

INSPECTION REPORT

SEATON PRIMARY SCHOOL

Seaton

LEA area: Devon

Unique reference number: 113108

Headteacher: Mr P Dart

Reporting inspector: Mrs P Francis
2440

Dates of inspection: 3 – 5 July 2000

Inspection number: 191035

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:	4-11
Gender of pupils:	Mixed
School address:	Valley View Seaton Devon
Postcode:	EX12 2HF
Telephone number:	01297 20922
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Broad
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Due to the good teaching, pupils achieve well and in English and in mathematics, attain high standards at seven and very high standards at eleven.	
Teachers' very good management of pupils, the good provision for their spiritual, moral, social and cultural development and the school's good pastoral care foster very good attitudes, very good behaviour and good personal development for pupils across the school.	
The headteacher, key staff and the governors provide good leadership and management that promote good achievement and effective teaching and learning.	
The school provides a good quality and range of learning opportunities for pupils to achieve well.	
WHAT COULD BE IMPROVED	13
The ways in which pupils could be helped to improve their own work.	
The teaching of scientific enquiry to develop pupils' responsibility and initiative in their own learning.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community school for boys and girls aged 4-11 years and is larger than other primary schools. It has 332 full-time pupils including six pupils in the reception class who are under five. Pupils come from mixed social backgrounds and the proportion of pupils who are eligible for free school meals is broadly in line with the national average. Overall, the range of pupils' attainment on entry is average. At the top of the school, there is a higher proportion of pupils who entered school with attainment that was above average than in the present Key Stage 1. The school has a proportion of pupils who have special educational needs, approximately 19 per cent, that is broadly in line with the national average. The proportion of pupils who have a statement of special educational needs, just over one per cent, is also broadly in line with the national average. Almost all pupils are white, and no pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides very good value for money and has many very good features. Across the school, the pupils achieve well and at eleven, attain very high standards in English, and well above average in mathematics and science due to the good teaching which has some very good features. The school is well led and managed with a shared commitment from the headteacher, staff and governors to continuous improvement. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- Due to the good teaching, pupils achieve well and in English and in mathematics, attain high standards at seven and very high standards at eleven.
- Teachers' very good management of pupils, the good provision for their spiritual, moral, social and cultural development and the school's good pastoral care foster very good attitudes, very good behaviour and good personal development for pupils across the school.
- The headteacher, key staff and the governors provide good leadership and management that promote good achievement and effective teaching and learning.
- The school provides a good quality and range of learning opportunities for pupils to achieve well.

What could be improved

- The ways in which pupils could be helped to improve their own work.
- The teaching of scientific enquiry to develop pupils' responsibility and initiative in their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then, the school has made very good improvement. The response to the key issues of the last inspection has been very good and most of the nine key issues have been addressed fully. Standards in English, mathematics and science have risen from average to well above average, teaching has improved from sound to good with some very good features, and the quality of the school's strategic planning and monitoring of its performance has improved. As a result of the good leadership and management by the headteacher, key staff and governors, the school has a good capacity to improve further.

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	C	A	A*	A*
mathematics	A	A	A	A
science	A	A	A	A*

Key

well above average A
 above average B
 average C
 below average D
 well below average E

A* indicates performance in the top five per cent of schools nationally.

At the age of seven, the test results in 1999 in reading, writing and mathematics were well above average when compared nationally and with similar schools. Inspection evidence in English reflects the provisional test results for 2000 with particularly high standards in reading and writing. In mathematics, inspection findings reflect the above average proportion of pupils who attained the expected levels for their ages.

In comparison with schools nationally and with schools with similar intakes, by the age of 11, test results in 1999 indicated standards in English that were very high. In mathematics and science, standards were well above the national average. The work pupils were doing during the inspection confirmed these standards in English and mathematics. The school's standards in English, mathematics and science have been consistently above average since 1996 and the improving trend of standards is in line with the national trend. Pupils achieve well in relation to their standards at entry.

The school's targets in mathematics, based on pupils' results in school tests, are realistic and are sufficiently high for eleven-year-olds. In English, targets are too low as pupils' results were very high and have substantially exceeded the targets in 1999 and 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school, they are keen to learn and have very good attitudes towards their work.
Behaviour, in and out of classrooms	Pupils behave very well in and around the school despite the spread out nature of the site. They are friendly and polite. Exclusions are rare and are managed appropriately.
Personal development and relationships	Personal development and relationships are good. Pupils work collaboratively in groups and productively on their own. They undertake responsibility and use their initiative willingly in jobs around the school but have too few opportunities to show these qualities in their work.
Attendance	Attendance rate in 1998/99 was satisfactory and the rate of unauthorised absence was below the national 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.

