

# INSPECTION REPORT

## **ST PETER'S CE PRIMARY SCHOOL**

Harrogate

LEA area: North Yorkshire

Unique reference number: 121568

Headteacher: Mr Andrew Best

Reporting inspector: Steve Moss  
7700

Dates of inspection: 9-10 October 2000

Inspection number: 224268

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: Voluntary controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed

School address: Belford Road  
Harrogate  
North Yorkshire  
Postcode: HG1 1JA  
Telephone number: 01423 569684  
Fax number: 01423 521080

Appropriate authority: The governing body

Name of chair of governors: Canon A Shepherd

Date of previous inspection: July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated close to the town centre of Harrogate. It is an average sized Church of England Controlled primary school with 256 pupils on roll. There are similar numbers of boys and girls. Very few pupils live in the immediate vicinity of the school, most travelling from owner occupied homes in various parts of the town. Almost all pupils are of white ethnicity and only two per cent have English as an additional language, with none of these being at an early stage of English language acquisition. Four per cent of pupils are eligible for free school meals, a figure that is well below the national average. There are 21 pupils (12 per cent) on the school's special needs register, of whom two have a Statement of Special Educational Need. Both these figures are below the national average. Few pupils have had nursery education before starting school and levels of attainment on entry to the reception class are close to the North Yorkshire and national averages.

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

St Peter's is a very effective school which provides a good quality of education for all of its pupils. Standards are very high in English and results in mathematics and science are well above the national average. The school has improved its results in these core subjects, which were already high at the time of the last inspection in 1996. It also offers a rich and varied curriculum and a good range of extra-curricular activities. Teaching is good throughout the school and especially so in the reception classes. Pupils are keen to learn and are well behaved in and out of lessons. The recently appointed headteacher and experienced deputy head provide effective leadership and are well supported by the governing body, which has successfully guided the school through a period of uncertainty when there were five headteachers or acting headteachers in a period of three years. The school provides good value for money.

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

- The pupils achieve high standards in English, mathematics and science – consistently above national averages by the age of 11.
- Pupils have very positive attitudes towards their learning.
- The quality of teaching is good throughout the school.
- The school provides a rich and varied curriculum which caters for the needs of the full ability range.
- The school provides a caring, supportive environment in which children develop well.
- The school is well led and managed by the recently appointed headteacher and the deputy head, who receive effective support from the governing body.

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

- Standards in information and communications technology (ICT) are too low at the end of Key Stage 2.
- Resource levels for ICT are very low in comparison with national averages.
- The school's practice on homework lacks consistency and the policy is not clearly communicated to parents.

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

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

Since the last inspection, which took place in July 1996, the school has made good progress from an already strong base. Standards in English, mathematics and science have all improved and the school has successfully tackled all the key issues identified in the last inspection report. Mathematics has been a major focus for school improvement. Standards in both key stages have improved and the most recent validated results (1999) are well above national averages. The school successfully meets the needs of more able pupils and an increasing proportion of pupils attain higher levels in the national tasks and tests. The school has carefully monitored the effect of its actions in this area. The systems for monitoring the achievement and progress of individual pupils are much improved, with particularly effective action having been taken in relation to mathematics. All children now swim as part of the physical education provision in the junior classes. However, standards and provision in ICT have not kept pace with national improvements and are now weaknesses.

## 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	A	A	A*	A*
mathematics	B	A*	A	A
science	B	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

On the basis of the national tasks and tests for 11-year-olds, standards in English, mathematics and science have improved from levels that were already above the national average. In 1999, results in English placed the school in the top five per cent nationally. High standards have been sustained and the percentage of pupils reaching the higher Level 5 is very high in English and above the national average in both mathematics and science. In comparison with similar schools, the results in English are very high. In mathematics they are well above the average for similar schools, whilst results in science are above average.

The results of the tasks and tests for seven-year-olds in 1999 were well above the national average for reading, writing and mathematics. When compared with the results for similar schools, standards in mathematics were well above average, writing was above average and reading was broadly in line with the average for similar schools.

The inspection findings confirm the standards in these subjects. In religious education, standards at age 11 are broadly in line with what is expected for pupils of this age. However, standards in ICT are too low at the end of Key Stage 2 with pupils undertaking work more usually associated with the lower years of this key stage. Standards in ICT are satisfactory in Key Stage 1 and the lower part of Key Stage 2. Pupils in the reception classes make rapid progress in all aspects of their work and progress of all pupils, including those with special educational needs, is good throughout the rest of the school except in ICT.

