

INSPECTION REPORT

BOWMANDALE PRIMARY SCHOOL

Barton-upon-Humber

LEA area: North Lincolnshire

Unique reference number: 117812

Headteacher: Mrs E J Hinxman

Reporting inspector: Helena McVeigh
Rgl's OIN: 32056

Dates of inspection: 5 - 7 February 2001

Inspection number: 191171

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
School address:	Bowmandale Barton-upon-Humber North Lincolnshire
Postcode:	DN18 5EE
Telephone number:	01652 633633
Fax number:	01652 635539
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Tuplin
Date of previous inspection:	9 -12 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
(Ofsted No. 32056)	Helena McVeigh	Registered inspector
(Ofsted No. 14061)	Leonard Shipman	Lay inspector
(Ofsted No. 20463)	Mervyn Ward	Team inspector
(Ofsted No. 20038)	Geoffrey Watson	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd.
Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bowmandale is a larger-than-average primary school for boys and girls aged four to eleven. It is a popular school and the number of pupils has risen steadily over the past few years to the present figure of 302. There are more boys than girls, particularly in Years 4 to 6 where boys outnumber girls by 86 to 50. All pupils are from white United Kingdom backgrounds, and all have English as their first language. There are 56 pupils on the school's register for special educational needs (SEN), which at 18.5 per cent is just below average; their particular needs include learning, behavioural and medical. Two pupils have Statements of SEN. The number of pupils with SEN has increased in the past few years, as has the percentage of pupils entitled to free school meals, which at 10.6 per cent is just below average. Recently there has been a fair degree of movement of pupils into and out of the school during the year, with more pupils coming in than leaving. A high proportion of the new pupils have special educational needs. The overall attainment of the pupils when they start in the reception classes has gone down in recent years and is now average. The current reception class includes a lot of very young children, as nearly a third of them have their birthdays in the months June to August.

HOW GOOD THE SCHOOL IS

Bowmandale is a very effective school, where pupils make good progress and achieve high standards by the time they leave. The success of the school can be attributed to the high quality of the teaching and the focused and committed leadership. The school is very well led by the headteacher and other senior staff who know pupils well and share a determination to help them achieve. Relationships are very good and result in a purposeful and respectful atmosphere in which pupils can learn. The governing body plays a full and active part in the running of the school and contributes to its success in providing very good value for money.

What the school does well

- Pupils make good progress and achieve high standards by the end of Year 6, and boys in particular do much better than in most other schools across the country
- The very good quality of much of the teaching, which enables pupils of all abilities to do well
- The strong and effective leadership and management provided by the headteacher, governors and other senior staff
- The very effective way in which the school promotes pupils' personal development and good attitudes to learning

What could be improved

- The time spent by teachers introducing lessons or talking to the whole class, which, although used well, often goes on for too long
- More opportunities could be found for pupils to use their initiative and to solve problems for themselves in lessons

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was considered to have 'many strengths' when it was inspected in December 1996. The strengths identified in the report, such as the relationships, level of care, behaviour and commitment of staff, have been maintained and built upon. All of the key issues have been addressed effectively. Standards, which were quite good last time, have improved, particularly in the national tests for seven year-olds. The headteacher and governors have brought about improvements in the way the school is managed as well as with the accommodation. Overall, improvement since the last inspection has been very good.

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*	A	A
Mathematics	B	A	B	A
Science	B	A*	A	A

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

The school's results in the national tests have improved over the past few years. Results for seven year-olds at the end of Year 2 have risen at a faster rate than schools nationally. They are now in line with the national average and those of similar schools.

Pupils make good progress in Years 3 to 6. Results in the national tests for 11 year-olds in English, mathematics and science are well above the average for similar schools. Pupils do well at the higher levels. Boys do particularly well and outperform girls in English, mathematics and science, which goes against the national trend.

The school keeps very thorough data about the performance of each pupil, from base-line upwards. From this, the school is able to measure and track pupils' progress and to set targets for individuals and year groups. The targets are realistic yet challenging.

