

# INSPECTION REPORT

**SANDOWN PRIMARY SCHOOL**

Deal

LEA: Kent

Unique reference number: 118573

Headteacher: Mr David Brewster

Reporting inspector: Paul Canham  
1353

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> September 2000

Inspection number: 225342

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Golf Road Deal Kent
Telephone number:	01304 374 951
Fax number:	01304 380 896
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Taylorson
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Sandown is a popular primary school. It is much larger in size than most primary schools, and currently caters for 198 boys and 202 girls aged from four to eleven years. A very small number of pupils come from ethnic minority backgrounds, and just 3 per cent have a language other than English being spoken at home. The percentage of pupils eligible for free school meals is above the national average. The proportion of pupils with some form of special educational need, including those with statements, is well above the national average. When pupils enter Key Stage 1 their attainment levels are below average.

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

The school is very effective, and it overcomes the challenging circumstances in which it works. By the time pupils leave school at the age of 11, they achieve standards that are well above average in English, mathematics and science, when compared with those of similar schools. When standards are with those found nationally, they are similar to them or exceed them. The commitment of the headteacher and staff, supported by the governors, helps to provide pupils with a secure and supportive learning environment. The good teaching contributes to good standards and to the very good provision for pupils' pastoral care. The school provides good value for money.

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

- The good teaching ensures that pupils achieve well, including those with special educational needs, and that, by the time the pupils are 11, standards are similar to those found nationally or they exceed them.
- The headteacher and senior managers effectively promote the aims of the school and focus on raising achievement.
- Provision for pupils' moral, social and cultural development is very good, and reflects the school's strong values and high expectations. Consequently, pupils have very good attitudes to their work, behave well, and want to achieve. They enjoy very good relationships with one another and develop into mature individuals by the time they leave school.

### **WHAT COULD BE IMPROVED**

- Opportunities for interesting and lively independent writing in English and in other subjects.
- The school development plan, so that the school can measure its own success against clear criteria.

*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 made considerable progress since its last inspection in January 1997. Standards achieved in the national tests for pupils aged 11 have improved at a slightly faster rate than the national picture; the proportion of pupils achieving standards above those expected in English and science have increased to levels that exceed national averages. The curriculum management team is well established and is helping to raise levels of achievement. The quality of teaching has improved and effective subject planning gives teachers helpful guidance. Co-ordinators have well established roles and are closely involved in the development of the school through consultation, and through strategic planning for their subjects. The provision for information technology meets requirements. The school has the commitment and capacity for further improvement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	B	D	B	A	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	C	D	C	A	
Science	B	C	B	A	

The 1999 results show that, when compared with those of schools having a similar percentage of pupils eligible for free school meals, standards were well above average in English, mathematics and science. The proportions of pupils reaching levels above those expected for their age exceeded the national average in English and science, and they were close to the national average in mathematics. Evidence from this inspection shows that pupils continue to achieve well. Over time, there has been an overall improvement to the standards in English, mathematics, and science. However, the most recent 2000 results, which have yet to be published, show a slight decline in the performance of pupils in the three subjects. The school has set realistic targets for English and mathematics for the Year 2001, and the most recent results indicate that the school is on its way to achieving them. In other subjects, there is evidence of above average standards in several subjects including art, music, and design and technology. Standards in information technology are at levels expected for pupils' ages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn. They are responsive and responsible, and show a very good attitude in all they do.
Behaviour, in and out of classrooms	Behaviour is good and is one of the many strengths of the school. There have been no exclusions. The atmosphere both in lessons and in the playground is calm and orderly.
Personal development and relationships	Very good. From an early age, pupils are given a wide range of opportunities to take responsibility. The quality of relationships is very good, and a distinctive feature of the school community.
Attendance	Overall attendance is satisfactory, and unauthorised absence is below average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The consistently good teaching is the main reason why pupils are achieving so well. Examples of good teaching were seen in several subjects, including English and mathematics. Pupils benefit significantly from a committed team of adults who have consistently high expectations of behaviour and standards. Teaching was judged to be satisfactory or better in all the lessons seen during the inspection; it was good in 41 per cent and very good in a further 18 per cent. Teachers and other adults manage pupils particularly well, with a sensitivity which helps them to develop their confidence and self-esteem. The strengths of good teaching are in the detail of the planning, which meets the needs of all pupils, including those with special educational needs and those who speak English as an additional language.

