

# INSPECTION REPORT

## **WEST DOWN PRIMARY SCHOOL**

West Down, Ilfracombe

LEA area: Devon

Unique reference number: 113172

Headteacher: Mrs Penny Brown

Reporting inspector: Jeff Hart  
4339

Dates of inspection: 31 October – 2 November 2000

Inspection number: 224278

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	West Down Primary School West Down Ilfracombe Devon
Postcode:	EX34 8NF
Telephone number:	01271 863461
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tony Hewitt
Date of previous inspection:	6 November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

West Down Primary School caters for pupils aged between four and eleven. It is a small school and currently has 74 pupils on roll. Around half the pupils come from beyond the catchment area. The school is oversubscribed. The proportion of pupils eligible for a free school meal, seven per cent, is well below the national average. Three pupils have English as an additional language. The proportion of pupils identified as having special educational needs is 27 per cent, which is above average. The pupils' attainment on entry is average.

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

This is a very good school. Standards are well above average and the pupils achieve extremely well across the school. The quality of teaching is very good. The school is very well led and managed, with total commitment from the headteacher, staff and governing body to further improve provision. Relationships throughout the school are of a high order. The pupils bring excellent attitudes to their learning. The personal development of the pupils is very effectively cultivated. The school is extremely popular and enjoys strong relationships with parents. It provides very good value for money.

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

- By the end of both key stages, the pupils attain standards that are well above average, with particularly high standards in literacy, numeracy, science and the arts.
- The quality of teaching is very good, with most effective use made of the teachers' subject expertise.
- The pupils' attitudes to all aspects of school life are excellent.
- The school very effectively promotes the pupils' personal development, including their spiritual, moral, social and cultural development.
- The monitoring of the pupils' academic progress is very thorough with clear targets for improvement successfully met.
- The headteacher provides very good leadership and has created a strong team of staff, determined to improve the school still further.

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

- The lack of a school hall restricts opportunities for physical education and for whole-school events and meetings.
- The lack of a secure, outdoor environment for the younger pupils prevents regular and frequent physical activity outdoors.

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

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

The school has made very good progress since the last inspection in 1995. Standards have improved and are now well above average or very high in the end of key stage tests. Thus, since the last inspection, attainment in mathematics and science has improved from average to very high. Overall, the quality of teaching has improved from being sound with good features to being very good. The school continues to be very well led and managed.

The school responded very positively to the last inspection. High standards and good quality teaching and learning have been extended. The teachers' planning, assessment and recording procedures have been refined. The spiritual element of assemblies has been developed and appropriate time is now provided to make the worship meaningful to the pupils. Accommodation, however, remains an issue as, although the school has recently opened a new classroom, the lack of a school hall and an appropriate outdoor environment for the younger pupils continues to restrict opportunities in the curriculum.

## STANDARDS

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

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A*	A*	A	
mathematics	A*	A*	A*	A*	
science	A*	B	A*	A*	

(A\* indicates performance being in the highest five per cent nationally)

In the end of key stage tests in 2000, the pupils attained standards that were very high in comparison with the national average. Results were very high for both seven and eleven year olds. In all subjects assessed, the school's performance was in the highest five per cent of schools nationally. The results in 2000 continue the trend of well above average performance over recent years. The school is clearly meeting and exceeding agreed targets, with the pupils performing much better than might be expected, given their attainment on entry to the school.

The standards of work seen demonstrate many strengths. The National Literacy and Numeracy Strategies have been carefully implemented with resultant high standards in reading, writing and mathematics. Attainment in science is high, largely due to specialist teaching across Key Stage 2. The school also has very high standards in art and music, where professional artists and musicians have helped boost the performance of the pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are very keen to learn, apply themselves fully in lessons and participate enthusiastically in all aspects of school life.
Behaviour, in and out of classrooms	Very good. The pupils behave very well indeed and are courteous and trustworthy.
Personal development and relationships	Very good. The pupils show high levels of initiative and take on responsibility with maturity. Relationships are very good across the school community.
Attendance	Sound, in line with the national average.

