

# INSPECTION REPORT

## **LAWN PRIMARY SCHOOL**

Allestree Derby

LEA area: City of Derby

Unique reference number: 112779

Headteacher: Mr A Jones

Reporting inspector: Mrs Sandra Whitehead  
23024

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> October 2000

Inspection number: 224952

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Norbury Close Allestree Derby
Postcode:	DE22 2QR
Telephone number:	(01332) 550178
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs D Robinson
Date of previous inspection:	9 <sup>th</sup> – 12 <sup>th</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Lawn Primary is much bigger than most schools. The fourteen classes contain single year groups and there are two parallel classes for each year. There are currently 391 pupils on roll. Most pupils live in private housing and the number of pupils entitled to free school meals is well below average. Children's attainment on entry to the school is above average. Very few pupils come from homes where English is an additional language. Twenty eight pupils are entered in the school's register of special educational needs and those assessed at stages three to five have moderate learning difficulties; this is well below the national average. Three pupils have statements of special educational needs.

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

This is a good school with many very good features. The leadership of the school shares a commitment to raising pupils' standards of attainment and this has resulted in high standards in nearly all subjects although standards in science in Key Stage 1, and information and communications technology (ICT), in both key stages, are not high enough. Pupils attain standards that are in line with national expectations in both subjects but do not attain the higher standards seen in other subjects. The quality of teaching is good overall and this makes a significant contribution to the good progress made by pupils, particularly in the Foundation Stage and Key Stage 2. The school provides very good value for money.

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

- By the time pupils leave the school, they attain standards in English and mathematics that are well above the national average.
- Pupils have very good attitudes to learning and their behaviour is very good overall.
- The quality of teaching is good and it is particularly effective in literacy and numeracy where there are examples of excellent teaching in Key Stage 2.
- The leadership and management of the school are very good.
- The quality of planning is very good and co-operative planning within year groups is excellent.

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

- The expectations of teachers in Key Stage 1 are not high enough to enable more able pupils to attain high standards (Level 3) in science.
- There are insufficient up-to-date computers to enable pupils to attain high standards in information and communication technology (ICT) in line with other subjects.
- There is no dedicated outdoor play area or large equipment for the Foundation Stage.

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

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

The leadership of the school has responded well to the key issues from the previous inspection and has made good progress in addressing them. The improvements made since the last inspection in December 1996 have resulted in higher standards of attainment. The school is on course to meet its targets for English and mathematics at the end of Key Stage 2 in 2001. The quality of teaching has improved, particularly in Key Stage 2, and there is a lower proportion of unsatisfactory teaching. Teachers have higher expectations of more able pupils; a much higher proportion of pupils attain Level 3 in English and mathematics at Key Stage 1, and Level 5 in English, mathematics and science at Key Stage 2. Annual reports to parents now meet statutory requirements. The school has improved its provision for pupils' spiritual development. Training for this has taken place and a useful policy has been produced to guide teachers. The governing body is more involved in the work of the school. Governors have monitored pupils' standards of attainment and the curriculum. The health and safety issues, identified during the previous inspection, have been rectified.

## 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*	B	A	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

Attainment of most of the children in the Foundation Stage is above that expected for their age. At the end of Key Stages 1 and 2, the National Curriculum test results are well above the national average, and the results of similar schools, in English and mathematics. Key Stage 2 science test results are also well above average. The results of the 2000 tests show a significant improvement in the number of pupils attaining Level 5 in English and science, although national comparative data is not yet available. No pupils attained Level 3 in the Key Stage 1 teacher assessments in science, although all pupils attained the nationally expected Level 2. These standards are not high enough. The inspection finds that standards are similar to the test results in Key Stage 2. However, although standards in one Year 2 class are well above average, most pupils in the other Year 2 class attain standards that are in line with expectations for their age. Standards in ICT are in line with national expectations in both key stages; these are not high enough. There are not enough computers to enable pupils to practise their skills sufficiently, although teachers make good use of the available equipment. Standards in religious education are above the expectations of the locally agreed syllabus at the end of both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen to learn, attentive and work hard to complete tasks.
Behaviour, in and out of classrooms	Behaviour is very good, both in lessons and around the school; it is sometimes excellent in Years 5 and 6.
Personal development and relationships	Personal development and relationships are very good.
Attendance	Very good; the rate of attendance is well above the national average.

