

# INSPECTION REPORT

**ABEL SMITH PRIMARY SCHOOL**

**HERTFORD**

LEA area: Hertfordshire

Unique reference number: 117111

Headteacher: Mr Roger Brown

Reporting inspector: Geoff Jones - 11816

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> March 2000

Inspection number: 183059

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 with Nursery Class

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Abel Smith Primary School  
Churchfields,  
Greencoates  
Hertford  
Herts

Postcode: SG13 8AE

Telephone number: 01992 583244

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Desmond Clark

Date of previous inspection: 21<sup>st</sup>-23<sup>rd</sup> May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Abel Smith Primary School has 234 pupils on roll. This includes a Nursery class which has 28 children who attend during the mornings only. The Nursery is housed in a separate building situated at the back of the main school. The school is situated close to the centre of Hertford and serves the surrounding area and also further afield. It is about the same size as most primary schools in the country. The school has eight classes, one for each year group with approximately 30 pupils in each. The Reception class varies in size at certain times of year due to admissions at different times of the year according to when children reach the age of five. Most parents are homeowners. Very few pupils who attend the school come from ethnic minorities and only two pupils speak English as an additional language. Most pupils have received some form of pre-school education and their attainment on entry is average. There are 38 pupils on the special educational needs register, 17 per cent of the school roll, just below the national average. Most of these pupils have learning difficulties and some have emotional and behavioural problems. Five per cent of the school is eligible for free school meals. This is also below national average.

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

Abel Smith Primary School is a very good school. The pupils' standards in reading, writing and mathematics at the end of Key Stage 1 are close to the national average and standards in English, mathematics and science are very high by the time pupils leave the school at the end of Key Stage 2. Pupils' academic achievement is maintained by a system of setting targets for each pupil, regularly reviewing pupils' progress towards these and re-adjusting the targets if necessary. The quality of teaching in the school is good overall and ranges from very good to satisfactory. The leadership and management of the head teacher and deputy head teacher are very effective and have enabled the school to improve its work over the past few years and to raise the standards of pupils by the age of eleven. The governors support the school very well and are committed and very involved in its development. The school provides good value for money.

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

- Standards in English, mathematics and science at the end of Key Stage 2 are very high;
- Pupils are very well-behaved, enjoy good quality relationships and have good attitudes to learning and to their school;
- The leadership of the head teacher and deputy head teacher is of high quality and provides a very clear direction for the work of the school;
- Pupils' attendance is outstanding and is largely due to the very rigorous monitoring carried out by the head teacher;
- The financial planning is of high quality and enables the school to plan initiatives in advance.

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

- The contribution of the subject co-ordinators to developing and improving the work of the subject for which they are responsible;
- Monitoring, evaluation and development of teaching.

*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 inspected previously in May 1996. Since the last inspection it has improved the pupils' attainments in information technology. It has provided more opportunities for pupils to use and apply their knowledge in mathematics and science. The quality of teaching has been improved by ensuring that lesson planning meets the needs of the pupils more closely. Strategies for supporting pupils with special educational needs are improved, including the use of additional literacy strategies. Links with industry, through the governing body's work, have enhanced the school's work through the provision of extra resources for teaching and learning. Planning of mathematics lessons now gives more appropriate attention to the needs of all pupils. Teachers assess pupils' difficulties during lessons and provide good quality teaching to overcome problems. Pupils' progress in science and the use of information technology in mathematics and science have improved since the last inspection. Information technology is now satisfactory and all National Curriculum attainment targets are now taught. The pupils' cultural understanding and awareness of the ways of life of the different ethnic groups represented in Great Britain have been extended. Most deficiencies contained in the last report have been addressed with the exception of formal strategies for monitoring the quality of teaching. Members of staff share a commitment for the school to succeed even further and have a good capacity to accomplish this.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	B	A*	A
Mathematics	A	C	A	B
Science	A*	A	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results in the annual national tests show that it is in the highest 5 per cent nationally for English and science subjects at the end of Key Stage 2. Although progress in Key Stage 1 is sound the results at the end of Key Stage 2 are better. Pupils in both key stages take a pride in their work and strive hard to produce their best work. This has a very positive impact on the school's overall standards of work. The school is very successful in meeting its targets in the above subjects. Pupils' standards of work, particularly in the writing seen in Year 6 pupils' books, are of a very high quality. Year 6 pupils produce good work in information technology when communicating findings of their investigations using a variety of different forms of graphs.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and interested in their work.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They are polite, well mannered and are sensitive to each other's feelings. There is an absence of oppressive behaviour.
Personal development and relationships	Pupils' personal development is good. They relate well to each other and have good relationships with teachers and other adults in the school.
Attendance	Attendance is outstanding. The school's attendance rate is well above the national average. There is no unauthorised absence.

