

INSPECTION REPORT

WOLSEY INFANT SCHOOL

New Addington Croydon

LEA area: Croydon

Unique reference number: 101748

Headteacher: Mrs H Mann

Reporting inspector: Linda Kelsey
8851

Dates of inspection: 18th – 20th September 2000

Inspection number: 224448

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	King Henry's Drive New Addington Croydon
Postcode:	CR0 0PA
Telephone number:	01689 842773
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Williams
Date of previous inspection:	9th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wolsey Infants is a bigger than average sized school. It is situated in the London borough of Croydon in an area of mixed housing with a small percentage of private homes. It shares a site with the junior school to which the majority of children transfer at the age of seven. The majority of pupils come from the immediate area and attend playgroups locally. On roll there are 335 pupils from mixed ethnic backgrounds and approximately the same number of girls and boys in the school. The number of pupils on the register for special educational needs is above average (36%). The number of pupils with a statement of special need is below average. A small number of pupils have English as an additional language (4%). The percentage of pupils who have free school meals is above average. Attainment on entry to the school from the nursery is below average. Many pupils come from disadvantaged homes and pupils start the nursery with poor social, language and literacy skills.

HOW GOOD THE SCHOOL IS

Wolsey Infant School is a successful and very effective school. Standards in reading, writing and mathematics are well above average, by the time the pupils leave the school, because teaching is good, and the curriculum is very well planned and assessed. The leadership of the school is excellent. The headteacher, governors and staff work well together to improve the school and maintain high standards. The involvement in special national programmes to raise achievement and promote inclusion has been successful. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are high and progress in learning throughout the school is very good.
- Pupils who have special educational needs are very well supported in the school. As a result of this they make good progress and achieve good standards for their ability.
- Plans a very good curriculum, marks pupils' books consistently, assesses their work thoroughly, and uses the information gained to set targets for pupils based on individual needs.
- The excellent leadership and management ensures that the teaching and learning are both good throughout the school. The resources available are used to provide an excellent education and a high level of care for the pupils.

What could be improved

- The good and satisfactory teaching could be raised to the level of the very good teaching.

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 greatly improved since the last inspection in September 1996. Standards by the end of Key Stage 1 are well above average in English and mathematics and above average in science. Test results in reading, writing and mathematics have all steadily improved since the last report. Standards in information and communication technology (ICT) have improved since the school has focused resources and planning into improving the teaching and learning opportunities. Attendance has improved and now reaches the national average. Behaviour has improved and relationships between pupils and between pupils and teachers are very good. Teaching is better, as a result of consistently better planning and organisation. It is now more often good and always at least satisfactory. No unsatisfactory teaching was observed this time. The marking and assessing of pupils' work is very good and the information from this is used to prepare lessons well. The leadership by the headteacher and the management of the school are excellent and this is an improvement since the last inspection

when it was very good. They take every opportunity to make use of additional funding from government initiatives to improve provision in the school

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	C	C	B	A*
Writing	C	B	A	A*
Mathematics	D	B	A	A*

<i>Key</i>	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 1999 tests standards were well above average in writing and mathematics by the end of Key Stage 1 when compared with national results. In reading standards were above average when compared nationally. In all the tests the results are very high (in the top five per cent) when compared with the results of similar schools. The results of the tests taken in 2000 show a continuing trend of improving results. Larger proportions of pupils are achieving the higher levels of work especially in writing and mathematics. However the number of pupils achieving the higher levels of attainment in reading has not significantly improved. Standards seen during the inspection confirm the improvement in the test results. Even at this early stage in the year a significant proportion are working at an average level in English, mathematics, science and ICT, and are on course to reach above average standards by the end of the school year. The teachers are setting challenging targets which pupils are capable of achieving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are stimulated when teaching is very good. However, they can become restless and lack concentration when not fully engaged or motivated.
Behaviour, in and out of classrooms	Most children behave well. However occasionally they can become easily distracted in class or misbehave in the playground.
Personal development and relationships	Personal development of the pupils is good. Their relationships with each other and with adults are very good.
Attendance	Pupils attend school regularly and figures are now in line with national averages.