The school has recently set more challenging targets for English and mathematics, having achieved its current targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and work hard in lessons.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Children are confident, yet very polite, in their dealings with all the adults who work in the school.
Personal development and relationships	Relationships within the school are very good. Pupils co-operate well with one another in lessons and show respect for one another's views.
Attendance	Very good. Well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
17 lessons seen overall	very good	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.*

During the inspection, teaching was very good in 30 per cent of lessons, good in 59 per cent of lessons and satisfactory in 11 per cent. The quality of teaching is good in English and mathematics throughout the school. Teachers are implementing the national literacy and numeracy strategies effectively. Skills in these subjects are taught well and pupils are given good opportunities to apply their skills in other subjects. This is particularly the case with a wide range of writing tasks in history and geography. In most lessons teachers show good subject knowledge and the lessons are well paced. Tasks are carefully chosen and are very well matched to the needs of pupils of different abilities including those with special educational needs. Teachers throughout the school organise their classroom spaces well and make very effective use of a wide range of resources. They also make very effective use of the assistance offered by the support staff employed and by parent helpers. Relationships between teachers and pupils are very good and are instrumental in promoting high achievement. Work is marked carefully and pupils are usually given guidance on what they should do to improve their work. However, there is an inconsistent approach to the use of homework as a means of reinforcing and extending pupils' learning.

The teaching is effective in promoting good learning. Pupils make good progress in acquiring key skills and participate confidently in class and group discussions. Older pupils are able to use a range of reference materials including CD-Rom encyclopaedias.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and varied curriculum although the ICT curriculum is restricted by the low level of resources available. The quality of music tuition by visiting specialists is very high and a wide range of instruments are taught. Very good use is made of outside experts to enrich the physical education curriculum.
Provision for pupils with special educational needs	The provision for these pupils is good and enables them to make steady progress. Their needs are identified and realistic targets are set although individual education plans are rather brief.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. Effective use is made of circle time (when pupils sit round with their teacher to share important issues) in infant classes to promote pupils' personal and social development. Pupils have a well-developed sense of right and wrong and are encouraged to think about the result of their actions.
How well the school cares for its pupils	The school cares well for all its pupils. There is a strong ethos of caring for the whole child including academic achievement. The monitoring of individual pupils' progress is very strong in mathematics and is developing in English.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher and the deputy headteacher work well together and provide strong leadership. The recently formed senior management team, which includes the key stage co-ordinators, is not yet functioning and there is a lack of clarity about its role and responsibilities.
How well the governors fulfil their responsibilities	The governing body is hard working and committed to the school. Governors fulfil their responsibilities well and provided a clear sense of purpose and direction during the difficult period following the departure through illness of the previous headteacher.
The school's evaluation of its performance	The school is beginning to monitor its performance effectively and procedures in mathematics are already well developed. The new headteacher has quickly gained a clear view of strengths and weaknesses and has put in place a programme of classroom observation. Governors check on progress in implementing the school improvement plan and are beginning to apply the principles of best value.
The strategic use of resources	The headteacher and governing body use the school's resources well to support educational development and improve standards. The ICT curriculum is restricted by the low level of resources available; a result of low expenditure on this area in previous years. The school gives 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"> <li>• The teaching is good</li> <li>• The school sets high expectations</li> <li>• Children enjoy going to school</li> <li>• Children make good progress at school</li> <li>• The school is well led and managed</li> <li>• Behaviour in the school is good</li> <li>• The school helps children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements for homework</li> <li>• The range of activities outside classrooms</li> <li>• Information about children's progress</li> </ul>

The findings of the inspection confirm parents' positive views of the school in all respects. They also support the view expressed by a significant minority of parents that the arrangements for homework lack clarity and consistency. This is a key issue for action for the school. Although a significant minority of parents expressed some concern about the range of extra-curricular activities, the inspection team found that the range is at least satisfactory and that the quality of this provision is often high. Although some reports contain too little information about attainment in the foundation subjects, the overall quality of written reports to parents is satisfactory and some are very good.

