

# **INSPECTION REPORT**

## **MONTROSE SCHOOL**

Leicester

LEA area: Leicestershire

Unique reference number: 120029

Headteacher: Mrs Sandra Sutcliffe

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 02/10/00 – 03/10/00

Inspection number: 224340

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: 3 to 11

Gender of pupils: Mixed

School address: Wigston Lane  
Leicester

Postcode: LE2 8TN

Telephone number: 0116 2832328

Fax number: 0116 2839069

Appropriate authority: Governing Body

Name of chair of governors: Mrs Jennifer Squance

Date of previous inspection: 09/12/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Montrose Primary School is a large community school for infant and junior pupils aged three to 11 years, of whom 60 children are in the Nursery. Seventy nine children were under age five at the time of the inspection. There are 417 pupils on roll, and small numbers of pupils come from ethnic minority heritages. A few pupils have English as an additional language. The school serves the immediate area of Leicester around it, which has mostly terraced and semi-detached properties. About 40 per cent of pupils come from outside the recognised catchment area from two large council housing estates as a result of parental choice. The percentage of pupils entitled to free school meals, at 23 per cent, is broadly average. There is a wide range of ability amongst the pupils in the Nursery and reception classes. On average, pupils' attainment by the end of the Reception Year is above the national average. Nineteen per cent of pupils are on the special needs register, and four have statements. The school provides a wonderfully rich learning environment for the pupils, with excellent displays of children's work, items of interest and ceramics. The facilities have been significantly extended through the creative use of space, including developments to the school grounds.

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

This is a very successful school, providing a rich and varied education that reflects its aims and challenges pupils. Teaching and the stimulating education are strengths of the school, which results in good progress and well above average standards. Achievement in all aspects of the school's life is promoted strongly. For example, one third of pupils are learning a musical instrument and during a recital all pupils listen attentively and sympathetically. The school ethos is very good, supported by the professional dedication of all staff. The pupils are helped to develop and feel secure within a rich environment where many parents and adults support its work. Special needs provision is very good.

The headteacher gives outstanding leadership, balancing her perceptive judgements and determination to get things done with her thespian performances in assembly that delight the children. School improvements are promoted well by the committed governing body and all staff. The school fosters the personal development of the pupils effectively, so that they gain in maturity and responsibility. The staff provides well for the pupils' health and welfare, and for their academic and pastoral guidance. The school provides very good value for money.

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

- ◆ Standards are well above the national average at the end of Key Stage 2 in English, mathematics and science.
- ◆ The quality of teaching is very good throughout the school - including the Nursery.
- ◆ The school provides a high quality education and experiences in all subjects, with particular note in Ceramics, science and information technology; and the pupils' personal and social development.
- ◆ The leadership and management by the headteacher and key staff is very good.
- ◆ Pupils' good attitudes and behaviour are promoted well by all staff and support attainment well.
- ◆ Parents have an extremely positive view of the school. The partnership between the parents and school is very good.

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

- The use of developmental comments in marking pupils' work to help them improve is not consistent.
- The school should continue to develop the setting of targets for pupils so that these are more specific to the pupils' learning needs and in addition support a few teachers in applying them in lessons.

*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 December 1996. Since that time standards have improved overall by the end of both key stages to summer 2000, with some variation year by year. Standards by the end of

Key Stage 2 have improved in line with the national trend. The school has made good improvements in the key issues identified during the last inspection. There are policies and schemes of work for all subjects that provide a good structure and basis for planning and progression. Formal assessment procedures are very good, and several teachers are very thorough in marking pupils' work, although this is not consistent across subjects in providing comments on how to improve. The governing body participates fully in providing strategic direction, in asking searching questions and in monitoring standards. The school has made very good improvements to the information technology provision. There is a good outside play area for the children under five. The headteacher, governors and key staff are committed to making further improvements in standards and provision.

