

INSPECTION REPORT

BOXGROVE PRIMARY SCHOOL

Guildford

LEA area: Surrey

Unique reference number: 125033

Headteacher: Mrs Pip Bridge

Reporting inspector: Mr Stephen Beaumont
8440

Dates of inspection: 27th - 28th February 2001

Inspection number: 191842

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:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Boxgrove Lane Guildford Surrey
Postcode:	GU1 2TD
Telephone number:	(01483) 563701
Fax number:	(01483) 454167
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Colin Henry
Date of previous inspection:	10 th - 13 th of February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
8440	S Beaumont	Registered inspector
9173	S McDermott	Lay inspector
3574	K Singh	Team inspector
23385	S Gerred	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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	4 - 7
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	8 - 11
WHAT COULD BE IMPROVED	11 - 12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13 - 16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boxgrove is a much larger than average primary school, with some 428 pupils on roll. The school is over subscribed. 2.8 per cent of pupils claim free school meals, which is below the national average. The school serves a favoured socio-economic area. 17 per cent of pupils have special educational needs, which is below the national average. 5.7 per cent of the pupils speak English as an additional language, but few of these are at the early stages of learning English. Most children enter the reception class soon after their fourth birthday with skills and knowledge above those achieved by most children of this age in Surrey and nationally.

HOW GOOD THE SCHOOL IS

Boxgrove is a very good school with some excellent features. Pupils achieve very high standards in English, mathematics, and science and benefit from having a very broad curriculum which reflects the school's aim of educating the whole child. The quality of teaching is very good throughout the school and this ensures learning of very high quality. Leadership and management are very good; the school uses its resources very well and provides good value for money.

What the school does well

- Gains very high standards in English, mathematics and science at the end of Key Stages 1 and 2.
- Gives very good teaching throughout the school.
- Provides a wide and stimulating range of learning opportunities for pupils of all abilities.
- Creates an excellent partnership with parents for the benefit of their children's learning.
- Ensures that all pupils are valued, seen as unique individuals and feel confident and secure.
- The headteacher gives clear and inspirational leadership and gets the best from the whole school community.

What could be improved

- The teaching and use of information and communication technology should be further developed so that it becomes a natural part of learning in more subjects.
- Opportunities for pupils to gain even higher standards in the arts so that their particular talents are fully developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Governors and staff have made good improvements since the last inspection in February 1997. Standards have continued to improve, the senior management team has become much more effective and the school development plan is now an effective tool for organising priorities. The accommodation for the reception class has been redesigned and the quality of teaching and learning has improved. Governors and staff are committed to strive for further improvements and are in a good position to achieve them.

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

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

Most children enter the reception class soon after their fourth birthday with knowledge and skills above those expected of children of this age nationally. Almost all children have reached the national early learning goals at the end of the reception year. Results from the National Curriculum tests at the end of Key Stage 1 in 2000 show that the percentage of seven year olds achieving the level expected for their age or higher was well above the national average in reading and science, above the national average in writing and in line with the average in mathematics. This comparative weakness in mathematics was noted by the school and action taken to remedy this situation.

Results from the National Curriculum tests at the end of Key Stage 2 in May 2000 show that attainment was in the top five per cent of all schools nationally in English and well above the national average for mathematics and science. When compared with similar schools [schools with less than eight per cent of pupils claiming free school meals], attainment was well above them in English and mathematics and above them in science. Results show an improvement over the last four years broadly in line with the national trend, but from a high starting point.