The pupils' excellent attitudes to their learning contribute significantly to the very high standard achieved. They bring these very positive attitudes to lessons, clubs, school activities and homework.

## 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	Very good

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

The quality of teaching is very good. It is very good in over 60 per cent of lessons and at least good in 95 per cent and satisfactory in five per cent. There are many strengths, particularly in the use of subject specialist teaching across the school. Literacy and numeracy skills are very well taught, with smaller class sizes at Key Stage 2 for these subjects. Objectives for the lessons are usefully shared with the class at the start of the lesson and then rigorously evaluated at the end. Planning is very detailed and largely based on helping the pupils to achieve their targets for improvement. The teachers have very high expectations of the pupils' abilities and track their progress very thoroughly.

The pupils learn very effectively. They consistently rise to any challenge set with great enthusiasm. The pupils know what they have to improve to reach higher levels of achievement. They work at a fast pace, demonstrating great interest in their own and one another's efforts.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The lack of a school hall restricts the range of work in physical education. The lack of a secure outdoor environment restricts opportunities for physical development for the younger pupils.
Provision for pupils with special educational needs	Very good. The pupils are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The personal development of the pupils is very effectively cultivated. The provision for the spiritual, moral, social and cultural development of the pupils is excellent.
How well the school cares for its pupils	Excellent. The monitoring of the pupils' academic progress is particularly thorough and clearly helps to raise achievement considerably. The safety and welfare of the pupils are also very thoroughly supported, and provision in these aspects meets statutory requirements.

The school has very effectively adapted the National Strategies for Literacy and Numeracy to meet the pupils' needs best. All subjects in the National Curriculum are appropriately covered. The school has a real strength in the arts and the pupils' experience in



performance and exhibitions helps to boost their self-esteem and confidence. Homework is used well to extend classroom work and, for older pupils, the homework club provides very good additional support. Assessment strategies are excellent, with very detailed marking of the pupils' work and helpful, published targets for each year group. The Year 6 Citizenship programme particularly helps the oldest pupils to accept responsibility and work closely within the local community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well managed. The headteacher and staff work closely as a very effective team and are determined to improve the school still further.
How well the governors fulfil their responsibilities	Good. The governors support the school well and are aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Excellent. There is a very thorough process for monitoring and evaluating teaching and standards. The analysis of assessment results is very effectively linked to subsequent planning and teaching.
The strategic use of resources	Very good. The school is very successful in attracting additional funding. These resources are used effectively to improve staffing levels and provide very good resources. Accommodation has some weaknesses.

The school is very effectively led and this strong drive for improvement has resulted in several national awards. Morale is high and all staff undertake a wide range of responsibilities with enthusiasm. The school's membership of the National Outstanding Primary Schools Teacher Training Scheme benefits the school through additional professional development and resourcing. Staffing is managed very well to provide considerable subject specialist teaching across the school. The principles of best value are very clearly in place.

The only weaknesses lie in accommodation - the lack of the school hall for physical education and whole school events; the lack of an outdoor learning environment for the youngest pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-seven (77 per cent) of questionnaires sent out were returned, and seven parents attended the meeting arranged with the inspectors.

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 is well led and managed</li> <li>• Children are expected to work hard</li> <li>• Children are making good progress</li> <li>• Children like going to school</li> </ul>	

Inspectors endorse the positive views of the parents. Several parents commented that the school provides a very good and well-rounded education. The findings of this inspection confirm these views.

## **PART B: COMMENTARY**

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

**By the end of both key stages, the pupils attain standards that are well above average, with particularly high standards in literacy, numeracy, science and the arts.**

1. By the end of Key Stage 1 and by the time they leave the school, almost all the pupils have very good reading skills. The teachers monitor reading performance with regularity and rigour and hence are able to address any reading weaknesses quickly. For the last five years, the school's reading results have been consistently above the national average with very high results at Key Stage 2. The teachers know very well how to help the pupils reach the higher levels of the National Curriculum, and due emphasis is given to preparation for tests and assessments. In literacy lessons, there is strong attention paid to analysing text, such as in a lesson on 'Romeo and Juliet' when the Year 5 and 6 pupils confidently explained the meaning of such words as 'solemnity' and 'portly'. These pupils could also recognise that the verse was written in iambic pentameters, demonstrating their clear knowledge and high ability.

