

INSPECTION REPORT

GREENLEAS LOWER SCHOOL

Linslade, Leighton Buzzard

LEA area: Bedfordshire

Unique reference number: 109591

Headteacher: Mrs S Readyhough

Reporting inspector: Graham Bate
20926

Dates of inspection: 8th – 9th July 2002

Inspection number: 198698

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 – 9 years
Gender of pupils:	Mixed
School address:	Derwent Road Linslade Leighton Buzzard Bedfordshire
Postcode:	LU7 2AB
Telephone number:	01525 371735
Fax number:	01525 378492
Appropriate authority:	The governing body
Name of chair of governors:	Dr J Turner
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a residential area on the outskirts of the market town of Leighton Buzzard. It caters, in the main school, for 217 pupils aged five to nine years, which includes 26 under six in the reception class, and a further 44 children, who attend part-time, in the nursery. The number of pupils currently on roll is broadly similar to other primary schools nationally. Although the school remains approximately the same size as at the time of the last inspection, the number of lower school aged children in the area is beginning to decline, due to population stability in the vicinity. There is a very small number of pupils of minority ethnic heritage and for whom English is an additional language and in which they are fluent. Eleven per cent of the pupils are identified as having special educational needs, which is below the national average. Of these pupils, three have statements of special educational need. The number of pupils known to be eligible for free school meals is well below the national average. The pupils' standard of attainment on entry into the main school covers a wide range, but is slightly above average. The school is organised into ten classes. About a quarter of the pupils come from outside the area that has been traditionally associated with the school.

HOW GOOD THE SCHOOL IS

The quality of relationships that exist within the school is a very significant contributor to its success. Everyone matters, adult or pupil, as all are successfully encouraged to be a member of the school team. As a result all pupils achieve well and attain high standards. The overall quality of teaching is very good. Basic skills are taught very well and the staff's expectations of all aspects of the pupils' development are high. The pupils are well known to the teachers who have a detailed and accurate understanding of their needs and the progress they make. The school and parents work very well together in the pupils' interests. Parents support their children very well and the school provides high quality information about pupils' progress. The headteacher provides exceptional leadership. She is very ably supported by the governing body and a very effective team of teachers. All these particularly positive attributes result in a very good school, which provides very good value for money.

What the school does well

- High standards are attained in English, mathematics and science.
- Attainment in other subjects exceeds nationally expected standards, including music and information and communication technology (ICT).
- The quality of teaching is very good overall and helps pupils to achieve well.
- Relationships in the school are very good, engendering amongst the pupils extremely positive attitudes and an enthusiasm for learning and all aspects of school life.
- The school has very effective links with parents, and provides them with very good quality information.
- The headteacher, governing body and key staff provide excellent leadership. They are very well supported by all other staff.

What could be improved

- The nursery accommodation in order that the children's learning may match the excellent quality of teaching.
- The use of time to better reflect the pupils' learning needs in some aspects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and was found to have many strengths. The quality of teaching was noted as a particular strength which led to above average attainment. The school has made good progress in its attention to the key issues raised in the last inspection report, with further

effective development of the monitoring of teaching and the assessment of pupils' progress. The previous overall good quality of teaching has improved further, sustaining well above average standards in the core subjects and the pupils' very positive attitudes to their work. The teachers' expertise and confidence in teaching ICT has also improved further as a result of, for example, effective training. There is now a very systematic and effective approach to the teaching of the subject and its use in many other areas of the curriculum. Many thoughtful developments have taken place in the use of the accommodation, but there is scope for improvement, as noted in the school improvement plan, in the nursery, which is currently very cramped.

