

INSPECTION REPORT

SHALDON PRIMARY SCHOOL

Shaldon

LEA area: Devon

Unique reference number: 113217

Headteacher: Mrs F. Moule

Reporting inspector: Geoff Cresswell
22246

Dates of inspection: 16 – 18 October 2000

Inspection number: 225057

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bridge Road
Shaldon
Devon

Postcode: TQ14 0DD

Telephone number: 01626 873329

Fax number: 01626 873938

Appropriate authority: Governing Body

Name of chair of governors: Mr Leon Winston

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shaldon Primary School is medium sized with 197 pupils aged from 4 to 11 years old. Many are from socially advantaged homes, although there is a wide spread of social background in the school. About 10% of pupils (below average) are eligible for free school meals. No pupils are from ethnic minority groups. There are 26 pupils with special educational needs (below average) and two pupils have statements. Nearly all pupils have had pre-school education and their attainment on entry is above average.

HOW GOOD THE SCHOOL IS

Shaldon Primary School is very effective as the standards of pupils leaving the school are well above average. Overall, the teaching is good and the leadership provided by the headteacher, governors and staff is excellent. The school provides good value for money.

What the school does well

- Standards for 11 year-olds are well above average in English, mathematics and science.
- Pupils are enthusiastic and capable learners and are very well behaved; they are keen to come to school and attendance is very good.
- Pupils with special educational needs make very good progress as a result of effective provision.
- The learning of the youngest and oldest pupils is very good in response to very effective teaching.
- The curriculum is rich, relevant and varied; pupils' social development is very good and their spiritual, moral and cultural development is good.
- Pupils are very well looked after with careful monitoring of individuals' progress.
- Leadership of the headteacher, deputy headteacher, governors and staff is excellent in ensuring significant improvements.

What could be improved

- The quality of learning of pupils at the beginning of Key Stage 1, linked to the need to raise the quality of teaching to the good and often very good standard evident throughout the school.
- Standards in reading of more able seven year-olds.
- Standards in scientific enquiry for seven year-olds.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been significant improvement since the school was last inspected in June 1996. All key issues for action identified in the last inspection have been tackled effectively. Standards in design and technology and information technology are no longer unsatisfactory and the teaching observed in these subjects was good. Curriculum guidelines are used consistently in planning across the breadth of the curriculum. There is much evidence of skilful use of assessment by teachers. The school has an excellent potential to continue to improve.

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	A	A
mathematics	A*	A*	A	A*
science	A	B	A	A*

Key

well above average A B

above average

average C

below average D

well below average E

Standards for 11 year-olds are well above the national average in English, mathematics and science. This is a significant improvement since 1996, with a continuing trend of improvement better than the national trend. Standards in mathematics and science are in the highest 5% of similar schools nationally. The inspection confirms this trend, backed up by the 2000 National Curriculum test results, again showing a high level of performance by the pupils. Performance of 11 year-olds in reading was better than in writing – a result that is mirrored in the country as a whole. Standards for 7 year-olds are above the national average in writing and mathematics and also above the average for similar schools. The inspection confirms this view. There is a mixed picture of standards in reading for 7 year-olds. A very high percentage of pupils reach the expected standard of Level 2, whilst the percentage of pupils reaching Level 3 is below average. The 2000 National Curriculum test results indicate that this trend is continuing and inspection confirms this. Whilst the knowledge and understanding of 7 year-olds in science is good, skills in scientific enquiry are not sufficiently developed. Overall, although standards reached by 7 year-olds are good, the position is not as strong as it is for 11 year-olds.

Throughout the school there has been a significant improvement in pupils' knowledge and understanding of design and technology and of information technology. All pupils in the Reception class are on course to reach the nationally recommended early learning goals by the end of the foundation stage and many will exceed this level.. School targets for the oldest pupils in 2000 were met in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school very much and show a keen interest in all aspects of school life. They are proud of their achievements and enjoy talking about them.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and when moving around the school. They play well together, with older pupils treating younger pupils well.
Personal development and relationships	Very good. Pupils plan and organise their work with confidence. All ages are actively involved in the daily routines of the school, taking responsibility with maturity. Constructive relationships are formed.
Attendance	Very good. Lessons start promptly and absences are consistently followed-up.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 teaching in the foundation stage is very good. All the teaching in Key Stage 2 is good or very good with, in particular, consistent very good teaching in Year 6. In general, teaching in Key Stage 1 is satisfactory, although there are some weaknesses in Year 1 that affect pupils' learning. In this case, teaching is not always providing hard enough work to help pupils move on to the next step. This limits the knowledge, understanding and skills acquired during a lesson and also results in some pupils losing interest.

