

INSPECTION REPORT

Hillborough Junior School

Hillborough Road, Luton

LEA area: Luton

Unique reference number: 109578

Headteacher: Mr J R Williams

Reporting inspector: Mr J T Bishop
12184

Dates of inspection: 14 – 15 March 2001

Inspection number: 191505

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Hillborough Road Luton Beds
Postcode:	LU1 5EZ
Telephone number:	01582 613331
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Simmonds
Date of previous inspection:	3 – 6 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hillborough Junior School is a popular and oversubscribed school serving an area of mixed housing close to the centre of Luton. In 1999 the school was awarded Beacon status in recognition that it is amongst the best performing schools in the country. It has recently received an 'excellence award' from the Department of Education and Employment in recognition of its academic achievements. Building work is nearing completion and this is further enhancing the internal environment of the school. This is a community school with 243 pupils on roll, which is about the size of other similar schools. There are 94 pupils (38.7 per cent) from ethnic minority groups, most of whom come from homes where English is not the first language of communication. Twenty two per cent of pupils are eligible for free school meals, which is above the national average. There are 64 pupils on the register of special educational needs (26.3 per cent) and this is above the national average of 23.2 per cent. The percentage of pupils with Statements of Special Educational Needs is also above the national average. Attainment on entry to Year 3 is broadly in line with national averages.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths. It achieves high standards and serves the community well. The quality of teaching is very good and encourages the pupils to work hard and develop very good attitudes to work. Pupils make good gains in their learning and reach high standards by the time they leave the school. Staff and governors have a strong commitment to maintaining these standards whilst offering a broad and interesting curriculum, which is extended by many extra activities, particularly in the areas of sport (Charter Mark status), performing arts and environmental projects (local and national awards). The leadership and management of the school are excellent and the headteacher has the full confidence of pupils, parents, staff and governors. The school provides very good value for money.

What the school does well

- Results in national tests and assessments for pupils at the end of their last year in school are well above average in mathematics and science and above average in English. When compared with schools which have similar intakes of pupils, results overall are in the upper five per cent.
- The quality of teaching is very good, enabling pupils of all abilities to progress well.
- The management and leadership of the school are excellent. The headteacher, deputy headteacher, staff and governors are strongly committed to maintaining high standards within a broad curriculum.
- The provision for pupils' spiritual, moral, social and cultural education is very good and contributes to the pupils' very good attitudes to learning and school life.
- The excellent relationships between all who work in the school result in a purposeful and happy ethos.
- Partnership with parents is very good and plays a significant part in the high standards achieved by pupils.

What could be improved

- Although teachers have much improved their overall assessment of pupils' work, some are still inconsistent in assessing writing and using these assessments to set targets and raise standards.
- The library is insufficiently used in developing pupils' skills in research and in helping them to learn independently.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996 when it was judged to provide " a disciplined, hardworking and caring environment in which pupils can flourish. This is a very happy harmonious community in which the pupils take great pride". Improvement since then has been very good. The strengths of the

school have been maintained. Standards have risen steadily and are now high overall when compared to all schools and very high when compared to schools with similar intakes. The key issues raised by the last inspection have been resolved well with comprehensive schemes of work for example, science, assessment procedures, evaluation of the curriculum and improved resources making a positive impact on educational standards. The schools significant investment in information and communication technology has enabled children to use computers across the curriculum helping them to develop research skills and independent learning. The thoughtfully planned improvements to the school building and grounds provide pupils with a superb environment for work and play.

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

Key	
Very high	A*
well above average	A
above average	B
Average	C
Below average	D
well below average	E

This is an outstanding set of results indicating that the school regularly achieves high standards. Indeed, in 1998, English results were similar to those in the highest five per cent of schools in the country. In 2000, standards achieved in mathematics and science were well above the national average and were similar to the highest five per cent of schools which have similar intakes. It must also be noted that the school has many pupils on the register for special educational needs and also many who do not have English as their first language. In English, standards are above national averages and well above for similar schools, although writing is not of as high a standard as other aspects of English and the school has identified this as an area for improvement. Inspection evidence confirms the high standards attained in the school and the impressive progress made by pupils as they pass through the school. The school has invested heavily in computer technology and this is resulting in rapidly rising standards. Overall, pupils achieve well and their results indicate continuing high standards and clear improvement since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn and expect to work hard at school. They respond well to their teachers' high expectations, work at a good pace and present their work well. Older, higher-attaining pupils relish and thrive on the challenges presented by very good teaching in literacy, numeracy, science and information and communication technology. Pupils' very good attitudes to learning have a significant impact on the high standards achieved.
Behaviour, in and out of classrooms	Very good in and around the school. A notable feature is the kindness pupils show towards others; for example, one group of pupils moved in the middle of lunch to sit with an inspector who 'looked lonely' when eating her meal.
Personal development and	Excellent. Pupils support one another well and take responsibility in a

