

INSPECTION REPORT

WENTWORTH PRIMARY SCHOOL

Maldon

LEA area: Essex

Unique reference number: 114933

Headteacher (Acting): Mrs Christine Mills

Reporting inspector: John Lilly
12487

Dates of inspection: 1 – 2 May 2001

Inspection number: 193875

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 - 11

Gender of pupils: Mixed

School address: Viking Road
Maldon
Essex

Postcode: CM9 6JN

Telephone number: 01621 853572

Fax number: 01621 857637

Appropriate authority: The governing body

Name of chair of governors: Mrs J Lewis

Date of previous inspection: 17 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12487	John Lilly	Registered inspector
9115	Terry Clarke	Lay inspector
27736	Jeremy Collins	Team inspector
27654	Robina Scahill	Team inspector

The inspection contractor was:

Open Book Inspections
6 East Point
High Street, Seal
Sevenoaks
Kent
TN15 0EG

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 11
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	12 - 15
WHAT COULD BE IMPROVED	15 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16 - 17
PART C: SCHOOL DATA AND INDICATORS	18 - 21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wentworth is a larger than average primary school with 428 girls and boys on roll between the ages of four and eleven. The school roll has grown significantly since the previous inspection and many pupils come from areas of Maldon beyond the immediate locality of the school. The school is set in a pleasant residential area of mainly owner-occupied housing with some social housing. The proportion of pupils eligible for free school meals is broadly average. Most pupils come from homes that, in social and economic terms, match the national average, although the proportion of parents or carers with further or higher education qualifications is lower than average. The number of pupils on the register of special education needs is average, whilst the proportion with Statements of Special Educational Need is above average. Very few of the pupils come from minority ethnic cultures. When most children join the school aged four, their attainment is slightly below the national average.

At the time of the inspection there was an acting headteacher covering the vacancy following the resignation of the previous headteacher in December 2000; a new headteacher had been appointed for September 2001. The school's aims include 'providing a curriculum which is broad, balanced and progressive, which relates to the development of the whole child and which meets individual needs'. The current school development plan focuses upon raising attainment in core subjects, alongside more effective use of assessment and improved 'early years' provision. The school has recently earned an 'Achievement Award' from the government.

HOW GOOD THE SCHOOL IS

Wentworth is a good school with the foundations in place to become a very good school. Governors recognise that improvements are required if the school is to become even more effective. The school is well led and management is efficient, creating a sense of purpose and businesslike endeavour. Good provision for personal development results in an orderly community in which pupils are keen to work hard, care for others and do their best. Relationships and attendance are both very good. Good teaching ensures that pupils make good progress, entering the school with average attainment and leaving with above-average attainment. Even so, the school realises that the pupils can make even better progress. The school offers good value for money.

What the school does well

- The school has been effectively led and managed through a period without a permanent headteacher.
- The school helps pupils develop as very positive, perceptive and well-behaved young people.
- The school ensures that the attendance of pupils is very good.
- The school makes very good provision for the pupils' welfare.
- The school makes good provision for pupils with special educational needs.
- All teaching is at least satisfactory and much is good or better.

What could be improved

- The progress made by pupils through improving planning and the use of assessment to tailor teaching to the needs of each individual.
- The pupils' skills and understanding of how they can improve their learning and progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in March 1997, although standards of attainment of pupils aged seven have declined, standards for pupils when they reach eleven have steadily improved. Governors and staff have successfully addressed the decline at the infant stage by improving provision at the Foundation Stage and introducing strategies to improve literacy. They have supported these initiatives by more effective management of the curriculum and more comprehensive assessment that measures the pupils' achievements. Although good, teaching does not completely match the learning needs of all the pupils, and the governors' and senior management's strategies for improvement are not yet fully effective. Improvement overall has been satisfactory, but there is still work to be done.

