

# INSPECTION REPORT

## **THOMAS JOLYFFE PRIMARY SCHOOL**

Stratford Upon Avon, Warwickshire

LEA area: Warwickshire

Unique reference number: 125525

Headteacher: Mr. D. E. Davies

Reporting inspector: Rod Passant  
RGI No.2728

Dates of inspection: 30<sup>th</sup> October – 3<sup>rd</sup> November 2000

Inspection number: 224339

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Clopton Road Stratford-upon-Avon Warwickshire
Postcode:	CV37 6TE
Telephone number:	01789 267015
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. S. Humphrey
Date of previous inspection:	13 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 342 pupils on roll and is bigger than other primary schools. The percentage of pupils eligible for free school meals is broadly in line with the national average. The majority of pupils have a UK heritage and the percentage of pupils who speak English as an additional language is low. The percentage of pupils identified as having special educational needs is broadly average. The percentage of pupils with statements of educational need is below the national average. Pupils come from a range of social backgrounds and their attainment on entry to the school reflects a full range of ability.

The infant and junior sections of the school are housed in separate buildings but the school works hard to create a sense of one school. An independent nursery, operating as a trust, has been opened on the school site.

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

Thomas Jolyffe is a very good school. The quality of teaching is good and pupils make good progress. Standards in English mathematics and science by pupils at the age of eleven are well above the national average. The leadership and the management of the school are very good. The school provides very good value for money.

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

- Standards are well above the national average in the National Curriculum tests by the age of eleven.
- Pupils achieve very high standards in their use of computers.
- The overall leadership and management of the school is very good.
- The overall quality of teaching is good.
- Parents make a very good contribution to the life of the school.

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

- Establish a phased programme to review the schemes of work for art and design, design and technology, geography and history, to ensure they match with the new curriculum and that appropriate assessment systems are in place for these subjects to monitor pupil progress.
- Review the range and quality of the fiction and non-fiction books in the school.
- Make more effective use of the homework diary.

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

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

The school was last inspected in 1997. Standards have risen broadly in line with the national trend. Standards have improved in the infant section. When the results for seven-year-olds are averaged over the past three years they show that the performance in reading exceeds the national average, the performance in writing was in line and in mathematics slightly below. In the 2000 tests, pupils aged seven performed in line with the average and standards have improved since the previous year. The previous inspection report identified lack of challenge for more able pupils. This has been addressed well. In the 2000 tests for eleven-year-olds, approximately half of the pupils achieved a level above the expectations for their age in English, mathematics and science. Standards in the use of computers have risen from being a weakness to a very significant strength in the school with pupils achieving very high standards. Investigative work, identified as a weakness in the previous report has

improved in mathematics and science. The overall quality of teaching has improved. At the time of the previous inspection teaching was judged satisfactory with some unsatisfactory teaching. The quality of teaching is now good. No unsatisfactory teaching was seen during the inspection and some was of very high quality. Management systems have improved. Good use is now made of assessment data to monitor pupil progress and evaluate the school's development. Subject co-ordinators have a very good understanding of their role and monitor the work in English, mathematics, science, information and communication technology and religious education well and this is leading to improved standards. The headteacher conducts formal monitoring and uses appraisal systems effectively to evaluate the work of the school and bring about improvements. The school has made very significant improvements since the last inspection.

## 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
	1998	1999	2000	2000
English	A	A*	A	A
mathematics	A	A	A	A
science	B	C	A	A

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

Standards are broadly average by the age of seven although standards in reading are above average with about a third of the pupils gaining above expectations for their age in the 2000 tests. Pupils make good progress as they move through the school and achieve well, attaining well above average in English, mathematics and science by the time they are eleven. Pupils achieve very high standards in their use of computers. The trend over the last five years in the average points scored in the National Curriculum tests is above the national average but improving broadly in line with the national trend. The school sets itself challenging targets for the percentage of pupils reaching the national expectations which are informed by a realistic appraisal of the achievements of the pupils in the particular year group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very positive attitudes to work. They are very keen to answer questions and show very good concentration. There is a rigorous work ethic in classrooms. Pupils, even very young children, show a maturity towards their work. Pupils are calm and happy and enjoy the opportunities and work with interest.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. There is a clear behaviour policy which is implemented consistently. There is no evidence of bullying or rough play at playtimes.
Personal development and relationships	Relationships throughout the school, between all adults and the pupils are very good. Pupils are polite and courteous. There is an inclusive atmosphere so that pupils are welcomed into groups rather than made to feel on the outside. They are friendly towards one another. In religious education they have opportunities to discuss other beliefs. They listen to each other well in class when a pupil is putting forward an idea.
Attendance	Attendance is very good. The attendance in 1999/2000 was well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.*