2. The pupils' writing skills are also well above average. Scrutiny of the pupils' written work revealed the rapid progress that the pupils are making over time. The key to this impressive improvement rate lies in the quality of marking and the precision of the targets set for the pupils. The comments made by the teachers after the pupils have completed written work are positive and helpful, usually including clear advice on what needs to be done to improve the next piece of work. The pupils respond eagerly to these comments, following through the suggestions carefully. Also, there are ongoing targets for the pupils at the back of their books, which staff and pupils both monitor. Writing is very well presented, due largely to the efforts made by the pupils to adhere to the precise guidelines they are encouraged to follow. The use of specialist teaching across the school ensures consistency in the way that writing is taught across the school. The high quality of writing was evident in a compilation of poems published by the older pupils.

3. The pupils are equally motivated and successful in mathematics. National Curriculum results over the past five years have been consistently above the national average with very high attainment at Key Stage 2. Standards are so high because the teachers know precisely what the pupils can do and build carefully on this to extend areas of knowledge. Thus, in a Year 5 and 6 numeracy lesson, the teacher planned several very different practical activities for pairs or small groups when the pupils were investigating rotational symmetry. These activities were pitched to challenge the pupils' knowledge and understanding: the most able used computers to test their skills; those less secure in this area had to prepare a practical demonstration to teach others about the basic principles involved in rotational symmetry.

4. In science, the pupils benefit from specialist teaching across Key Stage 2 and this clearly raises their enthusiasm and interest in this subject. In the National Curriculum tests in 2000, 83 per cent of the Year 6 pupils achieved the higher level in science compared with the national average of 34 per cent. The pupils achieve so well because they bring such positive attitudes to their work and this is matched by the teachers' interest and knowledge. In one lesson, for example, the pupils experimented creatively with electrical circuits, designing burglar alarms which employed all the scientific principles but also had features of originality. The pupils generated a very exciting feel in this lesson, working collaboratively in groups and articulating different solutions to the problem set.

5. Attainment in the arts is also a key strength of the school. In art, there is a strong tradition of exhibiting the pupils' work beyond the school itself. Earlier this term, for example, a Millennium Collage was exhibited at the Millennium Dome, following work with a professional artist. The artwork on display in the school has many outstanding features. Some close observational drawings of fruit by the older pupils, using chalk and pastels, demonstrated

how shading and highlighting could result in superb three-dimensional effects. Self-portraits, based on the work of Francis Bacon, very effectively used convex mirrors to produce a chilling, distorted effect. The younger pupils have been inspired by the work of Henri Matisse to create very original and colourful banners of patterns.

6. Music is also of a very high standard. Again, performances beyond the school help build the pupils' confidence, with three different presentations earlier this year at different local venues. A music lesson during the inspection illustrated the high quality of the pupils' work. All the pupils in Key Stage 2 participated in a Nigerian drumming lesson, enabling a number of teachers to contribute in different ways. One teacher conducted the performers, whilst another encouraged and worked alongside the less confident pupils. Towards the end of the lesson, an older pupil took over the conducting with great confidence and panache. A third teacher recorded the first drumming efforts, so that the class could hear this and then suggest ways of improving rhythm and tempo. Finally, the complete piece was performed with total concentration by all 44 pupils and this demonstrated the very high quality of work, with an exact sense of rhythm and excellent timing and listening skills.

**The quality of teaching is very good, with very effective use made of the teachers' specialist expertise.**

7. The quality of teaching across the school is very good due to a number of factors. Each teacher has particular subject strengths and the timetable is constructed to make best use of this specialist expertise. Thus, for example, the science co-ordinator teaches both classes in Key Stage 2 for science and is able to transmit her enthusiasm and knowledge of this subject to all these pupils. She is also able to plan different and appropriate activities across the four years of the key stage, avoiding repetition or gaps in the curriculum. Often, the subject specialist will address more than their own class when starting a topic area and, following this focused input, the class teachers will then follow through with their own classes. This was observed during the inspection, when the history specialist teacher opened work on the Tudors with two classes together before different groups undertook drama and writing activities.

