

INSPECTION REPORT

LEECHPOOL PRIMARY SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 125918

Headteacher: Anne Webber

Reporting inspector: Mr Chris Warner

Dates of inspection: 12 - 13 June 2001

Inspection number: 193033

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
School address:	Leechpool Lane Roffey Horsham W. Sussex
Postcode:	RH13 6AG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Dale
Date of previous inspection:	17 - 21 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leechpool Primary School serves the Roffey area of Horsham in West Sussex. There are 395 pupils on roll, which is well above the average size for a primary school nationally. Pupils come from a wide range of social backgrounds, typical to that found nationally. About 5 per cent of them are entitled to a free school meal and this is well below the national average. About 24 per cent of the pupils are on the special needs' register and this is about average for schools of this size. Three pupils have a statement of special educational need. The attainment of children on entry to the school is broadly typical to that found nationally. There are nine pupils for whom English is an additional language and this is below the national average.

HOW GOOD THE SCHOOL IS

Leechpool is a very effective school that gives its pupils a high standard of education. It is popular within the local community and children enjoy coming here. The quality of teaching is very good and goes a long way to account for pupils' positive attitudes to learning and the high standards they achieve. There is a very strong ethos for learning among staff and pupils. The inspection found that standards in English, mathematics and science are above the national average, and pupils make good progress throughout the school. The school is very well led and managed and the staff work together as an effective team. The governing body works well with staff and shares in their commitment to raising standards further. The school is developing well as a self-evaluating school because it has the means to relate its planning to a very clear evaluation of how well things work. Leechpool School provides good value for money.

What the school does well

- Pupils make good progress to achieve high standards in English, mathematics and science.
- Teaching and learning is consistently good and often very good, and helps pupils to become interested, involved and more independent in their learning.
- The school's very good leadership and management promote high standards of teaching and learning and the good progress made by pupils.
- Pupils' very good behaviour and attitudes to learning contribute to their good progress. They are increasingly able to think and learn for themselves because they are involved in their learning and taught how to learn.

What could be improved

- There are no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Many improvements have been made since the last inspection in March 1997. Changes in staffing, including a new headteacher and deputy, have been successfully made. There has been a good response to the key issues for improvement noted in the last inspection report. The role of the co-ordinators has been strengthened and they carry out their monitoring roles with good effect. The provision for information and communication technology (ICT) has significantly improved and standards are higher than in the last inspection. Improvements have been made in assessing pupils' progress and planning builds well on what pupils know, understand and can do. Comprehensive schemes of work are in place for each subject and this has made the curriculum more cohesive and secure.

Other, important aspects of the school have improved. The percentage of very good or better teaching has gone up from 10 percent in 1997 to 65 per cent in the current inspection. Standards in science have improved from being average in the last inspection to above average. Staff and governors have developed the way they work together in planning and evaluating their work so that this is a 'learning' school. Governors have significantly developed their role in monitoring and

evaluating the work of the school, and in using this information to support planning for the school's improvement. The nationally recommended curriculum for the Foundation Stage has been successfully adopted and the greater emphasis on activity is helping children to make more sense of their own learning. The already positive ethos has been strengthened. Not content to rest on past achievements, the school is setting out to help pupils develop their thinking and learning skills. Leechpool School is strongly placed to continue to improve all aspects of its provision.

STANDARDS

The table shows the standards achieved by eleven-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	B	A	A	B
Science	A	A	A	A

Key

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

Standards in 2000 were well above the national average in English, mathematics and science. Compared with similar schools, results were well above average in English and science and above average in mathematics. The percentage of pupils attaining the higher level in each subject was well above the national average and the average for similar schools.

The school met its targets for eleven-year-olds in 2000. Targets set for 2001 are judged to be sufficiently challenging, although not as high as those achieved in 2000. In work seen at the end of Key Stage 2, standards are above average. The variation in standards achieved by pupils in the national tests in 2000 and those seen during the inspection is due to the difference in prior attainment between pupils in the year groups.

In the 2000 Key Stage 1 tests, the school's results were well above average in writing, above average in mathematics and average in reading. The percentage of pupils attaining the higher level in reading was above average and in writing and mathematics was average. The work pupils were doing during the inspection shows standards in each subject are above average.