## **PART B: COMMENTARY**

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

**The pupils achieve high standards in English, mathematics and science – consistently above national averages by the age of 11.**

1. The school promotes high standards in these subjects and enables pupils to achieve their best.
2. In English, speaking and listening skills are of a very high standard throughout the school. Even the youngest children in the reception class speak confidently and listen well when other children or the teacher are talking. Most pupils are articulate and use appropriate styles of speech dependent upon the situation. Most pupils in Key Stage 2 answer questions clearly and in full sentences. In lessons and assemblies pupils make well thought out and interesting contributions.
3. Standards of reading are above national expectations throughout the school. Children make good progress with their reading, a fact recognised by the parents. They read a wide range of texts and read aloud with increasing fluency and expression. Older pupils are comfortable with reference books and know how to find information using an index or contents page. Many of them show evidence of wide reading, although older boys show a strong preference for non-fiction materials. They are able to discuss their favourite books and authors and give reasons for their preferences.
4. By the end of Key Stage 1 most pupils are writing well. They use a good range of interesting vocabulary and their stories are well structured and engage the reader. In the best work, spelling is accurate, sentences are almost always correctly structured and handwriting is joined and legible. The range of writing which pupils undertake is wide. In addition to stories, children write poems, instructions, lists and reports of events.
5. The range of types of writing is also wide in Key Stage 2 and the oldest pupils' work shows that all are achieving at least in line with national expectations with many achieving higher levels. Some of the fictional narrative writing is outstanding and shows that pupils have a wide vocabulary, which is often used very precisely and to great effect. There is evidence of good progress throughout the key stage as pupils write with increasing maturity of style and a growing awareness of the requirements of writing for different purposes and audiences.
6. Despite the quality of the content of much written work, presentation is often poor, especially towards the end of Key Stage 2. Children do not take sufficient care with the appearance of their work - for example, changing from pencil to ink and back to pencil again within one piece of writing - and this detracts from the overall impression which it creates.
7. In mathematics, pupils are making good progress in Key Stage 1 and those in Year 2 are achieving standards which are at least in line with national expectations and often above this level. They have good understanding of numbers and number patterns and most can add and subtract numbers up to 100 with ease. They can recognise and name simple fractions and are able to estimate height and length quite accurately using the correct units. The most able pupils can solve quite complex money problems mentally.
8. By the end of Key Stage 2 this progress has been maintained and pupils are achieving well in all aspects of mathematics. They are comfortable with mental calculation and are able to use and understand negative numbers. They have good knowledge of fractions, decimals and percentages and are able to convert between them. They can identify the underlying mathematics in verbal problems and use the correct techniques to arrive at a solution. In one lesson, the oldest pupils showed very good knowledge of symmetry and co-ordinates when asked to plot the reflection of a polygon. Children throughout the school show enthusiasm for their work in mathematics, particularly when challenged to do mental calculation.
9. In science, standards are above average and there is good coverage of the subject throughout the school. It was not possible to observe science being taught during the inspection, but examination of teachers' plans and work on display around the school shows that the subject is given sufficient prominence and that tasks are interesting and appropriate for the age groups. A particularly striking

example of well-structured scientific investigation undertaken by Year 3 and 4 pupils stems from a visit to Harlow Carr Botanical Gardens. Pupils had undertaken systematic investigations of habitats of insects and invertebrates and their written reports showed a strong understanding of the need for fair testing. They were also able to apply their existing knowledge when interpreting their results.

### **Pupils have very positive attitudes towards their learning.**

10. Pupils behave well in and around the school. Lunchtime is a pleasant social event and the pupils are chatty and very well mannered. Behaviour in class is good. Pupils listen well in discussions and respect one another's contributions to discussions. This is especially evident during circle time, even with the youngest children in the reception class. During the whole class activities at the beginning of each lesson in literacy and numeracy, pupils participate sensibly and are keen to answer questions. Amongst the older pupils, insufficient care is taken with the presentation of written work, although work on display is always neat and legible.

### **The quality of teaching is good throughout the school.**

11. All the teachers are hard working and committed to the school. They plan their lessons well and try to make activities as interesting as possible. They have very good relationships with pupils and expect good standards of behaviour and manners. They teach the literacy and numeracy strategies well, and there is strong focus on acquiring and using literacy and numeracy skills in other subjects.

12. A strong feature of teaching throughout the school is the skilful way in which teachers organise learning resources and make very effective use of the space in their classrooms and adjacent areas for group work. In a Year 6 mathematics lesson, resources were ready to hand for all groups. The teacher set clear deadlines and ensured a good pace of work throughout. Explanations were thorough and showed strong command of the subject. In an ICT lesson in Year 2, the teacher, working in an area outside the classroom, demonstrated how to search for information in a CD-ROM encyclopaedia. Her own knowledge of the program was good and she used questions and pupil demonstrators very effectively with the result that pupils learned quickly. In a reception/Year 1 literacy hour, the resources were very well matched to the needs of different ability groups and the attractive classroom environment provided lots of literacy support with key words and the current spelling lists prominently displayed.