8. The pupils very much enjoy having more than one teacher and they respond very well indeed to the enthusiasm and knowledge that the different staff bring to lessons. Most lessons commence with the teacher sharing their objectives with the class and even the youngest pupils find this helpful, particularly when there is a brief check at the end on how far these objectives have been met. Lessons are very well managed, with considerable thought going into the grouping of pupils for activities. This is particularly evident in the shared reading work, when the oldest pupils in the school visit the youngest pupils to read together. The matching of pupils here has evidently been carefully planned.

9. Teachers prepare very carefully for each lesson. Planning is detailed and takes full account of the pupils' current capabilities, each lesson building on this. Support staff and volunteers are very well briefed by the teachers, so that everyone knows well beforehand their part to play in the lesson. The teachers question the pupils carefully, generally asking a specific pupil for a response because the teacher has pitched the question at an appropriate level for that pupil. The expectations of the teachers are very high and thus the published targets for each year group often exceed the national expectation and are more demanding. There is very strong awareness by the teachers of what the pupils need to do to reach the next National Curriculum level and this is evident in planning and teaching.

### **The pupils' attitudes to all aspects of school life are excellent.**

10. The pupils demonstrate excellent attitudes to school and this partly accounts for the very high standards evident across the school. In lessons, the pupils consistently show great interest in learning and take pride in completing tasks and improving on their first efforts. A history lesson at Key Stage 1 exemplified such attitudes in class. Each pupil in turn held a special old toy in a puppet theatre and then spoke as the actual toy. Every pupil listened attentively to each other and waited very patiently for their own turn. They showed real care for each other as they posed questions and commented on the toys they had all brought from home. There was clear respect for one another's views and very high levels of co-operation.

11. These very positive attitudes are also brought to other aspects of school life. Almost every child eagerly attends the after-school clubs. The homework club buzzes with excitement as the pupils share their tasks and create a relaxed yet hardworking atmosphere. They share refreshments generously and ensure that everyone is included in the group activities. The school also has a very good response to the wide range of sporting and arts events mounted each year.

12. The pupils are keen to take on responsibility and show initiative. There are good opportunities for older pupils to assist younger ones. New children are paired up with a 'buddy' from Year 6 on arrival and they help before school, at break and over the lunch period. The shared reading scheme involves older pupils being properly trained as tutors before supporting younger children. The daily assembly involves monitors for various tasks and each class has a rich variety of responsibility areas.

13. As the pupils are so motivated and keen, this means that the teachers can plan for ambitious and challenging lessons that rely on very good response. Thus, in lessons, teachers are often able to focus on individual pupils and help them progress as the rest of the class can be trusted to manage their own learning.

### **The school very effectively promotes the pupils' personal development, including their spiritual, moral, social and cultural development.**

14. The teachers know all the pupils very well indeed and promote their personal development in all aspects of school life. In planning lessons and school events, the staff consistently consider the needs and abilities of individual children. This ensures that the personal development of the pupils is well addressed. For example, circle time is used effectively to reflect on individual feelings and current concerns. In one such session, the pupils shared their thoughts on personal pride and the teacher sensitively ensured that recent individual achievements, however small, were celebrated by the whole class.

15. Spiritual development is now a clear strength of the school. Much has been achieved since the last inspection when this area was reported as a weakness. The assemblies include reflection and spiritual awareness of significant areas through presentation, discussion, music, lighting and prayer. During the week of the inspection, the theme of communication was explored effectively through a daily focus on one of the senses. A pensive atmosphere was created with all pupils absorbed in understanding the significance of the story, song or account. Good reference was made to individual pupils, their lives and families to exemplify the theme of the assembly.

