

INSPECTION REPORT

TRINITY C. of E. PRIMARY SCHOOL

Henley-on-Thames

LEA area: Oxfordshire

Unique reference number: 123173

Headteacher: Mr A Hay

Reporting inspector: Mr C Parker
11897

Dates of inspection: 5th – 6th April 2000

Inspection number: 189023

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:	Foundation
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Vicarage Road Henley-on-Thames Oxfordshire
Postcode:	RG9 1SE
Telephone number:	01491 575887
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jon Davey
Date of previous inspection:	17 th June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity Church of England Primary School is a larger than average school for four to eleven year olds. It has 281 pupils on roll. There were no pupils under the age of five at the time of the inspection. A small proportion of the pupils comes from other ethnic groups. Attainment on entry is above average. Approximately one in six of the pupils is on the special educational needs register and one pupil has a statement of special educational need; this is below the national average.

The pupils come from a range of social backgrounds, and very supportive homes. Fewer pupils than usual take free school meals.

HOW GOOD THE SCHOOL IS

The school is successful and effective in making good provision for its pupils. The pupils achieve standards that are well above the national average because there is a high proportion of good and very good teaching. The curriculum is broad and enhanced by a wide range of interesting activities and opportunities. The school is effectively led and managed and provides good value for money.

What the school does well

- ◆ The results of national tests in English, mathematics and science are well above the national average. The pupils achieve high standards in their work. Standards in music are particularly high.
- ◆ The pupils are very well behaved, have positive attitudes to their work and are eager to learn.
- ◆ The curriculum is broad, gives appropriate prominence to literacy and numeracy and is extended by a wide range of interesting activities.
- ◆ The school has very strong links with the local community.

What could be improved

- ◆ The monitoring of teaching by the senior management is not sufficiently systematic.
- ◆ Lesson plans do not consistently identify precisely what the children will learn.

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 good progress since the last inspection in June 1996. The many strengths outlined in the last report have been maintained. A new management structure has been introduced and co-ordinators are now effective in an enhanced role. The school caters well for pupils of all abilities through tasks that are carefully modified and through flexible setting arrangements. The school development plan provides a clear outline for continuing school improvement. There have been significant improvements in the provision for, and teaching of, design technology and information technology.

Overall, the quality of teaching has improved with a higher proportion of teaching being judged good and very good than when the school was last inspected.

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

Key

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

Over recent years the results of National Curriculum tests for seven and eleven-year-olds have been consistently well above the national average. Nevertheless, the results have continued to improve above the national trend. In 1999 the results of all tests were well above the national average and the average for similar schools. The results achieved by seven-year-olds in reading were in the top five per cent nationally.

The quality of the pupils' work reflects these high standards in English, mathematics and science. The quality of work seen, notably in music and art, is also of a higher standard than usual.

The school sets challenging targets and is successful in meeting them. A very high proportion of pupils attains the expected level in the tests at the end of both key stages. In 1999 almost half of the eleven-year-olds achieved a higher level than that expected for their age in English and mathematics and almost six out of ten pupils achieved the higher level in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to their work. They concentrate and apply themselves well. In many lessons the pupils clearly enjoy their learning.
Behaviour, in and out of classrooms	Very good. The pupils are polite and courteous. They show respect for each other and listen carefully to the views of other children.
Personal development and relationships	The pupils show consideration for others. Relationships, particularly those between the teachers and their pupils, are very good.
Attendance	Above average.

The pupils are given responsibilities within their classes, which they readily accept. They listen carefully to their teachers, are keen to learn and eager to answer the teachers' questions. The older pupils are confident to ask questions and enter into purposeful discussion. Behaviour in lessons is very good and the pupils work co-operatively to good effect. The pupils also behave well when moving around the school and on the playground.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
19 Lessons seen overall	N/A	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 is good. It is particularly strong in upper Key Stage 2. Of the lessons seen 95 per cent were satisfactory or better; two thirds were good and a fifth very good. One lesson (five per cent) was unsatisfactory.