STANDARDS

The table shows the standards achieved by seven-year-old pupils at the end of Year 2 based on average points scores in National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	B	A	A
Writing	A	B	A	A
Mathematics	A	C	A	B

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

Standards attained, compared with all schools nationally, by seven-year-olds in reading, writing and mathematics were high in 2001. Unpublished results for 2002 indicate that 100 per cent of seven-year-old pupils have attained at least the expected Level 2 in reading, writing and mathematics. With the exception of writing, the number of pupils attaining the higher Level 3 has been maintained or improved. Standards in 2001 were well above average in reading and writing and above average in mathematics, when compared with similar schools, that is those having up to eight per cent of pupils entitled to free school meals. Standards of work seen during the inspection, both of the seven-year-olds and those pupils in Years 3 and 4, were well above average overall. The pupils achieve well throughout the school, including the nursery and those with English as an additional language. Children in the Foundation Stage are well on course to meet or exceed the national early learning goals by the end of their time in the reception class. Those pupils with special educational needs make good progress towards their individual targets. Pupils throughout the school listen carefully and articulate their thoughts and ideas very well. This is as a result of the school's effective work to encourage the personal development and confidence of all pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes and clearly enjoy school.
Behaviour, in and out of classrooms	The degree of co-operation and collaboration amongst the pupils is very good. The overall standard of behaviour is very good.
Personal development and relationships	Relationships with the pupils and their peers and all adults are very good. The pupils show confidence and are pleased to undertake responsibilities.
Attendance	Attendance is very good and above the national average. The school is to be congratulated that unauthorised absence barely exists.

The cornerstone of the school's success is built upon the very good quality of relationships, for example ethnic minority pupils are fully and well integrated into the life of the school. As a result of this mutual

respect unsatisfactory behaviour is rarely an issue. All pupils are clearly aware of the school's expectations and they respond with enthusiasm. There have been no exclusions. Achievement and attainment are assisted greatly by the regular and very good attendance levels.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 - 2	Years 3 - 4
Quality of teaching	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.

The overall quality of teaching is very good. The teaching in 86 per cent of the lessons was good or better. It was at least very good in 57 per cent of lessons. No unsatisfactory teaching was observed. Of particular note was the excellent quality of teaching in the nursery. Literacy and numeracy are taught very effectively, helping the pupils to achieve well in all subjects. Teachers plan their lessons very well in order to challenge pupils' thinking and to meet the needs of all. Pupils with special educational needs are supported well. The teachers are continually striving to raise standards and are not satisfied with second best from the pupils. Nevertheless the very good relationships in the classroom ensure a positive atmosphere for learning. The pace of learning very occasionally drops when curriculum time is not closely matched to the topics' and pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school takes every opportunity to enrich the curriculum in a wide variety of ways. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	The overall provision is good and the pupils make good progress.
Provision for pupils with English as an additional language	These pupils are fluent in English, achieve well and are fully integrated into school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. Very good provision is made for the pupils' moral and social development. The present provision for first-hand experience of non-European culture requires further extension.
How well the school cares for its pupils	Without exception, all adults in the school care deeply for the pupils' welfare. The teachers know them very well and measure attainment and progress carefully. There is very good monitoring of health, safety and child protection.

The pupils' learning is stimulated by a curriculum that is made relevant and interesting. Literacy, numeracy and ICT skills are used well in other subjects. A wide range of visits is made to places of interest, for example museums and local towns, and visitors, such as grandparents, stimulate work on living history. The school provides or facilitates a number of extra-curricular activities, including German, computers, football and recorders.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership is provided by the headteacher. All staff work as an effective team who have a clear commitment to the maintenance of high standards.
How well the governors fulfil their responsibilities	The governors are also clearly part of the school team. They give excellent and thoughtful support to the school as a result of their very organised approach and knowledge of the school's needs.
The school's evaluation of its performance	Monitoring of teaching and evaluation of all aspects of the school's performance is excellent. Very detailed analyses of pupils' performance are undertaken.
The strategic use of resources	The principles of best value are beginning to be applied by the headteacher and governing body. Educational priorities are supported well by well-controlled financial management. The school provides very good value for money.