The overall quality of teaching across the school is good. There was very good teaching in 35 per cent, good teaching in 45 per cent and satisfactory teaching in 20 per cent of the lessons observed. Teaching in mathematics and English is good across the school. Teachers create a very purposeful atmosphere and are quick to spot pupils who are having difficulties. Pupils are managed well, so well that pupils often do not realise they are being managed. Mistakes are seen as learning opportunities and pupils are not made to feel foolish. All pupils are challenged well. There is a good match of work to the needs of pupils. Throughout the school there is good use of questioning to check on previous knowledge and what pupils have gained in the lesson. Teachers are often very enthusiastic about what they are teaching and this motivates pupils. Although the overall quality of teaching is good some lessons would improve if teachers were more precise in determining what it is they want the pupils to learn in that session. As a result of the good teaching pupils make good progress including pupils with special educational needs. They work at a good pace with very good concentration and interest.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The provision for English, mathematics, science and information technology is very good and pupils achieve high standards. Other subjects are less developed. This is understandable because of the recent need to implement two national strategies in literacy and mathematics. Schemes of work for history, geography, design and technology, art and physical education require updating to bring into line with the new curriculum. Assessment opportunities in these subjects need further development.
Provision for pupils with special educational needs	The provision for special educational needs is good. Overall pupils make good progress. Special educational needs funding is used well to buy in specialist support. Through a special needs audit, funding is devolved to the school and this has made a significant difference in reducing the waiting time before specialist diagnosis takes place. The special educational needs co-ordinator manages the process of support well. There is good communication throughout the school. The special educational needs support assistants are well briefed and work effectively. Teachers plan lessons well using the pupils' individual education plans.
Provision for pupils' spiritual, moral, social and cultural development	The overall provision is good. The provision for pupils' moral and social development is very good. All pupils work on developing the rules in their classroom on how they should behave. The residential experience provides rich opportunities for pupils to develop social skills as well as testing themselves with adventurous activities. Year 6 pupils design 'Friendship Games' for Year 3 to play with. Friendship is discussed in personal and social education lesson. Spiritual provision is good. Members of staff respect the pupils and they in turn respect the staff. Pupils know that what they offer in the form of a suggestion, idea or answer will be valued. Cultural provision is good.
How well the school cares for its pupils	The school is a safe, secure and happy place. There are very good procedures for monitoring behaviour. Adults working in the school know the pupils well. The monitoring of academic progress in English, mathematics and science is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management of the school are very good. The headteacher is very experienced and has developed a strong team who are supportive and accountable to each other. The deputy headteacher provides effective professional support particularly with regard to her role as assessment manager. The role of subject co-ordinators has developed very significantly and they have a sharp focus on improving standards. The school development plan is shared with all staff. The school has a clear sense of direction albeit that the plan is based only on the year ahead.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and have a very good understanding of the school's strengths. They have undertaken governor training and have a good understanding of their role. There is a very good working relationship with the headteacher and open discussion. They monitor the school's budget very carefully. Expenditure is very carefully considered. The school has access to private funds which are used to balance a deficit in the budget.
The school's evaluation of its performance	The school's evaluation is very good. The school makes very good use of assessment information to analyse its performance. Subject co-ordinators in key subjects are given release time to monitor their subject across the school. Formal monitoring of teaching and planning is undertaken with written targets. Appraisal is used well.
The strategic use of resources	The school make very good use of resources and specific grants. Finances are managed carefully.

Considerable care is taken to ensure that value for money is obtained when considering any expenditure. Inevitably there are some inefficiencies caused by the separate buildings because of the duplication of resources. The overall ratio of pupils to teachers is well above other infant and junior schools. The basic budget per pupil is in the lower quartile of schools nationally. The accommodation and grounds are attractive. However, a number of classrooms lack running water. The toilet accommodation is poor, particularly for the older pupils and the school has made the refurbishment of the toilets a priority. The school's stock of books is very variable. Some of the non-fiction stock is very old and outdated. The stock of fiction is also variable in quality. As a consequence older pupils tend to bring reading material from home and it is difficult for the school to foster and encourage pupils to read more demanding material.