Particular strengths are the pupils' very good attitudes towards school and very impressive standards of behaviour in classrooms and elsewhere in the school. They respect the feelings and beliefs of others and have very good relationships with children and adults in school. Their rate of attendance is extremely high compared with national norms.

## 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 teaching in English, mathematics and science is good throughout the school. Teachers encourage pupils to write imaginatively with correct spellings and punctuation, to produce accurate calculations in mathematics and careful investigations in science. There is a good emphasis on phonic work when pupils are taught to read. This starts at an early stage soon after children are admitted to the nursery. Basic skills are taught systematically and thoroughly. Numeracy and literacy skills are taught well. Teachers plan lessons to meet the needs of all pupils, including those with special educational needs and higher attaining pupils. The quality of teaching in the lessons showed that 13 per cent was very good or better, 63 per cent was good or better and none was unsatisfactory. Teaching in the very good lessons has a real urgency and there is a definite focus on pupils' enjoyment of learning. This has a very positive impact on their progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are sound. All required National Curriculum subjects and religious education are covered.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They are supported well and their individual educational plans are well targeted.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' moral and social education is very good. Provision for spiritual development is sound and cultural development is good.
How well the school cares for its pupils	Procedures for ensuring the health and safety of the pupils are good, as are those for child protection. Teachers assess pupils' achievements and keep careful records and use the information to plan the next step in pupils' learning.

The school has effective links with its parents. A number of parents help teachers in the classroom and a home / school diary allows very useful dialogues between parents and the class teacher to take place. In addition, parents raise a considerable amount of money which is used for the benefit of the pupils as well as helping in classrooms and on educational visits. The range of learning opportunities is sound and there are particularly good strategies for teaching literacy and numeracy skills. Procedures for monitoring pupils' academic and personal development are very good. Teachers assess pupils' achievements during lessons regularly and use the information very effectively to plan the next step in their learning.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the head teacher and other key staff	The leadership provided by the head teacher and deputy head teacher provides a clear direction for the work of the school. The contribution of subject co-ordinators towards the improvement of subjects needs development.
How well the governors fulfil their responsibilities	The governing body is very supportive and plays an effective role in shaping the direction of the school.
The school's evaluation of its performance	The school is at an early stage in evaluating its performance. Arrangements for identifying weaker areas in the curriculum and monitoring teaching require further development.
The strategic use of resources	The budget is used wisely and effectively. Resources for assisting pupils' learning are used well and teachers are deployed effectively.

The head teacher and deputy provide a very strong lead for the staff of the school and provide the impetus and example for the rest of the staff to work closely as an effective team. Subject co-ordinators do not gather sufficient objective information to develop the curriculum further. Teaching is not monitored rigorously enough to be able to identify strengths and weaknesses that enable targets for individual teachers to be set. The school applies the principles of best value satisfactorily.

## 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>• The good behaviour of pupils whilst at school;</li> <li>• The good attitudes and values promoted by the school;</li> <li>• Children like coming to school;</li> <li>• The teaching is good;</li> <li>• The school expects children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of activities outside lessons;</li> <li>• Homework;</li> <li>• The information given to parents about their child's progress.</li> </ul>

The inspection team agrees with the parents' positive comments. The inspection team is in agreement with parents' views about activities outside of lessons. The schools' provision for extra-curricular activities is satisfactory. There is a range of sporting activities for pupils but opportunities to experience non-sporting pastimes are limited. The provision for setting work for pupils to carry out at home is linked with the content of lessons and has a positive impact on pupils' progress. Activities such as reading with parents at home, learning spellings and multiplication tables and researching specific topics are very useful for pupils. The written information provided for parents about their children's progress is satisfactory overall. The children's strengths are recorded but the areas that they should improve are not always indicated consistently. Consultation evenings for parents are arranged appropriately each term and there is an opportunity to discuss the written report in the summer term with class teachers.