The teachers set the pupils of all abilities challenging tasks in many lessons. The pupils with special educational needs are well supported and the higher attaining pupils are challenged through demanding activities. The teaching of literacy and numeracy is purposeful and as a result the pupils make clear gains in their learning. The termly programmes of work are carefully planned by the teachers working in small teams. However, there is an inconsistent approach to lesson planning. In the very good lessons the teachers use precise objectives, identified in their lesson plans, as a central focus for learning. They also make very effective use of these precise objectives by returning to them at the end of the lesson to assess the extent of the learning that has taken place. In some lessons the plenary sessions are not as sharp, because the objectives, identified in lesson plans, are not precise enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and enhanced by a range of interesting activities. Appropriate prominence is given to the teaching of literacy and numeracy.
Provision for pupils with special educational needs	The pupils on the special needs register are well supported by the teachers and the classroom support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils have good opportunities to develop their spiritual and moral awareness. Their social and cultural development is significantly enhanced by the excellent musical and sporting opportunities provided by the school.
How well the school cares for its pupils	The school is very caring and there are good arrangements in place to meet the specific needs of individual pupils.

The school has maintained a broad curriculum whilst fully implementing the literacy and numeracy strategies. The pupils have particularly good opportunities to develop their skills in art and music. The locality of the school is used very effectively to provide a focus for learning in history and geography.

The programme of extra curricular activities provides the pupils with a wide range of interesting activities in which they can participate outside of lessons. These include choir, orchestra, sports and art clubs.

The school's very good links with the local community enhance both the curriculum and provides the pupils with many opportunities to develop their social and cultural development. This is particularly evident in the many musical activities, within the school and in collaboration with other schools, that are led by the headteacher.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide the school with a clear educational direction and a commitment to continuing improvement. They have established a positive climate for learning.
How well the governors fulfil their responsibilities	The governors are guiding the development of the school effectively. They are well informed and use their good links with the school to keep abreast of its work and current developments.
The school's evaluation of its performance	The school analyses the results of national tests to monitor standards and check its progress against other schools but the monitoring of teaching is not sufficiently systematic.
The strategic use of resources	The school makes good use of its available resources.

The aims of the school are clear and successfully underpin its work. The headteacher leads the school effectively and has created and maintained a caring ethos in which relationships are good and pupils are expected to behave well and achieve high standards. The subject co-ordinators play an important role in managing and monitoring the curriculum but the monitoring of the quality of teaching by the senior management is not sufficiently systematic.

The governors have encompassed the principles of best value and seek, not only to achieve value for money, but also to ensure that the services the school buys are of good quality.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The good progress made by pupils. ◆ The good teaching. ◆ The very good behaviour of the pupils. ◆ The values and attitudes promoted by the school. ◆ The range of opportunities provided for pupils. ◆ The good community links. 	<ul style="list-style-type: none"> ◆ Information about how pupils are getting on and opportunities to talk to teachers. ◆ Midday supervision. ◆ The breadth of the curriculum.

The inspectors agree with the many positive comments made by parents. The school currently provides them with an annual written report and three opportunities each year to discuss their child's progress with the teachers. This meets requirements and is in line with the arrangements made by many primary schools. Some parents suggested they had difficulty in approaching teachers for an informal discussion. During the inspection parents and teachers were seen in discussion after school. The inspectors found that arrangements for parents to see teachers were appropriate within the constraints of the time available. Inspectors appreciate the concerns expressed about supervision arrangements at lunchtime. Whilst current arrangements are far from ideal the school has been unable to appoint permanent staff and relies on volunteers and teachers to provide adequate supervision. However, the school must ensure that all volunteers are well briefed on the policies and practices relating to the care and welfare of the pupils. The school has maintained a broad and interesting curriculum that gives appropriate time to literacy and numeracy and is enhanced by many musical and sporting opportunities outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The results of national tests are well above the national average. The pupils achieve high standards in their work. Standards in music are particularly high.