This is not the case for teaching as a whole, which has a number of significant strengths. Lessons are planned thoroughly ensuring that pupils are learning the right things. Clear learning objectives are communicated to the pupils who respond with good motivation and a sense of purpose and achievement when objectives are met. Adult helpers are used very well and are given valuable briefing notes. Consequently, these helpers make a very good contribution to lessons and the less able pupils being helped make good progress. Pupils are questioned skilfully so that understanding is developed at every opportunity. High expectations are communicated to the pupils, particularly the youngest and oldest, and the pupils rise to this in the way they take responsibility for their learning and work at pace. Good subject knowledge in literacy and numeracy ensures that these skills are being taught well throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is appropriate focus on literacy and numeracy with good application of these skills across the curriculum. Good quality provision in art, design and technology, information technology (including excellent facilities) and music gives a breadth to the pupils' learning and increases their enjoyment of and motivation for learning.
Provision for pupils with special educational needs	These pupils make very good progress. Their needs are targeted and lessons are tailored successfully through appropriate content, well-directed adult support, the use of small groups and knowledge of targets by the pupils themselves. Some of the work for the most able is not hard enough in Key Stage 1.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good opportunities are provided for pupils' spiritual, moral and cultural development. This occurs in lessons, collective worship and through the effective behaviour policy. The provision for pupils' social development is very effective, with pupils collaborating and co-operating in ways that enhance the learning experience.
How well the school cares for its pupils	Pupils are very well looked after as teachers know each pupil well and keep close track of individual needs and progress

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher, in effective partnership with the deputy headteacher, provides clear, skilful and decisive leadership. Staff are very effectively trained in the role of subject co-ordinators and successfully meet their targets in the school's development plan.
How well the governors fulfil their responsibilities	Excellent. The governing body makes a very effective contribution to the school's development and actively monitors progress, as well as providing appropriate encouragement and support.
The school's evaluation of its performance	The school has set up a very good system to identify areas for development. Performance data is carefully analysed and effective action taken.
The strategic use of resources	The school carefully assesses the way resources can be used to best effect and is resourceful in doing so, such as the in the financing of the information technology suite - a very successful addition to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard and do their best • School is well led and managed • Behaviour in the school is good • Teaching is good • Children like school 	<ul style="list-style-type: none"> • The amount of homework • The school working closely with parents

Inspection findings support all the positive views. Moreover, the inspection found the amount of homework appropriate for each age group and that the school makes good efforts to involve parents and carers in their children's learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards for 11 year-olds are well above average in English, mathematics and science

1. The purposeful development of pupils' speaking and listening skills is clearly evident in lessons. By Year 6, pupils talk and listen with assurance, developing ideas in the process. This was evident during a plenary discussion in a design and technology lesson in which pupils listened to and discussed each other's discoveries from attempting to construct a model tent. One girl commented on a triangle joint using paper, "*although paper is thin it can be used to make things stronger.*" Year 6 pupils write confidently and at length, choosing specific vocabulary and varying sentence patterns. Most successfully use paragraphs and the more able choose adventurous vocabulary in lively and thoughtful writing. The 2000 national test results confirm the inspection's judgement of the strength of the pupils' reading skills, with three-quarters of the cohort attaining Level 5 in reading.
2. Although only at the beginning of their final year, many Year 6 pupils are successfully completing work up to and beyond that expected by the end of Year 6 in mathematics. All pupils can reflect and translate shapes in the first quadrant, identify square numbers, common multiples and factors and approximate when performing calculations. More able pupils can reflect and translate shapes in all four quadrants and calculate square roots. Again, the national test results from 2000 confirm this view with 92% of the cohort attaining at least Level 4.
3. Skills in scientific enquiry are very well developed and are being used to give pupils a good understanding of the topics being covered. For example, in Year 6 results from an experiment on forces were analysed by drawing line graphs. These graphs were successfully used to draw conclusions consistent with the evidence. More able pupils predicted trends and thought up new ideas to test. Effective teaching, firmly based in first-hand experience, means that pupils are enthusiastic about discoveries in science. To quote a Year 6 pupil, "*Science is fun, especially the experiments.*" The national test results from 2000 are in line with the inspection findings with 69% of pupils attaining Level 5.
4. The very good standards for 11 year-olds are promoted by three important factors. There is consistently good teaching in Key Stage 2, with very good teaching in Year 6. For part of the day, Year 5 and 6 pupils are taught in small, ability groups with tightly defined learning objectives. Pupils are motivated and involved in their own learning through the effective use of these clearly defined learning objectives both for lessons and their individual targets.