## 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	C	A
Mathematics	A	A	A	A*
Science	A*	A	A	A

**Key**

Very High A\*

well above average A

above average B

average C

below average D

well below average E

Standards in English were in line with the national average in 1999, and were well above average in mathematics and science. The difference in grades relates to the fewer Level 5s gained in English. In English and science standards were well above the average for similar schools, and standards in mathematics were very high. The category A\* shows that the school's results in science in 1997 and in mathematics in 1999 were in the highest 5 per cent. The school's approach to literacy gives a good emphasis to writing and language skills. Inspection findings indicate that standards in English, mathematics and science are well above average by the end of Key Stage 2. The trend in the school's results at Key Stage 2 was broadly in line with the national average over the past four years. The unpublished results of the national tests for summer 2000 indicate a continuing improvement in all subjects at Key Stages 1 and 2, with particularly good results in science at Key Stage 2. Overall pupils are achieving well above their expected levels in both key stages. The school teaches French to pupils in Years 5 and 6 and standards of attainment exceed what is expected for pupils by Year 6.

Children in the Nursery enjoy a wide range of worthwhile activities and make good progress as a result. At Key Stage 1 the trend is an improving one, particularly in the proportion of pupils reaching the higher Level 3. The school has set challenging targets for pupils in Year 6 for 90 per cent to gain Level 4 or above in English and mathematics. Pupils have above average standards in information technology although their good start requires a further consolidation of skills. Investigative work in science has continued to improve from the good standards noted at the previous inspection. The school provides excellent creative opportunities for ceramics and pupils' work has been exhibited nationally. The pupils' reading and numeracy skills support progress across the curriculum. There is some very good expressive and imaginative writing. Older pupils learnt from the good use of resources about life in wartime Britain and the good presentation of Shabat.

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very positive. They come to school keen to learn. They take an interest in others and are kind to those who are upset.
Behaviour, in and out of classrooms	Behaviour is very good in school and in the playground. Lunchtimes are civilised occasions where children talk easily together.

Personal development and relationships	Relationships through the school are excellent. The pupils respond well to the many opportunities for personal responsibility.
Attendance	Attendance is satisfactory and has improved recently.

Pupils are interested in their tasks and enjoy their learning. Pupils' enthusiasm and the good management by the teachers encourage them to settle down to work quickly. Pupils help each other in many ways, and all members of staff provide a high level of thoughtful support. Pupils take on duties in class and around the school willingly with a good sense of responsibility. The pupils' very good attitudes and behaviour contribute to the effectiveness of their learning and to good standards. A residential week for study away from home is available for older pupils, and this helps them to become mature and responsible. Attendance is close to the national average, and the school has plans in hand to improve the monitoring of attendance.

## 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 a strength of the school. The teaching of English, mathematics, science, French, religious education and information technology is good, demonstrating teachers' secure subject knowledge and effective methods that relate to their very good pupil management. Teachers' lesson planning is very good, and activities are chosen well to promote pupils' learning and interest. There is a positive and valued contribution from the large numbers of assistants and parents in the classrooms. Teachers give thorough attention to basic skills across the curriculum. The strategies for teaching literacy and numeracy are very good and are evident in the standards reached. Early research skills are developed through science, history, information technology and art, for example, by analysing texts, searching for information or exploring the behaviour of materials. The marking of pupils' work is conscientious, but not consistently helpful.

The school plans for the needs of all pupils carefully, adjusting the demands of tasks well on most occasions to match their understanding. The percentage of satisfactory or better teaching was 100 per cent and of very good or excellent teaching was 58 per cent. Pupils have good motivation that helps promote good standards. The curriculum for the foundation stage is very well planned across all areas. The practical activities for the under fives support their learning and children have freedom to express themselves and their views. Children are given time to explore ideas and to work in depth. The teachers plan challenging and imaginative tasks so that pupils are given good opportunities to develop verbal skills. The teaching in the Nursery is very good and provides the children with a stimulating environment. Pupils are encouraged to bring their own ideas to tasks and to use their skills, although a few lessons are firmly directed by the teachers. Many activities are motivating and challenging, with a good basic purpose. The after school activities add depth to the pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has been particularly successful in maintaining a broad and balanced curriculum with pupils producing work of quality and depth in the foundation subjects as well as reaching high standards in the core.
Provision for pupils with special educational needs	The high quality of special needs support enables all the pupils to make good progress. The co-ordinator has particularly high levels of understanding.