1. Over recent years the results of national curriculum tests for seven and eleven year olds have been consistently well above the national average. The results have also continued to improve above the national trend.
2. In 1999 the results achieved by pupils, at the end of Key Stage 2, in English, mathematics and science were well above the national average and the average for similar schools. The school sets demanding targets and is successful not only in ensuring that a very high proportion of pupils achieve the expected level but also that many attain the higher level. Almost half of the eleven-year-olds achieved a higher level than that expected for their age in English and mathematics and almost six out of ten pupils achieved the higher level in science.
3. The results of national tests taken by seven-year-olds in writing and mathematics are also well above the national average and they are in the top five per cent nationally for reading. These results compare very favourably with similar schools, with reading and writing being well above average and mathematics being above the average.
4. The inspection findings resulting from the observation of lessons and scrutiny of a sample of the pupils' work also show standards to be high in English, mathematics and science. These high standards result from many well-structured lessons that move along at a good pace and present the pupils with an appropriate level of challenge and demand.
5. By the end of Key Stage 1 the pupils speak confidently, read accurately and write well. As they move through the year, the more able pupils become increasingly confident in the use of imaginative and descriptive language in their writing. As the pupils progress through Key Stage 2 the quality of their written English develops well. By the age of eleven the pupils make effective use of a range of techniques such as metaphor and simile in their poetry and imaginative writing. They also write for an increasing range of purposes, such as to persuade the reader to accept the points they are making about, for example, vivisection. Their work is well structured and mature both in its content and approach. Taken overall the quality of the pupils' work in English is well above average.
6. Many of the mathematical activities set for pupils, throughout the school, are both demanding and set within realistic contexts. For example, the pupils in Years 1 and 2 were learning to halve and quarter regular shapes. At the end of the lesson they were set a challenge to cut a piece of string into quarters which they succeeded in doing. By the end of Key Stage 2 the pupils' mathematical skills are well developed. They work accurately with decimals and percentages, measure and construct angles and work confidently to assess the probability of different events. Standards in mathematics are well above average.
7. The pupils' work is of good quality right across the curriculum. Information technology is playing an increasing role as the school's new computer suite is integrated into both teaching and learning. The pupils have information technology skills that are above average. By the end of Key Stage 2 they are able to write simple procedures in Logo and layout information sheets that combine text and images to good effect. The quality of the pupils' work in art and music is of a high standard. The work on display provides ample evidence of the quality of the pupils' artwork, notably that undertaken in the style of famous artists, for example, Jackson Pollock, Paul Klee, Modigliani and Picasso. The orchestra and choir, instrumental lessons and class music combine to ensure that the standards in music remain high. The organisation of the broad curriculum, the effective teaching and the pupils' positive attitude

all make a significant contribution to the high standards achieved by the pupils.

The pupils are very well behaved, have positive attitudes to their work and are eager to learn.

8. Relationships between the teachers and their pupils are very good. It is clear these relationships are based on mutual respect. The headteacher has established an ethos where the pupils readily approach the teachers outside of lessons and are confident to enter into discussions during lessons. For example, when Year 4 pupils were asked in a literacy lesson what they understood the word 'culture' to mean, they immediately offered thoughtful contributions. The teacher skilfully interspersed the discussion with questions that allowed the group to draw together their suggestions relating to religion, costume and ways of life.
9. The pupils collaborate and co-operate in many lessons. In an information technology lesson the pupils were challenged to write a Logo procedure to draw a regular shape and then use it within a more complex procedure. To solve this problem the pupils worked in pairs and collaborated very effectively. Some of the pupils displayed great enjoyment when their procedures produced elaborate repeating patterns.
10. The pupils work hard and concentrate well. When the pupils in Year 4 and 5 were working on traditional myths and stories the teacher created a good working atmosphere where the pupils were able to concentrate and enjoy their writing tasks. Similarly, when the youngest pupils considered, 'losing something special' in a religious education lesson they listened very carefully to their teacher and responded thoughtfully to her questions.
11. In numeracy lessons the pupils are eager and keen to participate in rapid recall and mental arithmetic activities. They show great enjoyment of this part of numeracy lessons and this often transfers into the main activities. This was particularly evident when the oldest pupils were exploring probability using playing cards. Although there was a noisy enjoyment of these activities the pupils very quickly settled to quietly record their findings in their exercise books.
12. The very good relationships between the teachers and their pupils, the very good behaviour and the pupils' positive and eager approach to learning all contribute significantly to the standards they achieve.