Pupils are enthusiastic and capable learners and are well behaved; they are keen to come to school and attendance is very good.

5. The pupils' consistently positive response in lessons is a great asset. Pupils are very eager to talk about their work and are proud of their achievements. They are very keen to try anything new and will persevere to complete a set task. They respond enthusiastically to questions from the teacher when being taught as a class. These commendable characteristics are promoted by the high incidence of good teaching and interesting lessons.
6. Pupils are polite to each other and to adults. They listen to the contribution of other pupils in lessons. They move around school in an orderly manner and treat each other well in the playground. Older pupils play with younger children, both clearly enjoying the experience; for example, an older girl played 'cat's cradle' with a younger boy at lunchtime. Pupils respond well to rules of their own making.

7. Pupils are willing to take initiative and, when asked, are able to plan and organise their work. Year 4 pupils were able to extract information on Henry the Eighth and his wives from the internet, collect interesting facts from this and then frame quiz questions and prepare a quiz sheet. Pupils are involved in the daily routines of the school. For example, younger pupils like the responsibility of ringing the school bell at the start of the day and older pupils enjoy and take seriously the responsibility for looking after younger pupils at meal time.
8. The overwhelming majority of parents responded on the parents' questionnaire that their children enjoy school and this is supported by inspection findings.

Pupils with special educational needs make very good progress as a result of effective provision.

9. The effectiveness of the learning support assistants is due to very clear planning of lessons and detailed instructions from teachers that explain exactly what needs to be done. The learning assistants interpret these instructions skilfully and have developed good relationships with the pupils. For example, pupils with special educational needs in Year 2 were able to complete successfully a mathematics game that was developing the understanding of odd and even numbers through the thoughtful intervention of the assistant.
10. Where there is no learning support assistant involved, planning for pupils' with special educational needs takes careful account of what they already know. Challenging activities are given to these pupils that enable them to succeed. It is a feature of the school that pupils, with special educational needs, work productively and with enjoyment at manageable tasks.
11. Year 5 and 6 pupils are taught in smaller, ability groups for English and mathematics. This enables teachers to match activities closely to the needs of the less able. In a Year 6 guided reading session, lower ability pupils were helped by the teacher to use inference and deduction when reading 'The Secret Garden'. The school has seen significant gains by pupils in these ability groups, and this very good progress is confirmed by the inspection.
12. The positive attitude displayed by pupils with special educational needs is further enhanced by their involvement in setting personal and academic targets. This particularly applies to the oldest pupils who take the targets very seriously and check off success with a noticeable sense of achievement. To quote a Year 6 less able pupil, "*I just like learning stuff.*"

The learning of the youngest and oldest pupils in response to very effective teaching

13. The teaching of pupils in the foundation stage is particularly effective because of very thorough planning which skilfully weaves learning objectives into exciting and interesting activities that motivate pupils. The theme of the 'Gingerbread Man' has captured the pupils' imagination. They re-enacted the story in detail through role-play, storyboarding, writing simple dialogue and tracing out the events on a large floor map. When asked about what they were doing, pupils responded very enthusiastically, almost re-telling the story of the Gingerbread Man in unison. Another key strength of the teaching is the high expectation put on pupils to take responsibility for their own learning. These pupils select activities from a board and organise the necessary resources. The element of challenge is maintained by skilful questioning from both the class teacher and the teacher's aide, the latter being provided with 'cue cards' for each activity. The result is a secure, stimulating, exciting learning environment where pupils are happy and have an infectious desire to learn.
14. The particular strengths of the teaching of Year 6 pupils are similar to those in the foundation stage. Again, skilful planning provides pupils with stimulating activities that capture the imagination. A project on the construction of a tent resulted in one pupil obtaining

sponsorship from a tent manufacturer who is providing tent material and will judge the final products. This has a powerful effect on the pupils' attitude to the project, an attitude which is transferred into the ethos of the class. There are also high expectations of the quantity and quality of work. Lessons progress at a cracking pace. The pupils realise how much they are learning and say so. Again, this is a very good learning environment where pupils are productive, motivated and challenged.