Children under five in the reception classes achieve the expectations for their age. As they get older pupils continue to achieve well and make good progress. Their good literacy and numeracy skills help them to tackle work in other subjects confidently.

Pupils make good progress because the quality of teaching is very good and because they are increasingly encouraged to think and talk about their learning. Assessments are used to identify strengths and weaknesses and to help set suitably challenging targets for individuals, groups of pupils and the class.

Pupils with special educational needs make good and often very good progress in relation to their prior attainment. Pupils with English as an additional language make good progress. There is no significant difference in the achievements of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and apply themselves very well in lessons. They like coming to school and get on well together.
Behaviour, in and out of classrooms	Very good in lessons, around the school and in different situations. Pupils are polite and friendly.
Personal development and relationships	Pupils grow in confidence and independence. They willingly take on more responsibility as they get older. Relationships are very good.
Attendance	Satisfactory attendance. Most pupils arrive on time and lessons start promptly.

Pupils' positive attitudes and behaviour contribute very well towards a strong ethos for learning and to the good progress they make. They are developing their thinking skills and this is helping them in their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
23 lessons seen	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.

The very good quality of teaching is a major strength of the school and goes a long way to explain pupils' good progress. All of the lessons seen were at least satisfactory, and many were of a very high standard. Thirteen per cent were satisfactory, 22 per cent good, 56 per cent very good and 9 per cent excellent.

Teaching for children of reception age (in the foundation stage) was always very good. Teaching for pupils in Key Stage 1 is at least satisfactory and often good. In Key Stage 2, teaching was at least satisfactory, and over half the lessons were very good. Two lessons in Year 6 were excellent.

Teaching has improved since the last inspection. The successful appointment of new staff, together with a very effective approach to monitoring and developing teachers, contributes to the high quality of teaching. Teachers are keen to share and build on their individual strengths because they are encouraged to look closely at the impact of their teaching on pupils' learning. As a result, much of the teaching goes beyond being competent and succeeds in involving and engaging pupils in their learning. The good quality of teaching means that boys and girls of different abilities and from different ethnic backgrounds achieve good standards and make good progress.

The small amount of satisfactory teaching could be improved if the teacher was more effective in getting pupils to think, talk and to try things out for themselves.

The teaching of English, including reading and writing, and of mathematics is consistently good. The National Literacy and Numeracy Strategies have been successfully implemented and the skills in these areas are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs and abilities of all pupils in Key Stages 1 and 2. The curriculum for the Foundation Stage provides a good range of learning opportunities. The curriculum meets all statutory requirements.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The school has secure procedures for identifying needs and monitoring progress, and pupils are well supported both in and out of the classrooms.
Provision for pupils with English as an additional language	There is good provision for pupils who speak English as an additional language. Adults provide good models of spoken and written English to support the development of pupils' literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is good. Pupils are given good opportunities to extend their spiritual and cultural development. The very good provision for pupils' social and moral development makes a big impact on the climate for learning.
How well the school cares for its pupils	Staff know the pupils well and take good care of them. Effective procedures are in place to ensure pupils' welfare, health and safety. Information from tests and assessments is carefully analysed, and used well to monitor pupils' progress and to set individual targets.

The partnership between parents and the school is good. The curriculum for children in reception is greatly enhanced by the improved opportunities for learning in the outdoor area. A good range of visits, and of visitors to the school, extends pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, strongly supported by the deputy and senior staff, manages the school very well. The headteacher's excellent leadership gives a clear educational direction for the continued improvement of what the school offers its pupils.
How well the appropriate authority fulfils its responsibilities	The governing body is highly supportive of the school and fulfils all of its statutory duties. Governors are clear about the most important issues facing the school and how they can support improvements.
The school's evaluation of its performance	Both staff and governors have a strong commitment to high standards, including those of the pupils. A very good start has been made in monitoring the work of the school in a rigorous and evaluative way.
The strategic use of resources	Good use is made of the school's resources. Decisions about spending are based on a good awareness of the needs of the school.

Staff with management responsibility are very effective in carrying out their work. They promote high quality teaching, monitor and evaluate provision, and give a clear agenda for further developments. Best value is increasingly being sought in relation to important aspects of the school's expenditure. The management of special educational needs is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school• Pupils make good progress• The quality of teaching is good• Pupils are well behaved• Teachers have high expectations• The school is well led and managed	<ul style="list-style-type: none">• A few parents who returned the questionnaire would like to see a better range of activities outside lessons• A few parents would like better provision for their children to do work at home

The inspection team agree with the positive comments made by parents.