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	B	A	A	A
Mathematics	C	A	B	A
Science	C	C	B	B

Key

well above average A

above average B

average C

below average D

well below average E

In national tests and assessments when pupils are seven, standards overall declined between 1997 and 2000, especially in reading. Performance overall at that date was below the average for all schools nationally and for similar schools. However, attainment since that time has improved and now matches the average for similar schools. In national tests for pupils aged eleven, standards between 1997 and 2000 improved more rapidly than the national average and in 2000 were well above the average for all schools nationally and for similar schools. The attainment of present pupils maintains these high standards but has not improved. This shows that the school's planning is bringing results, but more needs to be done if standards are to continue to rise. The school's targets for improvement are appropriate but do not sufficiently challenge the school to bring in improvements that would enable continued rapid rise in standards. Pupils make good progress, but not the very good progress governors and staff intend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school, and are very keen to work hard and do their best.
Behaviour, in and out of classrooms	Pupils behave very well and do so without being told. Consequently, there is an ethos of calm, happy and industrious enjoyment of learning and community life. Bullying is rare, and pupils say that not only teachers but also other pupils would help resolve the problem if there were.
Personal development and relationships	Pupils develop well as thoughtful, mature young people. Relationships between staff and pupils and amongst pupils are very good.
Attendance	Attendance is very good and a strong foundation for the pupils' good progress.

The pupils are a delight. They are friendly, polite and attractively curious. They behave very well both in lessons and at play and lunchtimes. They are keen to do well and are excited by what the school has to offer. Good personal development means most, and not just some, pupils in Years 5 and 6 show considerable maturity, for example when helping younger pupils with their reading. Attendance is very good. This very good picture provides another secure foundation for future improvement, and reflects the warm but firm expectations of staff.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching is always at least satisfactory and 70 per cent of teaching is good or better. Almost a quarter is very good or excellent. There are differences between teaching in different classes, years and subjects, but even the least effective teaching helps pupils make satisfactory progress. Although this inconsistency needs addressing, the core area for improvement is increasing the very good and excellent teaching, matching the standards in very good schools. The key areas for improvement in the less effective teaching are insufficiently-clear objectives for learning, teachers' insecure subject expertise, insufficient opportunities for pupils to take responsibility for their own learning, and over-dependence on published schemes and planning. These weaknesses block the strong underlying skills of the teachers from coming through. Overall, pupils of all abilities make good progress but rarely very good progress. Pupils too rarely have opportunities to set their own standards or plan their own learning and, consequently, teachers miss opportunities to build upon the pupils' good attitudes to their work. Teaching of English reflects the overall standards of teaching observed, but no very good teaching was observed in mathematics. Teaching at the Foundation Stage is always good or better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant to pupils' present and future lives. It is enriched by the contribution of members of the community such as Colchester Football Club and a satisfactory but not extensive range of club activities.
Provision for pupils with special educational needs	Provision is good and well managed. These pupils make good progress. The needs of gifted and talented pupils are being addressed, although meeting their special needs remains an area for further improvement.
Provision for pupils with English as an additional language	Although there are few pupils learning English as an additional language they are well supported and make good progress in their English development and in their general work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and cultural development is good and for social development very good. Assemblies form the heart of the community life of the school. However, although they meet requirements for collective worship, they miss opportunities to nurture the spiritual development of the pupils.
How well the school cares for its pupils	The school provides for the welfare and safety of the pupils very well. There is a strong and effective concern that all pupils succeed.