The inspection found that standards of pupils' work in English, mathematics and science were close to average in the reception and Year 2, and above average by the end of Year 6. Boys and girls were found to be making equally good progress and pupils of all abilities were achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They enjoy coming to school and work hard in lessons. They concentrate well, listen with interest during stories and are eager to answer questions.
Behaviour, in and out of classrooms	Behaviour is usually very good. Pupils are polite and respectful. They sometimes get restless and inattentive (but not really naughty) during over-long introductions or whole-class discussions.
Personal development and relationships	Relationships are very positive - between pupils and between pupils and staff. Staff know pupils well and are sensitive to their individual needs. Pupils show concern for others and collaborate well in pairs and small groups. Older pupils enjoy taking responsibility for younger ones, e.g. in the family service at lunch-times.
Attendance	Attendance is good - above the national average. Registration is taken promptly and provides a good start to the day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen, overall	Very good	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 is very good, overall. Of the lessons seen, the teaching was good or better in 74 per cent of the lessons, and very good or excellent in 43 per cent. There was no unsatisfactory teaching. The following good features were evident in nearly all lessons:

- Very good planning and organisation, with a good range of activities.
- The sharing of lesson objectives with pupils.
- Very good questioning by teachers, which encourages pupils to explain their thinking and give full answers; this helps their speaking skills as well as their conceptual understanding.
- Very good matching of work and tasks to pupils' prior attainment (ability) and support where pupils need it (e.g. SEN pupils). Able pupils are given challenging work.
- Relationships are mutually supportive and respectful - the atmosphere in lessons is purposeful and pupils get on with their work quickly and without fuss.
- Teachers have high expectations of what pupils can achieve and how they will behave.

English and mathematics are taught well throughout the school and there is a good emphasis on literacy as well as speaking and listening in all subjects.

The main weakness with the teaching was that some introductions and whole-class activities went on for too long, so that pupils' attention started to wane.

During the inspection, the Year 2 teacher was unwell and so the inspection team did not see her teach. As a result, the inspection team observed fewer lessons in Year 2 than they otherwise would. This may well have affected the overall judgement on the teaching of pupils in Years 1 and 2 (aged 5-7 years).

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and balanced. Pupils get a good start in the reception classes. The school organises groups and classes effectively, using setting and support staff to ensure that pupils work at the level that is best for them. There is some good cross-curricular work, e.g. dance based on the historical theme.
Provision for pupils with special educational needs	This is very good. The school identifies these pupils quickly and seeks appropriate support. Classroom assistants are used well to work with pupils with SEN and help them make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. Spiritual and moral development are fostered extremely well through the school's caring ethos as well as through assemblies, class 'worships' and in lessons. Social development is promoted very effectively through such activities as the family service and group work in lessons. Provision for cultural development is good and includes learning about other cultures and faiths, e.g. in geography, art and religious education.

How well the school cares	This is very good. Procedures for ensuring children's welfare, health and
---------------------------	---------------------------------------------------------------------------

for its pupils	safety, and child protection are all in order. Staff know pupils well. The way behaviour is monitored and managed is effective.
----------------	---------------------------------------------------------------------------------------------------------------------------------

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very effectively led and managed. The headteacher, who is supported well by her senior team, has a clear vision for the school and high expectations of what can be achieved. There is no complacency. Co-ordinators carry out their role well and are increasingly involved in monitoring and evaluating their areas.
How well the governors fulfil their responsibilities	The governors are supportive and committed to the school. They play an active part in the school's plans and know what is going on.
The school's evaluation of its performance	This is good. The School Development Plan is well thought-through and provides a good basis for planning, monitoring and evaluation. There are very good procedures for testing pupils and tracking their progress and setting individual and school targets.
The strategic use of resources	The school makes good use of its resources. Financial planning is good and well linked with the development plan. Finances are carefully monitored and managed and extra funds secured, where possible. The Bowmandale Association has helped to raise significant sums of money for the school. The school is increasingly applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children are making good progress • Teaching is good • The school expects children to work hard and achieve their best • Behaviour in the school is good • The school helps pupils to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework given. • The range of activities outside school. • Information about how pupils are getting on

The inspection team agrees with the parents' positive views about the school. It does not, though, agree with the view about information for parents. The school does provide parents with regular opportunities to find out how well their children are doing as well as useful annual written reports. There are termly reviews involving parents of pupils with special educational needs. In addition, the reading record provides a means of communication between parents and teachers, and pupils' work is sent home for parents to look at and comment on. Parents can also speak with staff after school, if they have a concern.

The school provides pupils with regular homework, mainly involving reading, spelling and mathematics. There is sometimes 'finishing off' work to do in other subjects. This is a limited range of homework, but its strength lies in the involvement of parents, who are given advice as to how to help their children. Overall, the inspection viewed homework as adequate, although it could be improved with more opportunities for pupils to extend skills taught in class.

There is a fairly typical range of extra-curricular activities (such as orchestra, guitar, sport, and environment club), with French and computer clubs planned soon. The school also encourages pupils to

take part in the wide range of activities available in the community and recognises these in assemblies and in pupils' reports.