## 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>• Their child likes school</li><li>• They feel that behaviour is good.</li><li>• The school expects their child to work hard</li><li>• The school is led well.</li><li>• The school is helping their child to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Homework</li><li>• To be kept better informed about their child's progress.</li><li>• Closer working with parents.</li></ul>

The inspection team support the very positive views of the school by parents. The homework policy is published but the school should consider re-publishing the policy at key points in the pupil's progress through school. More effective use could be made of the homework diary to keep parents informed.

## **PART B: COMMENTARY**

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

**Standards are well above the national average in the National Curriculum tests by the age of eleven.**

1. In the 2000 tests for eleven-year-olds pupils performed well above the national average in English, mathematics and science. In English 88 per cent of the pupils achieved level 4 (the expected level for eleven-year-olds) or above as compared to 75 per cent nationally. In mathematics 88 per cent of pupils achieved level 4 or above as against 71 per cent nationally. In science, 92 per cent of pupils achieved Level 4 or above as against the national figure of 84 per cent. In all three subjects approximately 50 per cent of the year group achieved Level 5.
2. The average points score obtained by each pupil provides an overview of pupils' results that takes into full account of the achievements of all pupils and is not dependent simply on the proportions reaching a particular level.
3. Using this method, it shows there has been a steady improvement in standards in English since 1996, although there was slight dip in the 2000 results over 1999 when standards in English were in the highest five per cent of schools nationally. When the results are averaged over the years 1998 to 2000 it shows that the performance of both boys and girls in English at the school was well above the national average for their age group. When the results are compared to similar schools, those schools which have a similar percentage of pupils eligible for free school meals, the school performed well above average. The school achieved very high results in the percentage of pupils achieving Level 5 when compared to other schools which scored a similar average point score at the age of seven indicating that pupils are making good progress.
4. In mathematics there has been steady improvement in the average points scored by pupils at the school since 1996. The performance in the 2000 tests was well above average compared to all and similar schools. There is little difference in the performance of boys and girls.
5. Standards in science show similar steady improvement with minor year-on-year variations. The average point score achieved in the 2000 tests is well above the national average and well above that achieved by similar schools.
6. Overall, in all three subjects there has been steady improvement, in line with the national trend.

**Pupils achieve very high standards in their use of computers.**

7. The previous report identified that standards in pupils' use of computers, information and communication technology, as being an area of significant weakness. The school has addressed this aspect well. Pupils are now achieving very high standards in information and communication technology, particularly by the age of eleven. The school has created an information and communication technology suite for half classes which is used effectively. All pupils have access to it for an hour a week.

8. The co-ordinator for the subject took over after the last inspection report and attended a ten-day professional development course in the subject. The school policy has been rewritten. The school uses the Qualifications and Curriculum Authority's scheme of work which is currently being matched to the requirements of Curriculum 2000. The scheme of work now ensures that pupils are learning in a progressive manner. Staff skills and attitudes to the subject have shown considerable development since the last inspection. In all the lessons observed teachers were very confident in the subject and had a good understanding of the particular software program they were using with the consequence that instructions were very clear and easy to follow. They were also confident enough to deal with the inevitable unexpected when, for example, a pupil accidentally switched off the main server at the beginning of the lesson so that no-one could log on. Teachers were also very quick to spot any pupil in difficulties and to refer to, and make connections with, work in other subjects. Pupils, in all the lessons seen, were keen, interested and happy and quick to help each other. In all the lessons they tried hard, even younger pupils whose reading was weak and who were struggling to split words up (in a particular drafting task) persevered with the task.
9. Across the school pupils achieve standards which are above expectations for their age. Pupils in Year 6 achieve very high standards.
10. Pupils in Year 1 were using the computer to draw a graph and were familiar with the keyboard. Pupils were able to enter data about the number of people with particular eye colour, building on their science work. They were able to control the mouse well and move it to where they wanted to insert some information as well as being able to log-on and off the system and save their work, following the teacher's instructions. Year 2 pupils working at a drafting exercise knew how to create capital letters and use the arrow keys to arrive at a specific point in the text in order, for example, to insert a full stop. Seven-year-old pupils last year were able to design and produce a Christmas card linking words and image. Pupils in Year 3 were confident to log onto the system and use a colour program to produce repeating patterns and then develop this into work on reflective symmetry patterns by using 'tile' and 'flip' or to produce a simple flower picture and select colours to fill in the shape. Pupils in Year 6 had spent the day at a local resource centre working at various aspects of control technology, such as programming model traffic lights or the movements of a toy buggy. In class, as part of their work on turning and rotation, they were able to use a particular program to define and write procedures to create a flag which they could repeat and rotate in a circle. Pupils extended this into two and four flag creation and understood the significance of the number of repeats giving the degree of turn. A few pupils began to explore eight flag creation and investigate what would happen with the flags if the number of repeats were not a factor of 360 degrees.
11. Pupils in Year 6 have a residential experience towards the end of the year. Last year pupils were able to create an information and communication technology presentation for parents about the trip, which combined sound, images, words with each flowing or merging into the other. The school is just developing the use of the Internet and has installed an appropriate filter and it plans to develop e-mail as part of its further developments.