Children in the Foundation Stage settle quickly into school routines and they behave well. In Key Stage 1, most pupils behave appropriately and take an interest in their work. Occasionally, when teachers' strategies for managing pupils' behaviour are unsuccessful, the standard of behaviour deteriorates. The standard of behaviour improves as pupils progress through Key Stage 2. Older pupils listen very well to their teachers, settle quickly to tasks and work at a good pace.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 and learning is at least satisfactory in 92 per cent of lessons; it is good or better in two thirds of lessons, very good or better in 25 per cent of lessons and in six per cent of lessons it is excellent. In eight per cent of lessons teaching and learning is unsatisfactory. In Key Stage 2, the teaching of English and literacy skills is always good or better and mathematics teaching ranges from satisfactory to excellent. However, the teaching of these subjects is more variable in Key Stage 1 where there is inconsistency between the two Year 2 classes. In one class the teaching of these subjects is very good and in the other it is sometimes unsatisfactory. The teaching of children in the Foundation Stage is consistently good. In Year 6, teaching is particularly strong and it is usually very good and often excellent. Pupils make very good progress in these classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and very good in Key Stage 2. Planning is thorough and of very good quality.
Provision for pupils with special educational needs	The school makes good provision for pupils with statements of special educational needs. Teachers do their best to support other pupils with special educational needs but they sometimes do not receive sufficient individual support in classes. However, parent helpers provide valuable assistance.
Provision for pupils with English as an additional language	These pupils are well integrated within classes and make similar progress to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. However, there are limited opportunities for pupils to learn about cultures other than their own.
How well the school cares for its pupils	Procedures for child protection are good. The monitoring of pupils' attendance is very good. However, the school has been notified of three health and safety issues.

The curriculum places a suitable emphasis on literacy and numeracy skills. It is well planned and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum for the Foundation Stage does not include the full range of planned outdoor play activities because there is no dedicated outdoor play area or large play equipment.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the leadership team is well established and has effective systems for monitoring the work of the school.
How well the governors fulfil their responsibilities	Good; governors have a wide range of skills and experience used for the benefit of the school.
The school's evaluation of its performance	The school analyses national test results in detail and amends the work set for pupils in order to overcome any weaknesses in their learning.
The strategic use of resources	The school's spending plans are closely linked to its priorities for improvement. Effective use is made of the low income that the school receives.

The headteacher provides a clear vision for the direction of the school and he is well supported by the deputy headteacher who provides an excellent role model for teachers. The senior management team and the chair of governors are fully involved in the leadership role. The school applies the principles of best value effectively.

## 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>All parents agree that the school has high expectations of its pupils.</li> <li>Teaching is good.</li> <li>The school helps pupils to mature and be responsible.</li> <li>Behaviour is good.</li> <li>Pupils make good progress, particularly with reading and more recently with mental mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities offered outside lessons.</li> <li>The school should work more closely with parents.</li> <li>The amount of information provided about their children's work and progress.</li> <li>The school could be more approachable.</li> <li>The amount of homework.</li> </ul>

Inspectors endorse parents' positive comments. The provision for extra-curricular activities is satisfactory. Inspectors agree that the range is mainly limited to sports and music, although chess is available during wet lunch times and there is a youth club for Year 6 pupils. The school's homework policy requires an appropriate amount of homework. However, not all parents have a copy of the policy. The school provides regular consultations for parents and teachers are available to talk to parents informally at short notice; the school brochure encourages parents to approach the school with any problems. The inspection team found the school staff friendly and approachable and this was the opinion of parents consulted at the school gate.

## **PART B: COMMENTARY**

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

**By the time pupils leave the school, they attain standards in English and mathematics that are well above the national average.**