During the inspection 76 per cent of the teaching was good and better, and the remaining 24 per cent was mainly satisfactory. There was a small proportion, six per cent, of teaching that was unsatisfactory and occurred in science and play activities in Key Stage 1. Overall in English and in mathematics, teaching was good. The teaching was very good and excellent in 40 per cent of lessons in English and 38 per cent in mathematics. The skills of literacy and numeracy are taught well across subjects. The particular strengths in teaching are the organisation of pupils into ability sets and the effective planning which enables teachers to meet the needs of all pupils, their high expectations for pupils' academic standards and behaviour, and their very good management of pupils. In most lessons and through the school, pupils, including those with learning difficulties, acquire skills, knowledge and understanding at a good rate. Pupils try very hard to succeed and work productively at a good pace and are very interested in their lessons. In science, particularly in Key Stage 2, teachers do not always give pupils sufficient opportunities to plan and set up investigations independently, which hinders the development of their responsibility and initiative in their own learning.

Pupils' own knowledge of their learning and ways in which they may improve their work are sound. In the final part of the lesson, teachers review what has been learned with pupils and in English across the school, written marking is good and helps pupils know what they should do to improve. Marking in other subjects is not as good. In mathematics, teachers use their pupils' errors to clarify points and ensure that pupils understand their methods of calculations. In turn, pupils are confident to explain their answers and how they calculated them and are not afraid to try to succeed when they find work difficult. The use of targets for individual pupils is at an early stage and there are none in pupils' annual reports for them to know how to improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning opportunities that includes conversational French for older pupils. There are very effective strategies for teaching literacy and numeracy. There is limited provision for extra-curricular activities and no opportunities for pupils in Key Stage 1 to join in. The statutory curriculum is in place except for the control technology aspects of information and communication technology.
Provision for pupils with special educational needs	The provision for pupils with learning difficulties is good due to the work designed for them by their teachers and the extra support given by classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good provision for pupils' personal development including good provision for pupils to develop an understanding of their social and moral responsibilities. There are limited opportunities for pupils to develop an understanding that Britain is a multicultural society.
How well the school cares for its pupils	The school provides a caring and supportive environment with good procedures for pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, in close co-operation with his deputy head, provides good professional leadership that imparts a clear educational direction to the school and is focused upon raising standards and continuous improvement. The teachers as co-ordinators, provide a clear direction for their colleagues and the hard working staff is very committed to pupils' success.
How well the governors fulfil their responsibilities	Good. The governors play a positive role in shaping the direction of the school and are aware of the school's strengths and weaknesses. They fulfil most of their statutory responsibilities well.
The school's evaluation of its performance	Good. The school has a good view of teaching and its impact on learning. It has analysed the strengths and weaknesses in performance data to improve standards but is at an early stage in using the analysis to set targets to improve individual pupils' performance further.
The strategic use of resources	Good use is made of staff, of material resources and of the building. The governors apply best value principles satisfactorily and target their spending to bring about improvements in standards mainly through the school development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good. • The teaching is good. • The school is well led and managed. • Children make good progress in school. • Children like school. • The school expects their children to work hard and achieve his or her best. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The ways in which parents are kept informed about how their children are getting on. • The amount of homework. • The partnership with parents.

The inspectors endorse parents' positive comments. They agree with parents that there is a limited range of extra-curricular activities and on the amount of homework that pupils receive. Teachers attend planning meetings each afternoon after school, except on Thursday, when a limited range of sporting activities is held for pupils in Key Stage 2. The choir has been deferred this year because of the secondment of the music specialist. Another teacher offered to run the orchestra but there was too limited a response to make it viable. Recorder groups are held at lunch times. The homework given to pupils is inconsistent and does not match the school's homework policy, especially for pupils in Years 5 and 6.

The inspectors judged that parents are informed sufficiently about their children's progress. Parents are given a formal opportunity each term to review their children's progress and home contact books are signed by 90 per cent of parents in Key Stage 1, 45 per cent of parents in Years 3 and 4, and 70 per cent of parents in Years 5 and 6. Parents may make an appointment to discuss their children's work with the teachers at any time through the year and an open day is held when parents may visit the school to see their children at work. Parents of pupils with learning difficulties are invited to regular reviews of their progress. The school has a good partnership with most of its parents. Parents receive weekly newsletters, there is an informative prospectus and a satisfactory annual report from the governors. There are good induction procedures for children who are new to the school, and curricular meetings for parents, for example, on numeracy. The Parents' and Teachers' Association provides a variety of social functions, many parents work in the school and the headteacher is always available to discuss concerns with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Due to the good teaching, pupils achieve well and in English and in mathematics, attain high standards at seven and very high standards at eleven.