relationships	very mature manner. An example of this presented itself when a pupil due to sing a duet to the whole school confidently performed solo when her friend was unavailable. Relationships are of a high order, creating a very happy and purposeful working atmosphere.
Attendance	This is broadly in line with the national average; the school has sound procedures for pursuing non-attendance. Lessons start promptly and no time is wasted.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall			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. All teaching was at least satisfactory and 38 per cent of lessons seen were good, 31 per cent very good and 13 per cent excellent. This quality of teaching represents an improvement since the last inspection and is a key factor in pupils' learning and the standards they achieve. The consistent approach demonstrated by all adults ensures that pupils clearly understand what they are expected to do. Teachers manage pupils well and have high expectations of behaviour. The teamwork between all adults is very effective in helping pupils to acquire new skills. Teachers use questioning well to assess pupils' understanding and develop their thinking. As a result, pupils are confident, keen to answer and put forward their own points of view. The comments made by pupils, the humour used by teachers and the way teachers talk about their work raise pupils' self-esteem and give them a clear idea about how they can improve. Pupils learn very well because teachers help them understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson. The school provides extensive additional adult support for pupils with special educational needs and this results in their making good progress. Pupils who speak English as an additional language make similar progress to that of their peers due to the support they receive and the good quality of teaching. Teachers have adopted the contents of the National Literacy and Numeracy Strategies to support pupils in their learning; the teaching in these lessons is usually very good. Teachers are effective in the way they encourage pupils to do work at home; this maintains their interest and builds on the work they have done in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities presented to pupils are good throughout the curriculum and the provision for extra-curricular activities is excellent.
Provision for pupils with special educational needs	Pupils with special educational needs receive very good support and progress well towards the targets set in their Individual Educational Plans. By the time they leave school at the age of eleven, most have achieved standards in line with national averages in English, mathematics and science.
Provision for pupils with English as an additional language	These pupils make similar progress to others in the class due to effective teaching and support and this ensures that they have good access to the full curriculum.
Provision for pupils'	Provision for pupils' personal education through the development of social

personal, including spiritual, moral, social and cultural development	and cultural understanding is very good and provision for spiritual and moral development is good. The pupils' very good behaviour reflects the school's success in these aspects.
How well the school cares for its pupils	All adults in the school have good knowledge and understanding of their pupils and make satisfactory provision for their welfare, health and safety. There is a successful whole-school format system for assessing and recording pupils' progress in the key subjects but the assessment of writing requires further consideration.

The headteacher, staff and governors are keen to ensure that pupils experience a rich and varied curriculum and develop into confident and independent learners. As well as successfully meeting the requirements of the National Curriculum, they provide a very wide range of activities, which develop pupils' academic and personal skills well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The leadership and management of the school play a key role in the promotion of high standards. Management is very good. Roles and responsibilities are clearly defined and performance management is firmly in place. The principles of best value are applied appropriately.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well and have a clear understanding of the school's priorities for development. All statutory requirements are met.
The school's evaluation of its performance	The school is effective in analysing strengths and weaknesses and deciding what needs to be done next.
The strategic use of resources	The school manages its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and governors seek to obtain the best value for their spending.

The success of the school stems from its effective leadership. Senior staff and governors share a clear vision for its development and improvement. Pupils enter the school with average levels of attainment and achieve high academic standards by the time they are eleven years old.

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 high standards achieved in the school. • Children like coming to school and make good progress. • Teaching is good and staff are approachable. • The school is well led and managed. • Children are helped to become responsible and caring people. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • No widespread concerns were expressed.