Assessment procedures are used particularly well to guide the lesson and give pupils well-focused tasks. Pupils benefit significantly from the teaching of basic skills, which underpin teaching throughout the school, and from being taught in groups of similar attainment in English and mathematics. Pupils are keen to learn and they respond positively to the wide range of teaching methods, which use resources imaginatively and capture pupils' interest. Teachers manage classroom activities well and create a positive learning atmosphere, using time well, giving encouragement, and recognising pupils' achievements.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-planned curriculum has a richness which ensures that all pupils are given a balanced range of experiences matched to their diverse needs. The good emphasis placed on teaching English and mathematics in similar attainment groups balances the good provision for creative arts, which encourages pupils to express themselves and develop their confidence. Children in the foundation stage are given a good start to their education because they experience a wide range of stimulating activities.
Provision for pupils with special educational needs	The provision is very good and pupils are given work matched to their learning. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used well to help with assessments.
English as additional language	The good provision focuses well on pupils' individual needs. Pupils benefit from effective support when working individually or in small groups away from the main class.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' personal development, teaching them to tell right from wrong. It helps pupils to develop personal responsibility, trust, and mutual respect. The school provides a wide range of opportunities for spiritual and cultural development, particularly through English, religious education, art and music.
How well the school cares for its pupils	There are very good procedures to ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive environment. Very effective Child Protection procedures ensure that staff are sensitive to the needs of the pupils. There are very good systems for monitoring and promoting attendance.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the work of the school. He is resourceful and has guided the school through a period of considerable change, particularly to the quality of the environment, which is very good. He fully involves staff in the school's priorities; the deputy and the curriculum management team provides the school with an effective management structure which is helping to lift achievement and raise standards.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its statutory responsibilities. Members are supportive, reflective, and well informed about the work of the school. They use their professional expertise and knowledge of the community to promote and improve the school and its work.
The school's evaluation of its performance	The school's procedures for monitoring and evaluating its performance have improved since the previous inspection. Systems for monitoring the quality of teaching have been established and the information is used to help staff to develop and improve professionally. Information from assessment and test data is analysed for trends of achievement. The school has established effective strategies to identify the value added to its work.
The strategic use of resources	The school's budget is well managed, spending decisions are carefully considered, and the school applies the principles of best value. Very good financial planning focuses appropriate funding at the school's priorities. Financial systems also ensure that the school makes good use of its resources, and it budgets carefully to support the priorities identified for improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school;</li><li>• Children are encouraged to work hard and they make good progress;</li><li>• The school is well managed;</li><li>• Children are helped to become mature and responsible, and they behave well;</li><li>• The good teaching;</li><li>• Parents feel comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• Homework that is consistently set and marked.</li></ul>

Inspection evidence supports the positive features expressed by parents in response to the questionnaire and at the meeting before the inspection with the registered inspector.

In contrast to the views of some parents, the quality of the homework seen was satisfactory. Some parents expressed concern over their perceived lack of communication with the school. Inspection evidence shows that effective written communication is achieved through the use of detailed newsletters.

## **PART B: COMMENTARY**

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

**1. The good teaching ensures that pupils achieve well, including those with special educational needs, and that, by the time pupils reach the age of 11, standards are either similar to those found nationally or they exceed them.**

2. The consistently good teaching has a clear impact on pupils' achievement and their levels of attainment. The quality of teaching has improved since the previous inspection. During this inspection, teaching was judged to be satisfactory or better in all the lessons seen, and it was good in 41 per cent and very good in a further 18 per cent. The introduction of Numeracy and Literacy Strategies has had a positive impact on standards in literacy and numeracy, particularly in developing mental mathematics skills. Pupils' weak reading skills are addressed early in Key Stage 1 and with considerable success. Pupils make good progress, with the help of additional adult support and a new reading scheme to enhance interest and stimulate the desire to read.

3. Those pupils with special educational needs and those with English as an additional language benefit from the close attention of committed specialist and support staff. These members of staff are experienced and well deployed. As a result, they have a measurable impact on pupils' learning. When pupils enter the school their needs are identified early, and targeted support is managed very well by the special needs co-ordinator. Shared planning and good levels of communication between adults provide a cohesive and well-structured approach. This is reflected in the individual education plans and the good progress made by pupils in lessons and over time.