TEACHING AND LEARNING

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

Teaching was good in over six out of ten lessons (65%) and very good in two out of ten lessons (20%). Teaching was always at least satisfactory and no unsatisfactory lessons were seen during the inspection. Despite good teaching, pupils have such a limited concentration span that they very quickly lose motivation and get bored. The teaching is as good for the under fives in the nursery and reception classes as it is for the older children. Basic skills in literacy, numeracy and ICT are very well taught. Planning for literacy and numeracy is very thorough and based on good on-going marking and assessment of pupils' work in English, mathematics, science and ICT.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is rich, wide and relevant. It meets the needs of all pupils in the school. Curriculum planning is strong, agreed by all staff and consistently applied. It is based on good shared practice which supports good teaching.
Provision for pupils with special educational needs	Very good. Pupils are assessed regularly and problems in their learning are identified early. They are given support that helps them to make very good progress.
Provision for pupils with English as an additional language	Pupils who have English as an additional language are well supported through the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Sound overall. Provision for moral and personal development is good and it is sound for spiritual, social and cultural development.
How well the school cares for its pupils	The school has good procedures for child protection and pupils welfare. It provides well for the pupils in its care.

The school works well with the community and with parents. Parents are very positive about the school and it is popular in the area.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are excellent. Co-ordinators are well matched to their roles and are beginning to manage their subjects with confidence.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities to a very high standard through structured committees and monitoring visits.
The school's evaluation of its performance	The headteacher monitors the school's performance and evaluates how well it is doing against national standards. The school uses this information to plan how to raise levels of attainment.
The strategic use of resources	The school makes excellent use of all its resources including financial resources and additional grants. The principles of best value are applied well. An example of this is the use of the classroom assistants which has helped support teaching and learning in classes and improve standards overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the school is well managed and standards achieved are good. • the school helps their children to mature. • teaching is good. • the school expects children to do their best • their children like school and behaviour is good • they can approach the school with questions and problems. • the school works closely with parents • the range of activities outside school. 	<ul style="list-style-type: none"> • No significant issues were identified.

Parents were very positive about the school and there was very little dissatisfaction. The inspectors support all these views and feel parents are right to be pleased with the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high and progress in learning throughout the school is very good.

1. In the 1999 tests standards were well above average in writing and mathematics by the end of Key Stage 1 when compared with national results. In reading standards were above average when compared nationally. In all the tests the results are very high (in the top five per cent) when compared with the results of similar schools. The results of the tests taken in 2000 show a continuing trend of improving results. Larger proportions of pupils are achieving the higher levels of work especially in writing and mathematics. However the number of pupils achieving the higher levels of attainment in reading has not significantly improved. Standards seen during the inspection confirm the improvement in the test results. Even at this early stage in the year a significant proportion are working at an average level in English, mathematics, science and ICT, and are on course to reach above average standards by the end of the school year. The teachers are setting realistic targets which pupils are capable of achieving.
2. Pupils enter the school, in the nursery class, with poor social, literacy and numeracy skills. Although they make good progress in the nursery class, children under five years old still have standards that are below average by the time they start full time education in the reception class. Only a few children can write their name correctly or write numbers round the right way. Skills in holding cutlery correctly and talking to adults are under-developed. Many pupils are immature and emotionally insecure, their attitudes to school life and its routines under-developed. At times some of the youngest appear not to like school or seem as if they do not want to be there and don't want to co-operate with the simplest of tasks such as joining others for a story. However, all pupils including those with special needs and for who English is an additional language, progress well throughout the school. Few pupils who have English as an additional language are in need of additional help through the special needs provision. Classroom assistants support them well in class and their progress is monitored carefully. As a consequence few of these pupils with English as an additional language under-achieve in terms of ability. Very good on-going assessment procedures and record keeping support the consistent quality of good teaching which is under-pinned by thorough and detailed planning. This ensures that pupils are monitored throughout their time at the school and supported if the need arises.
3. In English, letter sounds are taught well and this help pupils to read. They use the library and take books home to share with parents. Skills in listening to each other are developed better than speaking skills and time is rightly given to this activity in the classroom. They respond well to shared reading times and by Year 2 pupils are understanding how sentences are constructed and can, for example pick out the verb. However some pupils can lack confidence to answer questions that the teacher asks and more opportunities need to be provided to extend these skills for the pupils. Opportunities in story times are missed for pupils to take on the role of the characters. This would help pupils get more involved and motivate them into talking about what they understand in the story. Many pupils are confident writers and can spell simple common words using their knowledge of initial letter sounds. By Year 2 they write interesting sentences using capital letters and full stops. This work on key skills has been part of an initiative for additional funding from the Education Action Zone (EAZ) and has helped teachers highlight weaknesses in lesson planning throughout the school. Other key skills involving talking about art and using language to describe everyday objects and how to respond

to other people's opinions are given special focus under this initiative. This has helped raise standards in literacy.