1. The results of the 1999 national tests, at the end of Key Stage 2, are well above the national average and the results of similar schools in English and mathematics. Further improvements are evident in the 2000 national tests in English. Nearly all pupils attained the expected Level 4 and 60 per cent of pupils attained high standards (Level 5).
2. Very good leadership of both subjects has resulted in overall improvements over the last four years. The co-ordinators are enthusiastic, knowledgeable and provide examples of very good and excellent teaching for other staff to aspire to. Thorough audits of the subjects have identified training needs so that any weaknesses in teachers' subject knowledge are eradicated. The National Literacy and Numeracy Strategies have been successfully implemented. The co-ordinators are confident that these strategies are having a beneficial impact on raising standards. Inspectors agree with these views.
3. Curriculum evenings have informed parents of the latest developments in the subjects; the literacy evening was very well attended. Parents provide very good support for their children's reading at home. Many parents, and some grandparents, regularly hear pupils read in school or support teachers in literacy lessons. This support is a contributory factor to the very good standard of reading throughout the school.
4. The Foundation Stage classes provide children with a good start in both subjects. Children are encouraged to listen carefully. Their vocabulary is extended through a good range of activities. They speak confidently, recounting past experiences, and they willingly explain the purpose of their work. Children show an increasing awareness of numbers and shape. One child quickly noticed that triangular shaped biscuits could be made from rectangles.
5. In Year 2, pupils' mental calculations are gaining speed. They quickly respond with the answers to combinations of numbers within ten and confidently double numbers. Many pupils make good progress with estimation and measurement. One child quickly revised his estimate when he started to measure the length of a table. "I thought it would be nine sticks long but now I've started I think it will be twelve." Another pupil realised that measuring with sticks was not accurate enough. "These sticks are not the same length, this is not a fair measurement." In English most pupils have a good range of vocabulary and they use their phonic blends to read progressively more difficult words.
6. By the time pupils reach Year 6, they read a good range of books. They talk about their reading, showing interest in the subject matter. Many pupils are eager to research their history topic of World War Two and choose books that increase their knowledge. They make excellent use of vocabulary in their writing such as "brutal thorns" and "dismal forest". They have very good knowledge of story structure and state "The opening needs to entice the reader". In mathematics, pupils show very good mental agility. They explain the mental processes of converting  $10/25$  to 40 per cent. One pupil quickly calculates that if five teams, in a fixture of 25 matches, scored more than two goals, this is  $1/10^{\text{th}}$  of the teams.
7. The high standards attained in English and mathematics contribute significantly to pupils' learning across other subjects of the curriculum.

**Pupils have very good attitudes to learning and their behaviour is very good overall.**

8. Pupils throughout the school are keen to learn. In the Foundation Stage, children are eager to discover which container makes the best boat. They help each other to load the boat with

animals until it sinks. Some point out to others that the even distribution of animals in the boat enables it to float with more aboard. Teachers encourage this enthusiasm by providing an interesting range of activities. The standard of behaviour for these youngest children is good and improving because their teachers have high expectations of them.

9. In Key Stages 1 and 2, teachers plan experiences which provide a challenge for learning and motivate pupils. They respond well to all good teaching and show enthusiasm for their work. They are eager to get started with the work set. Sometimes teachers have to remind pupils to listen to the end of their instructions because they are so keen to get started. Pupils work at a good rate and most pieces of work are completed. They willingly answer teachers' questions and are keen to offer their own ideas. In most classes there is a quiet 'hum' when pupils are concentrating on their work. They often verbalise their recordings quietly to themselves or discuss relevant topics with their class-mates when engaged in paired or group activities. Pupils' attitudes to learning, reinforced by support for learning at home, are significant factors in the high standards achieved and the success of the school.
10. Behaviour is rarely less than good and it improves as pupils progress through the school. By Years 5 and 6, there are examples of excellent behaviour. Pupils behave very well around the school. Year 4 pupils performed an impromptu concert in the playground; this was appreciated by other pupils who stopped to watch and applauded their efforts. Pupils behave very well in the dining hall and meals are eaten in an orderly fashion. Year 5 pupils showed courtesy to a visiting speaker in a religious education lesson by their excellent behaviour, attentiveness and sensible questions. Pupils are courteous, friendly and their helpful manner gives a good impression of the school to visitors.

**The quality of teaching is good and it is particularly effective in literacy and numeracy where there are examples of excellent teaching in Key Stage 2.**