4. Throughout the school, pupils benefit significantly from a committed team of adults who have consistently high expectations of behaviour and achievement levels. A calm and purposeful atmosphere is evident in the classrooms and communal areas of the school. The very good relationships between pupils and staff ensure that the management of pupils is an integral part of every lesson and that expectations are clearly understood. Teachers and other adults manage pupils with a sensitivity that helps them to develop their confidence and self-esteem. For example, pupils in Year 1 worked well during a literacy lesson, largely as a result of the good relationships with adults and the supportive approach used by the teacher. Pupils felt able to contribute confidently and achieved well in understanding the features of rhyming words. A strength of the good teaching is in the planning and the finely-crafted tasks which match the pupils' stages of learning. Teachers are particularly effective at sharing learning intentions with pupils. At both key stages, pupils are taught in groups of similar attainment. Parents value the school's commitment to high expectations and hard work, which gives direction and purpose to pupils' understanding of their learning. In Year 3, higher attaining pupils made good progress in the development of their numeracy skills because the lesson was sharply focused. Pupils were challenged by questions which encouraged them to review their earlier work and build upon their knowledge and understanding. Assessment procedures are used very effectively in lessons to help judge the pace and give pupils well-focused tasks. For example, in a drama lesson, pupils in Year 5 made very good progress because the teacher pitched the lesson well in response to the pupils' contributions. In consequence, the lesson was lively and full of interest for the pupils, who became fully involved in the improvisation. Throughout the school, pupils are keen to

learn, and they respond positively to the range of teaching methods, which use resources imaginatively and capture their interest. In Reception, well-planned lessons use resources effectively to motivate the children. Teachers manage classroom activities well and create a positive learning atmosphere, using time well, giving encouragement, and recognising pupils' achievements. The interest of pupils in Year 4 was captured by some pacy and exciting teaching methods during a numeracy lesson.

5. Work in lessons is usually challenging, and probing questions encourage pupils to think carefully. For example in a literacy lesson, pupils in Year 6 responded well to the open-ended questions, which probed and encouraged them to think about what they had learned about famous writers. Pupils throughout the school achieve well, including children aged under five, pupils with special educational needs, and those from multi-national backgrounds. Evidence gathered during the inspection indicates that some pupils in Year 6 are beginning to work at levels above those expected for their age in English, mathematics and science.

6. Results in the national tests for pupils aged 11 have improved over recent years, although the most recent results, which have yet to be published, show a slight decline in the performance of pupils English, mathematics and science. In the national tests in 1999, pupils achieved above average standards in English and science and average standards in mathematics. When compared with those of schools having a similar percentage of pupils eligible for free school meals, standards were well above average in English, mathematics and science. The proportions of pupils reaching levels above those expected for their age were above the national average in English and science, and close to the national average in mathematics.

7. Literacy skills are used effectively to reinforce learning, and pupils achieve well in English. For example, over half the children in reception were below the scoring level when their reading was initially assessed, in 1999. Speaking and listening skills are good. Pupils express themselves with confidence and clarity, and a significant proportion are fluent speakers. In lessons, they listen attentively to adults and to each other. By Year 6, pupils benefit from a wide range of experiences, including studies of Shakespeare and modern children's writers. Pupils take part confidently in class discussions, and some show good skills when talking in groups, particularly the higher attainers. Pupils read with enthusiasm and many have a good range and depth of reading experience. Pupils write increasingly for a range of different purposes. Formal skills, such as punctuation and spelling are developed satisfactorily. The higher attainers produce some good examples of writing, both narrative and non-narrative. They make effective use of punctuation in sentences and spell with accuracy. Both middle and higher attainers express themselves well in some extended pieces of writing, and they use a variety of sentence construction.

8. Pupils develop a confident understanding of the number system and become increasingly proficient in mental computation as they move through the school. This is a strength which underpins the average level of attainment towards the end of Key Stage 2. Pupils benefit from regular practice and from opportunities to discuss different strategies. Progress in acquiring mental skills is good. Pupils have a good breadth of understanding of science. They benefit from the emphasis on practical investigations, further promoted through a biennial science fair, and have a good understanding of the concept of a fair test. Most pupils make predictions based on scientific knowledge and understanding, as for example when they predict which materials can be used as conductors or insulators of electricity. They apply their scientific knowledge well in their work.