4. In mathematics, pupils in Year 1 can write sums correctly and work out the correct answer to a subtraction or addition sum. Occasionally a few pupils reverse their numbers. Year 2 pupils could subtract higher numbers up to 20 and locate these on a sequence of 100 numbers set out in a square. They explained how they worked out the correct answer mentally. They could also set out their work correctly so that it could be marked. This work in Year 2 is already in line with national averages for this age group and indicates that these pupils will be above average by the end of the year. However a few pupils do experience difficulty when asked to use mathematical vocabulary to write or talk about their mathematical thinking and problem solving. An initiative for additional funding from the EAZ support teachers in developing pupils' basic skills in numeracy including being able to count to 20. These key skills are assessed by using high quality assessment systems that help teachers to set new targets for the pupils. This initiative has helped raise standards in numeracy across the school.
5. In Science, pupils in Year 1 were able to talk about differences in hair and eye colour. In physical education Year 2 pupils can play games with enthusiasm and work as a team to help each other move around the hall and find a space for themselves. In information and communication technology pupils can use the keyboard to enter letters, or use the mouse to draw pictures and move objects around the screen. They select tools and colours to draw pictures of fruit using colour to fill in the shape. The school is working hard to raise pupils' achievements and is part of a national initiative to gain funding which will develop teachers' and pupils' key skills in using IT.

Pupils who have special educational needs are very well supported in the school. As a result of this they make good progress and achieve good standards for their ability.

6. Very good quality support and teaching is provided by the special educational needs co-ordinator and this improves the quality of teaching across the school. Pupils with special educational needs and for those who have English as an additional language do very well at the school and many achieve standards in line with typical seven-year-olds by the end of Key Stage 1. This area is very well managed in the school and has a significant impact on the standards achieved by the less able children in the school. A significant proportion of pupils who might be expected to achieve below average standards reach average standards by the time they are seven. Pupils' achievements are promoted well throughout the school and the more able pupils are supported through additional writing programmes. These are aimed at targeting the children likely to achieve higher levels in writing tests.
7. The main focus of support for pupils with special educational needs is in direct response to the lower standards seen in reading by the end of Key Stage 1. Some pupils are withdrawn from classes and others are supported in class. A reading recovery programme is still being used. However, the school is taking part in an initiative to raise standards in key skills and this is improving how literacy is taught across the whole school. Year 1 children are assessed each year in their ability to identify letters, use common words and write independently. This information is then analysed to set targets for pupils to achieve. Reading books are graded and used in teaching the literacy hour. ICT is used well to support pupils through 'Success Maker' program that develops both literacy and numeracy skills. This is part of an initiative to use ICT to support literacy and numeracy across the school.
8. The special educational needs co-ordinator works hard to support staff around the school with

pupils who may be experiencing emotional or learning difficulties. This could for example be with a pupil whose behaviour is unreasonable and affecting the learning of other pupils in the class. Discussions with staff and parents often result in pupils receiving positive and encouraging comments when things have improved. The co-ordinator for special needs keeps very good on-going records of pupils on the register for special need and the requirements for the code of practice are fully met. Pupils requiring support are identified early through tests administered when they start school and good assessment procedures in the nursery and reception classes. All pupils with special educational needs have individual targets set for them. These are regularly reviewed and parents feel fully involved in the process.

9. Governors are fully involved and consulted at all stages. They visit the school regularly and meet the co-ordinator and observe her work. They are very confident about her ability and expertise and this is justified. Additional funding is supplied by the local education authority as well as from school funds for some pupils who reach Stage 3. Other funding is provided by the EAZ initiative which the school is involved in. These include the financing of a 'Breakfast Club' which encourages children to arrive at school in plenty of time to be ready to start school on time. This is monitored by the zone director which is directly funded from the EAZ. This has had a significant impact on improving pupils' attitudes to school and on raising standards in literacy and numeracy.

Plans a very good curriculum, marks pupils' books consistently, assesses their work thoroughly, and uses the information gained to set targets for pupils based on individual needs.