The questionnaires completed by parents reveal an exceptionally high level of support for the school and confidence in its achievements. Inspectors endorse these very positive views and fully understand the regard parents have for the school, overall. Issues raised by a very small number of parents included the increased need for supply teachers due to the school's Beacon status. The inspectors support the school's view that the teachers are gaining much from the schools they visit and this will help to develop their teaching. There were some minor concerns relating to the amount of homework and to the information that parents receive on their children's progress. In both of these areas, the school acts appropriately and is always looking for ways to improve its provision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests and assessments for pupils at the end of their last year in school are well above average in mathematics and science and above in English. When compared with schools which have similar intakes of pupils, results overall are in the upper five per cent.

1. Compared with all schools, Hillborough Junior School attained well above average standards in mathematics and science and above average standards in English in the National Curriculum tests and assessments for eleven-year-olds in 2000 and this continues a pattern established over recent years. When compared with schools which have similar backgrounds, pupils attained very high standards in mathematics and science and this puts the school in the upper five per cent of such schools. In English, results were well above average for similar schools. Evidence gained from observing lessons, talking to pupils and looking at their work indicates that pupils in the current Year 6 are likely to maintain similar standards overall and reach the targets set by the school. These standards are a reflection of the good quality of teaching and the pupils' very good attitudes to learning.
2. The school has successfully implemented the National Literacy and Numeracy strategies. Teachers have good knowledge of their subjects and use the different sections of the sessions to maintain pupils' interest and develop their learning. High standards in speaking and listening are seen throughout the school and pupils gain in confidence through the school's stress on the performing arts; they are encouraged to use their confidence to put forward their views on a range of subjects. Pupils in Year 6 expressed themselves well when discussing condensation in a science lesson. Younger children explained their thought processes in mathematics with clear logic. Pupils were encouraged to be precise about what they meant and were given sufficient time to think before answering.
3. Children are confident when developing their reading skills and this results in most pupils enjoying reading, both as individuals and in the regular group reading sessions. Teachers use appropriate technical language in other subjects so that pupils become familiar with words such as 'alliteration'. By the end of the key stage, pupils read fluently and expressively and are confident in tackling unfamiliar words. The library is, however, underused as a source of reference and this restricts pupils' development of library skills.
4. By the end of the key stage, pupils write well and cover a wide range of topics and styles including poetry, instructional leaflets, creative writing and writing for other subjects of the curriculum. They write readily and with confidence and are keen to use computer technology to present their work stylishly. The school has nevertheless recognised that writing is a comparatively weak area of the curriculum and has made it a priority area in the School Development Plan.
5. The introduction of the numeracy lessons is stimulating pupils' interest, particularly in mental calculations, and pupils are quickly gaining in confidence and competence. In Year 3, pupils develop skills in explaining their thought-processes orally and use a hundred-square chart effectively to find missing numbers. Pupils in Year 4 solve money problems by giving change using cash. In Year 5, pupils add in multiples of 10 and their skills in explaining what they are doing are increasingly sophisticated. Standards in Year 6 are set to be close to the standards achieved last year when the school was rated in the highest 5 per cent of comparable schools.
6. Pupils achieve similarly high standards in science. Lesson observations and a study of pupils' work indicate that these are set to continue in 2001. The school follows an investigative approach, with pupils in Year 3 setting up experiments to study plant growth. Year 4 devised a fair test to find if there is a relationship between height and strength. Year 5 are studying how sound is made, using musical instruments, and Year 6 experiment in separating solid particles of

different sizes. Pupils share their discoveries in all classes and this collaboration contributes substantially to the high standards achieved.

The quality of teaching is very good, enabling pupils of all abilities to progress well.

7. Teachers are conscientious and hardworking. They have addressed well the key issues identified in the last report. The completion of further guidance for teachers and improvements in the assessment of pupils' achievements have resulted in more purposeful lessons. Teachers' subject knowledge is very good, particularly in literacy and numeracy, and is growing rapidly in information and communication technology. Teachers use their knowledge well to build on what pupils already know and understand and provide activities which capture the interest of pupils and extend their learning. A particularly good development since the last inspection is the way in which the teachers clearly identify the learning objectives for each lesson and share these with the pupils. Consequently, pupils understand what they are expected to learn and have the opportunity at the end of the lesson to think about the progress they have made.
8. Additional classroom support is justifiably directed towards those pupils for whom English is not the first language and towards those who have special educational needs. As a result of the good working relationships between teachers and other adults in the classroom, almost all pupils with special educational needs achieve nationally average standards in English, mathematics and science by the time they leave the school. Those who have English as an additional language achieve similarly to their peers.
9. An outstanding feature of the school's climate for learning is the setting of high expectations. These expectations are evident throughout the school. Teachers reward pupils generously for their achievements through praise and encouragement and through events such as the weekly 'achievement' assembly when certificates are awarded. High expectations are also set for behaviour, good manners and consideration for others. Pupils respond very well to these expectations; they are well mannered, helpful, considerate to others and behave well.
10. Staff enjoy working at the school and are fully involved in its development. An example of this is the writing of the current School Development Plan, when staff and governors worked together to identify priorities for development. Support staff are seen as valued members of the teaching team and make a significant contribution to pupils' progress.