Several parents at the meeting questioned the way that mixed-age classes are grouped. The inspection team judged that the school grouped pupils as fairly and effectively as possible, making good use of setting to support pupils of all abilities and ages.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress and achieve high standards

1. Pupils come into the reception class with a range of skills and experiences, although with average attainment, overall. They are helped to settle in very quickly and experience a good foundation curriculum. The reception teachers and nursery nurse plan the work well and tailor it to the individual needs of pupils. By the end of the year, most pupils are likely to achieve, or be near to achieving, the early learning goals.
2. Results in the national tests for seven year-olds have improved since 1997, when they were below average in reading and writing and well below in mathematics. In the most recent tests (2000), the results for reading, writing and mathematics were in line with the national and similar schools' averages. The percentage of pupils who gained the higher level (Level 3) in writing and science was above average.
3. Results achieved by eleven-year-olds have improved in all subjects; particularly in science which was below average in 1997. In the most recent tests (2000), the English, mathematics and science results were well above the average for similar schools. They were well above the national average point score in English and science, and above it in mathematics. The school's performance at the higher levels (Level 5 and above) was much better than average.
4. Boys' achievements are particularly impressive. They did better than girls in the most recent tests for seven and eleven year-olds, which is unusual, as nationally boys do worse than girls. The school accounts for the differences in terms of the particular groups of pupils. The inspection found no evidence to suggest that girls are disadvantaged by being outnumbered by boys in this school. Boys and girls are given an equal chance to achieve well. There is no one obvious reason why boys do so well at Bowmandale school, although there a number of likely factors. Firstly, the school has established a culture where all pupils are accepted as individuals and encouraged to do well. For example, teachers try to aim their questions at individual pupils and ensure that everyone is involved during activities such as shared reading or the first part of the numeracy lessons. Secondly, the school has been conscious when buying resources such as books of the need to appeal to boys as well as girls. They have also invited male story-tellers and poets to the school, who act as good role models for boys. Thirdly, the strong emphasis on reading, for example, through the silent reading sessions and reading at home with adults, helps to reinforce its importance for boys.
5. The school keeps very good records of pupils' achievements and sets targets for individuals and cohorts. The school's evidence shows that pupils generally achieve expected results at the end of Year 2, but do better than expected by the end of year 6. This confirms the inspection finding that, overall, pupils make satisfactory progress up to Year 2, and make greater strides in their learning between Years 3 and 6.
6. Some of the work produced by Year 6 pupils is very good indeed and much better than what is expected for their age. The poetry and writing on display in the Year 5 and 6 classrooms is of a high quality; for example, poems about feelings, and play scripts written on a word processor. In a Year 6 English lesson, pupils were writing a story that included a flashback sequence. They related what they were doing effectively to books they had read that used flashbacks. Their own writing included some creative ideas, imaginative language, and good use of punctuation and paragraphs.

7. In a Year 6 mathematics lesson, pupils showed a good understanding of prime numbers, how to find squares, cubes and their roots and the difference between acute, obtuse and reflex angles. They did calculations based on their knowledge of the sum of the angles in a triangle, on a straight line and at a point. Most could measure angles to within one degree of accuracy.
8. Pupils in a Year 6 science lesson were working at a good standard when they carried out an investigation to see how the length of a spring changed as different weights were added to it. They measured carefully and some repeated the measurements. All could describe how they ensured that the test was 'fair'. They could explain what was happening in terms of the forces involved, and knew how to measure forces in Newtons.
9. The inspection team concentrated on the core subjects of English, mathematics and science and did not see a great deal of the other subjects. However, what was seen was often of a high standard, for example, in art and design, physical education, geography, and information and communication technology (ICT).
10. Factors that contribute to the high standards include:
 - The rigorous and regular testing of pupils; for example, using the optional tests for Years 3 and 4 and the Young's test in Year 2 , and use of results to:
 - set work for pupils;
 - identify weaknesses in teaching and in pupils' performance; and
 - set targets for individual pupils and for year groups.
 - The culture in the school of hard work, good behaviour and respect for others
 - The consistently high quality of the teaching
 - The high expectations that all staff have of pupils' work and behaviour