10. The quality and range of the curriculum is broadly based and balanced, teaching all subjects of the national curriculum and religious education to all pupils. Long term planning is very strong. Teachers share planning to ensure a consistent approach to meeting the needs of all pupils across the school. Basic skills are taught well and these include literacy and numeracy skills as well as how to operate the computer, use art and design tools, and physical education (PE) and science equipment safely. Visits and visitors are used to help support and enrich the curriculum and during the week an artist was in residence showing pupils how to do an observational sketch of their hands using a magnifying lens. This scheme is supported through funding from the EAZ which help pupils to develop basic communication skills with adults and each other.
11. All pupils are given equal opportunities to practise skills and improve techniques to increase their learning. They are well supported in classes by classroom assistants and other adult helpers so that they can work in small groups and be supported when they have difficulties or become upset. The level of academic support for all pupils is good and includes the most able children and those with special educational needs. Good relationships have been developed with the junior school to which most of the children transfer at the age of seven and with local playgroups and nursery. Pupils' personal, social, spiritual, moral and cultural developments are all well supported by the school.
12. Teachers mark pupils work thoroughly. In all classes the marking is positive and helpful. Classroom assistants help pupils while they work and use this opportunity to assess pupils. Good systems have been developed across the school to gather the information together so that teachers know what the next steps for learning are. Homework is regularly set and pupils take home books to practise reading. This helps them to improve their skills and confidence.
13. From the time pupils start school in the nursery, teachers and classroom assistants are

monitoring and assessing their development of social and basic skills in literacy and numeracy. Teachers carefully assess what children can do at five and use this information to plan what they should be able to do by the time they are seven. Pupils' work is regularly and consistently marked. Positive and developmental comments help pupils learn from their mistakes. Teachers and classroom assistants assess progress regularly to check that the pupils are on track to achieve their targets. Pupils who are then identified as having difficulties in learning or behaviour are supported through the special educational needs budget. Teachers record assessment data for all core subjects and ICT and this is accessible for use in teacher's folders. Samples of work are kept to show what pupils have achieved. Portfolios of sample work help teachers gauge levels of work achieved in these subjects. Good on-going records are kept on all pupils and reports written to parents are clear about what individual pupils can achieve. Teachers use assessment well to plan the next stages in learning for all pupils and to set targets for their individual development. These are often shared with pupils at the beginning and end of each lesson.

The excellent leadership and management ensures that the teaching and learning are both good throughout the school. The resources available are used to provide an excellent education and a high level of care for the pupils.

14. The quality of the leadership and management of the school are outstanding. Parents are right to be pleased about the school's achievements. The headteacher has an excellent vision for what the school can achieve and how it can continue to improve. She shares these goals with staff, governors and parents. The school works as a community, providing excellent education and care for its pupils. Procedures for child protection are fully in place. The school has analysed its performance in tests at the end of Key Stage 1 and set targets for pupils to improve based on their attainment when they start school. It plans strategies funded through government and local initiatives to provide the support so those teachers can raise standards for all pupils and especially those with special needs.
15. The governing body is very effective through its committee structure, supporting and advising the senior management team. Governors evaluate standards and regularly visit the school to monitor its progress. There are good systems for monitoring progress over time. Spending decisions are based on this very good knowledge and analysis. Funds are targeted well to areas that need support and this improves the quality of teaching and learning for all pupils. An example of this was the decision to improve the quality of ICT provision in the school by creating an ICT suite where pupils could use software to support the development of literacy and numeracy skills. This has been very effective and has also helped pupils to work alone, unsupervised and use their own initiatives. This effective spending and monitoring by the governors and senior management team has contributed to the raising of standards across the school. The principles of best value are applied rigorously when decisions are reached. All statutory requirements are fully met including collective worship
16. The school has enough qualified teachers and a good level of classroom assistants. These staff have been well supported by the senior management team. The sharing of expertise in skills and lesson planning has raised the quality of planning across the school. Staff are able to observe good practice from teachers in the school or from other local schools where teaching is very good. As a consequence curriculum and lesson planning is of a high quality and is consistently used across all classes. Assessment procedures are also rigorously applied and are consistently used by all staff to help them plan the next stages in learning.
17. Teaching staff are also well supported through national initiatives such as EAZ, National Grid

for Learning (NGfL) and the National Opportunities Fund (NOF). The setting up of the Breakfast Club is one example of how these funds have been used. This encourages more children to get to school early. Another is the training for ICT so teachers can improve their basic skills and expertise. This has greatly improved their awareness of how ICT can be used to improve literacy and numeracy skills.

18. Resources and accommodation are also excellent throughout the school. The classrooms are spacious, well organised and well resourced. Areas for group work, class activities and quiet times are available in all rooms and in outside areas. The playground is well marked with areas for specific games and activities as well as places to sit quietly or to run around. The library is well stocked with a good range of fiction and non fiction books which are easy to find through carefully coloured and labelled boxes. The whole area is bright, cheerful and inviting for children.