The management and leadership of the school are excellent. The headteacher, deputy headteacher, staff and governors are strongly committed to maintaining high standards within a broad curriculum.

11. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. He has a rigorous system for appointing new staff, who on appointment are well supported by the management team and other staff in the school. The headteacher sets high standards to support his belief that pupils should leave school as confident and happy individuals who have succeeded in their learning. He has developed a senior management structure which is developing and using the skills of the key staff while ensuring that the school has kept up to date with current initiatives. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. A broad curriculum is maintained and a very wide range of extra-curricular activities based mainly on sport and the performing arts supplement this.
12. The school has successfully addressed the key issues arising from the last inspection. Governors give full support to the school and they and the headteacher have worked hard to make improvements. They maintain very good liaison with the school and are clear about its strengths and areas for development. Overall, governors have good levels of knowledge, which help them to be fully informed in discussions. They have trust in the headteacher and staff and take much

pride in the school's all-round achievements. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The School Development Plan sets a clear agenda for improvement and is the result of an effective consultation process. Governors fulfil their statutory responsibilities. They exercise diligent control over the budget and financial management is very good. Numerous extra grants have been received and these have resulted in building improvements and outstanding computer facilities.

The provision for spiritual, moral, social and cultural education is very good and contributes to pupils' very good attitudes to learning and school life.

13. Provision for pupils' spiritual, social, moral and cultural education is very good. A key feature of the success of the school is the consistent approach adopted by all who work there. This results in pupils who feel respected and well cared for and have a strong sense of belonging. Consequently, they behave well and have a clear sense of right and wrong. Throughout the school, respect and tolerance for others are displayed by pupils in the way they work and play together. Festivals representing a diversity of faiths and nationalities are celebrated. During the inspection, being part of Luton was celebrated and St Patrick's Day was remembered by a special assembly and by a traditional Irish lunch that included Smig Mhuiceoil (boiled bacon). Acts of collective worship are conducted in a peaceful and reflective atmosphere. There is a good level of pupil participation, especially when discussing achievements they had accomplished and the problems they had overcome in so doing. The singing of the hymn "Make Me a Channel of Your Peace" as a prayer, accompanied by the school orchestra, was a very positive contribution to pupils' spiritual development. The pupils understand that there are many around the world who are less fortunate than themselves and they are keen to support charitable funds through non-uniform days, Red-Nose appeals, harvest festivals and poppy days. The school provides a very wide range of extra-curricular activities ranging from the usual sports to skiing, tennis, golf and dramatic and musical presentations.
14. There is considerable growth in pupils' development as a result of the above activities. Pupils are interested and aware of all that is happening in their school. They are monitored and consequently their attitudes to learning are very good and this is a reflection of the high expectations of staff. Pupils listen well to each other and to the teachers and settle quickly to tasks when asked to do so. They work well together, for example when devising scientific experiments, and share resources sensibly. They show respect for the school and the people within it. Pupils indicate they have a clear understanding of the importance of their own learning and most know how to improve their work. This is supported by the way teachers explain the next steps to be taken in learning and through the supportive marking of pupils' work. The pupils' very good attitudes are a key feature in the very good progress they make.

Relationships between all who work in the school are excellent and this provides a purposeful and happy ethos.

15. The school is a caring community with an ethos based on values of respect, tolerance and co-operation. This ethos is enhanced by the very good relationships evident throughout. Pupils play and work together happily. Adults are good role models; teachers punctuate their lessons with humour, resulting in a cheerful and purposeful atmosphere that permeates all school activities. Homework and classwork are marked with care and pupils know that their efforts are valued. Pupils are concerned for others and openly admire and applaud the achievements of others. The school stresses celebration. It uses assemblies to celebrate all that is achieved by pupils from good work or behaviour to sporting success. Pupils look forward to assemblies as a time of joy; achievements are often celebrated in a humorous way, as when the headteacher reluctantly donned a moose hat on receiving a skiing award. The ethos results in pupils being proud of their school and develops their enthusiasm for being part of its success.