Provision for pupils with English as an additional language	The few children who have support for English as an additional language are fully integrated and have full access to the curriculum.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. All aspects of support for the children's personal development are very evident through the curriculum and choice of tasks.
How well the school cares for its pupils	The school provides a high level of care for its pupils. It has established good procedures for assessment that enable pupils' progress to be tracked well.

There is a wide range of extra-curricular activities for the older pupils. The school has implemented the new curriculum for the foundation stage thoroughly and imaginatively to provide interesting experiences. The curriculum is broad and balanced and fully meets national requirements. A particular strength of the curriculum is the links made between subjects. The strategies that the school has adopted for the teaching of literacy and numeracy are effective. The needs of pupils with special educational needs are catered for well and the school complies fully with the Code of Practice. Sex education and drugs awareness are appropriately taught. The school complies fully with child protection guidelines and the legal requirements for health and safety. The school meets statutory requirements for assessment.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has outstanding qualities of leadership that give clear direction to the work of the school, and for steadily improving standards. The senior management team take on a key role in school improvement.
How well the governors fulfil their responsibilities	The governing body is effective in giving direction to the school, and in evaluating its work.
The school's evaluation of its performance	Very effective. The school is constantly reflecting on and improving its performance.
The strategic use of resources	Excellent. Practical activity has a high priority for pupils' learning; resources are chosen well to meet pupils' learning needs, from cymbals to ping pong balls.

The headteacher promotes a purposeful atmosphere and high standards. The governing body shares a vision of a high quality education for the pupils with the headteacher. The headteacher has excellent management skills to motivate staff and support change. She has a thorough and perceptive understanding of all aspects of the school. She analyses the strengths and weaknesses carefully. The level of staffing is very good for meeting the needs of the pupils. The use of specialist teaching is effective and managed well, with sufficient time to make the tasks worthwhile and productive. Accommodation is good and kept in good order by the site manager, for example with a bright and clean hall floor. There is an excellent selection of resources that supports pupils' learning very well, and the active parents association contributes generously to identified items. The school considers carefully how the resources will be used for the best advantage of the pupils. The school development plan is focused on raising standards through good provision. The school applies the principles of obtaining best value in all major areas of spending, the headteacher retaining a substantial sum for improvements that are planned to be under her supervision.

## 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 children like school, and make good progress.</li><li>• The behaviour in the school. The children work hard.</li><li>• The quality of teaching is good.</li><li>• The management of the school.</li></ul>	<ul style="list-style-type: none"><li>• There were no real concerns, but a few parents do not think their children get the right amount of work to do at home.</li><li>• A few also do not think they are well informed about how their children are getting on.</li><li>• A few parents would like to have more activities outside lessons for the children.</li></ul>

The inspectors agree with the many positive views of the parents. These include the view that the school promotes high standards, has excellent relationships within the school community and parents, and that the quality of management is very good. The inspectors checked the homework arrangements and found that the school follows national guidance. The quality of reports to parents is satisfactory, and the headteacher and staff are accessible to parents. The school provides a good range of activities outside lessons, including music and sports.

## **PART B: COMMENTARY**

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

**Standards are well above the national average at the end of Key Stage 2 in English, mathematics and science.**

In the unpublished national tests of summer 2000 in English 95 per cent of pupils reached the national average with 40 per cent reaching the higher Level 5. This is an improvement over 1999, particularly at Level 5. Results in reading were especially good, with 65 per cent of pupils reaching Level 5. In writing, 25 per cent of pupils gained Level 5, which is a good increase over 1999. Pupils' listening skills are very well developed, but their speaking skills less so. Pupils are eager to contribute to class discussions, however, and are learning to listen to and value others' views. As pupils move through the school they express their ideas and opinions more confidently. The school has intelligently adapted the national literacy strategy, retaining effective components of their existing practice and building in blocks of time for regular reading and writing activities. The school has identified writing as an area for continuing development, and has planned teaching programmes to increase pupils' competence in comprehension of texts. The very good results at Key Stage 2 follow on from the effective teaching and standards reached at Key Stage 1.