The curriculum is broad and extended by a wide range of interesting activities.

13. The school has responded very positively to the demands of both the National Literacy and Numeracy Strategies. Both are now fully in place and the teachers are confidently using them in their teaching of English and mathematics. Although a few parents expressed some concerns about the move from individual to group reading, observation of the youngest pupils during a literacy lesson indicates that pupils are taught effectively about the sounds of letters. This is substantiated by the very good results in reading achieved at the end of Key Stage 1.
14. The curriculum is broad and covers all subjects of the National Curriculum. The school has taken steps to improve provision for design technology and information technology since it was last inspected. As a result, the pupils now undertake projects such as 'building bridges' in Years 3 and 4 and 'puppet theatres' in Years 5 and 6. The school has recently opened a new computer suite. As a result of good quality in-service training the teachers are now making increasing use of this facility to develop the pupils' information technology skills and extend learning in other subjects. There are good examples of information technology being used to support learning in, for example, art and religious education. Nevertheless, there is scope to make even greater use of the available technology right across the curriculum.
15. The teachers make very good use of the locality to support the pupils' learning in history and geography. Their work on the River Thames and a visit to Marsh Lock shows that the pupils

in Year 3 are enthusiastic and keen to learn. They have a very good geographical vocabulary because the teacher introduces and explains very clearly, for example, that a confluence is where a tributary meets the river.

16. The science curriculum is used effectively to teach the pupils about the dangers of cigarettes and drugs and to promote a healthy lifestyle. The curriculum is extended by a good range of extra curricular opportunities that encompass many interesting sporting and cultural activities. The pupils' enthusiasm for these activities is illustrated by the large numbers who are keen to be involved. For instance pupils can make music in the choir or orchestra before school as well as taking part in art, drama, chess and quiz clubs later in the day. If they are keen on sport there are football and netball clubs after school as well as rugby, cricket, hockey and cross-country running events. The good range of interesting activities available to the pupils outside of lessons is greater than that found in many schools.

The school has very strong links with the local community.

17. The school's aim includes the statement that it should recognise, 'its place as a focus for the life of the surrounding community.' The headteacher promotes the school's links with the community very strongly. He is instrumental in bringing together a group of schools, from both the state and private sectors to co-operate on musical, cultural and sporting ventures. Last year the schools each performed a scene within a musical production and currently they are rehearsing their contributions to a musical timeline as part of a millennium event. They also meet to involve pupils in workshop activities that, for example, explore the beliefs of the major world faiths about 'The Creation'.
18. Many of the sporting activities that form the extra curricular provision of the school are supported by local sporting organisations and clubs. For example, the rugby club helps to run the 'tag rugby sessions' and the cricket club allows the school to use the local cricket ground. The school choir and orchestra also forms part of 'Henley Musicians' where pupils from primary and secondary schools come together.
19. The school's good links with the River and Rowing Museum provides each pupil with a membership so that they can visit the museum whenever they like. Other local charities and the town council support the school's musical and cultural work. Local businesses also provide funds and resources, for example, to further improve the school's computer facilities.
20. The activities that result from the school's strong links with the local community contribute significantly to the pupils' personal development by extending and enhancing opportunities for social and cultural development.

WHAT COULD BE IMPROVED

The monitoring of teaching by the senior management is not sufficiently systematic.

21. The role of the subject co-ordinator has developed significantly since the school was last inspected. The co-ordinators, particularly those who have responsibility for the core subjects of the National Curriculum, are checking the teachers' termly plans to make sure the pupils are receiving a broad curriculum that builds upon their previous learning. Through discussion and scrutiny of the pupils' work they also ensure that appropriately high standards are being reached in some subjects. This is a strategy that could be usefully extended to provide the senior management with evidence that standards are meeting their expectations right across the curriculum.
22. The core subject co-ordinators are also involved in monitoring the quality of teaching. Currently, this is focused on the teaching of numeracy and involves the teachers working in pairs to plan and to teach a class of pupils. They subsequently evaluate their teaching with a

view to establishing what aspects of the lesson work well and those areas where improvements can be made. This is a very useful initiative that is helping the teachers to implement the National Numeracy Strategy effectively and to establish good practice but it does not provide the headteacher with comprehensive information about the quality of teaching within the school.

