attainment is above average.
2. Results of the 1999 national tests, at the end of Key Stage 2, show that attainment in English, mathematics and science at the expected level 4 and at the higher level 5 was well above the national average. The results in all three subjects in 1998 were also well above average. Results of the 2000 national tests show that the school has maintained these high standards. When compared with the performance of schools with pupils from similar backgrounds, the 1999 results for Key Stage 2 show that pupils' overall performance in all three subjects was in the highest 5 per cent nationally. Trends in performance over the past four years are above those recorded nationally. The performance of girls in English is better than that of boys reflecting the position found nationally. There is no significant difference between the performance of boys and girls in mathematics and science.
3. For current Year 6 pupils, inspection evidence shows that their attainment in English, mathematics and science continues to be well above the national average by the end of Key Stage 2. Standards in these three subjects are considerably better than those recorded at the time of the previous inspection.
4. Throughout the school standards in speaking and listening are very good. This is a considerable improvement since the previous inspection when pupils' skills in this area were underdeveloped due to limited opportunities for pupils to exchange points of view, express ideas thoughtfully and discuss and evaluate events and experiences. The school has developed this area very well and pupils listen courteously and attentively. As a result, their learning is enhanced and time is not wasted in class. They speak with fluency and expression from an early age and this is consistently encouraged by all teachers. Good general knowledge displayed by the pupils contributes to the interesting content of what they have to say.
5. Since the previous inspection, the school has worked hard to address the underachievement in writing that was reported then and standards are now above average by age seven and well above at the end of Key Stage 2. Good use is made in the literacy hour of text to analyse vocabulary and grammar points, punctuation and style. In a Year 5/6 lesson pupils were extending their knowledge of connecting words and phrases using two film reviews. They were also able to comment critically on the language and style of the two articles.
6. Literacy skills support high standards of work in other areas of the curriculum and work seen in history and religious education was good because pupils can communicate findings with ease and use language effectively to explore their own understanding. Pupils are confident in word processing and this area is well developed and supports other subjects across the curriculum.
7. Standards in mathematics are very good in the Year 5/6 class and a significant number of pupils are working competently at level 4. They can apply their mathematical skills and understanding to problem solving tasks and to number investigations. They are confident and proficient in their use of number, which they demonstrate in their daily mental and oral sessions. Their mathematical ability enhances performance in other subjects, such as science and design and technology.
8. In Key Stage 1 national tests, attainment in reading at the expected level 2 was below the national average but above at the higher level 3. The school has attributed the below average attainment in reading at level 2 to a group of five pupils with special educational needs. However, because of the above number of pupils attaining the higher level 3, the overall score in reading is above the national average. In writing, pupils' attainment in the tests was close to the national averages both at the expected level 2 and at the higher level 3. In mathematics, pupils' attainment was close to the national average at the expected level 2 and above average at the higher level 3. Results of the 2000 national

tests show that the school has maintained these above average standards. The performance of girls in writing is better than that of boys. There is no significant difference between the performance of boys and girls in reading and mathematics.

9. The school is very successful in supporting the learning of pupils with special educational needs, who make very good progress in relation to prior attainment. They are identified at an early stage and have detailed individual education plans that clearly focus on areas for improvement and targets to be achieved. Learning support assistants provide pupils with a level of support that promotes this very good progress, particularly in the areas of literacy and numeracy.
10. Standards in the reception class are good and work seen in literacy, numeracy, creative work and knowledge and understanding about the world demonstrate good standards for children of this age. They are learning to write their names, recognise sounds and match them to letters. They enjoy books and are introduced to a wide range of texts. By the end of their time in the reception class most pupils are working within the early stages of the National Curriculum and achieving standards in literacy and numeracy which are above average for children of this age.
11. The school's targets, set in conjunction with the local authority, were exceeded last year. Targets set for the next two years are appropriately challenging and include an increase in the proportion of pupils expected to attain the higher level 5. The school is confident that, with the existing implementation of the literacy hour and numeracy strategy, they will achieve these targets and inspection evidence supports this view.
12. Pupils make good progress overall, both in the lessons observed and as seen in previously recorded work. In almost all lessons observed progress was at least satisfactory and often good or very good. However, progress is at its best in the reception class, Year 1 and Years 5 and 6. This is due to good and often very good teaching in these classes. The relative weaknesses in teaching are that in some classes, the learning needs of the most able pupils are not always effectively addressed, the pace in a few lessons lacks sufficient rigour and teacher expectations about what pupils are able to know, understand and do are not high enough.
13. Literacy skills are developed well in other subjects of the curriculum, for example, in mathematics and science. There are good strategies for the teaching of numeracy skills across the school and across subjects, for example in design and technology and geography.