In the national tests of summer 2000, in mathematics 88 per cent of pupils reached the national average. This is the same proportion as the past two years, with the percentage of pupils gaining Level 5 going up and down a little. The results are well above the national average. Pupils' numeracy skills are promoted well by the effective teaching so that pupils demonstrate good confidence in both mental and written calculation. They apply these skills well, for example, to understanding data presented as pie charts. The teachers' good use of an overhead projector to show interesting applications of pie charts helped bring the topic alive and helped pupils to interpret information clearly. A good example related to the numbers of first, second and third class passengers saved or lost when the Titanic sank. Previous work shows generally good understanding across the mathematics curriculum. There are some good examples of problem-solving and investigational skills developing in a few classes.

In the national tests of summer 2000 in science, 100 per cent of pupils reached the national average. Sixty three per cent of pupils gained Level 5, showing that standards in science are a particular strength. Standards have improved significantly over the past three years. All teachers select very good practical experiences for the pupils that promote their observations and enquiry skills. Nursery children for example handle a wide range of materials. Pupils in Key Stage 1 have a well-developed understanding of properties of materials and what they are used for. By Years 5 and 6 pupils know something of how molecules are dispersed in solids, liquids and gases and recognise that this affects how light behaves to make a ruler look bent in water.

**The quality of teaching is very good throughout the school - including the Nursery.**

The quality of teaching is very good and is a strength of the school, improving on the standards of the last inspection. The school plans for the needs of all pupils carefully, adjusting the demands of tasks well on most occasions to match their understanding. The percentage of satisfactory or better teaching was 100 per cent and of very good or excellent teaching was 58 per cent. Altogether over 90 per cent of teaching seen was at least good, encouraging pupils to become interested and engaged in the tasks. The teachers set high expectations that promote good motivation and standards.

The teaching of the foundation stage is very good and provides a stimulating environment so that the children make good progress. Lesson planning by all teachers is thorough, and tasks are chosen well to promote pupils' learning and interest. Basic skills are taught well in numeracy and literacy, and the early skills in all subjects are given good attention, for example research skills are developed in several subjects, including information technology, ceramics and art. In a very few lessons the consolidation of pupils' skills is under-emphasised, although the plenary sessions are frequently used well to discuss what has been learnt and to secure their knowledge. Teachers mark pupils' work conscientiously, and several teachers build up a good exchange with the pupils by confirming what they have understood or

making points clear for improvement, but this practice is not found consistently through the school. Teachers throughout the school use their skills of questioning to good effect in helping pupils to think about their work and to challenge them. Teachers' informative, lively and well-structured explanations, based on good subject knowledge, contribute well to good quality learning. They make good day-to-day assessments of the pupils as they work.

**The school provides a high quality education and experiences in all subjects, with particular note in Ceramics, science and information technology; and the pupils' personal and social development.**

For the Nursery curriculum, activities are very well planned to support children's broad experience and development. The school places a very high priority on maintaining a broad and balanced curriculum and has been particularly successful in this, with pupils producing work of depth and quality in the foundation subjects as well as reaching high standards in the core subjects. Contributory factors to this include the use of specialist teaching where teachers have particular expertise and interest. The timetable is managed very well to allow time for subjects to be taught in depth. Practical investigational work is central to the teaching of science, enabling pupils to observe, record and reason. Groups of pupils receive the focused attention of an experienced teacher to develop skills and appreciation of ceramics, so that the school is filled with a great variety of high quality work.

The recently completed information technology suite provides excellent first hand experience for pupils to develop their skills and understanding, so that for example, older pupils were seen preparing a web page for others to access. Comprehensive schemes of work are in place to support continuity and progression. The curriculum co-ordination teams work very effectively to evaluate the quality of work and prepare for further improvements. A few specialist curriculum events take place, such as visits and visitors, that broaden pupils' understanding of the world. In addition, the school makes good provision for the pupils to consider others, and many opportunities are provided that encourage pupils to take responsibilities on as they get older. Children with special educational needs receive very good support enabling them to make good progress.