11. Teaching is at least good in two thirds of lessons and in one quarter of lessons it is at least very good. In Key Stage 2, the teaching of literacy is very good and the teaching of mathematics is good. Teaching is particularly good in Year 6, where nearly all of the teaching is very good or excellent. Similarly the teaching of these subjects is at least good in the Foundation Stage. In Key Stage 1, teaching is very good in one Year 2 class and there is good teaching in Year 1.
12. Throughout the school, lesson plans are prepared thoroughly and the learning objectives of lessons are clearly identified. Pupils are often grouped by ability, particularly in English and mathematics lessons, so that the work set is well matched to the needs of the groups. Teachers decide which groups need their help in order to understand and complete the tasks and they support group learning well. In the very good lessons they also monitor the progress of other groups carefully, checking pupils' understanding and ensuring that they concentrate on their work. In whole class sessions, teachers use skilful questioning to assess pupils' understanding and ensure that they participate at a level that challenges their thinking. Lessons proceed at a good pace and are well structured to sustain pupils' interest. Teachers show enthusiasm for subjects; this motivates pupils and maintains their interest. Pupils are managed well, resulting in very good behaviour. Teaching makes a significant contribution to the high standards attained and the good progress made by pupils.
13. In an excellent Year 6 mathematics lesson, the teacher discussed the outcome of the previous day's work with the pupils, using the assessments made through marking that work to move pupils on to the next stage of their learning. The interesting topic of football results ensured that pupils gave their full attention and they competed to be the first to calculate the answers to the teacher's questions.
14. Very good curriculum links were evident in a Year 2 literacy lesson. The teacher used a historical text to interest the pupils and extend their knowledge of the fire of London. She kept to the objective of the lesson and sensitively managed the behaviour of a pupil with special educational needs, ensuring that he did not distract the attention of other pupils.

15. In the Foundation Stage, the teachers provided the children with a good variety of interesting activities. They ensured that children persevered with tasks but sensibly changed the activity when the concentration of the children lapsed, directing them to other tasks of equal value to their learning. The calm manner of the teachers helped children to settle to their tasks and the constant interaction with individual or groups of children extended their vocabulary and their thinking.

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

16. The headteacher provides a clear educational direction for the school. The aims of the school are reflected in its daily work and they contribute to the hard-working ethos of the school with its shared commitment to high standards. The deputy headteacher provides very good support for the headteacher and is an excellent role model for teachers to aspire to. The senior management team has been strengthened recently by the appointment of the Key Stage 1 co-ordinator, who has experience of teaching in both key stages. The senior management team is effective in its role and provides the framework for the smooth running of the school and the monitoring of its work. This is achieved with the minimum of non-contact time because of the low income of the school. However, the team, and curriculum co-ordinators, have effective methods for monitoring planning and pupils' standards of attainment; they make very good use of any time that is available. The headteacher monitors the quality of teaching and is aware of the developmental needs of staff.
17. Governors fulfil their responsibilities well. They have a wide range of skills and experience, which are used for the benefit of the school. They have recently become more involved in classroom visits and they are aware of the school's areas for improvement. The school improvement plan is discussed regularly and governors play their part in its production. The chair of governors is very well informed about the work of the school through her frequent visits. She is particularly involved in financial planning where she uses her expertise to good effect.

**The quality of planning is very good and co-operative planning within year groups is excellent.**

18. The planning for the curriculum is very thorough. There are comprehensive systems in place to ensure that every aspect of planning is covered and that planning is progressive throughout the school. An overview of the curriculum clearly identifies the broad outline of what will be taught each term and this is expanded within half-termly and weekly plans. The plans cover the requirements of the National Curriculum and the locally agreed syllabus for religious education. The new National Curriculum orders, and the Early Learning Goals for the Foundation Stage, have been incorporated in recent plans. The new requirement for personal, health and social education, including citizenship, is fully in place and the impact of the plans is evident in classes. The sequence of planning is highlighted well and provides good guidance for staff. The school has rectified the unsatisfactory provision for spiritual development judged in the previous inspection. A policy for this provision has been agreed by staff and successfully implemented. Similarly, previous criticisms of the religious education provision have been addressed through careful planning for the subject. Planning for literacy and mathematics is very good. The national strategies for these subjects form the basis of plans but previous plans are sensibly retained and used to amend future planning in the light of assessment results and the needs of current pupils.
19. There is excellent co-operation between teachers in year groups. They plan together, ensuring that pupils are offered similar activities and that the objectives for learning are clearly identified

**WHAT COULD BE IMPROVED**

**The expectations of teachers in Key Stage 1 are not high enough to allow more able pupils to attain high standards (Level 3) in science.**

20. The results of the National Curriculum teacher assessments for science in 1999 and 2000 are not as good as the results achieved in English and mathematics. Although all pupils achieved the level expected for their age, Level 2, no pupils achieved the higher Level 3. The school has made the decision not to allocate Level 3 to any pupils because it does not believe that it can judge pupils' achievements in experimental and investigative science sufficiently well. However, the results of teacher assessments for 1999 show that no pupils achieved Level 3 in life and living processes, materials and their properties or physical processes. Scrutiny of pupils' work, at the end of Key Stage 1, shows that their recorded work is not above national expectations for their age. The work allocated to more able pupils is at a similar level of difficulty to other pupils with the result that all pupils' learning is at a similar level. Teachers' expectations of more able pupils in Key Stage 1 are not high enough. They are not sufficiently confident with their assessments of pupils' work to enable them to plan for a higher level of learning.