There is an exceptionally good team approach to the school's work. Subject co-ordinators have been empowered to monitor their subject's development and standards attained. The school improvement plan, to which staff, governors, parents and pupils contribute, is of high quality and gives a clear direction for the school's future development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents gave overwhelming support to most aspects of school life. The parents were pleased that:</p> <ul style="list-style-type: none"> • their children like school and make good progress; • behaviour is good; • the teaching is good; • they can approach the school with ease; • children are expected to work hard; • the school is well managed and led; • children are helped well to mature. 	<p>A very small minority of parents were concerned that:</p> <ul style="list-style-type: none"> • there was insufficient information on their child's progress; • school did not work closely with parents; • there were insufficient extra-curricular activities; • some classes have a number of teachers; • there was too much homework.

The inspection team is very pleased to endorse all the parents' positive views. The annual reports to parents are of high quality and give a very clear picture of progress made. This information is also supported very effectively by the joint sharing each term, with parents, of pupils' targets. For a lower school there is an appropriate range of extra-curricular and homework activities. The school is aware of the issues surrounding teachers sharing a class and is monitoring the situation closely, including any impact on standards. The school ensures the teachers involved liaise closely.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High standards are attained in English, mathematics and science. Expected standards are exceeded in other subjects, including music and information and communication technology (ICT)

1. In English, mathematics and science pupils achieve well and make good progress through the school. As a result, they attain, at the age of seven, well above average standards in comparison with all schools nationally. Against similar schools, standards are well above in reading and writing and above average in mathematics. The inspection findings confirm these high standards. These standards are maintained in Years 3 and 4. Most pupils with English as a second language achieve well in all subjects. Pupils with special educational needs also make good progress towards their individually set targets.
2. A very effective start is made in the Foundation Stage to the development of very good speaking and listening skills that are evident throughout the school. There are very high expectations for the use of language, for example in the nursery, the teacher ensures the children use the word 'abacus' correctly and 'I am going to start the phoneme that starts your name', to which they respond correctly. Pupils in the reception class gain considerable confidence in speaking when they are, for example, asked to describe the contents of a picnic basket. Pre and early writing skills are well developed. The children show a good understanding of number, for example in the nursery they count accurately to 20 and in tens to 100. Most pupils attain or exceed the nationally expected early learning goals by the end of the reception year.
3. Reading is a strength of the school. In the latest unpublished national tests, nearly half the Year 2 pupils gained Level 3 in reading and spelling rather than the expected Level 2. The teachers have a very good understanding of the teaching of reading. Consequently, pupils use phonic skills well, as in a Year 1 lesson on reading and spelling the long phoneme 'oo'. In a Year 3 lesson on predicted outcomes, the pupils read to their peers the work they have written, with great confidence. The library is used well by the pupils. Parents are very pleased that the teachers encourage their children to read widely. Their children are also encouraged in the love of reading by the attractive nature and good condition of the school's library books. The pupils are challenged well by the teachers to read with understanding, for example by using cloze procedures, and asking them to insert a suitably imaginative missing word into a sentence.
4. The pupils have a good understanding of the structure of language, which they use very effectively in their writing. The level of challenge made by the teachers is almost invariably high, resulting, for example, in some Year 3 pupils having a good understanding of elements of language, such as the use of the apostrophe, instructional verbs and onomatopoeia. The pupils write, generally, in well-constructed, grammatical sentences for a variety of purposes and different audiences. In an excellent Year 4 lesson, the pupils learn to write persuasively. Their motivation to write is raised when they are given the opportunity, by the teacher, to add, with the aid of the computers, an appropriate jingle. In this work they show a good appreciation of the use of such techniques as alliteration and repetition. Early understanding of the use of metaphor and simile in Year 2 work on a storm results in imaginative descriptions, such as the 'thunder bangs like a drum' and 'rain comes down like bullets'. The teachers successfully challenge and provide the pupils with opportunities to write in an extended fashion and the older pupils develop a good sense of characterisation.