The curriculum provides a rich variety of learning experiences, including much-valued residential trips and other visits. There is a well-developed programme of personal, social and health education, enhanced by the effective use of 'circle-time'. Religious education is taught in accordance with requirements but the teachers' lack of subject expertise restricts the potential benefits for the pupils' learning. The narrow range of clubs omits opportunities for independent learning, especially for gifted and talented pupils. Although the school provides very well for the social, emotional and physical needs of the pupils, there is insufficient help for pupils to understand how they can improve their learning. There is a positive and productive relationship with parents, who, for example, help make possible the excellent provision for swimming. This provides a good foundation for building the effective involvement of parents in their children's learning which is seen in very good schools, for example through fully-developed home-school books that agree frequent targets and plans to meet them. The school has made a satisfactory beginning to building this partnership, especially at the Foundation Stage.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides strong leadership and efficient management, and is competently supported by staff in their management roles. Most but not all staff share commitment to the innovations which improvement requires.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well, and are successfully seeking ways to become even more effective in driving up standards.
The school's evaluation of its performance	This has improved significantly since the previous inspection, and recently governors and senior staff have used the Local Education Authority's Quality Assurance framework effectively to give them a realistic understanding of how good the school is and to see practical ways forward.
The strategic use of resources	Resources are efficiently managed and effectively invested in ways to improve standards. This provides a secure foundation for future improvement.

A foundation for future success is the team of hard working, skilled and committed teachers, teaching assistants and other staff. Arrangements for professional development are satisfactory, but have yet to become a sufficiently powerful support for achieving very high quality teaching. Overall, the grounds and buildings are good, although the present computer suite is too small for the ways some teachers plan its use. The accommodation is well cared for and maintained, providing an attractive and stimulating place in which to learn. Resources for learning are good. The governors have taken care to recruit a new headteacher who can build on the many strengths of the school and bring expertise in areas that need improvement, for example Foundation and Key Stage 1. The school realises it needs to become more outward looking, using more fully the guidance and expertise of others. The school is moving forward, but there remain some staff who feel that current performance is good enough. This weakens the school's determination to improve and gain best value from what is already in place.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and behave well. • The school is well led and managed. • Teaching is good and their children make good progress. • They find it easy to approach staff with problems. • Their children are well cared for. 	<ul style="list-style-type: none"> • The range and extent of clubs and activities. • Homework. • More effective and consistent use of the home-school books.

Inspectors agree with all the positive views of parents and with the concerns of a significant minority of parents. This should be seen in the context of school that does most things well but wants to do things very well. At the parents' meeting and through letters, several parents expressed the feeling that, on occasion, they were not made to feel welcome when coming to the reception office. This was not evident during the inspection, but the school is aware that

there is a problem to address. Some parents felt the interaction between teachers and parents with children in the reception classes was not as good as it might be. Inspectors find that contact at the beginning and end of sessions for these children was warm and caring, but could be better organised.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has been effectively led and managed through a period without a permanent headteacher.

1. The school has been through a period of uncertainty caused by the absence of a permanent headteacher. However, the governors, acting headteacher and senior managers have ensured that the school has continued to move forward, albeit more slowly. Since the previous inspection, staff have effectively managed improvements in curriculum planning, assessment, provision for early years and in new arrangements for professional development.
2. The governors work in a business-like manner and are well informed as to the life and work of the school. This has enabled them to decide to introduce focussed improvements in provision, especially in the early years, and drive forward improvements in accommodation, for example the very attractive 'millennium' building. They are strong and vigorous in addressing weaknesses in teaching and in recruiting a headteacher with the skills necessary for the next stage in the school's development.
3. The acting headteacher provides strong leadership and efficient management, and, with the help of other managers, has made certain that the foundations for future improvement are secure. Underpinning this management is the way governors and senior management have ensured that the finances of the school are spent in the right ways and provide sufficient balances for future investment. They have invested wisely and prudently and have retained an above-average balance to fund future improvements. Since the school receives above-average revenue per pupil, governors recognise that they must seek even more effective ways of gaining value for money.
4. The school development plan relates well to the budget and provides a clear action plan. Recently, governors and senior management have used the Local Education Authority's Quality Assurance Framework to help make a realistic evaluation of the school, highlighting areas that require improvement and the quality the school needs to achieve. Subject co-ordinators take their tasks seriously and manage their responsibilities competently. However, some staff tend to resist change and prefer to stick with the ways of the past. This approach tends to seek to blame others, for example focussing on weaknesses in the pupils' learning, rather than seeking better teaching that would address them. The approach that resists change tends to lead to over-dependence on published schemes and planning, because these allow security. This deadens the learning of pupils; for example, when inspectors heard pupils at the end of Key Stage 1 read, all regarded reading as a chore rather than a joyous and exciting opportunity to investigate the world. This was not the case by the end of Key Stage 2, where readers of all abilities showed considerable enjoyment of books. The spirit of determination to reach the highest standards is being created in the school, and is perhaps best summed up by a governor who said, 'We are growing our own seedlings'.