The inspection found that the contribution made by homework to pupils' learning is good. Opportunities for pupils to extend their learning out of lessons are good in Key Stage 2 and satisfactory in Key Stage 1.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress to achieve high standards in English, mathematics and science.

1. When children enter the school, their attainment is broadly average. Pupils of all abilities and backgrounds make good progress. Standards achieved by eleven-year-olds in English, mathematics and science are above those expected nationally. Pupils with special educational needs make good, and sometimes very good, progress because they are given enough additional support and because teachers are skilful at getting them to join in lessons. The high standards reflect the high quality of teaching and learning in the school.
2. Regular assessments are used to identify strengths and weaknesses and to set suitably challenging targets for individuals, groups of pupils and the class. The good quality of assessment is proving increasingly effective in lifting expectations and achievement.
3. Children get off to a very good start in the reception classes because the teaching is very good and the curriculum is planned well in all areas of learning. The emphasis on activity makes learning fun and encourages the children to think and talk about what they see and do. They are growing in confidence, not afraid to try things out and willing to learn from mistakes. Through a secure environment and effective adult support, the children communicate with others as they investigate or solve problems. This gives them a firm foundation to their development in English, mathematics and science.
4. The inspection findings confirm the consistently high results achieved by seven and eleven-year-olds in English, mathematics and science over the past four years. The national tests are carefully analysed to see what needs to be improved. For example, the school made an effective response to the dip in the results in reading and writing for seven-year-olds in 2000. Additional teaching assistants' hours were allocated and pupils given more individual support. As a result, the inspection found that standards in reading and writing are improving.
5. The high standards in English reflect the quality of teaching and the successful implementation of the National Literacy Strategy. Pupils' speaking and listening skills develop well because they are encouraged to discuss their work. Eleven-year-olds enjoy a debate, listening to what others have to say and taking account of different views when presenting their own arguments. Staff are increasingly aware of getting learners to think and to contribute, and this is helping pupils to develop understanding in all subjects.
6. Pupils do well in reading because they learn to build up and use a range of strategies. Five-year-olds know the sounds and names of letters and can blend phonemes in words. The systematic approach to reading equips them to tackle new words and make sense of what they read. By the age of eleven, nearly all of them read confidently and with understanding.
7. The school knows that, although most pupils enjoy reading, not all of them sustain their early love of books through to the end of Key Stage 2. A lot is done to make reading easy, enjoyable and relevant. However, the amount of support older pupils get with their reading out of school varies a lot, and has a strong bearing on their maintaining an interest in books. The school is working hard to encourage reading at home as well as at school, and to make reading pleasurable as well as useful.
8. Standards in writing are high because writing skills are taught well across the school. Work produced by eleven-year-olds is competent and often expressed very well. They have a good knowledge of grammar and punctuation. They write sustained stories with attention to the characters and plot. Pupils are becoming used to writing in different forms because opportunities for them to write in subjects other than English are being increased.
9. The effective implementation of the National Numeracy Strategy and very good teaching mean that the high standards pupils achieve in mathematics have been maintained over the

past four years. Results in the 2000 national tests for seven-year-olds were above average and for eleven-year-olds well above average. Children get off to a good start in the reception classes because there are plenty of opportunities to talk and think 'mathematically' as part of everyday activities, such as measuring during sand and water play. The increased emphasis on work in number as a feature of the numeracy hour helps eleven-year-olds to be quick and accurate in mental calculations.

10. Over the last few years, results in national assessments for seven-year-olds in science have been consistently high. Eleven-year-olds have achieved well above average in national tests. A lot of the school's success is down to good teaching and to an emphasis on scientific enquiry. Younger children have a wealth of first-hand opportunities to find out how and why things work and happen. This stimulates their interest and curiosity. They are encouraged to try out new ideas and this gets them to think and talk about what they are doing. Older pupils have a good scientific knowledge and can communicate their ideas clearly and accurately.

Teaching and learning are consistently good and often very good, and this helps pupils to become interested, involved and more independent in their learning.