1. At the age of seven, the test results in 1999 in reading, writing and mathematics were well above average when compared nationally and with similar schools. By the age of 11, test results in 1999 indicated standards in English that were very high in comparison with schools nationally and with schools with similar intakes. In mathematics, standards were well above the national average. The work pupils were doing during the inspection confirmed these high standards in English and mathematics. Pupils achieve well in relation to their standards at entry. Pupils' skills in mental arithmetic, reading and writing are very good. These high standards have been achieved because pupils in both key stages are taught well and standards attained at the age of seven are built upon progressively by teachers in Key Stage 2.
2. Pupils enter the school with average skills in language and literacy, and mathematics and due to the good teaching through the school, they achieve well in reading, writing and mental arithmetic. Teachers have good knowledge and understanding of English and mathematics and teach basic skills well in other subjects. Due to excellent teaching in an English lesson in the Year 5/6 top set, pupils compared the work of different writers and identified the ways in which the writers' past experiences influenced their work. They were able to manage this high level work due to the positive impact of the teacher's enthusiasm, her high expectations of them, her excellent questioning that made them think deeply and her excellent knowledge of the subject. Pupils responded by skimming the text for understanding and by taking notes to remind them of what they had found. They presented their written responses well in a narrative style, identifying correctly the differences between the writers' use of punctuation, parenthesis, complex sentences, alliteration, the first and second person and tenses. In science, the teacher used correct scientific terms such as '*germination*' and '*growing point*' in Years 3 and 4 when talking about plant growth and she ensured that pupils used these terms correctly too. In art in Years 5 and 6, pupils understand and use terms such as '*perspective*' and speak articulately about the style of different artists recognising that a painting was by John Constable because the painting was realistic, there were grey clouds and a fine brush had been used for details. Teachers provide many opportunities for pupils to speak to the class and explain their thinking, and in mathematics, teachers make good use of pupils' errors to make further teaching points. Due to the good relationships between teachers and pupils on which teachers base their very good management, pupils are confident in contributing their ideas and are not afraid to make mistakes. In an art lesson, pupils were keen to share a discovery with the teacher when studying different styles of painting.
3. Teachers plan their lessons well. Generally, lessons have clear objectives which are often shared with pupils. Teachers have a good knowledge of their pupils' prior attainment and provide suitable activities for each of the groups of differing attainment in their mixed age and mixed ability classes. The organisation of sets in English and mathematics helps teachers to match work accurately to pupils' needs and they often match work to different groups within the sets. In the lower set in mathematics in Year 1/2, pupils in five groups worked on money at levels which matched their prior attainment well. All were making good progress in their skills and understanding of using coins and were attaining the levels expected for their ages, although they were in the lower set.
4. Teachers use a good balance of approaches to improve pupils' skills, knowledge and understanding. Their explanations are usually clear, they provide opportunities for pupils to discuss issues and they provide suitable activities to match the objectives for their lessons. They deploy their classroom assistants well and provide good written guidance for them to know what they are expected to achieve with a group. In a mathematics lesson in the reception class, the classroom assistant worked with the youngest pupils when they learned to form numbers to six in play dough while the teacher worked with the higher attainers in playing a game with die to reinforce the order of numbers to 20. In an English lesson in the middle set of Year 1/2, the teacher used sounds from taped music to illustrate the text from 'There's a

rumble in the jungle' and it inspired pupils to choose an appropriate adjective from a selection on a pegboard. In most lessons, the pace is brisk and, in return, pupils work productively at a good pace, they are interested in their lessons and concentrate well. In the very good teaching in mathematics in the top set of Y3/4, there was a good pace to the lesson and pupils worked quickly and attained high levels for their age.

Teachers' very good management of pupils, the good provision for their spiritual, moral, social and cultural development and the school's good pastoral care foster very good attitudes, very good behaviour and good personal development for pupils across the school.