The quality of work examined during the inspection confirmed that standards are likely to be similar for pupils currently in Year 6 and improved for pupils now in Year 2. In addition to these subjects, all pupils benefit from a broad curriculum and there are notably high standards in music. Pupils of all abilities make very good progress and are being challenged to work to their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes, they enjoy coming to school and are proud to belong to it. They are eager to take part in activities, want to succeed, concentrate on their tasks and enjoy their learning. They take on responsibilities readily and use their skills to learn for themselves effectively.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils respond well to the high expectations that are made of them. They conduct themselves very sensibly in moving to particular teaching groups and between the two buildings. Lunchtime behaviour is very good. This is helped by the many and varied activities that are available to them.
Personal development and relationships	Relationships between staff and pupils, and amongst pupils themselves, are very good. All pupils are valued and seen as unique individuals. This has a very positive effect on bringing about very good personal development.
Attendance	Attendance is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	very good	very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Of the 32 lessons inspected, six were judged to be excellent, 16 very good, nine good and one satisfactory. There was evidence of excellent and very good teaching in all sections of the school. The teaching of literacy and numeracy is very good and the recently introduced national strategies are used to good effect. Teachers plan their lessons very well. They share what is planned to be learned with the pupils and are careful to set work which meets their varying abilities. Assessment is used well to determine individual needs and to check on progress. Many year groups are taught in separate ability groups for mathematics and English. These factors have a very positive effect on the quality of learning and help to ensure that the needs of all pupils are met. Teachers are very enthusiastic and this is infectious. They use visual materials well and are very skilled at questioning to make pupils think. Teachers set homework to very good effect and use visits out and visitors in to enliven their teaching. These qualities lead to pupils being very active in their learning. Teachers work very well together in planning and in teaching particular sets within a year group. In almost all cases, they employ support staff very well, but in some lessons they were not sufficiently involved with pupils during the teacher's introduction.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very wide range of learning opportunities of very good quality. All subjects of the National Curriculum and religious education are taught and a very broad curriculum provided so as to educate the whole child. French is taught in Years 4, 5 and 6. A weakness is that some pupils are regularly withdrawn from assemblies or lessons for additional help, or for instrumental teaching. A wide range of clubs and other activities extends the learning opportunities provided.
Provision for pupils with special educational needs	Provision is very good, teaching and support is very well managed and pupils make very good progress and meet the targets which are set for them.
Provision for pupils with English as an additional language	The school makes appropriate provision for the small number of pupils who are in the early stages of learning English and supports them as they become more proficient.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils to grow spiritually and morally. There are also very good opportunities for social development, including direct teaching. Pupils have good opportunities to learn about their own culture and those of others. A scheme of work, detailing what skills are to be taught in these areas of development and to which year groups, is not yet complete.
How well the school cares for its pupils	The school makes very effective arrangements to ensure that all pupils are happy and safe and that their progress is monitored. The setting of individual targets for pupils is developing, but full use is not yet made of the outcomes of assessments when children enter the reception class.

The school works exceptionally well to create links with parents and this is a particular strength. Parents are fully involved in the life of the school and the education of their own children. This has a positive effect on standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives excellent and inspirational leadership. She leads by example, teaches many classes, and gains the best from all who work in the school. The senior management team works very well with her. Together they monitor and evaluate standards effectively, but not enough opportunities are given to curriculum co-ordinators to do this in their own subjects.
How well the governors fulfil their responsibilities	Governors have a very good vision for the future of the school. They make strategic decisions very well and know clearly what their responsibilities are and carry them out very effectively. They have a very good knowledge of the school and its needs. Financial planning is thorough and based on questioning as to what improvements will be achieved rather than what it will cost.
The school's evaluation of its performance	Governors and staff analyse results rigorously and change situations or put in additional resources, in the light of this analysis. Good evidence is in the recent strengthening of mathematics teaching in Key Stage 1. This is a self-evaluating school which has a very good knowledge of its own strengths and areas for improvement.
The strategic use of resources	Very good use is made of available resources. Grants are spent effectively and appropriately for the benefit of pupils currently in the school. These are supplemented with income from lettings and donations from parents. Accommodation is used to good effect, despite the constraints of the separate buildings.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Quality of teaching. • Good progress. • High expectations of all staff. • School is well managed and led. • Close working relationship with parents. 	There were no significant requests for improvement in either the parents' meeting or through the questionnaire sent to all parents.

The school is very strongly supported by parents and inspectors endorse their views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Gains very high standards in English, mathematics and science at the end of Key Stages 1 and 2.

