

# INSPECTION REPORT

## **ST JOHN'S MEADS CE PRIMARY SCHOOL**

Eastbourne

LEA area: East Sussex

Unique reference number: 114576

Headteacher: Mr John KR Greenwood

Reporting inspector: Mr John J Williams  
22516

Dates of inspection: 18 – 19 February 2002

Inspection number: 198950

Short 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: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: 26 Rowsley Road  
Eastbourne  
East Sussex

Postcode: BN20 7XS

Telephone number: 01323 730255

Fax number: 01323 412697

Appropriate authority: The governing body

Name of chair of governors: Canon Geoffrey Daintree

Date of previous inspection: 15 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St John's Meads Church of England Primary school is located in Meads, an economically and socially advantaged area of Eastbourne. Until recently the only Church of England school in the town, St John's draws pupils from quite a wide geographical area. It is an average sized primary school, having 222 pupils on the roll and is slightly larger than at the time of the last inspection when there were 208 pupils. Pupils enter the school with above average attainment for their age. There are 58 pupils on the SEN register (28 per cent) none of whom has a statement of special need. There are nine pupils eligible for free school meals (3.4 per cent). Two per cent of the school population (5 pupils) are from ethnic minority groups. There are no pupils for whom English is an additional language. Most pupils stay at the school for the whole of their primary education.

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

This is a very effective school, of which the large majority of parents, the governors and the community are very proud. It achieves well above average standards in English, mathematics and science and above average standards in the remainder of the curriculum. It is a warm and welcoming community, in which pupils learn happily and achieve very well. The quality of teaching is very good and as a result pupils learn very well. It is outstandingly well led and managed by a dedicated headteacher, ably supported by two very hard-working assistant headteachers. The governing body and the enthusiastic and dedicated staff give them strong support. All constantly strive to give the best quality of education possible. The school provides very good value for money.

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

- The school maintains very good standards in English, mathematics and science and good standards in the remainder of the curriculum.
- It has excellent leadership and management.
- It has very high quality teaching, which results in pupils learning very well.
- The curriculum is very good.

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

- Despite the school's extensive systems of informing and involving parents, a significant number state that they do not feel that the school works closely with them, and they do not feel well-informed about their children's progress.

*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 very good progress since its last inspection in 1997. It has addressed very successfully the key issues raised at that time. The school now has very good systems for monitoring its teaching and the quality of teaching has improved significantly. Information and communication technology provision has improved significantly. There is now a good level of hardware and software, which is used very well. Consequently, standards in information and communication technology have improved and are now above average. There has been very good improvement in standards in English, mathematics and science and standards in other subjects have also risen. The role of the senior management team in managing the school has been very well-developed and the school has very good systems of training and development for all staff. The school now plans its curriculum very well and has very good assessment procedures which give very valuable information. The school uses this very well to plan its curriculum priorities.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	A*	A	A
Mathematics	A	A	A	A
Science	A	A	A	C

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

*Similar schools are those having up to and including 8 per cent of their pupils receiving free school meals.*

The table shows the results of the national tests for pupils who were in Year 6 in 2001. Results were well above the national average in English, mathematics and science and pupils achieved very well. When compared with pupils in similar schools pupils attained very well in English and mathematics and satisfactorily in science. Inspection evidence shows that standards in the present Year 6 are well above average in English, mathematics and science. Pupils in Year 2 also attain very highly. Standards in reading and mathematics are well above average and in writing they are above average. In other subjects pupils attain above average standards. Over time, pupils' performance in National Curriculum tests has improved in line with the national trend. There is no significant difference in the performance of boys and girls. Pupils of all attainments, including those with mild learning difficulties and other special educational needs, make very good progress. Pupils in the Foundation Stage also attain well, with the majority likely to exceed the Early Learning goals by the time they reach Year 1. The school gives itself challenging but realistic targets and is usually successful in achieving them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school are keen and interested and work hard.
Behaviour, in and out of classrooms	Very good. The pupils are very polite, very trustworthy and behave very well, both in lessons and around the school. They have a strong sense of self-discipline.
Personal development and relationships	Excellent. The pupils make excellent relationships with adults and other children. They take responsibility for their own actions and do so outstandingly well.
Attendance	Good. Pupils enjoy coming to school and the vast majority arrive promptly.