Spelling is regularly and effectively taught. Importantly, the teachers seek every opportunity for pupils to use their literacy skills in other subjects, such as history and geography.

5. The very effective implementation of the National Numeracy Strategy has contributed to well above average standards in mathematics. As the teachers plan challenging tasks, the pupils develop very good mental recall skills, so that, for example, the majority of Year 4 know their multiplication facts to ten and Year 2 pupils quickly devise at least six different ways to total 45p using only silver coins. Many of these introductory mental calculation activities motivate the pupils considerably and stimulate their learning. In a Year 2 lesson on the creation of a nature reserve, many pupils have an above average knowledge of co-ordinates and quickly add up, mentally, costs in multiples of £5 and £10 and calculating how far or below budget they were. Pupils are given opportunities, frequently with the aid of computers, to handle data when systematically eliminating properties to identify finally a plane figure. As the teachers have a good knowledge and understanding of the subject, they are aware how pupils can be extended, thereby raising standards.
6. In science, the teachers also challenge the pupils by extending their use of correct scientific terminology and technical vocabulary. For example, in a Year 4 lesson on habitats, the pupils show a very good understanding of terms, such as omnivore, carnivore and predator. The pupils' ability to carry out effective practical investigations is assisted greatly by their good relationships, and willingness to co-operate and collaborate sensibly. Such strength is evident in their approach to the use of computers, when asked to share, and also in using instruments in music. Standards in ICT are well above expected levels, not only because of the teachers' competence in the subject but also as it is seen as an important aid in other subjects, for example printing extended stories, enlivened by attractive pictures. Pupils in Year 1 use the mouse to select a suitable icon confidently and then print out, whilst Year 3 pupils competently click, drag, scroll down, highlight and select an instrument when modifying and controlling sounds and arranging musical phrases. The pupils well exceed expected standards in music. There is good progression in the development of their skills. They have a very good understanding of musical technical vocabulary. Year 3 pupils, for example, correctly and confidently use such terms as ostinato, dynamics and tempo when playing very effectively a range of tuned and untuned instruments to create musical texture. The pupils sing well in assembly and appreciate the excellent recorder playing of a number of their peers.

The quality of teaching is very good overall and helps pupils to achieve well

7. The teachers are committed to the raising of standards and have high expectations that all pupils will achieve well, whatever their level of attainment. The teachers challenge the pupils to think, express themselves clearly and to work hard. As a result, the pupils' learning is very good.
8. At the heart of the very successful teaching lies the very good quality of relationships between the teachers, learning support assistants and the pupils. Consequently, there is mutual motivation; the pupils are enthused and show very positive attitudes and the teachers clearly enjoy their work. Learning thrives in an atmosphere of mutual respect. In such an atmosphere little time is lost to learning by the maintenance of control, so that lessons proceed at a brisk pace to the considerable benefit of the pupils' progress. On the rare occasions where the pace of teaching drops, such highly motivated and enthusiastic pupils can become restless in their thirst for activity, for example when an introductory session in a lesson went on for 45 minutes, or when the time given to a lesson does not match the topic's needs. The teachers have very good question and answer skills, particularly during, for example, the quick-fire mental mathematics

sessions in numeracy lessons. Teachers are particularly careful to ensure all pupils, including those with special educational needs, are involved in such sessions but, whilst having high expectations for the quality of pupils' thinking, are careful to maintain the self-esteem of the pupils who are incorrect. As part of the challenges the teachers make to pupils' learning, are high expectations for the development of technical language and vocabulary, for example Year 2 pupils use the terms 'vertex' and 'vertices' with considerable confidence.