**The leadership and management by the headteacher and key staff are very good.**

The headteacher has outstanding qualities of leadership that she uses to very good effect in promoting quality experiences for the pupils, a productive busy atmosphere and high standards. The aims and values of the school are clearly evident through its work. The school has addressed all the issues of the previous inspection carefully, making good improvements in them as well as tackling its own priorities. Through her regular monitoring and close contact with all staff, the headteacher has a detailed understanding of all aspects of the school. The curriculum is managed and developed well by the co-ordinators with the subject teams. The headteacher has established good procedures for the support and monitoring of teaching by making classroom observations of all teachers, and providing constructive feedback. The subject co-ordinators have good procedures to monitor medium-term curriculum plans. Staff professional development is matched well to school priorities.

The process of development planning is very good. The subject teams evaluate the progress through the previous year thoroughly and, with the headteacher and governors, agree new priorities. The headteacher and governing body work together very well and have a clear view for the strategic management of the school. The governing body is effective in its work, is strongly committed to the school and bases its decisions clearly on raising standards. They fulfil their statutory duties well. The school has several good procedures to monitor and evaluate performance. The headteacher is proactive in managing planned developments. The school secretaries are efficient in handling school business and in welcoming visitors, so that the school runs smoothly. The governing body considers the effects of spending decisions carefully and obtains best value. The school meets statutory requirements in all respects.

**Pupils' good attitudes and behaviour is promoted well by all staff and supports attainment well.**

Pupils have excellent attitudes to school life and are enthusiastic about their work. The pupils are motivated well to learn as a result of the good teaching that gives positive recognition to all achievement.

Pupils become interested in their tasks and take on their learning quickly so that attainment is raised. For example, pupils are given good opportunities to set up experiments such as making a periscope or producing ceramic plates and figures as part of their artwork experience. They are hard working and very keen to achieve good results. Pupils help each other in many ways, for example, by working co-operatively to classify materials in science. The excellent relationships between staff and pupils are strengths of the school.

The pupils have a pride in their school that is well justified. They listen well to their friends and are interested in what they are doing, as shown for example in the close interest they took in friends playing musical instruments during assembly. They are sensitive to those who find the work more difficult and are glad to help. Most pupils continue to work well, even when not directly supervised, and they maintain concentration well. Pupils with special educational needs are given very thoughtful support that maintains their attention well, helps them to feel good about themselves and promotes their achievement. Pupils are genuinely pleased for the success of their friends, for example, in assembly when certificates were awarded for music.

The pupils' behaviour is very good. Pupils respond well to, and quickly appreciate, the considerate and well-managed atmosphere, and develop in maturity as they move through the school, becoming well-adjusted and socially capable young people. They are helped to understand what is appropriate behaviour by the consistent expectations and strategies used by the teachers. The classroom assistants make a valuable contribution in supporting those who find good behaviour difficult to maintain. Pupils are friendly and polite, and, as we found in the playground, are very keen to talk about their school life and interests. The pupils' behaviour in lessons and out on the playground is good. Lunchtimes are civilised occasions where children talk easily together and with visitors. Pupils take good care of the school, the displays and its environment. No incidents of aggressive behaviour were seen during the inspection and bullying is said to be very rare. There have been no exclusions during the last year.

**Parents have an extremely positive view of the school. The partnership between the parents and school is very good.**

The headteacher has established good procedures to ensure pupils' safety and well being, which parents value. The school has a warm, busy atmosphere in which pupils are happy and secure. All members of staff provide a very good level of pastoral support and pupils approach them confidently about any worries or problems. Parents feel very easy about coming into school to discuss any problems, knowing that they will be listened to and understood. They know that their children like school and are happy there. Parents recognise that the school promotes good behaviour so that pupils are attentive and work hard. They are confident in the good quality of teaching that helps their children to make progress. They have formed a very strong and accurate view that the school is managed well, and that the governors and headteacher are making good improvements.

The school has good procedures to promote and monitor attendance, and parents understand the expectations. The importance of regular and punctual attendance is emphasised by the headteacher in newsletters and registers are properly monitored. Procedures to administer tests and use the results are good, being shared regularly with parents. First aid procedures are good and parents are informed quickly of any accident. The parents feel that the school has a very good relationship with them and works closely with them on the education of their children, for example through the regular homework. Many parents help in school and are active in promoting developments.