1. Results from the National Curriculum tests in May 2000 show that attainment at the end of Key Stage 2 in English and mathematics was well above the national average and well above standards gained in similar schools. Attainment in English puts the school in the top five per cent of all schools nationally. Attainment in science was well above the national average and above that achieved in similar schools. Results have been consistently very good over the last four years. A high proportion of pupils attain levels expected of thirteen year olds in all these subjects, which indicates high expectation and challenging teaching.
2. An analysis of current work in Year 6 confirms that standards are being maintained. Standards in English are very high. Pupils are very confident speakers and listen well to their teachers and to each other. Very confident speech was noted throughout Key Stage 2, as for instance when Year 3 pupils were required to take on the role of citizens of Athens in a history workshop. They spoke clearly and in extended sentences and were able to communicate their ideas very effectively. One pupil stating vehemently “ We must rebuild our city stronger than before, and get money for this by trading with other City States”.
3. Writing is of a high quality throughout Key Stage 2. In Year 6, pupils write very well in a variety of styles, including narrative, story, poetry and in persuasive letter writing. They use technical vocabulary accurately. Year 6 pupils could explain that “a complex sentence contains a main clause, with at least one substantive clause. These clauses could be separated by either commas or connectives”. The higher attaining pupils could determine and explain when it was better to use ‘although’ rather than ‘whereas’. Writing is generally neat and well formed, despite many pupils having contorted pen-holding grips. Pupils read accurately to gain information and can make succinct notes. They are also encouraged to read for enjoyment and many show evidence that they do so.
4. In mathematics, Year 6 pupils have particularly well-developed skills in computation, both in mental work and in written problem solving. They use decimals and fractions adeptly and their work in geometry is also of a high standard. Homework is used well to extend opportunities for learning and this has a positive effect on standards. The setting of pupils by prior attainment across year groups, with work closely matched to their needs, helps to ensure that all pupils are working to their potential.
5. In science, Year 6 pupils show well developed skills in designing and carrying out their own experiments. They use scientific vocabulary accurately and construct diagrams to record their work very effectively.
6. Results from the National Curriculum Tests at the end of Key Stage 1 in May 2000 show that attainment of these seven-year-olds was well above the national average in reading and science, above the national average in writing and in line with this average in mathematics.
7. Analysis of work inspected in the current Year 2 shows that the comparative weakness in mathematics has been remedied. Pupils are on course to attain levels above those achieved last year. They have particular strengths in mental arithmetic and in using shape and measure. Year 2 pupils read and write very well for their age and enjoy these activities. Year 2 pupils also have well-developed skills in learning for themselves, notably in science. In a lesson on making electrical circuits they could use terms such as ‘conduct’ accurately and the higher attaining pupils could predict which materials would conduct and which would not. A feature of their learning was their joy in discovery, with exclamations of “success” when the bulb lit up.
8. Pupils in all classes use their literacy and numeracy skills to very good effect in other subjects and this has a very positive effect on gaining high standards. In most cases, pupils are required to write

and record for themselves, rather than complete worksheets and this assists their learning.

Gives very good teaching throughout the school.

9. Over two thirds of the lessons inspected were judged as very good or excellent. There was no unsatisfactory teaching. There were examples of excellent teaching in the reception class, Key Stage 1 and Key Stage 2.
10. In the reception class, teachers use a very good mixture of well-planned and closely structured learning and creative work involving play and exploration. They know when to intervene and when to let pupils work on their own or in small groups. Staff work very well together as a team and this helps in bringing about learning of very good quality.
11. Teachers throughout the school plan their lessons very well, often in year groups. They identify very clearly what is to be taught and share this with the pupils. They prepare tasks for different levels of ability so as to meet pupils' particular needs. Teachers are careful to support those who find learning difficult and to challenge the higher attaining pupils in a variety of ways. Setting pupils in prior attainment groups for mathematics and English from Year 2 also helps teachers to match their teaching closely to pupils' needs. Teachers use assessment well to adapt their teaching. There was a very good example of this in a Year 5 mathematics lesson where the teacher extracted four pupils during group work to give them additional teaching on acute angles which she recognised they had not grasped in the last lesson.
12. All teachers use questioning very well. They are careful to ask pupils of all levels of attainment and to give them time to answer. Teachers insist on pupils building on their answers with remarks such as "who can tell me a bit more?" or "how did you do it?" These techniques ensure that pupils are made to think. Teachers also use questioning to very good effect to check on understanding.
13. The school is very well staffed with an excellent mix of experienced and recently qualified teachers. Specialist teachers are used well in music and to support higher attaining pupils and those with learning difficulties in English, mathematics and science. Teachers' strengths are used in teaching particular groups within year groups to good effect. Support staff are generally very well deployed, but in a small number of lessons, they were not sufficiently active during the direct teaching given at the start of lessons.
14. A very positive feature of teaching is the excellent use of visual materials and the full use of visits out and of visitors in. This makes learning interesting and real. Teachers have good subject knowledge of most subjects and are very enthusiastic, which is infectious. These factors help to ensure that pupils enjoy their learning. A good example of this was in a Year 2 science lesson where pupils 'learned with a smile'.

Provides a wide and stimulating range of learning opportunities for pupils of all abilities.