9. The teachers' planning is very good. All lessons have clear learning objectives. These are shared with pupils in language they can understand, frequently referred to again during the lesson, and used by both teachers and pupils to evaluate learning at the end of the session. This is very good practice and promotes pupils' learning very effectively. The teachers, in their constant and successfully striving for pupil motivation, use a very effective range of teaching methods. For example, a visit to Milton Keynes village and city clearly motivated Year 4 pupils in their work on, and use of, maps. The National Literacy and Numeracy Strategies have both been implemented very successfully. However, very sensibly, whilst still following the basic framework of which the teachers have a very good understanding, they have adapted the strategies to suit the needs of the school, for example by using computers to enhance both computer and number skills. When part of the lesson involves group or individual working, the teachers use this time very effectively, in close co-operation with the teaching support assistants, to teach and take learning forward, rather than merely to supervise and maintain pupils on task. The pace of working in these sessions is maintained by the use of clear time targets by the teachers for the completion of tasks, or, for example, in the nursery, when a short break in inclement weather was seized by the teacher to work outside, thereby maintaining good learning.
10. The picture of very effective teaching is underpinned by the teachers' very good knowledge and understanding of the subjects they teach. The co-operative team spirit that exists amongst the teachers and learning support assistants helps to ensure those skills, knowledge, possible curriculum pitfalls and successful strategies are shared, both formally and informally. Resources are well and efficiently deployed, including learning support assistants. In the best lessons, the learning support assistants are used to monitor pupils' responses during, for example, introductory question and answer sessions. Teachers' marking of pupils' work is conscientiously undertaken, the best including targets for improvement, and homework is also used effectively to support learning.

Relationships in the school are very good, resulting in pupils with extremely positive attitudes and an enthusiasm for learning on all aspects of school life

11. As a result of the very positive relationships that exist between the pupils and their teachers, pupils show great enthusiasm for learning. In discussions with them, it is clearly evident that they enjoy school and are proud of their achievements. The pupils know what is expected of them and work hard to achieve their targets and undertake, for example, homework tasks conscientiously. This creates a good working atmosphere in which the pupils feel at ease. In lessons, such as ICT and music, it was noticeable how willing the pupils were to collaborate and co-operate in the use of resources. Behaviour is very good in most lessons and around the school and playground. Only when the pupils find a lesson unstimulating, which occurs on very few occasions, does the usual very good level of behaviour fall, but never to unsatisfactory levels.
12. The pupils are very keen to undertake small responsibilities around the school that are appropriate to their age, for example operating the sound system in assembly. Parents

reported how good the older pupils are in helping younger ones, for example by tying laces. Effective encouragement is given by the school to ensure that all pupils share the responsibility for the maintenance of the 'school family'. This is well exemplified by the provision of a 'I need a friend bench' in the playground. All pupils are alive to this responsibility and the bench was rarely occupied for long. A very good opportunity is provided for pupils to develop personal confidence by membership of the school council. Council members take forward ideas from their peers and are responsible for reporting back on any decisions made. Pupils show courtesy to staff and each other and answer very politely when spoken to.

The school has very effective links with parents, providing them with very good quality information

13. The pupils' learning is exceptionally well supported by the very good partnership that exists between the school and the very great majority of parents.
14. For its part the school provides a range of helpful, very good quality information to the parents. For example, the school's homework policy gives useful guidelines, such as how long the pupils should spend on the work, and parents are provided with an outline of the curriculum. Parents report that both of these measures are helpful and assist them to feel part of their child's education, as well as the opportunity to supplement the curriculum, if possible. Additionally, for their part of the children's learning, most parents ensure that homework is completed and, for example, the children read at home. The parents provide very good levels of support to the school on school visits, helping in school and through the strong parent/teacher association. The exceptionally high response rate to the parents' questionnaire is a further indicator of parental interest. Views of the parents are also sought at the time of the preparation of the school improvement plan. This is a very helpful initiative.
15. Regular opportunities are provided for formal discussions with parents when their children's targets for the term are agreed with teachers. This is backed up, at the end of the year, with a high quality report which also sets targets for improvement and includes the child's own evaluation of progress and what they need to do to improve.