13. Very effective use is made of additional adult help in classrooms. In all lessons where this was available, teachers had planned carefully for the extra help with the result that pupils gained real benefit in their learning.

14. Where homework has been set, teachers follow this up and link it to work in progress. However, opportunities for using homework to extend learning are not always taken.

### **The school provides a rich and varied curriculum which caters for the needs of the full ability range.**

15. Although the school places strong and appropriate emphasis upon literacy and numeracy, this does not result in a narrowing of the curriculum. There is substantial evidence of good quality work in most other subjects, with notable examples in science, history and geography. The music curriculum is enriched by high quality instrumental tuition from visiting specialists and a visiting coach from the Lawn Tennis Association provides very good tuition for pupils in Key Stage 2, extending the physical education curriculum most effectively.

16. In addition to the above examples, the school offers a good range of opportunities for pupils to participate in activities beyond the usual school curriculum. Opportunities include a choir, an orchestra and recorder groups. Sports teams include football, rugby and cricket, all of which attract a good mixture of boys and girls. The school has enjoyed success in a variety of local competitions. Residential and day trips also feature strongly in the school with a residential visit for Year 6 pupils to an outdoor activity centre.

17. A significant minority of parents feels that the range of extra-curricular activities is too narrow. The inspection evidence does not support this view. Only one after-school club (chess) which was run by the previous headteacher is no longer running. The range and quality of other activities is good.



### **The school provides a caring, supportive environment in which children develop well.**

18. Parents feel that the school takes very good care of the pupils and has good procedures for ensuring their welfare. The findings of the inspection strongly support this view.

19. Teachers and support staff are well aware of the needs of individual pupils and take great care to ensure that these are met. This applies as much to the most able pupils as those who have special educational needs. Individual education plans for pupils with special educational needs are rather brief and do not always reflect the good quality of the support provided. The support staff and voluntary classroom helpers are very effective in providing support for small groups and individual pupils.

20. The school is developing effective systems for tracking pupils' academic progress. These are already well developed in mathematics, where they not only provide information about individual pupils and year groups but also about those aspects of subject teaching which might need to be revisited.

### **The school is well led and managed by the recently appointed headteacher and the deputy head, who receive effective support from the governing body.**

21. The current headteacher has only been in post since the beginning of the summer term. His appointment followed a period of considerable uncertainty due to the prolonged absence through illness of his predecessor. Throughout this period the governing body and senior staff provided a high degree of stability and sense of purpose which ensured that the school continued to progress.

22. Since taking up post, the headteacher has identified and begun to tackle several areas for development including the monitoring of individual pupils' progress and improving resources for ICT. The school improvement plan is a thorough, well thought out document, which sets out a manageable programme for development.

23. At the beginning of this school year a senior management team was established, consisting of the headteacher, deputy head and key stage co-ordinators. At the time of the inspection, this group has not yet begun to meet and the roles and responsibilities of the group are not clear. As a result, it is not effective in monitoring, evaluating or acting to improve the quality of education still further.

## **WHAT COULD BE IMPROVED**

### **Standards in information and communications technology (ICT) are too low at the end of Key Stage 2.**

24. Although the school has recently begun to develop its ICT curriculum, the knowledge and skills displayed by the oldest pupils are still well below the national expectation. Until quite recently, there was little computer equipment in the school and opportunities for pupils to develop their skills were limited. The recent acquisition of several up-to-date computers and appropriate software has enabled teachers to provide a much better range of experiences for pupils. However, the lack of previous experience for the oldest pupils means that they are having to cover work which would normally be part of the experience in Years 3 and 4. Their work with word processors does not make sufficient use of features which enable them to present work in different ways - for example, mixing text and graphics or importing graphs or tables from a database into a word processed document as part of a report. In data handling they are not using complex searches to find information and there is no use of spreadsheets, control technology or multimedia authoring software - all of which are expectations for the end of Key Stage 2.

25. However, the picture in other parts of the school is less gloomy. The work in reception classes is very good. Pupils are already confident in using the mouse to move objects around the screen in order to create patterns or dress a figure. In Key Stage 1, pupils are creating simple graphs using pictures and are able to talk about what these graphs show. In one class pupils are beginning to add their own information to a database about 'Ourselves', using pictures to help them. Achievement in Year 2 is in line with national expectations. In Years 3 and 4, pupils are mixing text and graphics to create labels and are able to create and interpret bar graphs using simple software.