Partnership with parents is very good and plays a significant part in the high standards achieved by pupils.

16. Parents hold the school in high regard; they are very supportive and many have surveyed other schools in the area and made the choice to send their children to Hillborough. The questionnaires returned by parents were highly supportive of the school. The parents' meeting was poorly attended but that, too, was very supportive.
17. The school keeps parents suitably informed about what is going on. Through their involvement in their child's homework, parents play a very important role in the standards the school achieves. This involvement is valued by the school. Some parents would like more homework, some less. Nevertheless, all agree that it is extremely beneficial to their child's progress and helps them to develop very positive work habits for later life.
18. The school's 'Friends Association' raises substantial funds to support projects. Staff and parents work well together in supporting school activities and trips and their efforts enable the school to maintain its wide range of extra activities.

WHAT COULD BE IMPROVED

Although teachers have much improved their overall assessment of pupils' work, some are still inconsistent in assessing writing and using these assessments to set targets and raise standards.

19. The school has recognised that pupils' writing is an area of the curriculum requiring further development. The way teachers assess, at present, is not consistent from class to class and a whole-school approach to assessment is necessary if standards in writing are to match the standards achieved in other areas of learning. There is good practice in Year 6 where the skills needed to improve standards in writing have been identified; record sheets for individual pupils show progress through skills' development and make clear what pupils need to do to improve their work. The use of a similar system in all classes would help to raise the quality of individual pupils' writing by supplying both them and their teachers with a clear diagnosis of strengths and weaknesses.

The library is insufficiently used in developing pupils' skills in research and in helping them to learn independently.

20. Pupils are formally taught how to use the library and how to use information retrieval skills but they receive too few opportunities to undertake independent study or simply browse for pleasure. Full advantage is therefore not taken of the self-confidence and commitment which pupils display in class. To some extent, this is due to deficiencies in the stock of books and the way they are organised. The range of reference books contained in the library is narrow and, even though there are other reference books available in classrooms, these are not readily available to all pupils. The classification system for finding books is a difficult one for younger pupils to use. Books are not displayed in a way which would encourage or tempt pupils to choose them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the consistency of teachers' assessments of pupils' writing, and the use made of them, by:
 - identifying the skills which pupils need to learn;
 - developing a system for recording what each pupil knows and understands;
 - extending the good practice in Year 6 to create a consistent whole-school approach;
 - using this information to build on pupils' strengths and remedy weaknesses.
(Paragraphs: 4, 19)

- Improve pupils' use of the school's reference library by:
 - simplifying the reference classification system;
 - extending the range of books available;
 - providing more opportunities for pupils to use the library for pleasure and for independent study.
(Paragraphs: 3, 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	31	38	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		243
Number of full-time pupils eligible for free school meals		55

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		52

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0.9
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	23	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	30
	Girls	22	19	23
	Total	48	48	53
Percentage of pupils at NC level 4 or above	School	91 (81)	91 (81)	100 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	30
	Girls	20	19	22
	Total	43	46	52
Percentage of pupils at NC level 4 or above	School	81 (81)	87 (81)	98 (88)
	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	35
Black – African heritage	5
Black – other	13
Indian	6
Pakistani	20
Bangladeshi	3
Chinese	1
White	158
Any other minority ethnic group	2

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: Y3 - Y6

Total number of qualified teachers (FTE)	12.0
Number of pupils per qualified teacher	20.2
Average class size	30.3

Education support staff: Y3 - Y6

Total number of education support staff	8
Total aggregate hours worked per week	132

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	557846
Total expenditure	556711
Expenditure per pupil	2369
Balance brought forward from previous year	24796
Balance carried forward to next year	25931

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	77

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	1	4	0
My child is making good progress in school.	49	49	1	0	1
Behaviour in the school is good.	49	46	0	1	4
My child gets the right amount of work to do at home.	40	49	10	1	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	38	49	10	0	3
I would feel comfortable about approaching the school with questions or a problem.	64	34	0	1	1
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	40	51	9	0	0
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	53	43	1	0	3
The school provides an interesting range of activities outside lessons.	40	36	10	4	10