**9. The headteacher and senior managers effectively promote the aims of the school and focus on raising achievement.**

10. The headteacher and senior managers have established a school which is calm and purposeful, and one which strives to challenge pupils and reach high standards. A large proportion of pupils join the school from socially deprived backgrounds; they have significant learning difficulties, poor literacy and numeracy skills, and undeveloped social skills. However, by the time they leave school, the majority of pupils reach the expected levels in English, mathematics and science, or they exceed them. Pupils' personal development is one of the strengths of the school. The headteacher is well supported by a team of committed staff, who contribute significantly to creating a school community with high expectations of its work and a standard of mutual care and support which reflects the school's caring ethos. The deputy headteacher is supportive of the headteacher, and conscientiously fulfils key whole school responsibilities such as overseeing the curriculum management team. Key leadership roles have been taken by members of the curriculum committee, who have been instrumental in raising standards. They maintain an effective overview of the school's work through cohesive planning and systematic monitoring. Regular meetings are used to evaluate the effectiveness of the planning, with a particular focus each half term. For example, close attention is given to the progress made by particular groups of pupils, such as higher attaining boys, to help with planning. As a result, significant improvements have been made to curriculum planning and consequently to the quality of teaching and learning. Key stage co-ordinators ensure that teachers in the same year groups plan together and evaluate the effectiveness of the teaching. Medium-term planning and pupils' work are monitored by subject co-ordinators, and this ensures that the school is giving pupils a good range of learning experiences well matched to their stages of learning.

**11. Provision for pupils' moral, social and cultural development is very good, and reflects the school's strong values and high expectations. Consequently, pupils have very good attitudes to their work, behave well, and want to achieve. They enjoy very good relationships with one another and develop into mature individuals by the time they leave school.**

12. A strength of the school is the consistent approach by staff in dealing with social and moral issues. The school's aims underpin moral and social development, and this is reflected in the calm but purposeful atmosphere. The school is a moral community, and parents appreciate the strong lead it takes in teaching pupils the difference between right and wrong. The school is successful in meeting its aims for pupils to have tolerance and respect for religions and moral values. Values such as honesty, fairness, tolerance, and respect are threads which pervade school life. Pupils show good levels of understanding and empathy when considering fundamental human issues. Teachers use their very good relationships to help pupils understand the consequences of their actions. Pupils benefit from a behaviour policy which is consistently applied throughout the school by teachers and other adults, who are supportive and sensitive to the needs of the pupils. All adults value the contribution pupils make, and they in turn listen to the staff and reflect their attitudes. The school places a strong emphasis on social skills and a respect for the feelings and values of others.

13. The curriculum offers a wide range of opportunities for pupils to work collaboratively and co-operatively, particularly in subjects such as science and physical education. Further opportunities are offered through the good development of pupils' listening skills when they

are encouraged to value and respect one another's contributions. Pupils have good attitudes to school and to their learning. A high proportion of parents (95 per cent) indicated in their response to the questionnaire that their children like coming to school. Pupils are happy to be in school and to play a full part in their lessons. Pupils are motivated to achieve well in lessons; they are stimulated by thought-provoking and well-focused tasks, which capture their interest, and encourage them to think for themselves. For example, pupils in Year 4 were fully engaged in a mathematics lesson which was well paced and included a new set of challenges. In consequence, they made good gains in their use of mental arithmetic. Pupils are keen to carry out tasks and, when given the opportunity, they behave sensibly and take their responsibility seriously. By Year 6, pupils work with maturity, and persevere in finding their own solutions.

14. Pupils' sense of citizenship is developed through some good opportunities to discuss and reflect upon environmental issues. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions through visits to places of cultural and historical interest. There are also well-planned opportunities for pupils to understand and to appreciate the diversity and richness of other cultures and faiths. These include a programme of visits to places of educational interest, including the Millennium Dome and places of worship. The aim is also achieved through the religious education syllabus, themes in assemblies, and the experience of art and music from other cultures as well as the pupils' own.

15. The school promotes cultural development through a wide range of activities, and provision is very good. Religious education gives pupils a good insight into the main faith communities of the world. By Year 6, pupils have a good range of general knowledge about major world religions. Pupils learn about the Mosque, and the Five Pillars of Wisdom, and acquire information about Hindu deities and practices within their study of India. Pupils are made aware of other cultures through music and dance, during topic work in history and geography, and when looking at art from different cultures. Examples of pupils' imaginative artwork, which are often linked to other cultures, permeate the well-presented displays. These provide pupils with an understanding of the diversity and richness of other cultures through artistic experiences. Dramatic, dance and literary experiences are further examples of sound cultural opportunities for the pupils.

