

INSPECTION REPORT

LENT RISE PRIMARY SCHOOL

Burnham, Slough

LEA area: Buckinghamshire

Unique reference number: 110319

Headteacher: Mrs B Bigland

Reporting inspector: Mrs G Hitchcock
2535

Dates of inspection: 6th – 7th March 2001

Inspection number: 186953

Short 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:	Coulson Way Burnham Slough
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Mary Bentley
Date of previous inspection:	10 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lent Rise Combined School is a large primary school for children aged four to eleven. The school has grown since the last inspection when there were 347 pupils. There are now 406 pupils (197 boys and 209 girls) who are taught in 14 classes by 16 full time teachers. The average class size is 25. Seven point seven per cent of pupils claim free school meals, which is below average, but the figure should probably be much higher. This is because all pupils in the local authority have sandwich lunches and those who could claim free meals in Lent Rise often choose to bring their own sandwiches in order to preserve their privacy about eligibility for free school meals. Thirty three per cent of pupils are identified as having special educational needs, which is above average, but only 0.7 per cent have statements of special educational need, which is below average. The main areas of special educational need are learning difficulties and behavioural difficulties. Ninety per cent of the pupils are white Europeans; of the remainder from minority ethnic backgrounds, the biggest proportion is Indian, with a small number of Pakistani and Chinese. Almost seven per cent of pupils speak English as an additional language, which is higher than most schools, but almost all were born in England and have no external support for learning English. Pupils come from a wide range of social and financial backgrounds and have a wide range of attainments when they start school, but overall they start school with below average attainments.

HOW GOOD THE SCHOOL IS

This is an extremely effective school that promotes high standards and quality. Pupils achieve very well and have excellent attitudes to school. The school makes excellent provision for the pupils through very good teaching and an excellent range of learning opportunities. It has made very good progress from an already strong position under the outstanding leadership of the headteacher, senior management team and governors. All this is achieved at a cost per pupil that is below average. Consequently the school offers excellent value for money.

What the school does well

- Pupils achieve very well and make excellent progress during their time in school.
- Excellent leadership; the headteacher provides inspirational leadership and is supported by very strong teamwork, all of which promotes a shared commitment to high standards by the whole school community.
- Pupils' learn very well because they have excellent attitudes to work and excellent behaviour, as a result of the teachers' high expectations.
- The teaching is very good and often excellent, because teachers are clear about what they want pupils to learn in each lesson and are never prepared to accept second best, whether from themselves or the pupils.

What could be improved

Lent Rise Combined School is a highly effective school with no areas of significant weakness. Nevertheless the governing body, headteacher and senior management team may wish to include the following minor point in their action plan:

- The library provision, which is currently situated in a corridor.

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 been very successful in building upon the achievement reported by the last inspection in March 1996, when it was judged an effective school. From this strong base it has made very good improvements. The leadership has taken decisive and successful action on the key issues for improvement identified in the last report, and has taken steps to improve all aspects of the school's work. As a result, standards have improved over time, the quality of teaching has improved significantly, especially teachers' planning and assessment of pupils achievements, the leadership of the

headteacher, senior management team and governors has improved whilst the positive atmosphere has been maintained. The school is on course to meet and even exceed its targets for English and mathematics in 2001.

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
	1998	1999	2000	2000
English	C	A	B	B
Mathematics	C	B	A	A
Science	A	B	A	A

Key

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

Children start school at the age of four with a wide range of attainments, but overall the standards are below average. They make rapid progress in the reception classes due to the very good and often excellent teaching, so that by the end of the year their standards are in line with average. They continue to make rapid progress in the infants so that by the time they are seven years old standards are above average. This is partly due to the extra support the school gives pupils in the younger classes, especially in reading, writing and number, and partly due to the quality of the teaching they receive. By the time pupils leave school at the age of eleven standards have risen to well above average. There are particular strengths in mathematics and in speaking and listening. Since the last inspection, when standards were judged to be average overall with some subjects above average, standards have risen significantly and over the last three years have risen broadly in line with the national trends. Pupils achieve exceptionally well, moving from generally below average when they start school to well above average by the time they leave. This is partly due to challenging targets set for each child, including those with special educational needs, those of different races, those who speak English as an additional language and the more able pupils. In addition the whole-school atmosphere of high expectations, where every child is positively expected to succeed and the high standard of teaching have a major impact on pupils' progress. The school exceeded its targets for 2000 and has set realistic targets, based on assessment of individual children's attainment for 2001, which it is on course to exceed. The standard of work seen during the inspection was consistent with the national test results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are highly motivated and work extremely hard. They enjoy school, love learning and take a pride in their work.
Behaviour, in and out of classrooms	Excellent. Pupils are very polite and their excellent behaviour enables them to make very good progress without being distracted by others.
Personal development and relationships	Excellent. As they move up the school pupils grow in maturity, and take responsibility willingly. Relationships are excellent.
Attendance	Broadly in line with 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	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.