11. The good quality of teaching is a major strength of the school and goes a long way to explain pupils' good progress. All of the lessons seen were at least satisfactory, and many were of a very high standard. Thirteen per cent of lessons were satisfactory, 22 per cent good, 56 per cent very good and 9 per cent excellent. Teaching for children of reception age (in the foundation stage) was always very good. Teaching for pupils in Key Stage 1 is at least satisfactory and often good. In Key Stage 2, teaching was at least satisfactory, and over half the lessons very good. Two lessons in Year 6 were excellent.
12. Teaching has improved since the last inspection. The successful appointment of new staff, together with a very effective approach to monitoring and developing staff, contribute to the high quality of teaching. Teachers are keen to share and build on their individual strengths and are encouraged to look closely at the impact of their teaching on pupils' learning. Much of the teaching goes beyond being competent and succeeds in involving and engaging pupils in their learning.
13. In the best lessons, the teacher helps pupils understand and respond through a balance of 'telling and asking' with 'observing and listening'. In a Year 6 numeracy lesson, hands shot up to answer questions and to offer explanations. Pupils were keen to share ideas and not afraid to learn from their mistakes.
14. A secure and well thought out curriculum helps the teachers to plan effectively for individual lessons. They are clear about what they want pupils to learn and how best to promote that learning. Even when the learning is broken into small steps, pupils are still given an idea of where it is taking them. Children in reception explored counting, *adding on* and *taking away* in a range of different situations, and knew just what they were learning about.
15. In all of the lessons seen, the adults established good relationships and pupils enjoyed being there. Teachers have a good understanding of what pupils already know and use this to plan the next stage in their learning. Work set is matched well to individual needs and pupils find their work challenging enough, but not too difficult. The consistent and fair expectations of staff help pupils grow in confidence and independence. In the best lessons, teachers organise their class and manage their time to give pupils responsibility for their own learning and to allow themselves ample time to teach. This was particularly apparent in numeracy and literacy where the structure of the lesson is firmly established. Teachers use whole class, small group and individual work as appropriate to support and extend learning in an effective way.
16. Teachers are increasingly aware of links that can be made across themes and subjects. Their interest and confidence in what they are doing help them to motivate pupils, to assess understanding and to give the right kind of support. The last report noted that teachers often lacked confidence in information and communication technology (ICT); this shortcoming has

been overcome because a lot of effective training and support has been given to staff.

17. Good subject knowledge and knowing pupils well helps staff to be effective in their questioning. In a Year 4 science lesson, the teacher targeted her questions at different abilities, giving some pupils more time to understand the question and to explain their answers. At its most effective, teachers use language that helps make things happen and enables pupils to understand. Pupils grow in independence and develop a genuine understanding of their own learning, asking questions and making suggestions as a matter of course. The school is strongly placed to continue to lift the effectiveness of teaching.
18. All the teaching seen was at least satisfactory. In the few satisfactory lessons, (mostly found in Key Stage 1), teaching could be improved if what the teacher had to say and do was more focused on getting the pupils to think, talk and to try things out for themselves. This would be helped if the learning objectives were followed more closely, and better used to guide the teacher in their questioning and explanations.

The school's very good leadership and management promote the high standards of teaching and learning, and the good progress made by pupils.

19. Leechpool is a very effective school because there is a shared understanding of what needs to be done and a determination to do well. It has successfully built on the strengths and overcome the weaknesses noted in the last inspection. The school has many strengths and no significant weaknesses. The headteacher, strongly supported by the senior management team, manages the school well. Good use is made of staff and other resources in the pursuit of high standards.
20. The headteacher's excellent leadership gives a clear educational direction for the school's continued improvement. She earns the respect of the school community for the way she works with people. She successfully combines a drive for higher standards with a high regard for the well-being of staff and pupils. As a result, pupils and staff feel motivated and standards are high.
21. The staff work well as a team. They reflect on their efforts to see what works and what could be improved. They are valued, supported and motivated to do well. The very positive ethos for learning among staff is reflected in the productive work in the classrooms.
22. A key to the school's success lies in its commitment continually to seek to develop the quality of teaching and learning. The deputy head takes a leading role in the initiative to *extend* pupils' thinking and learning skills. Teachers develop their practice in a measured way because they are encouraged to talk to each other about their work, work together, and explore new ideas. In turn, pupils are becoming more and more involved in their own learning. The improved quality of teaching helps them to plan, think, talk and evaluate what they are doing. The impact on standards pupils achieve is apparent throughout the school, although more so in some classes than in others.
23. Teaching staff who have management responsibility are very effective in carrying out their roles. They have a thorough knowledge and understanding of their subject or aspect so that they can support staff to improve their practice. They promote high quality teaching, monitor and evaluate provision, and give a clear agenda for further developments. Staff development is effective because it is closely linked to the school's priorities of improving teaching and learning.
24. The governors make a significant contribution to the successful management of the school and to its continued quest for improvement. They have developed very effective ways of finding out how well the school is getting on and how they can support and further its work. For example, their interest and involvement contributes to the high quality of provision for special educational needs. They are kept well informed about pupils' achievements and needs, and know about the quality of learning opportunities. This helps them to make the best use of the school's resources and to assess the effectiveness of their spending decisions.
25. The close working relationship between the headteacher and governors ensures that the school is increasingly able to evaluate its effectiveness. Leechpool School is strongly placed to