**There are insufficient up-to-date computers to enable pupils to attain high standards in ICT in line with other subjects.**

21. The standard of pupils' attainment in ICT is in line with national expectations at the end of Key Stages 1 and 2. This is lower than the standards seen in all other subjects during the inspection but similar to the judgement from the previous inspection. Teachers plan for all of the requirements of the National Curriculum and the teaching of the subject is at least satisfactory. However, the small number of computers available for each class does not allow pupils enough opportunities to practise their skills and attain high standards.
22. The school developed desirable but ambitious plans to improve the provision for the subject but has been unable to attract sufficient funds for the capital project. More modest but realistic plans are now in place to gradually increase the number of computers in line with the limited funds available to the school. The school is aware that many staff would benefit from subject training and a training programme is in progress to improve their skills and confidence.

**There is no dedicated outdoor play area or large equipment for the Foundation Stage.**

23. Teachers are unable to plan for the full range of activities in the recommended curriculum for the Foundation Stage because there is no secure space for outside play. The nationally recommended curriculum for these children states that "well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge." Although teachers do their best to provide an interesting, activity-based curriculum, the lack of large outdoor play equipment limits the opportunities that can be provided. When the teachers have classroom assistants, they can plan outdoor activities but, for much of the day, they do not have assistants to supervise children outside. Therefore, aspects of personal, social and emotional development and physical development cannot be fully covered.
24. There is a suitable outdoor area which could be adapted for the use of the Foundation Stage. The school has appropriate plans for developing this area but does not have sufficient funds to implement them.

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

25. In the context of the school's many very good features the following points for improvement should have priority in the action plan:
- ensure that teachers' expectations of pupils in science, at Key Stage 1, enable more able pupils to attain higher standards (Level 3) by the end of the key stage in line with their attainments in English and mathematics (para 20);

- increase the number of up-to-date computers, at the earliest opportunity, so that pupils in Key Stages 1 and 2 have more time to improve their skills in ICT and attain standards that are above national expectations in line with their abilities (paras 21-22);
- provide a dedicated outdoor play area with suitable large equipment for Foundation Stage children (paras 23-24).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
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
6	19	39	28	8	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	391
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	27	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	27
	Girls	36	36	36
	Total	62	63	63
Percentage of pupils at NC level 2 or above	School	98 (97)	100 (99)	100 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	36	36	36
	Total	63	63	63
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	33	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	30
	Girls	25	24	25
	Total	56	55	55
Percentage of pupils at NC level 4 or above	School	95 (78)	93 (78)	93 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	27
	Girls	21	20	20
	Total	48	47	47
Percentage of pupils at NC level 4 or above	School	81 (75)	80 (77)	80 (75)
	National	68 (65)	69 (65)	75 (72)

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



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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	3
Bangladeshi	0
Chinese	0
White	356
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	26.1
Average class size	28

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

Total number of education support staff	6
Total aggregate hours worked per week	78

### ***Financial information***

Financial year	1999/2000
	£
Total income	599,504
Total expenditure	609,822
Expenditure per pupil	1,415
Balance brought forward from previous year	12,290
Balance carried forward to next year	1,972

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	391
Number of questionnaires returned	127

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	4	1	0
My child is making good progress in school.	41	54	2	0	0
Behaviour in the school is good.	38	58	2	1	1
My child gets the right amount of work to do at home.	24	54	16	0	2
The teaching is good.	43	51	1	0	5
I am kept well informed about how my child is getting on.	28	51	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	49	33	14	4	0
The school expects my child to work hard and achieve his or her best.	48	49	0	0	2
The school works closely with parents.	23	50	20	6	0
The school is well led and managed.	35	46	9	3	4
The school is helping my child become mature and responsible.	37	57	1	1	3
The school provides an interesting range of activities outside lessons.	13	39	21	12	13