## **PART B: COMMENTARY**

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

#### **The standards in English, mathematics and science at the end of Key Stage 2 are very high**

1. The eleven-year-old pupils' results in the 1999 National Curriculum tests are very high in comparison with the national average for English and science and well above the national average for mathematics. Every pupil reached national expectations in English and half of the year group achieved a level much higher than expected nationally. Similarly in science, all pupils achieved national expectations and nearly two-thirds achieved a level higher than nationally expected. The results in mathematics showed that 40 per cent of pupils achieved a high level in comparison with the national average. This was well above the national average.

2. Pupils listen very carefully to each other and to their teacher. They use a very wide vocabulary to communicate when they speak during class discussions and are very supportive and sensitive towards each other, particularly when pupils make mistakes in what they are saying. Teachers encourage pupils to speak during these discussions and correct and provide advice sensitively. This promotes a greater confidence and enhances their progress. They write very competently in a variety of forms. Pupils write interesting poems and stories, produce very colourful and interesting descriptions and their written explanations are clear and concise. For example, one pupil wrote: 'Regardless of Jim's cowardly behaviour I ran towards the house. Jim followed.' Another wrote very descriptively: 'I noticed a deep pond. It was dark, darker than a bat in a cave at midnight.'

3. In addition to clear and imaginative writing, their spelling is of a high standard with almost all pupils able to spell complex irregular words accurately. Most pupils divide their writing appropriately into paragraphs and use the correct convention of using separate lines for words using direct speech marks. Pupils read very fluently and with appropriate expression. They read with good understanding and use their skills when working independently with interactive information technology programs to find out information, for example, on the involvement of the Americans in the Second World War. They enjoy reading and writing poetry and recognise the variety of rhyming patterns at the ends of different lines. The high standards of written work are underpinned by sensitive marking of pupils' efforts, which gives them helpful comments about improving their work.

4. Pupils have a very good knowledge and understanding of numeracy. They use a variety of mental and written computations and use their very good understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. Most pupils work within a level which is higher than national expectations for their age. For example, they calculate fractional or percentage parts of quantities or measurements and calculate answers to computations using decimals to two places. Teachers challenge pupils well and use their very good knowledge of mathematics to provide clear explanations for pupils enabling them to make good progress in their learning.

5. Pupils' knowledge of science is very good. They show increasing understanding of life processes and explain how the functions of human and plant organs are essential. They describe successfully how some mixtures of substances can be separated and show a very good understanding of the properties of various materials. Teachers are very effective in supporting small groups in the class and carry out good on-going assessments to help pupils in their learning. They also have good questioning techniques to reinforce pupils' learning and to enable pupils to understand new scientific ideas. Science lessons are carefully organised. For instance, a Key Stage 2 lesson started with revision of previous learning, an excellent explanation of new ideas and associated practical work, introduction of new scientific vocabulary, assessment of pupils' achievements by the teacher and a plenary session. This meticulous organisation is an effective vehicle for the pupils to make good progress.

6. Teachers make clear to pupils what they want them to learn by the end of the lesson and this gives purpose to what the pupils are doing. Teachers' planning is effective because activities build effectively on what has been taught before and pupils make good gains in their learning. In a Year 3 mathematics lesson, for example, the teacher planned work very carefully so that the activities matched the needs of the pupils. The higher attaining pupils were extended so that their progress was appropriate and those whose attainments were lower than most other pupils in the class were provided with work that was at a suitable level. The pupils enjoyed their work because activities such as these challenged and inspired them and the progress made in their learning was good.