Teaching was at least good in all of the lessons observed. It was very good in 55 per cent of lessons and excellent in 27%, an exceptionally high proportion. This has a direct impact on the standards pupils achieve and the outstanding progress they make as they move through the school. In particular teachers all follow the school's policies closely, so that pupils in each class experience similar teaching approaches, for example in organising the classroom, in the quality of displays, which is very high and in setting targets for learning in each lesson. A key feature of the teaching is the fact that each pupil is assessed carefully and has targets for improvement in literacy, numeracy and behaviour. This helps all the pupils to know their own strengths and areas for development and contributes to the outstanding work ethic in the school. As one pupil said 'What is the point of not concentrating – you need to get on'. Teaching has improved since the last inspection when it was judged good and often very good, but varied from class to class. Teachers meet the needs of all pupils very well; those with special educational needs are supported very effectively, so that many reach the national average by the time they leave school. The more able pupils are monitored and given more challenging work by the teachers, who also ensure that those from ethnic minority backgrounds are fully integrated into all learning. As a result, pupils in all year groups learn very well. The teaching of English and mathematics is very good and literacy and numeracy are taught very effectively; teachers match work closely to pupils' needs, helped by the system of teaching them in two groups for English and mathematics, according to their level of achievement. The very high expectations of teachers, the fast pace of teaching and the very high level of challenge for all pupils is a major factor in the progress pupils make; as one Year 6 pupil said 'They don't half push you in this school!' but the pupils love the challenge and respond positively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent.
Provision for pupils with special educational needs	Very good.
Provision for pupils with English as an additional language	The few pupils who speak English as an additional language are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, especially the provision for moral and social development.
How well the school cares for its pupils	Excellent.

The school places a strong emphasis on developing literacy and numeracy skills but ensures that there is also a wide variety of learning experiences. These include sport, French and activities such as video conferencing, in which even the youngest children talk directly to people such as a scientist in the Natural History Museum in London. Pupils' experience is enriched by residential visits in Year 4, 5 and 6. Teachers and classroom assistants work closely together to provide effective support, for pupils with

special educational needs, helped by the excellent system where each pupil has targets for improvement. The importance of consideration for others and the difference between right and wrong is reinforced constantly. This is balanced with the theme that everyone turns over a new page each day, and yesterday's mistakes will not count against an individual. The school tracks the academic progress and personal development of each pupil and there are excellent procedures for ensuring pupils' welfare, within a caring atmosphere, which still demands the best from pupils. The school works very well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent.
How well the governors fulfil their responsibilities	Excellent.
The school's evaluation of its performance	Excellent.
The strategic use of resources	Very good.

The headteacher has a clear vision of what she wants the school to be. She provides inspirational leadership and is supported strongly by the senior management team, staff and governors. This sets the tone for the school in which all members of the school community, including support and caretaking staff, contribute to the drive for high standards. The governors have a wide range of expertise that they use for the benefit of the school. They have a positive influence on the future direction of the school. Very good systems and procedures for identifying areas for improvement have had a particularly positive effect on the quality of teaching. The headteacher and governors make best use of the school's accommodation, which includes two temporary classrooms. The corridor is currently used as a library, which is not ideal, but the school is making the best use possible of existing space. The governing body successfully applies best value principles when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard. • The teaching is good. • Children make good progress. • The school helps children to become mature. • The school is well led and managed and they feel comfortable approaching the school. 	<ul style="list-style-type: none"> • The amount of homework (some thought there was too much and some thought there was too little). • More information about how their child is getting on. • A few parents thought that there were not enough out of school activities.

The inspection team agreed with the parents' positive views. The amount of homework is within the national guidelines and inspectors judged that parents receive good information about how their child is getting on. This is backed up by the 'Open Door' policy, where parents can always approach the school to talk about any aspect of their child's school life. Inspectors checked the number of out of school activities and judged that this is very good. Pupils in every year group have a selection of activities available to them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well and make excellent progress during their time in school.