The very good quality of much of the teaching

11. The teaching is usually of a good quality and there is a consistency in the way teachers plan their lessons. Teachers know their pupils well and set work accordingly. Teaching in nearly all classes shares the following good features:
12. Lessons are very well planned and organised, with several different activities that motivate pupils and help them to learn.
13. Teachers share lesson objectives with pupils. This is very effective. The objectives are written on the board and referred to in lessons. They sometimes ask pupils to say how well they think they have done in relation to the objectives (this was seen in a Year 3 English lesson).
14. Teachers' very good questioning encourages pupils to explain their thinking and to give full answers. The emphasis on asking open questions (such as 'How do you know?' or 'Why did you choose that one?') helps pupils' speaking skills as well as their conceptual understanding. Teachers pose different levels of questions to pupils, based on their knowledge of pupils' achievements (this was seen in a shared reading session in a reception class).
15. Teachers are very good at matching the work and tasks to pupils' prior attainment (ability). This happens from the reception, where pupils work in small groups with the teachers and nursery nurse, according to their skills and ability. Support is available from classroom assistants, where pupils need it (for example, pupils with SEN). In an additional literacy support session, a classroom assistant was seen working extremely effectively with a group of Year 4 pupils, who were highly motivated and making great strides in their literacy skills. In nearly every lesson

seen, teachers provided appropriate work for pupils of different abilities, so that they could make progress and gain a sense of achievement at their own level.

16. Relationships are mutually supportive and respectful - the atmosphere in lessons is purposeful and pupils get on with their work quickly and without fuss.
17. Teachers have high expectations of what pupils can achieve and how they will behave. Able pupils are given challenging work that helps them to reach high standards. Poor behaviour is not tolerated and staff usually deal with it unobtrusive and effectively, without drawing too much attention to the miscreants.

The strong and effective leadership and management provided by the headteacher, governors and other senior staff

18. The headteacher, who was acting head at the time of the last inspection, has played a key role in the school's success. She has a clear vision for the school and has high expectations of her own and others' performance. She knows nearly every child in the school, not just by name but also in terms of their achievements and abilities. She has a high profile in the school and is very supportive of her staff.
19. The deputy headteacher, other senior staff and co-ordinators are playing an increasingly important part in the school's management. They have helped to implement the literacy and numeracy strategies very successfully in the school. The early years co-ordinator has established a strong foundation programme for children in the reception. Co-ordinators are carrying out regular monitoring of lessons and have plans to spend more time looking at pupils' work. This monitoring is at a relatively early stage and is not yet undertaken consistently by all involved. It is, though, a promising start. There is a strong spirit of teamwork amongst staff and a commitment to the school's aims and priorities. The school gained Investors in People accreditation three years ago, and this has just been renewed.
20. Planning is very good and the school has set clear priorities for improvement in its School Development Plan. These priorities are costed, with appropriate success criteria, and mechanisms for monitoring and review. A real strength is the way that the whole school - staff and pupils - are involved in working towards the school's focus on writing. Writing outcomes are pinned to the walls of every classroom, in language and levels appropriate to the age of the pupils. For example, in the reception classroom it says: 'I can read my writing'; 'I can write from left to right'; 'I know what a full stop is'.
21. The governing body is very involved in the work of the school. There are eight different committees, which meet regularly as needed. Governors are linked with subjects or aspects such as early years or SEN and they visit the school regularly and sit in on lessons. The governors know the school, are supportive and committed to its success.

The very effective way the school promotes pupils' personal development and attitudes to learning

22. The school promotes pupils' personal development really well. This is an important part of the school's ethos. Assemblies and class 'worship' offer times for reflection on moral, social and spiritual issues. Pupils listen carefully, respond enthusiastically when asked questions and participate respectfully during prayers.
23. Pupils enjoy coming to school and many were seen bouncing into school gleefully in the mornings. They are polite to each other and to visitors and happily discuss what they are doing. They listen to others, concentrate well and work at a good pace. This attitude is evident from boys as well as girls and contributes to their good achievement.
24. Pupils show concern for others and work well in pairs and small groups in lessons. For example, in a Year 3 physical education lesson, pupils collaborated well in groups to prepare a dance

sequence on the theme of 'sea-shanties'. Year 4 and 5 pupils worked productively in small groups to compose a tune inspired by 'Peter and the Wolf'. Year 6 pupils co-operated effectively in order to measure the extension of a spring in Year 6 science. The family service at lunchtimes, where older pupils serve younger ones, is a delightful occasion and appreciated by most pupils. One Year 6 boy said that he 'likes the responsibility' of looking after the younger children.

25. The pupils respond well to the school's 'star' system for rewarding good effort, work, behaviour and achievements outside of school. They take pride in getting these stars and subsequent awards from the headteacher.
26. The staff and governors are concerned that the changing intake to the school has brought with it an increasing number of pupils with behavioural problems. In response, they have included behaviour management as a school priority and, with children and parents, established the 'golden rules', that are evident in every classroom. During the inspection it was evident that there are potentially difficult children, but that staff manage their behaviour well. Midday supervisors are involved in the school's behaviour strategies and are effective. There is a certain amount of boisterous play in the playground at lunch-time. More equipment and activities for use in the playground would help to focus pupils' energy more productively. The school is aware of the need to provide more playground resources and has plans for this as part of the improvements in the accommodation.