WHAT COULD BE IMPROVED

The good and satisfactory teaching could be raised to the level of the very good teaching.

19. Teaching was good in over six out of ten lessons (65%) and very good in two out of ten lessons (20%). There was no unsatisfactory teaching. However, although teaching is good, not all pupils work well and at a good pace. The pupils have a short concentration span and find it hard to sustain interest, this makes it more difficult for teachers to keep them motivated and working hard. Some pupils' attitudes to school make teaching and learning difficult. For instance they get up and wander away from class activities such as a story time or mental arithmetic session. Teachers, however, work very hard to ensure that this does not affect the quality of the learning for the majority of the pupils in the class which is often good. As a result most pupils are making good progress Relationships are good, both between pupils themselves and between adults and pupils. There was no significant difference between the quality of teaching and learning in Key Stage 1 and for the pupils currently under five years old in the nursery and reception classes. Basic skills in literacy, numeracy and ICT are very well taught and planning for literacy and numeracy is very thorough and based on good on-going marking and assessment of pupils' work in English, mathematics, science and ICT.
20. Across the school all teachers have good knowledge of pupils and plan lessons very effectively for them. A significant number of staff are newly qualified or at the start of their teaching career. As a consequence many have not mastered all the excellent techniques seen by more experienced teachers to motivate them highly, such as, using ICT skills within a literacy session to capture pupils' interests and make it more exciting. Good systems are however in place in the school to support and develop the skills of the new teachers. All teachers have high expectations of all their pupils. They are learning basic skills in reading and writing, and ICT skills are also developing well. However the pupils are not developing good skills in speaking and listening. Teachers need to provide more opportunities to extend pupils experience and more practice. For example teachers could use more role play and acting out of stories in front of the class or a group. At other times pupils should be more actively encouraged to talk about their work and how they worked out something such as in mental arithmetic. Pupils with special educational needs are achieving particularly well. The teacher with responsibility for special educational needs is fully involved in planning their teaching and learning in class.
21. As a consequence of the good teaching and planning all pupils are well managed and there is

very little unsatisfactory behaviour. Their attitudes to learning are, however, not well developed. Pupils do not always stay on task or have enthusiasm for their lessons. Some pupils are still late for school and miss the beginning of lessons or assembly time, although attendance is much better and now in line with national averages. All teachers have high expectations and use resources such as computers to improve teaching and learning. The use of the ICT room has helped pupils to develop independence as they operate the computers and software largely independently. Classroom assistants and parent helpers are well deployed in each classroom and this help teachers manage pupils through smaller group work and more focused tasks. The nursery teacher uses her classroom space very effectively to organise resources for pupils to have access to all the areas of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, governing body and staff should continue to work together, drawing on the best practice already in the school, to raise standards even higher by:

Raising the quality of good and satisfactory teaching to very good by:-

- introducing a range of exciting and innovative teaching methods that promote and improve pupils' enthusiasm and attitudes to learning
- making better and more inventive use of resources such as ICT and role play equipment to stimulate children's' thinking and hold their concentration for longer periods of time
- involving all pupils in whole class activities, especially in mental arithmetic, story time and registration.

Paragraph number (19, 20, 21)

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	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	55	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	40	257
Number of full-time pupils eligible for free school meals	0	112

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	7	97

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	41	44	85

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	36	39
	Girls	43	42	43
	Total	80	78	82
Percentage of pupils at NC level 2 or above	School	94	92	96
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	39
	Girls	43	43	42
	Total	80	82	81
Percentage of pupils at NC level 2 or above	School	94	96	95
	National	82	86	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	8
Black – other	6
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	142
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	22.9
Average class size	28.6

Education support staff: YR – Y2

Total number of education support staff	11
Total aggregate hours worked per week	176.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40

Total number of education support staff	3
Total aggregate hours worked per week	74.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
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	£
Total income	657729
Total expenditure	641262
Expenditure per pupil	2152
Balance brought forward from previous year	52390
Balance carried forward to next year	68857

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	330
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	21	2	0	0
My child is making good progress in school.	83	17	0	0	0
Behaviour in the school is good.	79	19	2	0	0
My child gets the right amount of work to do at home.	57	36	5	0	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	64	24	7	5	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	81	14	0	2	2
The school works closely with parents.	64	26	2	5	2
The school is well led and managed.	74	26	0	0	0
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.	52	31	7	0	10