Pupils take great interest in school. They work and play hard and are happy. They understand very well the effect of their actions on others and show very great respect for other peoples' feelings, values and beliefs. The older pupils are mature and show extremely good initiative.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The quality of teaching is very good. The consequences of this very good teaching are seen in the very good learning and achievements of pupils. Teaching, in both literacy and numeracy lessons is very good. Teaching in science is successful because it is based on practical investigation and exploration. This results in the pupils' high achievement. Teachers are particularly adept at teaching the basic skills. They have high expectations of what their pupils can achieve and they manage their classes particularly well. The staff form a very strong team and work together exceptionally well. This results in a purposeful, but relaxed, atmosphere in school in which pupils thrive and learn very successfully. Teachers plan lessons very effectively and organise a very good level of practical activities, upon which basis pupils experiment and develop their own ideas imaginatively. Teachers place great emphasis on developing the pupils' sense of self-worth and endeavour. This gives them a love of learning. The result is confident, self-disciplined pupils, who are keen to learn and do so rapidly. Teachers make particularly good use of resources to promote rapid learning. They involve the very good quality learning support staff most effectively. The efforts of these learning support assistants keep the pupils interested in their work and, consequently, they learn very well. The very good teaching that the pupils receive is a major strength of the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good all-round provision. The curriculum is very rich and varied. It offers very good opportunities to all pupils and is relevant to their needs.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. They are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral, social and cultural provision is very good. Pupils know right from wrong and care about one another. The school successfully encourages the pupils to think and act for themselves and they develop an enthusiasm for learning. All pupils are included at all times and their contributions are highly valued.
How well the school cares for its pupils	The school knows and understands its pupils very well. All staff care for their pupils in a very sensitive and supportive way.

The school provides very good opportunities for pupils to develop their self-esteem and encourages them to be self-disciplined in their learning. This added dimension gives a richness to the curriculum, which excites and enthuses the pupils. The school also provides very good opportunities for pupils to socialise. They learn to respect one another, recognise differences in outlook and culture and live together in harmony. Extra-curricular provision and the opportunities for pupils to learn through activities outside of the classroom are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. He is very well supported by the two hard-working assistant headteachers and by the enthusiastic and dedicated staff. All are committed to raising standards even higher.
How well the governors fulfil their responsibilities	The governing body is very supportive of the work of the school and is effective in monitoring its work. It has a clear view of future developments and complies with statutory requirements.
The school's evaluation of its performance	There is a strong commitment to high standards and to raising expectations. A culture of reflection and evaluation is at the heart of the school.
The strategic use of resources	The school makes very good use of its staffing and accommodation. Great care is taken to ensure that all staff receive good quality training that meets their needs. Funds are used very prudently to deploy staff, to raise standards and to maintain the very good quality school building.

The school has admirable aims and values, which direct its work. It very effectively evaluates its performance and takes decisive action to ensure that teaching and learning are very good. There is an appropriate number of well-qualified staff to meet the demands of the curriculum. Learning resources are good. Accommodation is of very good quality and is used very well. It is bright and pleasant and provides a stimulating learning environment. Very good systems are in place to ensure that the school applies the principles of best value.

## 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>• Behaviour in school is good.</li> <li>• The school expects their child to work hard and achieve his or her best.</li> <li>• The teaching is good.</li> <li>• The school is helping children to become mature and sensible.</li> <li>• Their children make good progress in school.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number of parents do not feel that the school works closely with them and do not feel well-informed about how their child is getting on.</li> <li>• A number of parents do not feel that the school gives pupils the right amount of work to do at home.</li> </ul>

The inspection team agrees with the overwhelmingly positive comments made by parents. It finds no evidence to support the view that the school does not work closely with parents. The school has a very good range of strategies for informing parents about their children's progress. Teachers make themselves readily available to answer parents' queries and the quality of the annual reports is very good. There are regular newsletters and a number of parents come into school on a regular basis to provide valuable help. Inspection evidence confirms that teachers give appropriate amounts of homework and that this is used well to support pupils' work in the classroom.