1. The pupils' performance in the 2000 tests for eleven-year-olds reached standards that were well above average in mathematics and science and above average in English, both when compared with all schools nationally and when compared with the standards this same group of pupils achieved when they were seven. The seven-year olds in 2000 achieved standards that were average in writing, above average in reading and well above average in mathematics. It is not possible to compare the results of these pupils with their attainment when they started school, so comparisons with similar schools have to be made on the basis of the proportion of free school meals. As explained earlier, this does not provide a reliable comparison, as many children do not claim the free meals to which they are entitled. On this basis the seven-year-olds' results were average for reading, below average for writing and above average for mathematics. The key feature to consider when looking at these results is the progress made from the time pupils start school with below average attainments to when they leave with, overall, well above average standards. The standard of work seen during the inspection was consistent with the test results.
2. A number of factors affect the outstanding progress pupils make in school. Foremost is the atmosphere of very high expectations, which permeates every aspect of school life. Teachers expect each pupil to do as well as they can and are not prepared to accept second best. Pupils respond to this very positively and develop excellent attitudes to work, which support their learning. Whilst the strong work ethic is more deeply entrenched in the older classes, there are many examples in even the youngest classes of pupils responding to the high expectations, working hard and concentrating, which affects the standards they achieve. This was evident in the learning of pupils in a reception class information technology (ICT) lesson when they used their earlier work on transport to take part in a video conference with the Natural History Museum in London. They asked questions about movement of animals such as sharks and pterodactyls such as 'How do sharks manage to eat when they are swimming?' and were fascinated when the scientist in the museum fetched a large shark's tooth to help his explanation. Many could repeat later what they had learned from the video conference in response to the teacher's challenging questions. Another example of good standards in ICT was seen in Year 1, where pupils were able to use a mouse, tool bar, text box and log off confidently.
3. By the time they are in the juniors, the work ethic has become the norm, as in one Year 4 literacy lesson when 27 pupils worked intently on their written task while the teacher supported one group of pupils. This has a very positive effect on the standards they achieve. Another strength is the high quality of pupils' speaking and listening, which improve significantly as pupils move up through the school due to the opportunities teachers plan to help pupils improve their skills. They listen intently to their teachers and to each other and speak confidently both in class and assembly. It is noticeable that pupils are not afraid to 'have a go' or to risk wrong answers. This is a result of the whole school emphasis on respect for each other's feelings and the headteacher's constant theme of 'if we make a mistake, we start again with a clean sheet'.

4. The National Literacy and Numeracy Strategies have been implemented very effectively and the school has appropriately adapted them to suit the needs of the Lent Rise pupils. For example, where they feel that pupils are already confident with the work suggested for a particular age, they use the next age group's work as the basis for lessons. This means that pupils are always being stretched. This was evident in one Year 6 mathematics lesson where almost all the pupils were achieving standards above the level expected of eleven-year-olds as they drew pie graphs using protractors to draw to the nearest degree; most of the pupils in this top set were doing work designed for secondary schools. This illustrates the progress pupils make from the time they start school, when many have below average skills in language, literacy and mathematics.

Excellent leadership; the headteacher provides inspirational leadership and is supported by very strong teamwork, which promotes a shared commitment to high standards by the whole school community.

5. The headteacher provides excellent leadership, which is both charismatic and individualistic, and which combines an unwavering drive to improve standards with care for the well being of pupils and staff. She is supported very well by the senior management team, staff and governors who work together in a close partnership. This partnership sets the tone for the school. Every member of the school community, including support, administrative and catering staff is aware of the school's priorities and makes a positive contribution. The headteacher has a firm belief in the ability of every child to succeed regardless of background, race or gender, and the staff shares this vision. As a result work is matched to each child's learning needs, based on the thorough assessments that are built into the school's routines, and which help pupils to make progress according to their own targets.
6. A key to the success of the school is the very strong teamwork built on crystal-clear expectations, systems and procedures. For example, the headteacher makes stringent demands on staff in relation to pace, challenge, the way classrooms are organised, the quality of displays and the teacher's function as a good role model for pupils. Teachers respond very positively to these demands for a consistent approach to teaching and classroom organisation because they share the headteacher's vision for the school. As a result the staff all 'sing from the same hymn sheet' and pupils in different classes receive consistent experiences and approaches to learning.
7. The last inspection judged the leadership to be very good. It has improved to excellent and this consistent implementation of policies and procedures is a key factor in the improvement. This is extended to new staff joining the school; for example newly qualified teachers are invited to spend a week in the summer term working in the school to become familiar with the atmosphere and expectations. They value this opportunity and report that when they start in September, they 'hit the ground running' as they already feel part of the school team.
8. This excellent leadership, underpinned by the consistent expectations of staff, has a marked effect on pupils' growing independence and high work ethic, which is so noticeable in the school. The pupils respond to the high expectations so that, by the time they are in the older classes, they take it for granted that they all do the very best they can and work hard. This combination of the atmosphere of high expectations set by the senior management team and staff and the pupils' response mean that pupils make significant progress as they move through the school.