Pupils' attitudes, values and personal development are very good

14. Pupils are very enthusiastic about the school. Their behaviour and personal development are very good and these aspects are a considerable strength of the school. These findings indicate a significant improvement since the previous inspection.
15. Pupils enjoy their experiences and want to come to school. This is evident in their good attendance, which is above the average for primary schools, and in their timely arrival for lessons. Many take part in the various activities and sports that are organised and pupils enthusiastically recall visits to museums and an activity centre where they stayed for a week. When asked, pupils find it difficult to think of anything which they do not like about their lessons. They value and trust their teachers and generally have positive, interested and purposeful attitudes.
16. Behaviour in lessons is almost always very good. Usually, occasional inattentiveness occurs only when part of a lesson is not particularly challenging. Behaviour outside classrooms is very good and during the last two terms no incidents of significant misbehaviour in the playground have been recorded. Conduct is always orderly and pupils are polite and respectful. Relationships between pupils are very good and, consequently, there is no bullying. During pair and group work there is no friction; pupils work together amicably and are mutually supportive. In examples of pupils' writing, they comment on how they appreciate their friends who help them.

17. Pupils respond very well to opportunities for their personal development. They willingly take responsibility in such roles as lunchtime receptionists or helping new pupils to settle, and they perform these duties conscientiously. They look after equipment and take good care of their own and the school's possessions. No graffiti or vandalism were seen during the inspection and all pupils use the litter bins. The pupils' social awareness and concern for others are fostered very effectively through fund-raising for charities.

There is very good provision for pupils with special educational needs

18. The code of practice for pupils with special educational needs is fully in place. The school has effective systems to identify, assess, support and monitor pupils with special needs which enable them to make very good progress. Those with individual education plans are given appropriate and suitably challenging targets which are reviewed regularly. The management of the special educational needs programme and the pupils' education plans is very good. The special educational needs co-ordinator is very effective. She provides very good support to pupils with special educational needs and is available to advise staff about the identification and assessment of these pupils. The management of the special educational needs learning support assistants is very effective. These capable and willing assistants are overall of high quality and are invaluable to the school. They are well trained and closely directed by the special educational needs co-ordinator.
19. Record keeping is detailed and effective. Pupils' files are up to date and the level of detail recorded ensures that pupils' individual needs are met. The register of pupils with special educational needs is also up to date and has been analysed according to need. The interests of the pupils with special educational needs are effectively served by the designation of an experienced governor with responsibility for oversight of the area. Her involvement in monitoring policy and procedures has sharpened awareness of the governors' responsibilities towards these pupils. The school has good procedures for monitoring the effectiveness of its special educational needs policy.

The provision for children aged under five is very good

20. The provision for children under five is very good. At the time of the inspection 21 children were aged under five. The school admits children full-time into the reception class in the term after they are five. On entry to school children's attainment is varied but a significant minority of children have above average levels of attainment. The school's initial assessment for children beginning school judges that overall they have average levels of attainment. Inspection findings confirm this assessment. Children with special educational needs are carefully assessed to establish their future learning needs. The teacher and classroom assistant work well together. This is effective and ensures that all children have equality of opportunity. The children make good progress particularly in language and literacy and mathematics.
21. From this starting point, the great majority of children, including those with special educational needs, make good progress and, by the time they are of statutory school age, meet and often exceed all the nationally defined early learning goals. They are well prepared for the next stage of education.
22. The curriculum for children aged under five covers the six early learning goals. It involves the children in taking some responsibility for their own learning. It makes a very good contribution to the intellectual development of all pupils, particularly in language and literacy, mathematics and personal and social development. Very good opportunities are provided to promote children's aesthetic and creative development, to extend their knowledge of the world around them and to encourage their physical development. Curricular planning is very good, providing a cohesive curriculum for children aged under five. The work has an emphasis on learning through purposeful play and exploration, development of basic skills and developing positive attitudes.

WHAT COULD BE IMPROVED

The quality of teaching in Years 2, 3 and 4

23. As a result of good and very good teaching, pupils in the reception class and Year 1 make at least good and often very good progress. Inspection evidence shows that this progress has not been maintained by the end of Key Stage 1. There is also less challenge provided for the most able pupils at the end of Key Stage 1 than at the end of Key Stage 2. Progress in the early years of Key Stage 2, although not unsatisfactory, is not as good as it could be. This results in the teachers in Years 5 and 6 having to work very hard to ensure that standards are maintained and built on by the end of Year 6. Pupils in the Year 5/6 class make good and often very good progress due to very effective teaching. In an otherwise satisfactory lesson the pace of learning slowed due to some instances of inappropriate pupil behaviour. There was inappropriate use of the learning support assistant to ensure that these pupils remained on task, and that their behaviour did not negatively affect other pupils' learning. Teachers' expectations for the most able pupils in Years 2, 3 and 4 are not always high enough and this results in them not making the progress of which they are capable. In one mathematics lesson, older pupils had already covered much of the work in the previous year and, as a result, these pupils made unsatisfactory progress.