5. Teachers have good relationships with their pupils throughout the school. They base their management of pupils on these relationships and have a good rapport with their classes. In a mathematics lesson in a lower set in Years 5/6, the teacher had a very good rapport with the pupils. She continually challenged them by increasing the difficulty of her questions about mentally calculating discounts of ten per cent. Pupils were keen to succeed and at the end of the lesson were very pleased with their achievements and had very good attitudes towards the subject. *'Maths is fun'*, they reported. As a result of the good relationships and the opportunities pupils have to respond to the spiritual, moral, social and cultural provision in the curriculum, pupils behave very well. In assemblies and in class discussions on personal and social issues, pupils respond positively. They can relate their own feelings to the feelings of others, and in Year 5/6 they discussed the differing responsibilities that humans have to wild and farm animals. In an upper school assembly pupils listened attentively and contributed ideas on forgiveness related to the story of Saul and David. Pupils like coming to school, and reflect on what they do and understand its impact on others. The school takes good care of its pupils. Teachers and classroom assistants act as good role models for pupils, they know pupils well and ensure their welfare, health and safety. In a science lesson in the reception class, pupils were reminded of the dangers of polythene bags before they walked to the environmental area to collect different leaves in the bags for their study in the classroom. While in the environmental area, pupils were told to stay with a partner and were given a signal for when they were to return to the teacher. In the same lesson pupils were fascinated by their discoveries when they looked carefully at each leaf through a magnifying glass.

The headteacher, key staff and the governors provide good leadership and management that promote good achievement and effective teaching and learning.

6. Overall leadership and management of the school are good. The headteacher, in close co-operation with his deputy head, provides good professional leadership that imparts a clear educational direction to the school and is focused upon raising standards. Teachers, who hold responsibilities for managing subjects, provide at least sound leadership in their subjects and the co-ordinators for English and mathematics, provide good leadership.
7. The governing body fulfils its responsibilities well. The governors are committed to the school and take an active interest in all aspects. They are very supportive and have a clear view for the school's development and a good understanding of its strengths and weaknesses. The weakness in the quality of the school's plan for development, identified in the last inspection report, has been overcome and provides a good focus for improvement of pupils' standards of attainment. Communications between the school and the governors are good and individual governors visit classes to observe teachers and pupils at work to gain a greater understanding of the curriculum in action. Individual governors are linked to a particular subject co-ordinator to increase their knowledge of one subject. There is an appropriate range of committees that report efficiently to the full governing body. The governors fulfil their statutory responsibilities well and statutory requirements are met, with the minor omission of some details from their annual report to parents.
8. The headteacher has responded positively to the recommendations of the last inspection by implementing a regular monitoring timetable of planned and random visits to classes to observe teaching. The co-ordinators for English and mathematics have also observed teaching and have reported to teachers on their findings. The governors also visit classes regularly and report back to the full governing body and to the parents in their annual report. This monitoring

has enabled the school to raise the quality of teaching from sound to good with very good features during the inspection. It has also improved the teaching in Key Stage 1 so that the quality of teaching is consistent across the school. This improvement in teaching has had a positive impact on standards and they have risen in English and mathematics from average to well above average since 1996.

9. The school tracks pupils' progress from entry to the end of Key Stage 2 through teachers' records of levels within the National Curriculum and each pupil's record of achievement. The school measures its performance satisfactorily and checks its results against national standards and the performance of schools in similar circumstances. It diagnoses its strengths and weaknesses and takes effective action to secure improvements. It is at an early stage with using all of the information to set targets for individual pupils to help them to improve their work.

The school provides a good quality and range of learning opportunities for pupils to achieve well.

10. The school provides a good quality and range of learning opportunities for pupils in the foundation stage, and in Key Stages 1 and 2. The curriculum for pupils in the foundation stage is good, with a good range of practical activities that support pupils' learning well. The curriculum in Key Stages 1 and 2 is broad, balanced and relevant, so that the pupils achieve well and attain high standards. This is an improvement on the previous inspection, where the curriculum in the foundation stage and Key Stage 1 was not balanced. That report also criticised the school's planning of its curricular provision in that progression in subjects was not always secure because the school's long-term planning was inadequate. Teachers now plan effectively in their long-term planning programmes and in their termly planning sheets. Conversational French enhances the curriculum for pupils in Years 5 and 6. The school also enhances the curriculum by special events, such as, the art week held during the inspection, when visiting artists led sessions where pupils contributed to a large mural to celebrate the millennium. The last report also criticised the under emphasis of the investigative aspects of mathematics and science. The use and application of mathematics has improved and pupils have many opportunities to use their good understanding of number and measures in their mathematics and in other subjects, such as science, when measuring plants. The investigative skills in science are still under emphasised.
11. Provision and planning for pupils with learning difficulties is good and contributes towards the good progress they make overall. The school's implementation of the Code of Practice is meeting the needs of the pupils on the school's register of special educational needs and ensures they have equal access to the curriculum.