## **PART B: COMMENTARY**

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

#### **The school maintains very good standards in English, mathematics and science and good standards in the remainder of the curriculum**

1. Over the past three years the school has maintained well above average standards in English, mathematics and science in the national tests for eleven-year-olds. Standards in these subjects, for the current Year 2 and Year 6, are high. Because the pupils use the skills learned in these subjects very well across all subjects of the curriculum, standards in the remainder of the curriculum are also high. Pupils achieve very well. Throughout the school, pupils achieve at levels above the expectations of the National Curriculum. Pupils with mild learning difficulties and those with more complicated needs, such as emotional and behavioural difficulties or speech and communication problems, are supported very well and thus they make very good progress. The reasons why pupils succeed so well are outlined in the following paragraphs.

#### **It has excellent leadership and management.**

2. The professional leadership of the school by the headteacher is excellent. He has an outstandingly clear vision for the school. He believes passionately in putting the needs of his pupils at the heart of the school. This philosophy is implicit in every aspect of school life. He believes that pupils will achieve high standards, because they want to and because they enjoy learning. He is instrumental in creating the purposeful but relaxed atmosphere, which pervades all of the work of the school. A knowledgeable and committed governing body supports him successfully, as do his colleagues. All share the same vision for the future of the school. They work together as a team striving to provide the best possible quality of education.
3. The headteacher is supported very effectively in his management role by two able and hard-working assistant headteachers. Together they form a very strong senior management team. The dedicated and committed staff ably support them. Together, they make an excellent team, who work closely together and have the well-being and interest of all of the pupils at heart. They have worked hard, since the last inspection, to establish a very good curriculum, which they monitor and evaluate constantly. They have done this by working together on their planning and sharing their expertise. They welcome improvements and are very positive in their approach to change. The school decided not to adopt the National Literacy Strategy in its entirety. They preserved their own school schemes of work and adapted selected parts of the national strategy for their use. Teachers employ the National Numeracy Strategy very effectively. As a staff, they have analysed how the able pupils, as well as those with particular learning, behavioural or physical difficulties, learn. As a consequence, they provide the best opportunities for all pupils to thrive and succeed. Every pupil is special to all of the staff and they work hard to ensure that each pupil learns to the best standard he or she can, happily and confidently. This is a truly inclusive school.
4. The governors meet regularly as a group. They fulfil their statutory duties well, for example, through sub-committees for finance, curriculum and premises. Good use is made of the skills of individual governors on these sub-committees. The governing body is well-involved in setting and agreeing the school's budget. Governors are also involved in developing the school improvement plan. They support the headteacher and staff effectively, both informally and formally, in monitoring and evaluating all aspects of the school's work. Recent changes in the format of the governing body should help them to strengthen further their role as the school's critical friend. They have the success of the school uppermost in their minds and seek to help the school achieve even higher standards.