The school helps pupils develop as very positive, perceptive and well-behaved young people.

5. This is a considerable strength of the school. Expectations of behaviour are high, consistently enforced and positively supported. Art, music and creative writing effectively support spiritual development, as does reflective learning in 'circle time', religious education and science. Assemblies are an important aspect of the life of the school and provide a strong social and moral core. However, they miss opportunities for quiet, spiritual reflection. Similarly, some religious education lessons slip into working on morality, rather than the more appropriate place of belief, spiritual experience and expression of faith. Pupils are taught the difference between right and wrong and, more significantly, why this is the case. Support for social development is carefully thought through, and pupils learn why the school works so well as a community and the part they need to play. Especially good is the way older pupils help younger pupils to read. Sport, including competitive sport, plays a significant part in pupils' social development, as do the residential trips. The pupils are introduced to a wide variety of cultural experiences. Such subjects as geography, history and religious education provide good opportunities to understand the part that different cultures and religious beliefs play in people's lives and in preparing pupils for life in a multi-cultural society. Cultural performance within and beyond the school, for example singing, generates shared enjoyment and pride in achievement.

The school ensures that the attendance of pupils is very good.

6. Attendance is very good and this does not happen by chance. Every member of staff places importance on attendance and poor attendance is followed up rigorously and in partnership with parents. Attendance is very good because pupils like coming to school and feel safe and secure. They feel learning is worthwhile, valuing their teachers highly. Attendance is a good example of the areas in which the school has in place arrangements which match the very high quality that empowers very good schools.

The school makes very good provision for the pupils' welfare.

7. The school provides very good support for the physical and emotional well-being of pupils. Perceptive monitoring of play times helps pupils to gain the social skills of playing and relating with others. Teachers guide pupils in ways that help them to be concerned for their own welfare, and both induction to the reception classes and preparation for the secondary stage education are well managed. Although there is still room for improvement, the school analyses its comprehensive assessment data and records of personal development carefully so that staff can ensure that pupils of different gender, backgrounds, abilities and cultures have equal opportunities to succeed. An area that is not so well developed is the help given to pupils to evaluate their own work and learning needs, and set their own targets to achieve, frequently and continually forming personal action plans to achieve their potential.

The school makes good provision for pupils with special educational needs.

8. Provision for pupils with special educational needs is well managed and specialised teaching is good. There has been helpful and successful input from senior management. Individual education plans highlight learning needs and provide practical strategies to address them. The provision is well resourced, with a small but useful room for specialised support. The co-ordinator maintains good working relationships with the pupils' parents and class teachers, although access to a telephone in the main

base would make this easier. The co-ordinator also ensures effective and expert support for pupils learning English as an additional language, and is active in bringing in general help and support from other agencies. The impact of the overall provision is restricted by the part-time nature of the post, and this in turn places limits on the extent to which the specialised teacher can further develop the support for pupils with gifts and special talents.

All teaching is at least satisfactory and much is good or better.