**The overall leadership and management of the school are very good.**

12. The headteacher provides very good leadership and management of the school. The headteacher is very experienced and he has developed across the school a strong sense of teamwork. Teachers are clear about their role and how they support the work of the school and each other. This stems from the clarity of the job descriptions and the fact that appraisal is a feature in the school, accompanied by classroom observation and target setting, and this is used very effectively to develop high professional expectations. It also supports a concept of teamwork which is based on the accountability that true teamwork demands; accountability to the pupils, parents, school and each other. At the same time the headteacher seeks to support members of staff by being clear about the school's priorities and ensuring that developments are tackled in a manner which is manageable. The school development plan is produced after consultation and displayed in the staff room so that all are aware of the priorities and the progress in achieving them. Notwithstanding the fact that the format and style of the plan is not as detailed as that of many schools and only concentrates on one year, there is, nevertheless, a very clear sense of direction in the school and a sustained focus on raising pupil achievement. People working at the school are clear about what has to be done and by when.
13. The deputy headteacher provides very effective professional support particularly in her role as the school's assessment manager. The school is developing very good pupil tracking systems and self-evaluation systems. The school is using optional National Curriculum tests and using the results along with other assessment information to monitor pupil progress. She is responsible for drawing up a timetable for assessment which includes looking at pupils' work across the school, subject co-ordinator monitoring as well as using the data to determine targets for the year groups and compare the school with others. National Curriculum test papers are also analysed to determine those aspects or topics where pupils have not done as well as they might and this information used to review the way that particular aspect has been taught.
14. The role of the subject co-ordinator has developed significantly since the previous inspection. The co-ordinators for English, mathematics, science, information communication technology and religious education are given specific time to monitor the work in the subjects, through classroom observation and other means and to incorporate the information gleaned from this monitoring into subject action plans. They are very effective in their roles in raising standards.
15. The governing body is very supportive of the school. The majority of governors have undertaken training, including performance management and target setting and they have a very good understanding of their role in setting the strategic direction of the school. There is an open and very positive relationship with the headteacher and senior management of the school and governors are prepared to question and challenge. They are in the process of reviewing specific governor attachment to aspects of the school although they have a good understanding of the school's strengths. They contribute to the school development plan and monitor its progress more formally. There is an established complaints procedure and their names and addresses are displayed so that parents can contact them if necessary.
16. Overall, the leadership and management across the school is very good.