#### **It has very high quality teaching, which results in pupils learning very well.**

5. Teaching and learning are very good. Teaching is very good in all year groups. Teachers have an obvious enjoyment of teaching which inspires their pupils, who consequently enjoy learning. During the inspection, all of the teaching observed was good or better. A result of this very high quality teaching is that the pupils learn very well and achieve very good standards.
6. Teachers are particularly adept at teaching the basic skills of literacy and numeracy and providing the pupils with meaningful contexts in which to use and practise them. For instance, there are very good examples of pupils developing their writing skills in history topics and when describing science experiments. Teachers succeed in making lessons interesting and fun. They challenge pupils, most successfully, at a level appropriate to each individual's needs. Thus, all groups of pupils (from the very able to those who have specific learning difficulties, behaviour problems or other difficulties) achieve very well in relation to the targets set for them. Classroom assistants give very strong support to teachers and this, together with the consistent approach adopted by staff, leads to the pupils making very good progress. A particular strength of the school is the outstandingly good relationships that exist between all members of staff and between staff and pupils. This enables staff to work closely together and means that pupils are not afraid to ask if they are puzzled.
7. In the reception class, the teacher's very good preparation, organisation and use of the learning support assistants enable her very effectively to match work to the abilities of the pupils in the class. Thus, the children in the Foundation Stage concentrate on tasks linked to the areas of learning for their age group. Pupils in Years 1 and 2 move very successfully to the National Curriculum Programmes of Study at appropriate levels. Through Years 3 to 6 the quality of teaching of basic skills is so good that pupils benefit and achieve very well. They use Information and Communication Technology with growing effectiveness across the whole range of subjects. Teachers know their subjects very well and know precisely what they want pupils to learn. They offer a very good level of challenge for pupils of all abilities. Hence, the very good quality teaching directly influences the learning, and results in the high standards.
8. Throughout the school, teachers plan lessons very carefully. They target precisely what pupils are to learn in each lesson. This means that pupils have a very clear understanding of what they are to do. For example, in a Year 3 lesson, when pupils were working at different activities, the clear and precise instructions that the teacher gave to the pupils meant that the pupils in three different groups knew exactly what they were to do, and why. The pupils tackled enthusiastically the tasks in history and science and knew exactly what was required of them. This led to purposeful and very effective learning.
9. Teachers have high expectations of pupils' behaviour and performance and manage their classes particularly well. This evokes a very good response and pupils work at a good pace with developing independence. They quickly learn to think for themselves. In a sensitively handled Year 6 lesson pupils discussed their concerns and perceptions about the dangers of drugs. Their teacher expected them to respond in a mature and sensible way and the pupils did not disappoint her.
10. Teachers make very good use of assessment information to group pupils together for mathematics and for some aspects of English. This arrangement enables teachers to bring a very sharp focus to their teaching and pupils make rapid progress in developing their skills and understanding. Teachers use a wide variety of teaching strategies with challenging activities that are well-matched to the needs of individual pupils. They give pupils clear directions but allow them the space to make decisions and choices for themselves. Because of this, the work catches the pupils' imagination very successfully. The pupils are very well motivated and work to a high standard. They say that they enjoy their lessons and want to learn more, because they enjoy learning.
11. Teachers mark pupils' work in a sensitive and helpful way offering pupils encouragement and showing them how to improve their work. Appropriate amounts of homework are given on a regular basis to help supplement work done in class.

## **The curriculum is very good**

12. The school offers its pupils a varied and rich curriculum. It has elected not to fully implement the National Literacy Strategy, preferring to maintain its own scheme of work for teaching literacy whilst adopting selected elements from the strategy. This is proving to be very successful as is reflected in the high standards that the school achieves. An outstanding feature of this aspect of the school's work is the very close links that are continually made with other subjects through topic themes. This gives pupils the opportunity to use their developing literacy skills in meaningful and relevant contexts and some very high quality work results.
13. Children in the Foundation Stage are offered a curriculum that is particularly relevant to the needs of children of this age. It matches very directly the nationally recommended areas of learning for young children and careful planning means that these are covered systematically. There are strong curricular links to the National Curriculum Programmes of Study so that these children make a very good start to their education.
14. Pupils in Years 1 and 2 also follow a very relevant curriculum. This is arranged with a heavy emphasis on themes, whereby several subjects are studied together. This enables pupils to use their rapidly developing skills in other subjects. For instance, pupils use their reading skills to research the growth cycle of plants. They use their calculating and measuring during a science experiment and record their results using the computer. These topics are very carefully chosen, so as not to be contrived, and there is a very heavy focus on the appropriate vocabulary for each piece of work.
15. This policy continues through Years 3 to 6 and is supplemented by a setting arrangement in mathematics where pupils of like ability are grouped together for tightly focused teaching. There is also an extensive programme of personal health and social education, and sex education and lessons about the dangers of drug misuse are included in science topics. The school also provides lessons about careers, citizenship, and the environment.
16. The whole curriculum is kept constantly under review. The school has good systems for monitoring the effectiveness of its curriculum and evaluating its impact. This programme of systematic review ensures that the school succeeds in its aim for continuous improvement.
17. Another very strong feature of the curriculum is the attention paid to the spiritual, moral, social, cultural and personal development of all pupils. The school plans very good opportunities for pupils to reflect on their work and behaviour in both lessons and assemblies. Staff teach pupils right from wrong and, by example, encourage them to respect other people's feelings and beliefs. They encourage pupils to work together in lessons, to collaborate and to share their ideas for the benefit of all. These opportunities are supplemented by an impressive range of visits to places of interest and of visits to the school by experts to give talks and demonstrations. Through music, art, religious education geography and history, the school encourages tolerance and respect for other cultures and traditions. The school council is very effective in helping pupils develop a sense of responsibility for the school and provides an excellent forum for discussion. These features of the school's provision are instrumental in helping the pupils develop into mature, sensible people who are very well prepared for life in a modern, culturally diverse society.
18. The school supplements its work in lessons through a homework policy, which has clear expectations for pupils in each age group. Consequently, pupils are very well prepared for the next stage of their education.