9. At best, teaching is exciting and the enthusiasm of the teachers catches the natural curiosity and willingness of the pupils. These lessons bowl along with shared pride in achieving challenging targets. In these lessons, teachers frequently give pupils opportunities to solve problems in groups or alone, and they ask questions that force pupils to think things through for themselves. They continually feed back to pupils what is helping them meet the objectives of the lesson and use problems as opportunities for pupils to find the next step forward. Because these lessons build on the natural enthusiasm of the pupils, teachers very rarely have to ask them to concentrate, listen or work harder.
10. However, too much teaching is not of this very good quality, even though much is good. It is a hard message for schools that strive for the highest standards that good is not good enough.
11. Most of the teaching observed showed that teachers and teaching assistants in the same year work constructively as a team, although this is much stronger in some years than others. The most effective teams share not only good ideas but also problems to be solved. Teaching as a whole shows professional competence and hard work. However, too many lessons miss the excitement of the very good teaching. In these good, but less effective, lessons, the learning slows, becomes unchallenging and loses the essential richness and sparkle.
12. Common causes for this good but less effective teaching are:
 - the lesson objectives list areas to cover rather than skills and understandings to gain;
 - consequently, the planning focuses on transmitting the curriculum rather than on ways to help each pupil to learn;
 - sometimes, the subject expertise of the teacher is insufficient for them to understand the real point of the lesson and, therefore, the blocks to learning that need to be overcome;
 - planning is too dependent on published schemes and resources and lessons therefore become 'work' for both teacher and pupils, rather than the highly relevant teaching and learning seen in very effective lessons;
 - pupils are given too few opportunities, or in some cases insufficient guidance, to sort out problems for themselves.
13. Overall, lessons tend to build insufficiently on the good assessment data recorded by teachers. This leads to planning for pupils of different abilities that sets the same task but with additional support, rather than specific tasks precisely related to each pupil's

learning needs. There are examples of very helpful marking that shows pupils how to improve their work, but this is not consistently the case across the school.

14. The above areas for further improvement impact across the curriculum, but most significantly on literacy and numeracy. A measure, however, of the good teaching is the way that good planning gives every side of the curriculum appropriate importance. Although previous results in national tests showed possible differences between the achievements of girls and boys, no imbalance was noted during the inspection. In the best lessons, girls and boys of all abilities did equally well, but in the good and satisfactory lessons, the pupils of average and above-average ability tended to make good rather than very good progress, and the most able were not sufficiently challenged. Pupils learning English as an additional language make good or very good progress, as do pupils with special educational needs.

WHAT COULD BE IMPROVED

The progress made by pupils through improving planning and the use of assessment to tailor teaching to the needs of each individual.

15. This is the key area to consider on the school's journey to becoming a very effective school. On the evidence of this inspection, it is best addressed as a full school area for improvement rather than focussing on separate years or classes. The areas for improvement have been identified above and are not repeated here. However, a first step needs to be to address the staff's incomplete awareness of what very effective teaching means, and designing even better ways of helping teachers achieve them.

Areas that are in the main only satisfactory are:

- ensuring lesson objectives are, in reality, objectives for learning, and
- finding better ways to enable pupils of all abilities to learn, rather than simply arranging basically the same work to be done in separate groups.

The pupils' skills and understanding of how they can improve their learning and progress.

16. In virtually all the lessons observed, pupils made good rather than very good progress. Yet, in virtually all the lessons their attitudes were very good. This poses a significant missed opportunity.

The key reasons why this opportunity is missed are:

- teachers' planning does not effectively nor sufficiently match learning objectives and activities to the needs of each pupil's level of ability.
- teachers make insufficient use of the type of language that forces pupils to think for themselves.
- too often, marking provides insufficient help for pupils to understand what works, what does not and what they need to learn next.
- teachers focus insufficiently on building the pupils' speaking and listening skills as a very effective way of increasing pupils' understanding.
- teachers too often set work that is the completion of tasks rather than opportunities for individual and group exploration; this is particularly the case with homework.

- teachers provide pupils with too few opportunities to evaluate and plan their own learning.
- teachers use the home-school books inconsistently, and, therefore, miss opportunities to build a fully productive partnership between home and teacher in support of each pupil's learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. Wentworth is a good school that has put in place secure foundations for improvement and intends to become a very good school. The school is rightly concerned to improve standards at Key Stage 1. Although the improved provision at the Foundation Stage is bringing improvement, this inspection finds that lower performance at the infant phase is a symptom of work to be done throughout the school. The efficient management, the very good attendance and attitudes of the pupils, and the strong support of parents are there to underpin and support the further improvement of teaching and learning.