16. Moral and social education is also very well developed. All the adults working and helping in the school very effectively promote and foster values such as honesty, fairness and respect for truth. In classrooms, teachers, support staff, students and volunteers are consistent in their approaches to such areas as acceptable and unacceptable behaviour. The principles of right and wrong are carefully emphasised in plenary sessions with the whole class and in circle time. Social development is so good because there is such a strong community feeling in the school, where everyone, adult or child, works together successfully.

Relationships are extremely strong between all members of the school community.

17. Cultural development is given a very high priority by the school. The headteacher and staff are determined that the pupils are actively involved in stimulating events beyond the school. There have been many recent exciting projects related to the African arts with resultant performances across the county. School performances are strongly inclusive, with every pupil involved, and ambitiously staged, despite the inadequate accommodation. Many curricular projects reflect cultural diversity, such as a major study of Gambia.

**The monitoring of the pupils' academic progress is very thorough, with clear targets for improvement successfully met.**

18. The school's great success in national tests is partly due to the excellent arrangements for assessment. Parents are very well informed of their children's progress through detailed and effective reports. They are also briefed in considerable detail of each year's work programme, through extremely helpful leaflets outlining the year ahead: subject areas being covered; assessment arrangements; how parents can help. These leaflets are also used by the teachers to help track progress. Parents also testify to the school's strong interest in the pupils reaching their potential through advising individual parents on what they can do at home to help their children reach the next National Curriculum level.

19. In school, the teachers very effectively assess the current performance of the pupils and then plan improvement from this. Previous assessment results are very carefully analysed and then precise action plans are prepared for small groups of pupils to address identified weaknesses. Part of this planning includes devising activities which will help the pupil attain their best possible result in the national or internal school tests. A useful graph has been prepared for each pupil which maps out their likely future performance in tests. However, the school has also produced a separate graph which illustrates higher performance if targets set for each pupil are met. This determined drive for the pupils to achieve their best possible results is a key feature of the school's success.

20. The marking of the pupils' work is also very good indeed. Precise guidelines for marking are carefully implemented by all staff. Teachers write detailed comments in the pupils' books but they also summarise how the pupil can improve the next piece of work. There is careful tracking in place to ensure that the pupils follow this advice. At the back of each book, there are written targets to help the pupils improve their work and teachers and pupils mark off progress against these on a regular basis.

**The headteacher provides very good leadership and has created a strong team of staff, determined to improve the school still further.**

21. The headteacher has extremely high expectations for the school and this has clearly helped the school to achieve some national recognition. The school has been listed in Her Majesty's Chief Inspector's 1997 Annual Report as a 'nationally outstandingly successful school' and since this time has achieved national acclaim on several occasions. These awards consistently recognise the effectiveness of the whole school and this success is largely due to the staff, governors and parents working so hard and successfully together. However, the headteacher's leadership is paramount and her hard work and dedication have resulted in the school's great success.

22. Morale is extremely high in the school and there is a shared commitment to further raise standards and improve provision. The teaching staff each take on several responsibility areas with enthusiasm and manage these duties well. The School Centred Initial Teacher Training (SCITT) Scheme also involves the staff in training two graduates as teachers. This scheme contributes positively to the school's development and ethos as the staff work with teachers from other schools and considerable additional resources are provided. Staff are extremely proud of the school's achievements but keen to move forward into new areas such

as performance management.

23. Monitoring and evaluation are key strengths. All staff are released on a regular basis to review their areas of responsibility and a detailed programme for monitoring covers most aspects of the school. The governors have recently assessed how the aims of the school are being implemented during the school day. Teaching and learning are rigorously monitored with clear, recorded strategies for improvement. The pupils' written work is also scrutinised regularly, which largely accounts for the successful implementation of the school's marking policy.

24. The school's involvement in many initiatives leads to additional funding and this enables the flexibility of staffing and a high level of resourcing. Indeed, the very good use of subject specialist staff is only possible through additional funding. Resources are used flexibly, so that, for example, the pupils can benefit from five different teachers and two graduate trainees, rather than simply one class teacher. A further example of the school's success in increasing resourcing can be found in a bid to the Local Education Authority for additional funding to raise the achievement levels of boys. The project clearly impacted positively on teaching and attainment but only happened because the school succeeded in preparing a detailed and innovative bid for additional funding.