9. Teamwork is a strength of the school. Each of the two assistant headteachers bring different strengths from each other and from those of the headteacher, and this provides a range of skills and expertise in the senior management team. They make a significant contribution to the leadership and management of the school by taking responsibility for the infants and juniors. Subject leaders also make a positive contribution to the leadership of the school through monitoring standards and classroom practice in their subjects according to the current school priorities. The emphasis in the last few years has been on literacy and numeracy, the national strategies for which have been implemented very effectively. The headteacher, senior management team and subject leaders monitor teaching and standards rigorously, and there is an open atmosphere where staff welcome critical as well as supportive feedback.
10. The strong partnership between the headteacher and governing body contributes positively to the efficient management of the school. Together they take innovative and prudent decisions about how the school should develop. For example, there is currently a relatively large balance in the school's budget; this is because future problems when the existing temporary classrooms are taken out of service have been anticipated, and the school has set the money aside to help fund building to replace them. There is still a good level of resources for pupils' learning, helped by the generous donations of parents as a result of fund-raising activities.
11. The accommodation in the school is used fully. Governors make a strong contribution to decisions about priorities for the school. This is illustrated by the way they changed their curriculum committee once they were convinced that this aspect of the school's work was working well. They then introduced a standards committee, which analyses pupils' attainments; together with the headteacher, this maintains the drive for ever higher standards.

Pupils' learn very well because they have excellent attitudes to work and excellent behaviour, as a result of the teachers' high expectations.

12. During the inspection, pupils' attitudes and behaviour were never less than very good: in just over half of lessons they were excellent. This is an exceptionally high proportion and reflects the very positive atmosphere that exists in the school. Pupils love learning and respond so positively to the high expectations of the headteacher and staff, so that it becomes the norm to settle to lessons quickly and work hard. This contributes to the excellent progress they make from the time they start school to the time they leave. There is a real sense of partnership with their teachers, where all are working towards the same goal. For example, one pupil expressed some amazement that pupils should misbehave in lesson saying 'What's the point of not concentrating – you have to get on'.
13. One factor that helps the pupils to become confident learners is an outcome of the school's emphasis on good manners and consideration for others. Pupils know the effect of their actions on others and there was no fun made of any wrong answer during lessons observed in the inspection.

14. A striking feature of the very good learning in Lent Rise is the 'work ethic' where pupils work extremely hard whether under the direct supervision of the teacher or working independently. This was evident in the Year 4 English lesson described earlier, where the majority of the class concentrated intently on trying to write their own accounts of how Heath Robinson machines such as a 'Whacky Mousetrap' or a weird 'Swimming Machine' worked, while the teacher worked with a small group of pupils. In a lower ability Year 6 mathematics lesson pupils concentrated for more than an hour without any distraction on finding the average, mean and median of sets of figures. When they were stuck, they were confident in asking the teacher for help and working with him to find their own solutions.
15. The excellent behaviour also makes a major contribution to pupils' progress. Pupils respond well to teachers' high expectations of behaviour and to the fact that each pupil has individual behaviour targets as well as class targets. They also approve of the 'red and yellow card' system used to penalise lapses. They especially enjoy having 20 minutes extra playtime for anyone not gaining a card during the term and were proud of the fact that because, for the first time, no pupil had been given a card in the previous term, the whole school had the extra playtime.

The teaching is very good and often excellent, because teachers are clear about what they want pupils to learn in each lesson and are never prepared to accept second best, whether from themselves or the pupils.

16. The quality of teaching is consistently high; in 82 per cent of the lessons observed teaching was at least very good and of these it was excellent in 27 per cent. This is an exceptionally high proportion of very good and excellent teaching. No teaching was less than good.
17. A valuable feature of all the lessons observed was the use of 'Targets for the lesson' which were written on the board at the start of each lesson. This means that pupils are very clear about what they are expected to learn, which is reinforced by the teachers' reference to these targets during the lesson. There is a range of other targets, including mathematics, literacy and behaviour, geared to each pupil or group of pupils. There are also weekly class targets such as 'to settle down to work quickly at the start of lessons'. This is all part of the clarity about what is expected in the school. It has become a natural part of everyday life and has a very positive impact on pupils' progress, as they know what they are meant to learn and how they can improve, which encourages them to take responsibility for their own learning. The way that all teachers follow the school's policies closely reinforces this and means that pupils in each class experience similar expectations.
18. In addition to the teachers' extremely high expectations, the extent to which work is planned at a range of different levels, so that it is matched closely to pupils' needs, is a strength. This means that pupils are given challenging but manageable tasks according to their ability, which ensures that they experience success. This applies to those with special educational needs, who are well supported by teachers and classroom assistants, as well as to the more able, who are given more challenging work when they conquer the basic content of the lesson. For example, in Year 6 the more able pupils are often given work that is usually part of the secondary school experience, reflecting the teachers' determination to gear work to pupils' needs rather than to their age. This would not be so successful without the teachers' highly effective assessments of what pupils know and can do and the way they use this information to plan lessons.