23. Currently, the headteacher monitors the quality of teaching informally. However, observations are not documented and feedback to teachers is not evaluative. For example it does not set targets for improvement where they may be needed. Whilst most of the lessons seen during the inspection were good or better, systematic and rigorous monitoring would help the teachers to improve further their practice and provide the headteacher with information to aid the planning of in-service training that would support continuing school improvement.

Lesson plans do not consistently and clearly identify what children will learn.

24. The teachers work in small teams to plan the work to be covered each term. This results in a comprehensive outline of, for example, the learning objectives to be taught in numeracy or science. Some teachers then use these objectives as a central feature of their lesson plans. Others, however, simply list the tasks or resources to be used by the pupils and consequently risk losing the key focus and purpose of the lesson.
25. In the most effective lessons the teachers identify precisely what they want the pupils to learn. A very good example of this was in a Year 5 and 6 science lesson where the teacher shared the learning target, 'to identify the parts of a flower and their functions,' with the pupils at the start of the lesson. The lesson was interesting, motivated the pupils and was appropriately demanding in line with many of those seen in the inspection. However, the learning target was revisited at key points during the lesson to maintain the sharp focus for learning. It was then used as the central feature of the plenary session to allow both the teacher and the pupils to assess whether the 'target' had been achieved. The teacher was able to establish through skilful questioning the extent of the pupils' knowledge and understanding of the parts of a flower and their functions. This provided her with a very clear basis for planning the next lesson and enabled her to maintain a very good momentum for the pupils' learning. In other lessons the plenary sessions are not as sharp and sometimes act to draw together the pupils' learning rather than assess the extent of the learning that has taken place.
26. The planning of each lesson around key learning objectives or targets, drawing the pupils' attention to the target and using it to assess the extent of the learning that has taken place are very effective strategies that should be used throughout the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The governors and headteacher should ensure:
- (1) the quality of teaching is systematically monitored, recorded and used to help the teachers to maintain and further improve their good practice;
 - (2) the teachers clearly identify precise learning objectives for each lesson and use them to check the extent of the pupils' learning at the end of the lesson.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	63	11	5	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)		281
Number of full-time pupils eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		49

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	24	25	23
	Total	48	49	47
Percentage of pupils at NC level 2 or above	School	96 (87)	98 (90)	94 (94)
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	23
	Girls	24	23	25
	Total	48	47	48
Percentage of pupils at NC level 2 or above	School	96 (86)	94 (96)	96 (90)
	National	82	86	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
	1999	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	24
	Girls	17	15	18
	Total	40	37	42
Percentage of pupils at NC level 4 or above	School	95 (91)	88 (94)	100 (94)
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils	School	n/a	n/a	n/a

at NC level 4 or above	National	68	69	75
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	1
White	254
Any other minority ethnic group	8

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)	11
Number of pupils per qualified teacher	24.9
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	146

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

Financial information

Financial year	1998/9
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	£
Total income	494 508
Total expenditure	485 161
Expenditure per pupil	1 726
Balance brought forward from previous year	3 073
Balance carried forward to next year	12 420

Number of pupils per FTE adult	n/a
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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	281
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	6	0	0
My child is making good progress in school.	44	49	3	3	1
Behaviour in the school is good.	52	41	6	0	1
My child gets the right amount of work to do at home.	36	45	18	1	0
The teaching is good.	60	32	1	0	7
I am kept well informed about how my child is getting on.	22	43	20	13	1
I would feel comfortable about approaching the school with questions or a problem.	56	28	12	3	1
The school expects my child to work hard and achieve his or her best.	39	54	5	1	0
The school works closely with parents.	26	42	19	10	3
The school is well led and managed.	55	32	9	1	1
The school is helping my child become mature and responsible.	55	34	4	1	5
The school provides an interesting range of activities outside lessons.	49	34	13	3	1