The tracking of pupils' progress across the school

24. Although the school now has effective systems for assessing pupils' knowledge and skills throughout the school there are as yet no effective systems for tracking pupils' progress and ensuring that it is consistent in all classes. The school has not completed detailed analysis of the 1999 national test results. This analysis would have shown them, for example, that pupils in Key Stage 1 were below the national average in reading in 1999 at the expected level 2. The precise tracking of individual pupils' progress throughout the school would also enable them to identify more effectively the few very able pupils who could be achieving even higher standards, particularly in mathematics. It would have revealed that the performance of boys in writing at age seven was approximately a term behind that of girls, and that by age eleven there was an equivalent gap in boys' performance in English against that of girls.

Parental involvement in children's learning

25. One of the areas of concern at the meeting for parents was the absence of curriculum information from some teachers. Inspection evidence confirms that while in some classes teachers send out information which allows parents to see clearly what is being taught and how they may help, for example by taking their child to a museum or obtaining a particular book, this practice is inconsistent both in detail and regularity.
26. All end of year reports are positive and encouraging and parents are invited to meet teachers and discuss their child's report should they wish. The reports provide a satisfactory individual summary of academic achievement and personal development. However, there is little sharing of assessment data with parents, for example results in end of year non-statutory tests. This results in them not having a realistic understanding of how well their children are learning and how they are performing compared to pupils of similar age and ability. Details of progress are not always clear and there is no self-assessment by pupils, or target setting to direct future effort or address specific weaknesses. There is no space allocated on the report for parental comments.
27. The setting of homework is inconsistent. Although the school has a homework policy this is not consistently adhered to. Pupils in Key Stage 1 have a record card on which parents are free to comment about when they have heard their child read, but this system is not carried through to other years. This results in parents not being clear about their child's reading progress and how they can help them at home. Although homework is set this is variable in regularity and its purpose is not always clear. There are no homework diaries used in the school with the result that parents do not know when or if homework has been set and for what purpose. This results in uncertainty about what is required of them concerning their child's work at home.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to maintain the existing high standards in the school, the governors, headteacher and staff should:
- Raise the quality of teaching in years 2, 3 and 4 to ensure that all pupils, particularly the more able, maintain their previous good progress; (paragraphs 12 and 23)
 - Develop systems for tracking pupils' progress through the school by setting precise targets for future attainment; (paragraph 24)
 - Improve the quality of information for parents by:-
 - Ensuring all parents receive curriculum letters
 - Ensuring that end of year reports to parents always give a clear indication of pupils' attainment and are clear about what their child needs to do to improve
 - Further developing procedures to assist parents in hearing their child read at home and in supporting their child's homework. (paragraphs 25, 26 and 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	55	18	9	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	177
Number of full-time pupils eligible for free school meals	N/a	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	35

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	11
	Girls	13	15	13
	Total	21	22	24
Percentage of pupils at NC level 2 or above	School	81	85	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	9
	Girls	13	12	14
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	81	85	88
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	16	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	15	15	15
	Total	24	24	25
Percentage of pupils at NC level 4 or above	School	92	92	96
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	15	15	15
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	88	92	96
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	4
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	7.6
Number of pupils per qualified teacher	23.28
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	110

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	1999/2000
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	£
Total income	357,123
Total expenditure	351,766
Expenditure per pupil	1,987
Balance brought forward from previous year	9,782
Balance carried forward to next year	15,139

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	5	0	0
My child is making good progress in school.	45	50	3	2	0
Behaviour in the school is good.	42	55	0	3	0
My child gets the right amount of work to do at home.	40	52	3	3	2
The teaching is good.	48	50	0	0	2
I am kept well informed about how my child is getting on.	43	52	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	2	0	0
The school expects my child to work hard and achieve his or her best.	43	50	5	0	2
The school works closely with parents.	48	43	8	0	0
The school is well led and managed.	57	37	3	0	3
The school is helping my child become mature and responsible.	55	40	5	0	0
The school provides an interesting range of activities outside lessons.	50	37	12	0	2