19. An example of the continuous use of assessment was the teacher's response in a Year 6 mathematics lesson when two pupils using the computer to practise giving electronic commands achieved a perfect hexagon. The teacher spotted that this had been achieved more by luck than judgement and planned to revisit the task to ensure that the pupils understood fully. Pupils are grouped according to their ability in English and mathematics throughout the school, which also helps to ensure that pupils are working at the right level to enable them to make as much progress as they can.
20. Teachers have good subject knowledge and use the correct technical vocabulary very well, which increases pupils' confidence in talking about their learning in specific subjects, for example in a Year 5 science lesson on condensation the teacher constantly used and reinforced the correct scientific language. In an English lesson in Year 4, pupils could use the term 'causal connectives' following the teacher's clear explanation. Teachers have well organised classrooms with high quality displays, which stimulate pupils' interest.
21. A feature which is consistent throughout the school is the fast pace of lessons, the level of challenge and the way in which no time is wasted from the beginning to the end of lessons. Pupils are often set time targets, as in a Year 6 mathematics lesson when time targets were used to encourage a sense of urgency as pupils used the data they had collected to construct pie graphs. Another example occurred in a Year 6 literacy lesson when pupils were encouraged to 'very quickly, in two or three sentences, tell me what the legend was about'. No significant weaknesses were identified in the teaching during the inspection.
22. Teachers use praise positively to reinforce pupils' self-esteem and give them confidence as learners. For example, in a Year 1 science lesson the teacher encouraged a hesitant pupil who made a suggestion by saying 'Fantastic, shout it out loud, don't whisper an idea like that!'

WHAT COULD BE IMPROVED

The library provision, which is currently situated in a corridor.

23. The library is situated in a corridor. This means that it is very difficult for whole classes to use the library together, for example for learning research skills. It is also difficult for groups of pupils to work quietly and maintain their concentration when pupils and adults are moving through the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. Lent Rise Combined School is a highly effective school with no areas of significant weakness. Nevertheless the governing body, headteacher and senior management team may wish to include the following point in their action plan:

- * Explore every option for providing pupils with better conditions in which to read and study when using a library.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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
27%	55%	18%	0%	0%	0%	

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	406
Number of full-time pupils known to be eligible for free school meals	-	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	135

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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
		2000	24	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	22
	Girls	32	30	32
	Total	53	50	54
Percentage of pupils at NC level 2 or above	School	93 (78)	88 (72)	95 (75)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	21
	Girls	30	33	31
	Total	51	55	52
Percentage of pupils at NC level 2 or above	School	89 (75)	96 (83)	91 (78)
	National	84 (82)	88 (86)	88 (87)

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
		2000	19	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	19
	Girls	25	25	27
	Total	41	44	46
Percentage of pupils at NC level 4 or above	School	87 (88)	94 (75)	98 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	19
	Girls	24	24	27
	Total	38	42	46
Percentage of pupils at NC level 4 or above	School	81 (82)	89 (83)	98 (90)
	National	70 (68)	72 (69)	80 (75)

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	1
Indian	17
Pakistani	2
Bangladeshi	0
Chinese	1
White	306
Any other minority ethnic group	21

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)	16
Number of pupils per qualified teacher	25.4
Average class size	24.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	119

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	582,486
Total expenditure	588,902
Expenditure per pupil	1,484
Balance brought forward from previous year	33,096
Balance carried forward to next year	26,680

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	406
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.	64	31	5	0	0
My child is making good progress in school.	62	36	0	0	2
Behaviour in the school is good.	55	42	2	0	1
My child gets the right amount of work to do at home.	41	40	17	2	1
The teaching is good.	60	36	1	0	2
I am kept well informed about how my child is getting on.	32	55	11	1	2
I would feel comfortable about approaching the school with questions or a problem.	64	34	1	0	1
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	46	47	7	0	0
The school is well led and managed.	66	31	2	0	1
The school is helping my child become mature and responsible.	60	40	0	0	1
The school provides an interesting range of activities outside lessons.	40	42	9	1	7