## **WHAT COULD BE IMPROVED**

**Despite the school's extensive systems of informing and involving parents a significant number do not feel that the school works closely with them, and they do not feel well-informed about their children's progress.**

19. The school makes great efforts to inform and involve its parents. It publishes regular newsletters, which are lively, well-written and informative. On a regular basis it invites parents to come into school to help out with various support activities, and takes care to make these volunteers feel welcome and valued. It regularly organises parents' evenings when educational matters directly relevant to parents are discussed; for instance, presentations about reading, the teaching of literacy and drugs education. The school has an "open-door" policy whereby staff make themselves available to see parents should there be a problem they wish to discuss. It provides regular "open evenings" when parents are invited to come in and discuss their children's work. Teachers also produce written reports for parents about their children's progress. These are of high quality.
20. Nevertheless, the questionnaire completed by parents, the written comments accompanying these and evidence gathered at the parents meeting indicated that, although a large majority of parents are very happy with all aspects of the school's provision, even so a significant number do not feel that the school works sufficiently closely with them and despite the school's efforts they do not feel well-informed about their children's progress. The school needs to explore these issues to see if there are any substantial grounds for the dissatisfaction expressed.

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

- (1) The headteacher, staff and governors should review the school's systems for involving and informing parents in order to explore and, if necessary, address the issues underlying the dissatisfaction expressed by a minority of parents.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	6	0	0	0	0
Percentage	0	62	37	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	58

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	18
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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*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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	13	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	11	10	12
	Total	28	27	30
Percentage of pupils at NC level 2 or above	School	90 (94)	87 (90)	97 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	10	11	11
	Total	27	28	29
Percentage of pupils at NC level 2 or above	School	87 (90)	90 (84)	94 (97)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	18	16	18
	Total	32	31	34
Percentage of pupils at NC level 4 or above	School	94 (97)	91 (94)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	18	16	18
	Total	32	30	34
Percentage of pupils at NC level 4 or above	School	94 (97)	88 (97)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	194
Any other minority ethnic group	17

*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)	9.8
Number of pupils per qualified teacher	21
Average class size	29

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

Total number of education support staff	5
Total aggregate hours worked per week	120

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000-01
	£
Total income	459,951
Total expenditure	444,639
Expenditure per pupil	2,059
Balance brought forward from previous year	16,670
Balance carried forward to next year	31,982

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

### **Questionnaire return rate**

Number of questionnaires sent out	205
Number of questionnaires returned	104

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	2	0
My child is making good progress in school.	52	39	5	1	3
Behaviour in the school is good.	58	38	4	0	0
My child gets the right amount of work to do at home.	37	43	15	5	0
The teaching is good.	60	33	3	2	2
I am kept well informed about how my child is getting on.	42	32	19	6	1
I would feel comfortable about approaching the school with questions or a problem.	62	22	12	4	0
The school expects my child to work hard and achieve his or her best.	59	37	2	0	2
The school works closely with parents.	41	31	20	6	2
The school is well led and managed.	63	23	7	5	2
The school is helping my child become mature and responsible.	68	24	7	0	1
The school provides an interesting range of activities outside lessons.	38	41	15	4	2