**Pupils are very well-behaved, enjoy good quality relationships and have good attitudes to learning and to their school.**

7. The quality of teaching is good. Relationships between teachers and pupils are very good and this has a very positive impact on the children's behaviour. Relationships between pupils are also very good and these emanate from the school's very good provision for the pupils' social and moral development. Teachers provide regular opportunities for pupils to work together in small groups and to sit in a circle to discuss issues that have a positive impact on their understanding of social behaviour and on their moral development. They are keen to please their teachers and are polite and well-mannered. This creates an enthusiastic atmosphere in the classrooms that facilitates a hard-working climate and results in good progress amongst the pupils. Teachers plan work which is interesting yet challenging, resulting in pupils having a genuine enthusiasm for school.

8. The nursery staff provides a good foundation on which children can build their knowledge, skills and understanding. Members of staff encourage children successfully to build good quality relationships and attitudes to work which set the scene for their continuation throughout the school. For example, a wide variety of experiences are planned that are well-structured and designed to enable children to develop early basic skills. This develops their interest in the activities planned for them and establishes good and lasting attitudes to work. They enjoy thoroughly learning to match sounds with letters, are taught to cut and join materials properly, to count and write numbers and to write their own names independently. The liaison between the Nursery teachers and the Reception class is well-developed so that pupils who will be transferring to the main school at the start of the following term cover similar activities as those in the Reception class. This ensures that the progress of these children is continuous.

**The leadership of the head teacher and deputy head teacher is of high quality and provides a very clear direction for the work of the school.**

9. The head teacher and deputy head teacher work closely together to provide a clear direction for the school's work. They meet regularly to discuss issues when they arise and provide good guidance for the staff. All members of staff work very effectively together under the guidance of the head teacher and deputy and this contributes much to the high standards of the pupils' work. They are well supported by the school secretary who works tirelessly for the benefit of staff, parents and pupils and her hard work and efficiency is appreciated greatly by all concerned with the school.

10. The head teacher requires a rigorous approach to preparation of lessons and class teachers and learning support assistants liaise regularly to discuss the work planned for the pupils. For example, teachers in the nursery department meet daily to discuss the activities planned for the children so that everyone working within the classroom is aware of the objectives for their learning. This includes how children can be extended in their knowledge, skills and understanding and has a good impact on their progress. In addition, there is a close link with the Reception class teacher which ensures that children in the Nursery class due to transfer to the Reception class at the beginning of the following term are provided with a similar focus on early reading and mathematics skills. This results in a smooth transition for children moving from the Nursery class to the main school and ensures they are in no way disadvantaged in their learning. The teachers of both classes continue to work together to maintain pupils' progress.

11. The construction of the school development plan is led by the deputy head teacher and overseen by the head teacher. It is a product of all teachers' conclusions concerning the priorities for improvement. Each year's plan follows a thorough review of the action plan relating to the previous year and all teachers work together closely to decide the best way the school should move forward. This ensures that each year the school improves its work and binds the staff together as an effective team. One important factor has been missed, namely, analysing the pupils' answers in the annual national tests to identify weaknesses. Nevertheless the school continues to develop for the benefit of the pupils' welfare and education.

**Pupils' attendance is outstanding and is largely due to the very rigorous monitoring carried out by the head teacher.**

12. The pupils' attendance rate at the school is very high in comparison with other primary schools and the rate of unauthorised absence is below the national average. The head teacher monitors the pupils' attendance on a daily basis by keeping careful records of the attendance rates in each class in the school. If he has cause for concern about an individual pupil's attendance, immediate action is taken to ensure the absence is for a legitimate reason and to make certain the absence is as short as possible. The head teacher is well aware of the close correlation between high attendance and good progress in learning.

**The financial planning is of high quality and enables the school to plan initiatives in advance.**

13. The school's arrangements for financial planning are very good. Not only is the day-to-day provision very efficient but the link between the long-term vision and the short-term needs is well-balanced. The school has a good range of high quality resources to develop the pupils' knowledge, skills and understanding in the National Curriculum subjects and religious education. In addition, the school has made very good financial provision for the more costly improvements it wants to make for the benefit of the pupils' education. For example, the nursery classroom is being improved in the very near future so that the children can be taught in more conducive surroundings. In addition to a newly refurbished room which is already in use for teaching music, another room has been set aside for use as an art room. This is being refurbished during the coming school holiday. The Governing Body has made a sensible decision to provide a computer suite in the old school building. New computers are being provided through the work of 'ASSIST' (Abel Smith School and Industry Standing Together) and its links with commerce. A suitable room is being supplied in the original school and is being fitted with the necessary work benches, electrical cabling and accessories to enable pupils to gain further skills in information and communication technology.