To achieve the very highest standards, governors and staff should improve teaching and learning by:

- (1) Developing the styles of teaching that generate very good progress by pupils.
 - ensure every lesson has challenging learning objectives rather than a list of areas to be covered, setting explicit targets to be attained by each class and ability level within the class.
 - plan better ways to use the already effective assessment procedures to relate the learning objectives more closely to the learning needs of each pupil.
 - increase the range of ways of learning so that each pupil's needs are met more precisely. These should include more ways for pupils to manage their own learning and test their own achievements.
 - ensure that both marking and oral feedback help pupils to understand more clearly why they succeed or fail and what they must learn next.
 - increase the type of questioning that forces pupils to think for themselves rather than simply search for an answer. This should include specific planning for increasing pupils' listening and speaking skills.
 - decrease reliance on published plans and programmes so that each lesson can be planned specifically for the needs of each pupil in the class.
 - increase the staff development procedures, such as lesson observation, that help teachers understand what works, what works less well and what training or change is needed in order to improve.

- (2) Developing the pupils' skills and understanding of how they can improve their learning and progress.
- help pupils frequently to set their own individual targets and design individual action plans to achieve them.
 - give pupils more opportunity to self-evaluate their work.
 - provide pupils with more support for developing listening and speaking skills; for example, by frequently giving them spoken opportunities to prove they have heard and understood and to make their own contribution.
 - provide pupils with more opportunities for individual investigation and problem solving, especially within homework programmes.
 - provide pupils with more opportunity for quiet reflection, for example in assemblies.
 - find more effective ways to involve parents in supporting their children's learning; for example through more effective and consistent use of home-school books, enabling a continual dialogue between parents and teachers.
18. Whilst addressing the above, senior staff and governors should make further use of the Local Education Authority Quality Framework as the basis for realistic self-evaluation and more effective strategies for continuous improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	48	30	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)	428
Number of full-time pupils known to be eligible for free school meals	35

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	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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	30	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	26	28
	Girls	24	24	25
	Total	46	50	53
Percentage of pupils at NC level 2 or above	School	79 (85)	86 (88)	91 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	27	28
	Girls	24	24	25
	Total	44	51	53
Percentage of pupils at NC level 2 or above	School	76 (83)	88 (88)	91 (83)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	24	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	23
	Girls	30	28	30
	Total	50	50	53
Percentage of pupils at NC level 4 or above	School	91 (87)	91 (87)	96 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	21
	Girls	22	22	27
	Total	40	40	48
Percentage of pupils at NC level 4 or above	School	74 (65)	74 (67)	89 (71)
	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	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	2
White	420
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	19.6
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	256

FTE means full-time equivalent.

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.

Financial information

Financial year	2000–2001
	£
Total income	760287
Total expenditure	787609
Expenditure per pupil	1971
Balance brought forward from previous year	106021
Balance carried forward to next year	78699

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	428
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	4	1	0
My child is making good progress in school.	41	56	2	1	0
Behaviour in the school is good.	27	61	9	1	2
My child gets the right amount of work to do at home.	29	58	10	3	0
The teaching is good.	41	58	1	0	0
I am kept well informed about how my child is getting on.	36	56	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	45	4	1	0
The school expects my child to work hard and achieve his or her best.	46	52	1	1	0
The school works closely with parents.	22	62	12	2	1
The school is well led and managed.	26	68	4	1	1
The school is helping my child become mature and responsible.	29	64	4	0	3
The school provides an interesting range of activities outside lessons.	17	48	22	2	11

Other issues raised by parents

Some parents felt that:

- the home-school homework books should be used more consistently,
- reception office staff should be more responsive to parents' needs,
- there should be more day-by-day opportunities for teachers and parents to discuss the learning of children in the reception classes.