continue with its improvement.

Pupils' very good behaviour and attitudes to learning contribute to their good progress. They are increasingly able to think and learn for themselves because they are involved in their learning and taught how to learn.

26. The school has a very positive ethos for learning. It promotes pupils' personal development through its planned policies and procedures, and also through the high quality of teaching and the commitment of staff. In turn, positive attitudes, behaviour and relationships contribute to the high standards achieved by the pupils.
27. The youngest children are encouraged to learn from experiences that they enjoy and can control. This fosters competence and self-confidence and motivates them to learn and carry on learning. They have lots of opportunities to plan their own activities and to make choices, such as which resources to use or who to work with on an activity. The current development of the outdoor area adds to the opportunities for self-initiated activity and helps the children to grow in independence and self-confidence.
28. Purposeful teaching makes learning relevant and challenging and pupils are enthusiastic and hard working. They are increasingly able to think about their learning in a way that helps them to know how to use, apply and communicate their knowledge and skills. They feel involved and confident in what they are doing and, in turn, this gives them the interest and motivation to achieve well.
29. The inspection confirms the overwhelming view of parents that children like coming to school, behave well and are helped to become responsible young people. At the same time, pupils are encouraged to take increasing responsibility for their own behaviour so that, by Year 6, they show considerable independence and initiative. Strong relationships between pupils mirror the way the staff work and get on as a team. Adults in the school serve as excellent role models for the children. Boys and girls, and older and younger children play and work well together.

WHAT COULD BE IMPROVED

- There are no significant areas for improvement

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- There are no significant areas for improvement

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	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	56	22	13	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	No of pupils
Number of pupils on the school's roll	395
Number of full-time pupils eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR- Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.3
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	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	30	29
	Girls	25	26	27
	Total	51	56	56
Percentage of pupils at NC level 2 or above	School	88 (95)	97 (96)	97 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	26	27	27
	Total	55	56	56
Percentage of pupils at NC level 2 or above	School	95 (96)	97 (86)	97 (100)
	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	30	31	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	29
	Girls	29	28	30
	Total	59	56	59
Percentage of pupils at NC level 4 or above	School	97 (84)	92 (79)	97 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	30
	Girls	28	24	28
	Total	53	47	58
Percentage of pupils at NC level 4 or above	School	88 (80)	78 (79)	97 (93)
	National	70 (68)	72 (69)	79 (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	1
Black – other	2
Indian	1
Pakistani	1
Bangladeshi	2
Chinese	4
White	380
Any other minority ethnic group	4

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	271

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	721977
Total expenditure	723015
Expenditure per pupil	1836
Balance brought forward from previous year	37633
Balance carried forward to next year	36595

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	388
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	6	1	0
My child is making good progress in school.	54	41	2	2	1
Behaviour in the school is good.	37	62	1	0	0
My child gets the right amount of work to do at home.	34	46	20	0	0
The teaching is good.	56	39	4	0	1
I am kept well informed about how my child is getting on.	41	45	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	2	1	0
The school expects my child to work hard and achieve his or her best.	54	42	3	0	1
The school works closely with parents.	42	44	12	1	0
The school is well led and managed.	40	54	5	1	0
The school is helping my child become mature and responsible.	46	51	1	0	2
The school provides an interesting range of activities outside lessons.	37	29	10	5	19