26. The school needs to ensure that pupils are given sufficient opportunity to develop the full range of ICT skills and apply these in their work in other subjects.

**Resource levels for ICT are very low in comparison with national averages.**

27. Although the school has spent the grant allocated to it for ICT on acquiring new computers and linking these together through a network, the level of resources is still very low. The ratio of computers to pupils is 1 to 26. This compares very unfavourably with the current national average ratio in primary schools of 1 to 12 and makes it difficult for pupils to have enough “hands on” time to consolidate new skills and apply their learning to a range of tasks. Most of the computers have a good basic range of software but there are several gaps, including software for control technology, software and hardware for measuring and logging data, and software to allow pupils to create their own multimedia presentations. The computers are not yet linked to the Internet, although this is due to factors outside the control of the school. This means that staff and pupils are not able to make use of the growing range of resources available on the National Grid for Learning.

28. The school recognises the need to develop its ICT resources further and to improve the curriculum offered to pupils. The current school improvement plan lists ICT as a high priority and sets out a range of measures, which are appropriate to remedy the current deficiencies.

**The school’s practice on homework lacks consistency and the policy is not clearly communicated to parents.**

29. Parents express some concern about the school’s policy with regard to homework. The inspection team shares this concern. The current policy, set out in the school’s prospectus, covers the philosophy behind giving homework and gives examples of different types of homework. However, it is not being adhered to and there is little consistency of approach throughout the school. Parents are not well informed about the school’s expectations in relation to homework and about the pattern of homework in different year groups. This reduces their ability to support their children effectively. For example, parents are unclear why the home-school reading diaries, which are deemed important and provide a valuable means of sharing information about children’s reading progress in the infant classes, are discontinued once children start in Key Stage 2.

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

30. The governing body, headteacher and staff should further improve the school by:

raising standards in information and communications technology at the age of 11 by

- ensuring that that the scheme of work is followed throughout the school,
- fully recognising it as a core subject and giving more time to its teaching, particularly in Year 6;

improving the resources for ICT by

- increasing the number of computers to a level closer to the national average ratio of 1:12,
- extending the network to ensure that there is easy access to the Internet and to shared resources in all classrooms,
- ensuring that there is appropriate peripheral equipment for control technology and data logging;

ensuring that there is a clear policy in relation to homework and that this is effective by

- monitoring the implementation of the policy by staff,
- ensuring that parents are clear about the pattern of homework in each year and how they can help their children with such work.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	59	12	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	261
Number of full-time pupils eligible for free school meals	-	12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	21

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	per cent
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	per cent
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	14	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	13	13	14
	Total	32	31	33
Percentage of pupils at NC level 2 or above	School	94 (94)	91 (94)	97 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	13	13	13
	Total	31	32	31
Percentage of pupils at NC level 2 or above	School	91 (97)	94 (94)	91 (97)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	23	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	9
	Girls	22	22	22
	Total	32	31	31
Percentage of pupils at NC level 4 or above	School	94 (92)	91 (97)	91 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	22	22	22
	Total	30	30	31
Percentage of pupils	School	88 (89)	88 (95)	91 (98)

at NC level 4 or above	National	68 (65)	69 (65)	75 (72)
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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	3
White	255
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
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)	10.6
Number of pupils per qualified teacher	24.6
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	83

**Financial information**

Financial year	1999 / 2000
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	£
Total income	411,952
Total expenditure	416,876
Expenditure per pupil	1,623
Balance brought forward from previous year	16,728
Balance carried forward to next year	11,804

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	132

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	5	1	0
My child is making good progress in school.	38	50	5	1	6
Behaviour in the school is good.	37	56	3	2	3
My child gets the right amount of work to do at home.	22	49	17	6	6
The teaching is good.	45	52	2	0	2
I am kept well informed about how my child is getting on.	26	48	15	3	8
I would feel comfortable about approaching the school with questions or a problem.	56	37	5	2	1
The school expects my child to work hard and achieve his or her best.	56	37	5	0	2
The school works closely with parents.	32	46	15	2	5
The school is well led and managed.	47	45	3	0	5
The school is helping my child become mature and responsible.	47	43	6	0	4
The school provides an interesting range of activities outside lessons.	25	45	18	5	7