15. One of the aims of the school is "to educate the whole child". It succeeds in this by ensuring that the full range of the National Curriculum is taught with French as an addition for Years 4, 5 and 6. Religious education is given as required by the Surrey Agreed Syllabus. All classes have swimming lessons. Children in the reception class cover all of the required areas of learning so as to reach the national learning goals at the age of five. Social, personal and health education is given throughout the school, but the scheme of work for this is incomplete.
16. Books of photographs provide evidence of exciting visits to places of historical, religious, geographical and cultural interest. They also record full use of arts, book and science weeks to focus on specific areas of learning. Residential journeys are also arranged for older pupils which also helps their social development. The recently formed School Council, a meeting of which was visited during the inspection, helps pupils learn about democracy and citizenship.
17. The school provides a wide range of extra-curricular activities including orchestra, choir, recorders, science, reading, gardening and drama. Pupils are given many opportunities to perform both in the

school and to wider audiences. A full range of sporting activities and competitive games is arranged, sometimes against other local schools. Instrumental teaching is available to pupils in Key Stage 2. These clubs and extra-curricular activities are well attended, extend the learning opportunities available and have a very positive effect on the quality of learning. Homework is carefully set to develop what has been taught. The school also offers parents the opportunity to pay for their children to attend breakfast and after school clubs. As the next section shows, parents are encouraged to extend learning at home.

Creates an excellent partnership with parents for the benefit of their children's learning.

18. The school has recently been awarded a charter mark for being a parent friendly school. The county and parents acknowledge the quality of the relationship between staff, governors and parents, and inspectors judge this partnership to be excellent.
19. Parents are kept very well informed of what is happening in the school. There are very regular meetings to tell them of changes and to consult them on such issues such as homework and sex and health education. Excellent newsletters are published regularly. These are very well written and contain very clear and relevant information about coming events. Curriculum newsletters are published each term in which parents are told not only what is being taught in a particular subject, but also how they can help their children in their learning. These newsletters and much else are available on the school's very user friendly web site. A weekly schedule of work to be covered, and how parents can assist, is displayed in the reception class window. The main entrance hall is a welcoming, informative place, containing photographs of all staff, copies of policies and books of photographs of recent events. There is a very well supported home/school agreement and the governors' annual report gives full information as is required.
20. Reports on pupils are well written, cover academic and social development and are clear about individual pupils' strengths and areas for improvement. A full programme of open evenings gives parents good opportunities to talk with teachers about their children's progress and development. Parents acknowledge that the headteacher and all teachers are available, and very approachable at appropriate times, and this is appreciated.
21. Parents are working regularly within the school, supporting teachers and accompanying classes on visits. There is a very active parents and teachers association, with representatives for each year group. This association arranges social events, brings parents together for educational events and raises a very large sum of money each year, which is used for the benefit of pupils' learning.
22. The excellent parental partnership, the inclusion of parents in the life of the school and their involvement in their own children's learning has a very positive effect on the high academic and behavioural standards which are gained.

Ensures that all pupils are valued, seen as unique individuals, and feel confident and secure.

23. All who work in the school follow the school's motto that "all pupils learn, are happy and are safe". Each pupil is recognised as a unique individual, is valued and very well supported. Teachers and support staff know pupils very well and there is a consistent approach to behaviour, based on very high expectations.
24. Pupils are very well supervised and there is a good variety of activities available in playtimes and at lunchtimes to keep pupils active. " Friendship Stops", where pupils can go if they feel lonely, and a " Buddy System", which links older pupils to the youngest in the school, help to ensure that pupils feel cared for and safe. A quiet room is available for older pupils if they do not wish to take part in outdoor activities at lunchtime. First aid procedures are carried out efficiently and careful records are kept. There are good procedures to check on health and safety. Child protection procedures are in place and understood by all teachers.

25. Assessment procedures are very good and cover academic and social development. Policies are well written and teachers use assessment very well in planning what is to be taught. Children are very carefully introduced into the reception class and arrangements for Year 6 pupils' transfer to secondary schools are very good. Between these two events, pupils feel safe and very well cared for and this helps them to make progress.

The headteacher gives clear and inspirational leadership and gets the best from the whole school community.

26. The headteacher gives excellent leadership, inspired by her philosophy that teaching must involve educating the whole child. This is extended to include the whole family. She has a challenging and regular teaching timetable and, through this, leads by example. The headteacher works very effectively with the senior management team in an innovative manner to involve them in decision taking. Together they have a detailed knowledge of the strengths and weaknesses of the school and are constantly looking for improved standards. The headteacher has the ability to get all who work in the school to operate very effectively in teams and to gain the best from them. She recognises that fuller use of curriculum co-ordinators in monitoring standards and checking on the quality of teaching in their own subjects is needed.
27. The governing body works with the headteacher to very good effect. Governors have a clear vision for the school and recognise that it is their role to take strategic decisions and plan for them, delegating the internal management to the headteacher and other staff. They carry out their responsibilities very efficiently in setting appropriate priorities, monitoring standards and ensuring that principles of best value are applied. The school development plan provides a very effective management tool. The governing body arranges its business well through a carefully constructed set of committees and individual governors use their own commercial and management skills to very good effect for the benefit of the school.
28. The quality of leadership and management has a very positive effect on the very high standards of attainment, teaching and learning.