## **WHAT COULD BE IMPROVED ?**

### **16. Opportunities for interesting and lively independent writing in English and in other subjects.**

17. The school is well aware that writing is an area needing further attention, and is highlighting it as a major area for improvement in its strategic planning. Although overall standards are above national expectations in English, pupils do not achieve such good standards in the content of their independent writing as they do in reading, speaking and listening, and the more formal elements of writing. No pupils achieved the higher Level 3 in the Key Stage 1 national tests for writing in 1999, and this aspect continues to be a weakness in Key Stage 2. The majority of pupils are confident with the more formal aspects of writing, such as punctuation and spelling, and make good progress in these skills over time. Many pupils write independently and at length, but they do not have enough opportunities to encounter a wide range of writing experiences, particularly those which are descriptive.

18. The National Literacy Strategy has been well implemented throughout the school, but less effectively in relation to writing. The school has put into practice a range of strategies to raise standards in writing, which include the use of drama, additional targeted support, and a writers' workshop. However, opportunities for pupils to write independently are limited, and although pupils are introduced to a satisfactory range of writing styles, including stories, diaries, book reviews, and occasionally poetry, there is not enough work of a creative nature. There are satisfactory opportunities for writing through work in geography and history. However, little use is made of the potential of these experiences to develop or initiate other writing opportunities beyond those completed during the lessons, such as empathetic accounts as a result of dressing in period costume. Information from tests and assessment is analysed, but the information has yet to identify the particular areas of weakness in writing for groups of pupils or individuals.

**19. The school development plan, so that the school can measure its own success against clear criteria.**

20. The school development plan is well laid out and includes the school's priorities. However, some of the targets are not sufficiently refined and their success criteria lack specificity. For it to become a document that can be used to formulate and monitor the school's planning, it also needs to include clear criteria, which measure the impact of the success on improving the quality of teaching and learning and of standards. The school has already developed some systems to assess the effectiveness of its work with the help of data analysis and diagnostic marking to guide pupils' work. This level of detail has yet to be included in the plan and to help with the identification of the school's priorities, the teachers' objectives, and the pupils' targets.



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

**21. To improve the standards of work and pupils' achievement in writing, the governors, headteacher and staff should:**

- plan more opportunities for independent writing, both in English and in other subjects;
- plan for pupils to experience a greater range of writing experiences, and particularly writing activities of a more creative nature;
- refine the analysis of test and assessment information to identify specific areas in writing which need improvement, both for individuals and groups of pupils, and use the outcomes of this analysis for future planning and to target extra support.

**22. To improve the effectiveness of strategic planning and self evaluation, the headteacher, governors and staff should:**

- ensure that the school development plan includes clear, measurable targets for improvement, and criteria for judging the effectiveness of teaching and learning.

## 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	23

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	41	41	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*

<b>Pupils on the school's roll</b>	<b>Nursery</b>	<b>YR- Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	400
Number of full-time pupils eligible for free school meals	0	104

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	156

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	12

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

## Attendance

### Authorised absence

	%
School data	94.6
National comparative data	94.1

### 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	27	35	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	21	23
	Girls	29	32	32
	Total	48	53	55
Percentage of pupils At NC Level 2 or above	School	77	85	89
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	20	23	22
	Girls	31	32	32
	Total	51	55	54
Percentage of pupils At NC Level 2 or above	School	82	89	87
	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*

	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	27	33	60

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	20	23	25
	Girls	25	23	29
	Total	45	46	54
Percentage of pupils At NC Level 4 or above	School	75	77	90
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	19	22	25
	Girls	24	26	29
	Total	43	48	54
Percentage of pupils At NC Level 4 or above	School	72	80	90
	National	68 (65)	69 (65)	75 (72)

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	340
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

***Teachers and classes***

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	29
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	214

*FTE means full-time equivalent.*

***Exclusions in the last school year***

	<b>Fixed period</b>	<b>Permanent</b>
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	<b>1998 / 1999</b>
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	<b>£</b>
Total income	653094.00
Total expenditure	651197.00
Expenditure per pupil	1652.00
Balance brought forward from previous year	18119.00
Balance carried forward to next year	20016.00

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

Number of questionnaires sent out	400
Number of questionnaires returned	73

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	66	29	4	1	0
My child is making good progress in school.	54	42	1	1	1
Behaviour in the school is good.	55	34	10	0	1
My child gets the right amount of work to do at home.	29	34	26	7	4
The teaching is good.	64	35	1	0	0
I am kept well informed about how my child is getting on.	47	41	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	1	1	4
The school expects my child to work hard and achieve his or her best.	51	46	1	1	0
The school works closely with parents.	36	48	12	1	3
The school is well led and managed.	49	43	4	0	4
The school is helping my child become mature and responsible.	54	43	3	0	0
The school provides an interesting range of activities outside lessons.	35	46	11	0	8