The curriculum is rich, relevant and varied; pupils' social development is very good and their spiritual, moral and social development is good

15. The school has put a strong emphasis on providing a curriculum whose breadth and quality will stimulate the pupils and have a positive impact on their attitude to learning and their development of learning skills. The inspection finds that this has been successful in a number of areas. The recent development of information technology is a particularly good example. The pupils are regularly using skills in this area to broaden their learning experience. Examples abound, such as preparing a multi-media presentation on mountains as part of a geography project and creating pictures in the style of Picasso and Mondrain in art lessons. The recent development of an information technology suite has provided an excellent resource for this aspect of the curriculum. Art plays a big part in school life. High quality pupils' artwork greatly enhances the environment and reveals a maturity and thoughtfulness in the pupils. Art can be seen to develop sensitivity and reflectivity as well as technical ability. In addition to pointing out his own work on display, a Year 6 boy identified other pupils' work that he thought was outstanding. A girl enthused, *"Drawing people is my best thing. I've got loads of favourite artists."* Design and technology is providing many opportunities for the pupils to develop as learners. Pupils are being challenged to think about designs, evaluating and improving their work. A Year 2 pupil described improvements he made to a wind-up tank, *"because the sides were too rough we had to sand down the edge of the cotton reel."* Music is also used to develop the pupils' ability to evaluate. Pupils in Year 5 made thoughtful comments that were knowledgeable and showed a good understanding of musical terms. It was plain that the pupils were used to evaluating what they do.
16. Not only are pupils developing important learning skills and positive attitudes through good provision in the breadth of the curriculum, very good opportunities are also being provided for the development of social skills. It is an expectation that pupils will collaborate on joint tasks and co-operate together in sharing resources. They are expected to listen and respond to the views of others. They are frequently expected to discuss in pairs or small groups. In all these activities the pupils show a mature attitude. They appreciate the need to work together in harmony and relate to their peers.
17. Stimulating and well-planned acts of collective worship provide good opportunities for pupils to develop spiritually. For example, pupils reflected thoughtfully on a vision of Amos from the Old Testament whilst watching a candle burn. These acts of worship also serve to promote pupils' understanding of what is right and wrong. The question of whether it is right to be angry was effectively aired in a Key Stage 1 act of worship. This good moral development of pupils is also enhanced by their involvement in the setting of class rules and the work of the school's council. The richness of the curriculum makes a significant contribution to the good cultural provision for pupils. For example, the work of Stubbs, Matisse, Van Dyke, Klimt, Monet and Cezanne is on display, either with accompanying questions for pupils to help them analyse the artist's work, or as a stimulus for the pupils' own work.

Pupils are very well looked after with careful monitoring of individuals' progress

18. Teachers know the pupils in their care well; they are readily available and responsive to the needs of individuals. Teachers are fully aware of the special needs of pupils in the class. Great care is taken to ensure pupils' safety when moving between the main school and the hall. Teachers also make themselves available at the end of the day to deal with any parental concerns. Individuals are valued and this is effectively communicated to pupils.
19. The school has introduced a number of measures, which are successful in ensuring individual progress is carefully monitored. Individual targets are set in English and mathematics for every pupil from Years 1 to 6. These targets enable the pupils, as well as the teachers, to evaluate the progress being made. An individual progress book is used for each pupil. Selected work is periodically put in this book so that progress over time can be monitored. Yearly tests are scrutinised and weaknesses in pupils' performance are tackled in subsequent lessons. As a consequence, the majority of pupils make good and often very good progress as they move through the school.

The leadership of the headteacher, deputy headteacher, governors and staff is excellent in ensuring significant improvements in the school

20. The headteacher, ably assisted by the deputy headteacher, provides decisive and dynamic leadership to the school. This has had a significant impact on the continued improvement. The headteacher has maintained a strong focus on teaching and learning as a priority over the last few years. The teaching and learning policy uses the latest theories on learning to provide valuable guidance to teachers. The headteacher, along with the deputy, have worked effectively to put much of this into practice. Using lesson observations, team teaching and staff discussion, qualities such as 'thorough planning', 'pacy lessons' and 'skilful questioning' have come to characterise teaching. The headteacher has also been pivotal in helping the governing body and other staff to provide effective leadership.
21. The governing body has a well-developed system for contributing to the school's development plan and monitoring its implementation. Individual governors act as 'monitor governors' and are linked with subject co-ordinators. Each co-ordinator reports back periodically to the monitor governor on progress of the development plan targets for her subject. The monitor governor reports to the vice-chair of the governing body who has oversight of the whole process. This information is fed into the meeting where the annual plan is reviewed and the following year's targets are set. This system has ensured that planned developments are implemented and that the development plan is adjusted as needed. It has been successful in responding to the key issues for improvement from the last inspection. It also enables governors to keep fully informed on how planned developments are progressing as well as being a vehicle for governors to have a say in these developments.
22. The excellent leadership provided by subject co-ordinators is the result of the head teacher's support and encouragement, effective training and enthusiasm on the part of the co-ordinators. The co-ordinators have acquired effective monitoring and development skills. Methods include classroom observations, scrutiny of pupils' work, discussion with staff, talking with pupils and scrutiny of teachers' planning. Consequently, the school has been able to make considerable improvements in curriculum provision, such as the smooth introduction of the literacy and numeracy strategies and training in the teaching of information technology.
23. The positive contribution of so many staff and governors to the leadership of the school can be summed up in a comment from a member of staff, "*We are all leaders in this school.*"

WHAT COULD BE IMPROVED

The quality of learning of pupils at the beginning of Key Stage 1, linked to the need to raise the quality of teaching to the good and often very good standard evident throughout the school.