## **WHAT COULD BE IMPROVED**

### **The lack of a school hall restricts opportunities for physical education and whole school events and meetings.**

25. The last inspection reported on the lack of a school hall but mentioned the use of the local parish hall for physical education. However, the parish hall is no longer safe for the pupils to use and hence there is now no available accommodation for many aspects of physical education. The school has tried hard to work round this unsatisfactory situation through giving greater emphasis to swimming and outdoor games.

26. The school uses the classrooms for some physical education. A gymnastics lesson was observed during the inspection in a classroom, but the restrictions on space meant that the pupils were unable to undertake activities involving travel at speed. Also, the classroom used had desks cleared away and a space for the activities but there are health and safety concerns in such a restricted space. The behaviour of the pupils is consistently very good and this helps to maintain safety.

27. Apart from the physical education difficulties, the lack of a hall brings further drawbacks. Currently, the classroom used by the oldest pupils has to be evacuated before the lunch break so that the room can be rearranged as a dining area. This is extremely inconvenient for staff and also means that preparations for the afternoon lesson are difficult. Another classroom also has considerable disruption as whole-school assemblies are mounted there each day. The school has a strong tradition of musical productions and other performances but there is no appropriate accommodation for these events.

### **The lack of a secure outdoor environment for the younger pupils prevents regular and frequent physical activity outdoors.**

28. The accommodation available for the pupils in the reception year and Years 1 and 2 is limited but the lack of a secure, safe outdoor area is a particular weakness. The Foundation Curriculum requires practitioners to plan a learning environment, indoors and outdoors, that encourages a positive attitude to learning. Physical development is one of the six areas of learning in the Foundation Curriculum and many of the suggested activities for this area require outdoor provision. For example, the pupils are expected to travel around, under, over and through balancing and climbing equipment. The school could not currently deliver these types of activities without making special arrangements elsewhere. The Foundation Curriculum covers pupils in the reception year but pupils in Year 1 and 2 also would benefit from an outdoor environment.

29. The school does have some limited outdoor accommodation. There is a sloping field and a playground. However, the playground itself is extremely small for the current 74 pupils and could not be appropriately developed for the exclusive use of the younger pupils. Ideally, there is need for access directly from the Key Stage 1 classroom to an outdoor area where the pupils could use large and small equipment, investigate the natural world and benefit from the greater space.

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

In order to improve the standards of education further, the headteacher, staff and governors should focus upon the following:

### **Improve accommodation for physical education and whole school events and meetings by:**

- continuing to request suitable and appropriate accommodation, such as a school hall.

(See paragraphs 25, 26 and 27)

### **Improve the outdoor environment for the younger pupils by:**

- providing a safe, secure outdoor area for the younger pupils to undertake physical activity;
- ensuring good access from the Key Stage 1 classroom to an outdoor area so that the pupils can move into outdoor activities regularly and easily.

(See paragraphs 28 and 29)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	57	33	5	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)		74
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		19

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.7
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (86)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (86)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (100)	100 (100)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
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)	4.4
Number of pupils per qualified teacher	16
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	34

*FTE means full-time equivalent.*

### **Financial information**

Financial year	99/00
	£
Total income	186853
Total expenditure	189105
Expenditure per pupil	2279
Balance brought forward from previous year	7314
Balance carried forward to next year	5062

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	74	21	2	0	4
Behaviour in the school is good.	68	30	0	0	2
My child gets the right amount of work to do at home.	44	49	4	2	2
The teaching is good.	84	14	0	0	2
I am kept well informed about how my child is getting on.	58	35	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	16	2	0	0
The school expects my child to work hard and achieve his or her best.	91	9	0	0	0
The school works closely with parents.	65	28	5	0	2
The school is well led and managed.	82	16	0	0	2
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	56	35	4	0	5