WHAT COULD BE IMPROVED

The teaching and use of information and communication technology so that it becomes a natural part of learning in more subjects.

29. Samples of work inspected show that, although information and communication technology is used, notably in Years 2, 5 and 6, it is not yet seen as a natural part of learning. Some good use was noted in Years 1 and 2, with pupils exchanging e-mails with pupils of their own age in a school in Guilford in America. There was also some interesting work in Year 5 using spreadsheets linked with a mathematics activity. However, the examples given were from September 2000 and there are not enough of them to indicate sufficient use across the curriculum. This means that there is underachievement and standards are not as high as are expected nationally. Computers are not used sufficiently to gain information, organise data, or communicate findings in many subjects.
30. Teaching staff are currently being trained in using information and communication technology in their teaching, which should give added confidence and lead to fuller use. Teachers are required to link their work with information and communication technology in their planning, but this is not carried through sufficiently in their teaching. There are sufficient computers, at least one in each classroom, with a suite of six computers in Key Stage 2. There are also two interactive whiteboards, which open up excellent opportunities for direct teaching.
31. There is a very skilled and enthusiastic curriculum co-ordinator, who has held this post since September 2000. She has many good ideas and recognises that, when training has been completed and necessary further resources gained, she will need to work alongside teachers and monitor the

quality of teaching and learning to ensure that direct teaching is given and that computers are used in an appropriate way to gain and present information.

Opportunities for pupils to gain even higher standards in the arts so that their particular talents are fully developed.

32. Standards in music are notably high, both in classroom activities and in performances by the orchestra and choir. A specialist teacher has had a very positive effect. There are very good opportunities for gifted and talented pupils to learn instruments and for all to take part in music festivals and concerts. The school recognises that standards in art and design, poetry, dance and drama, whilst in line with national expectations, could be improved, especially for gifted and talented pupils. Governors also see the arts as becoming an additional centre of excellence of the school.
33. Teachers are careful to give specific teaching and present challenging tasks to higher attaining pupils in English, science and mathematics. 'Master Classes' are also arranged with local secondary schools for gifted pupils in mathematics and English. These activities are not yet extended to include the arts. The school is planning to work closely with a local secondary school, jointly employ an arts specialist teacher to work across both phases and to arrange after school and holiday courses for those with high interest or particular talent. Inspectors commend these initiatives and see them as important in extending opportunities for those with particular talents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. To raise standards further and extend learning opportunities, the governors, headteacher and staff should:
 - complete the training for all staff in information and communication technology and use computers more fully in most subjects (paragraphs 29 to 31); and
 - extend the opportunities available to all pupils in the arts, but especially those with particular gifts and talents (paragraphs 32 to 33).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	50	28	3	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	412
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.0
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	38	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	37	38
	Girls	24	24	23
	Total	60	61	61
Percentage of pupils at NC level 2 or above	School	97 [90]	98 [92]	98 [92]
	National	84 [82]	85 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	38	37
	Girls	23	23	23
	Total	58	61	60
Percentage of pupils at NC level 2 or above	School	94 [92]	98 [90]	97 [90]
	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	35	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	32	34
	Girls	24	24	24
	Total	56	56	58
Percentage of pupils at NC level 4 or above	School	92 [95]	92 [90]	95 [95]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	32
	Girls	24	24	24
	Total	53	55	56
Percentage of pupils at NC level 4 or above	School	87 [87]	90 [85]	92 [85]
	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	2
Black – other	0
Indian	12
Pakistani	0
Bangladeshi	0
Chinese	7
White	399
Any other minority ethnic group	3

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	1
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)	17.7
Number of pupils per qualified teacher	23.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	162.5

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	763441
Total expenditure	753821
Expenditure per pupil	1762
Balance brought forward from previous year	8291
Balance carried forward to next year	17,991

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	422
Number of questionnaires returned	228

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	0	0
My child is making good progress in school.	62	36	1	0	0
Behaviour in the school is good.	57	42	0	0	0
My child gets the right amount of work to do at home.	48	44	4	1	2
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	45	43	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	76	22	0	0	1
The school expects my child to work hard and achieve his or her best.	67	32	0	0	0
The school works closely with parents.	61	33	4	0	2
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	65	32	1	0	0
The school provides an interesting range of activities outside lessons.	61	34	2	0	3