**The overall quality of teaching is good.**

17. The quality of teaching is good across the school. Teachers have good subject knowledge and often display an infectious enthusiasm for the subject they are teaching which helps to motivate and engage pupils' interest. There are very good relationships between adults and pupils across the school. Teachers enjoy being with the pupils and they effectively build pupils' trust by their constant encouragement and humour and by revealing aspects of themselves. For example, a teacher talked about how her grandmother and the vocabulary she used, such as the word 'yonder'. Teachers are skilled at establishing a purposeful atmosphere in their classrooms and as a consequence pupils are very attentive and behave well. Praise and encouragement are used well so that pupils are confident to put forward an idea or answer a question. Teachers value pupils' suggestions even when the answer is wrong or does not fit into what she wants them to do. Mistakes are used effectively to explore why it is wrong and are seen as opportunities to promote learning rather than being dismissed as being 'wrong'.
18. Teachers, across the school, are skilled at questioning to check on previous knowledge of a particular topic and then help pupils make connections or apply their knowledge to different situations or to identify those pupils who are having difficulties. They also make effective use of questioning in the whole class sessions towards the end of a lesson to check on how much pupils have understood of the lesson. In a Year 6 English lesson, for example, the teacher used questioning very effectively to refresh the class's memory of Romeo and Juliet and the names of the principal characters and the plot before turning to the specific 'O she doth the torches burn bright' soliloquy. The teacher ensured that the pupils had grasped the meaning of the extract before looking at specific words within the text. In a science lesson with another class, the quality of questioning ensured that all pupils were challenged. The teacher did this by not just accepting the first answer but challenged the pupils further to refine and rethink their answer using their prior knowledge to give an explanation of what was happening or to define the parameters of a fair test for the particular experiment they were going to conduct. Younger pupils were challenged by the questioning to think carefully about how they approached their task of making a hat in design and technology.
19. Expectations of what pupils will achieve and how they will behave are high across the school. Pupils want to do well and even younger pupils are prepared to concentrate and work hard at demanding material. Class sizes are large yet pupils are managed very well in a quiet unobtrusive manner. Lessons are planned well and the work is carefully matched to the abilities of all pupils. Teachers being more precise in what they want pupils to learn would improve further the quality of some lessons. Teachers, however, work very hard at their planning, particularly given the fact that there is some mixed age classes, to not only provide interesting learning experiences but also so that the work suits the age and ability groups in the class. The quality and the detail of the planning is reflected in the seamless teamwork which exists between the adults working in some classrooms and in the deceptive ease that resources are at hand, allowing the teacher to focus and concentrate on the pupils and the learning that is taking place.
20. What clearly comes across from the lesson observations and looking at the pupils' books is that teaching is consistently of high quality and it is this consistency which ensures that pupils of all abilities make good progress and achieve well over time.

**Parents make a very good contribution to the life of the school.**

21. The school operates an 'open door' policy. It wants to work in partnership with parents and wants to be alerted to any concerns they might have at an early stage. Parents make a contribution to the school in three main ways. There is an extensive Parent Teachers' Association which raises significant finance which is then invested in the school. During the week of the inspection a major fund-raising effort around a bonfire night celebration was being organised by the parents. Parents also help the school by supporting teachers; about 20 to 30 parents help in the school during the course of a week. Other parents also help with the extra-curricular activities which take place or, for example, help during the residential trip. The third way parents support the work of the school is through the help they give their children with the work that they do at home be it listening to them read or helping with a particular piece of homework. This was particularly evident, for example, in the quality of the work that Year 6 had carried out researching their family tree. The school publishes the school's homework policy but the links with parents could be further strengthened by making more systematic use of the homework diary, for example, by asking parents to sign the diary on a weekly basis.

### **WHAT COULD BE IMPROVED?**

**Establish a phased programme to review the schemes of work for art and design, design and technology, geography and history, to ensure they match with the new curriculum and that appropriate assessment systems are in place for these subjects to monitor pupil progress**

22. The priority for the school over the last two to three years has been the successful implementation of the National Strategies for literacy and numeracy. During this period schools were given some flexibility regarding the development of other subjects. Now that the school is confident that these strategies are being implemented well and pupils are attaining well above average in mathematics English and science then the school should review the schemes of work in art and design, design and technology, geography, history on a phased basis. In addition the school has developed very good assessment procedures to monitor pupils' progress in English, mathematics and science and all pupils have a portfolio which contains work from all subjects. These assessment strategies need extending so that pupils' progress in these subjects can be monitored more closely.

**Review the range and quality of the fiction and non-fiction books in the school.**

23. The quality of the book stock is very variable. There are a large number of old and outdated texts which need to be replaced. Although culling the book stock is perhaps a painful process given the high cost of replacement, a phased expenditure programme is required. Personal reading is encouraged across the school. Many pupils in Year 6 bring in books from home for their reading session. This, coupled with the fact that much of the fiction stock are not that attractive, makes it more difficult for the teacher to move individual pupils on to more demanding texts or direct them to specific genres or authors. Given the rigour and high quality of the work seen in the English lessons the majority of these older pupils were reading relatively undemanding favourites.