24. Pupils at the beginning of Key Stage 1 are not making the good and often very good progress of pupils in the rest of the school. This is caused by weaknesses in teaching. Activities are planned meticulously, but they are not used to build on what pupils have already learnt. When working with the whole class using a number square, the strategy for counting on was not explained and pupils did not make significant progress. Having given the pupils a labelling task in a literacy lesson, the teacher placed no emphasis on the writing skills required. Learning opportunities are missed because of lack of guidance. Questions are not used effectively to challenge pupils' thinking. The expectation communicated to pupils is too low. Consequently, pupils lose interest in the task and do not see its purpose. Pupils are not sufficiently challenged and progress is limited.

Standards in reading of the more able seven year-olds

25. The inspection evidence confirms the picture given by the National Curriculum tests for 7 year-olds that, whilst the percentage of pupils attaining the expected Level 2 is very high, the percentage of pupils attaining Level 3 is below the national average. There are two critical factors that are contributing to this situation.
26. The teaching of reading is not sufficiently rigorous for more able pupils. In guided reading sessions, more demanding reading objectives are not regularly and systematically targeted at more able pupils. Consequently, these pupils are not always challenged by the activities offered and do not make sufficient progress in the development of reading skills.
27. The reading diet provided for Key Stage 1 pupils is too limited. The pupils take home the 'scheme books' daily, but, unlike pupils in the Reception class, they are limited in the number of times they take home a book from the library. The selection of books in the classrooms is limited and includes little or no poetry. Consequently, more able readers are not experiencing a rich diet of different styles and genres that would accelerate their development. As an able Year 2 girl put it, *"I can't read other books except these (scheme books), but I wish I could."*

Standards in scientific enquiry for seven year-olds

28. Whilst pupils have a good grasp of the knowledge and understanding expected for seven year-olds in science, they have not developed sufficiently in their skills of scientific enquiry. This is because there has been no systematic development of skills as part of the teaching programme. Consequently, pupils do not have the expectation to ask questions such as 'What will happen if...? When faced with a scientific question, such as "Are taller people are fitter?", pupils try to reason out an answer without any suggestion of a test. When asked for a test, even the more able pupils struggle to provide a suitable activity.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 The school should now:

- (1) Improve the quality of learning of pupils at the beginning of Key Stage 1, raising the expectation of pupils' achievement and improving the quality of teaching.
- (2) Raise the attainment of more able pupils in reading at Key Stage 1 by providing more demanding and interesting reading activities.
- (3) Raise the attainment of all pupils in scientific enquiry at Key Stage 1 by providing more opportunities to ask questions and test their ideas.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	47	18	6	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)		197
Number of full-time pupils eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		26

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.9
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	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	17	17	16
	Total	35	35	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (90)	97 (87)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	17	16	17
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (90)	97 (90)	100 (94)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the	1999	15	17	32

latest reporting year				
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	15	15	17
	Total	30	29	32
Percentage of pupils at NC level 4 or above	School	94 (89)	91 (89)	100 (96)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	13	14	16
	Total	28	28	31
Percentage of pupils at NC level 4 or above	School	88 (86)	88 (82)	97 (96)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.6
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	106

Financial year	1999/2000
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	£
Total income	392195
Total expenditure	400969
Expenditure per pupil	1892
Balance brought forward from previous year	11670
Balance carried forward to next year	2896

Results of the survey of parents and carers

Questionnaire return rate

37.6%

Number of questionnaires sent out

197

Number of questionnaires returned

74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	30	4	4	1
My child is making good progress in school.	49	35	11	1	4
Behaviour in the school is good.	47	45	4	3	1
My child gets the right amount of work to do at home.	34	35	20	4	7
The teaching is good.	55	36	3	3	3
I am kept well informed about how my child is getting on.	43	38	8	8	3
I would feel comfortable about approaching the school with questions or a problem.	61	24	7	5	3
The school expects my child to work hard and achieve his or her best.	59	34	4	1	1
The school works closely with parents.	46	32	19	3	0
The school is well led and managed.	62	31	1	4	1
The school is helping my child become mature and responsible.	35	51	5	3	5
The school provides an interesting range of activities outside lessons.	39	45	8	8	0