WHAT COULD BE IMPROVED

The ways in which pupils could be helped to improve their own work.

12. During lessons teachers discuss their work with pupils and they constantly reward effort. In the final part of the lesson, teachers review what has been learned with pupils and this helps them to know what they must do to improve. The deputy head and the team leaders of the key stages have monitored marking and have reported to staff meetings and the governors about their findings. In English, the written marking is consistently good; it evaluates work and asks questions to improve it, however, written marking is not yet playing a full part in helping pupils to know how to improve their work in other subjects.
13. The school diagnoses its strengths and weaknesses from its analysis of performance data and takes effective action to secure improvements, for example, in identifying pupils who need extra help with their reading. It is at an early stage in using the information to set targets for individual pupils to help them to improve their work; neither does it set targets for pupils at the end of the academic year in pupils' annual reports to provide a focus for learning for the next year.

The teaching of scientific enquiry to develop pupils' responsibility and initiative in their own learning.

14. Teachers give pupils social responsibilities such as the roles of head girl and boy, in operating the overhead projector in assembly and in organising events during school fetes. In the reception class during a mathematics lesson, pupils were given responsibility for organising their work in a group. They had to order the numbers zero to twenty on cut outs of clothes on a washing line and they found it challenging. With the teacher's help, they eventually found a way to organise their washing line that was in the correct order. In the curriculum, particularly in science in Key Stage 2, teachers do not always give pupils sufficient opportunities to plan and set up investigations independently which hinders the development of their responsibility and initiative in their own learning. In a lesson in Year 5/6, the teacher gave pupils opportunities to be responsible for investigating the conditions plants need for growth and they showed a good understanding of a fair test. In a lesson in Year 3/4, the investigation had already been set up and pupils were not encouraged enough to think clearly and develop their own ideas. Work was often copied from the board and pupils provided the conclusion only.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. The school should now;

- improve the ways in which pupils can be helped to improve their own knowledge of their work and how they may improve it by;
 - i. using the good marking in English to improve the quality of teachers' written marking in other subjects; (paragraph 12)
 - ii. using the information from the analysis of data on performance to set individual targets for pupils; (paragraph 13)
 - iii. using pupils' annual reports to discuss targets with them. (paragraph 13)
- improve the teaching of scientific enquiry to develop pupils' responsibility and initiative in their own learning.* (paragraph 14)

*Items already identified for development by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

33

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	21	49	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)		327
Number of full-time pupils eligible for free school meals		36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		62

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	22
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.13
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	19	30	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	28	29	27
	Total	47	48	46
Percentage of pupils at NC level 2 or above	School	96 (79)	98 (91)	94 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	18
	Girls	28	28	28
	Total	47	47	46
Percentage of pupils at NC level 2 or above	School	96 (91)	96 (91)	94 (93)
	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	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	16	14	16
	Total	33	31	35
Percentage of pupils at NC level 4 or above	School	92 (85)	86 (79)	97 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	15	13	15
	Total	32	30	34
Percentage of pupils at NC level 4 or above	School	89 (83)	83 (78)	94 (95)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	323
Any other minority ethnic group	3

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)	12.7
Number of pupils per qualified teacher	27.9
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	104

FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	502,384
Total expenditure	493,399
Expenditure per pupil	1,542
Balance brought forward from previous year	9,482
Balance carried forward to next year	18,467

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	327
Number of questionnaires returned	149

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	5	0	0
My child is making good progress in school.	44	50	4	0	1
Behaviour in the school is good.	42	54	1	0	3
My child gets the right amount of work to do at home.	28	51	17	2	3
The teaching is good.	42	54	1	0	3
I am kept well informed about how my child is getting on.	28	49	17	5	1
I would feel comfortable about approaching the school with questions or a problem.	55	34	8	3	0
The school expects my child to work hard and achieve his or her best.	50	44	1	1	5
The school works closely with parents.	32	47	14	3	3
The school is well led and managed.	47	48	2	1	3
The school is helping my child become mature and responsible.	36	57	2	3	2
The school provides an interesting range of activities outside lessons.	18	40	22	5	15

Other issues raised by parents

18 parents made further comments on the reverse of the questionnaire form. Most of the opinions expressed are reflected in the questionnaire responses summarised above.