WHAT COULD BE IMPROVED

The time spent by teachers introducing lessons or talking to the whole class,

27. Teaching is very good, overall, with many strengths, as indicated above. The one weakness that was evident in many lessons was that too much time was spent in whole-class question-and-answer sessions or activities.
28. The school has introduced the literacy and numeracy strategies effectively and adapted the prescribed format of the lessons, where appropriate. The introductory sessions (shared reading in English and mental/oral sessions in mathematics) are effective. Teachers' questioning is pertinent and open-ended, encouraging pupils to think and to explain their reasoning. Teachers try to involve most pupils. However, these sessions often went on for too long - 30 minutes sometimes, and past the point where pupils, particularly the younger and less able ones, could concentrate. These over-lengthy whole-class sessions were also evident in a few subjects other than English and mathematics; for example, in a geography and ICT lesson.
29. When the whole-class discussions or activities went on too long, some pupils started to get restless and lose concentration. Their teachers noticed this and reprimanded pupils for not paying attention, which only prolonged the session further.
30. Most teachers have timetabled English and mathematics lessons in the morning, which is perfectly reasonable. However, the time for these lessons, is often over an hour, and above the recommendations in the strategies. This is in itself not a problem, as the last ten or 15 minutes of the lesson can be and are used for other activities. However, it may contribute to the lack of urgency about time in these lessons, resulting in the over-long introductions.

More opportunities could be found for pupils to use their initiative and to solve problems for themselves in lessons

31. There was not a great deal of evidence in the work seen or in lessons that pupils have many opportunities to find their own ways to solve open-ended problems. They are doing this to a certain extent in mathematics, science and English. The teaching approaches used by teachers are very effective and varied but do not allow much scope for pupils to take the initiative or to find innovative ways of solving problems. Although pupils are given investigations in science and mathematics, for example, there is little scope for them to devise a range of possible solutions.

32. The school provides pupils with the foundations for good problem-solving, for example, through teaching analytical skills and providing them with the necessary knowledge and understanding in literacy, numeracy and other subjects. The headteacher and staff have recognised problem-solving as an area for development in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. Pupils are taught well at Bowmandale and make good progress. The following recommendations are aimed at helping the school do even better.

In order to improve further the staff need to:

- Reduce the time spent talking to the whole class by:
 - having a sharper focus on what will be covered in whole-class sessions;
 - reviewing the allocation of time for English and mathematics lessons and, if necessary, shortening it so that less time is available for long introductions.
- Increase the opportunities for pupils to use their initiative and to solve problems for themselves by:
 - identifying when and where pupils can be given the chance to apply their skills and creativity to identify, plan, solve and evaluate problems;
 - identifying such opportunities in all subjects.

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	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.3	39.1	30.4	26.0	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)		302
Number of full-time pupils known to be eligible for free school meals		32

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		56

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.7
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	20	20	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	17	16	17
	Total	34	34	36
Percentage of pupils at NC level 2 or above	School	85 (84)	85(84)	90 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	16	16	17
	Total	33	35	36
Percentage of pupils at NC level 2 or above	School	83 (84)	88 (88)	90 (86)
	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	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	15	13	15
	Total	37	35	38
Percentage of pupils at NC level 4 or above	School	88 (91)	83 (91)	90 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	14	13	15
	Total	36	35	38
Percentage of pupils at NC level 4 or above	School	86 (88)	83 (90)	90 (94)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	302
Any other minority ethnic group	0

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	3	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)	11.5
Number of pupils per qualified teacher	28.8
Average class size	27.5

Education support staff: YR-Y6

Total number of education support staff	9
Total aggregate hours worked per week	228

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	459203
Total expenditure	475881
Expenditure per pupil	1664
Balance brought forward from previous year	25540
Balance carried forward to next year	8862

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	298
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	4	3	0
My child is making good progress in school.	47	43	8	2	0
Behaviour in the school is good.	38	52	9	1	1
My child gets the right amount of work to do at home.	33	48	11	5	4
The teaching is good.	48	45	2	3	2
I am kept well informed about how my child is getting on.	40	43	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	27	6	6	0
The school expects my child to work hard and achieve his or her best.	60	38	2	1	0
The school works closely with parents.	33	54	7	5	2
The school is well led and managed.	45	44	3	5	4
The school is helping my child become mature and responsible.	42	46	5	4	3
The school provides an interesting range of activities outside lessons.	13	45	20	5	16