## **WHAT COULD BE IMPROVED**

**The use of developmental comments in marking pupils' work to help them improve is not consistent.**

While there is clearly much good practice in the school and pupils' work is usually marked conscientiously, a clear note on what is done well and aspects to continue to work at are not given consistently through the school. Marking often focuses well on specific skills or correct factual answers, for example of spellings or arithmetic. Within local studies or extended writing the pupils' recall of

information or style of language may be noted. Good practice in Year 4 in mathematics, for example, makes a clear connection between the pupil's attainment and the current learning intention. In science, the methods and presentation may be marked. With the younger pupils a dialogue between the teacher and pupil frequently serves to clarify attainments. However, while children need encouragement and recognition, rather too many comments are unqualified praise without making clear what it is that is good or aspects for improvement. The school needs to tighten up on the approach to marking to make it more consistent so that pupils receive the same message through the school. In particular, the links to agreed targets are seldom exploited in marking to help pupils reflect on their work, and to clarify how further support in helping pupils to understand how to improve may be given.

**The school should continue to develop the setting of targets for pupils so that these are more specific to the pupils' learning needs and in addition support a few teachers in applying them in lessons.**

The school has introduced procedures to set individual targets for pupils on a half-termly basis. These targets are given for all subjects and they include an aspect of personal development such as concentrating in class. Pupils are keen to know how they are getting on and are responding well to this initiative. All pupils have a name card with two targets written on that the pupils have chosen, but many targets are very broad and several pupils, particularly the younger ones, cannot explain them. Many pupils are not understanding how to link the targets to their work or behaviour to show how they might improve. There is a need to make a stronger connection between teaching and the learning intentions and attainments expressed in the targets. The understanding and practice of reviewing the targets to maintain challenge is still at an early stage, and is beginning to have a positive influence, but requires further work so that all teachers are confident in their use.

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

The headteacher, governing body and staff should give attention to the following issues.

- 1 Improve the effectiveness of marking pupils' work by:
  - a) Reviewing the purposes of marking within teaching and learning.
  - b) Ensuring that marking is suitably formative by helping pupils to know what they have achieved and where further improvement is required.
- 2 Continue to develop the process of target setting as a means of promoting good progress and high standards by:
  - a) Establishing agreed targets related to learning outcomes with pupils that are revised as pupils make progress.
  - b) Extending the process of target setting to other subjects as appropriate.
  - c) Providing staff support so that all teachers are confident in using the targets.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
23	35	27	15	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)	30	387
Number of full-time pupils eligible for free school meals		87

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	104

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	20

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	25

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	36	24	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	29	34
	Girls	21	21	21
	Total	51	50	55
Percentage of pupils at NC level 2 or above	School	85	83	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	34	36
	Girls	22	21	21
	Total	54	55	57
Percentage of pupils at NC level 2 or above	School	90	92	95
	National	82	86	87

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	25	24	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	24
	Girls	21	19	21
	Total	41	43	45
Percentage of pupils at NC level 4 or above	School	84	88	92
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	22
	Girls	20	18	20
	Total	38	40	42
Percentage of pupils at NC level 4 or above	School	78	82	86
	National	68	69	75

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



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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	1
Chinese	10
White	398
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)	15
Number of pupils per qualified teacher	26
Average class size	29

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

Total number of education support staff	10
Total aggregate hours worked per week	107

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	26

Number of pupils per FTE adult	15
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	627720
Total expenditure	621591
Expenditure per pupil	1618
Balance brought forward from previous year	42952
Balance carried forward to next year	49081

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	417
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.	63	34	2	0	1
My child is making good progress in school.	55	42	2	0	2
Behaviour in the school is good.	44	53	0	0	2
My child gets the right amount of work to do at home.	40	50	8	1	2
The teaching is good.	70	27	1	0	2
I am kept well informed about how my child is getting on.	39	50	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	0	2
The school expects my child to work hard and achieve his or her best.	70	29	0	0	1
The school works closely with parents.	43	48	4	1	5
The school is well led and managed.	68	30	0	0	2
The school is helping my child become mature and responsible.	55	42	2	0	2
The school provides an interesting range of activities outside lessons.	28	44	10	2	17