**Make more effective use of the homework diary.**



24. The area that parents expressed most concern about in the parents' questionnaires related to the right amount of work required to be done at home. The homework diary provides a means of strengthening the links with parents and a possible means of involving them further in their child's work by asking them to sign the diary on a weekly basis. The diary could contain a copy of the homework policy and an outline of the work being covered over the term.

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

25. In order to build on the many significant strengths in the school, the headteacher, staff and governors should:

- (1) establish a phased programme:  
to review the schemes of work for art and design, design and technology  
geography and history, to ensure they match with the new curriculum  
and  
ensure that appropriate assessment systems are in place for these  
subjects to monitor pupil progress. (paragraph 21)
- (2) review the book stock in the school and ensure that outdated stock is  
removed;  
establish a phased investment programme in the book stock;  
enhance the range of fiction books available;  
use this investment to encourage and foster pupils' personal reading.  
(paragraph 22)

As an additional minor issue the school should:

- (1) Make more effective and extend the use of the homework book in order:  
to keep parents informed of the homework by signing it on a weekly basis;  
enclosing a copy of the homework policy;  
using it as a means of keeping parents informed and engaged with their  
child's learning and where practicable, their progress. (paragraph 23)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	35	45	20	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)		342
Number of full-time pupils eligible for free school meals		40

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		80

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	14

### Attendance

Authorised absence	%
School data	4.0
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	18	31	49
	(1999)	(23)	(22)	(45)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16 (18)	15 (16)	17 (18)
	Girls	29 (20)	29 (20)	29 (19)
	Total	44 (38)	44 (36)	42 (37)
Percentage of pupils at NC level 2 or above	School	92 (84)	89 (80)	94 (82)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16 (16)	16 (18)	16 (22)
	Girls	29 (20)	29 (20)	28 (19)
	Total	45 (36)	45 (38)	44 (41)
Percentage of pupils at NC level 2 or above	School	92 (80)	93 (84)	90 (91)
	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	22	28	50
	(1999)	(20)	(15)	(35)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18 (17)	19 (17)	20 (16)
	Girls	26 (15)	25 (13)	26 (14)
	Total	44 (32)	44 (30)	46 (30)
Percentage of pupils at NC level 4 or above	School	88 (91)	88 (86)	92 (86)
	National	75 (70)	71 (69)	84 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19 (17)	19 (18)	19 (18)
	Girls	25 (15)	25 (15)	25 (15)
	Total	44 (32)	44 (33)	44 (33)
Percentage of pupils at NC level 4 or above	School	88 (91)	88 (94)	88 (94)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	340
Any other minority ethnic group	2

*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		
White		
Other minority ethnic groups		

*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)	12.4
Number of pupils per qualified teacher	27.6
Average class size	31.1

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

Total number of education support staff	7.0
Total aggregate hours worked per week	120

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	524036
Total expenditure	531372
Expenditure per pupil	1596
Balance brought forward from previous year	-945
Balance carried forward to next year	-8281

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	342
Number of questionnaires returned	172

### Percentage of responses in each category

*Figures may not add to 100per cent due to rounding*

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	2	1	1
My child is making good progress in school.	41	43	6	4	5
Behaviour in the school is good.	42	49	3	0	5
My child gets the right amount of work to do at home.	33	38	23	5	1
The teaching is good.	49	38	6	1	5
I am kept well informed about how my child is getting on.	24	52	11	9	3
I would feel comfortable about approaching the school with questions or a problem.	49	39	6	5	1
The school expects my child to work hard and achieve his or her best.	47	46	4	1	2
The school works closely with parents.	22	56	13	7	2
The school is well led and managed.	44	46	2	2	5
The school is helping my child become mature and responsible.	39	49	5	1	6
The school provides an interesting range of activities outside lessons.	35	43	7	4	11

### Summary of parents' and carers' responses

The inspection team support the very positive views of the school by parents. The inspection report identifies ways that the homework diary could be used more effectively. A number of parents raised individual points which were discussed with the school. There was no pattern to the points raised.