## **WHAT COULD BE IMPROVED**

### **The contribution of the subject co-ordinators to improving the work of the subject for which they are responsible.**

14. Subject co-ordinators monitor curriculum planning in order to check that the National Curriculum is being covered appropriately and support colleagues with advice about teaching the subject for which they are responsible. However, they do not arrange for the pupils' answers in the annual national tests to be analysed so that areas of comparative weakness can be identified. Neither do they interview samples of pupils about their knowledge and understanding in order to identify areas of the curriculum that could be improved. Gathering such objective evidence to recognise weaknesses is not an annual activity so that a focus for improvement of the curriculum during the following year can be discussed and decisions implemented.

### **The monitoring, evaluation and development of teaching.**

15. A programme for the formal monitoring of teaching is not in place and needs to be introduced so that the school can fulfil its statutory obligations for appraisal. Members of the senior management team do not yet monitor lessons formally and regularly so that professional feedback can be provided and strengths and weaknesses in teaching identified. The strengths in teaching are not shared with all of the teachers at present so that they can benefit and thereby improve the school's educational provision further. Other than the perceptions of the actual teacher herself, areas for development in an individual teacher's performances are not yet identified and steps are not taken to address them.

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

16. In order to raise standards even further the head teacher, staff and governors need to:

use information arising from assessments to improve the curriculum for the pupils by:

- analysing the pupils' answers in the annual assessment tests to identify weaker areas in the curriculum;
- interviewing samples of pupils to identify weaknesses in their knowledge and understanding; (Paragraph 14)

introduce a programme of monitoring teaching and provide a formal feedback to teachers so that:

- strengths in teaching can be identified and shared with all teachers in the school in order to improve further the school's provision;
- weaknesses in teaching can be recognised by the individual teachers concerned and steps taken to provide the means to improve them. (Paragraph 15)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	10	67	23			

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)	14	206
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	1	36

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	2.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	15	17	16
	Total	25	28	28
Percentage of pupils at NC level 2 or above	School	84 (89)	90 (90)	90 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	16	14	14
	Total	26	25	25
Percentage of pupils at NC level 2 or above	School	84 (90)	81 (83)	81 (100)
	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	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	14
	Girls	16	14	16
	Total	30	26	30
Percentage of pupils at NC level 4 or above	School	100 (77)	87 (57)	100 (87)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	14	13	14
	Total	26	26	27
Percentage of pupils at NC level 4 or above	School	87 (83)	87 (70)	90 (90)
	National	68 (66)	69 (66)	75 (72)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	

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

### *Exclusions in the last school year*

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

*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)	8
Number of pupils per qualified teacher	26
Average class size	29

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

Total number of education support staff	3
Total aggregate hours worked per week	73.25

### *Financial information*

Financial year	98/99
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	£
Total income	424,317
Total expenditure	417,543
Expenditure per pupil	2,037
Balance brought forward from previous year	26,500
Balance carried forward to next year	33,274

**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	28

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	232
Number of questionnaires returned	121

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	7	0	0
My child is making good progress in school.	51	41	4	0	3
Behaviour in the school is good.	52	46	2	0	0
My child gets the right amount of work to do at home.	34	45	15	4	2
The teaching is good.	58	40	1	0	1
I am kept well informed about how my child is getting on.	36	47	12	6	0
I would feel comfortable about approaching the school with questions or a problem.	57	34	6	2	0
The school expects my child to work hard and achieve his or her best.	69	26	2	0	2
The school works closely with parents.	33	49	12	7	0
The school is well led and managed.	66	34	0	0	0
The school is helping my child become mature and responsible.	55	39	5	0	1
The school provides an interesting range of activities outside lessons.	13	33	28	14	11