The headteacher, governing body and key staff provide excellent leadership. They are very well supported by all other staff

16. The headteacher is an excellent leader. Her style of leadership allows her to be part of the school team, which includes all members of the governing body and all adults, whatever their role, who work in the school. All have a very strong commitment to the maintenance and further improvement of standards that are already high. The staff and governors have a very clear vision for the future of the school. This is reflected in the high quality of the school improvement plan. The clear and well-structured plan is the result of a team effort. The chair of governors and headteacher ensure that all staff, parents and pupils are given the opportunity to contribute. The plan, once written, is subject to rigorous, termly review of progress towards the identified targets.
17. The approach to the monitoring of teaching and learning and analysis of performance is equally systematic. The monitoring of teaching is carried out by the headteacher, subject co-ordinators and also members of the governing body. Very thoughtful and useful written reports were fairly recently prepared by both the numeracy and literacy governors. They are redolent with the openness of the relationship that exists between the school and the governing body. All these monitoring procedures contribute well to the sharing of good practice and to the standards attained. The school also carries out careful analyses of pupils' performance using both the results of national tests, looking

for both added value and areas for development. This complements the very good assessment procedures that monitor pupils' attainment, progress and personal development.

18. The governing body fulfils its statutory responsibilities excellently. It is organised very effectively with exceptionally clear identification of responsibilities and a systematic approach to the discussion of arising issues, for example a recently prepared paper on a review of 'best value'. The governing body is beginning to consider the use of best value principles beyond merely the provision of services. Financial control is very good and the school is administered very efficiently.

WHAT COULD BE IMPROVED

The nursery accommodation, in order that the children's learning may match the excellent quality of teaching

19. The teaching in the nursery is outstanding. The teacher has an exceptionally clear understanding of the needs of children in this age group. It is, however, only through her expertise, skill and effective support of the nursery assistant that the children's learning is as good as it is. The accommodation is too small for a suitable book display and there is insufficient space for simultaneous role-play and construction, or for a choice of 'messy' and tactile sensory activities. This restricts the pupils' opportunities for learning. In whole-class activities, for example in a lesson on number, a desirable activity requiring the children to be in a circle, only took place as the inclement weather relented and the teacher seized the opportunity to go outside; under different circumstances it could not have taken place.

The use of time to better reflect the pupils' learning needs in some aspects of the curriculum

20. Some subjects, especially in Years 3 and 4, are taught for the whole afternoon, which is almost a two-hour session. This strategy has many useful advantages, particularly in subjects such as design and technology where projects come to early fruition and storage space is at a premium. Inspection evidence indicates, however, that even where the teaching was very good, for example in a Year 4 geography lesson, the pace of learning and the pupils' motivation drops over such a long session. Similarly, in a science lesson, pupils' attention began to wander after a 45-minute introduction. Some of the lowering of productivity may not be obvious owing to the pupils' generally very good levels of behaviour. Conversely and occasionally, insufficient time was allowed, for example ten minutes for learning to be consolidated effectively in an ICT lesson.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The school should now:

- (1) proceed with plans, at the earliest opportunity, to improve the accommodation for nursery children in order that the Foundation Stage curriculum may be delivered in a way that assists the school always to realise their full potential;
- (2) continue to examine the time management of the curriculum to ensure it continues to meet the needs of the topic or subject and effective learning.

Minor issue

22. Extend further the present provision for first-hand experience of non-European cultures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
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
Number	3	9	6	3	0	0	0
Percentage	14	43	29	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	22	216
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	33	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	33	33	33
	Total	55	55	55
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (96)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	33	33	33
	Total	55	55	55
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	187
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	23.5
Average class size	24

Education support staff: YR – Y4

Total number of education support staff	10
Total aggregate hours worked per week	168

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	553,199
Total expenditure	561,808
Expenditure per pupil	2,401
Balance brought forward from previous year	39,944
Balance carried forward to next year	31,335

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	199

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	1
My child is making good progress in school.	45	45	6	2	2
Behaviour in the school is good.	46	49	1	0	4
My child gets the right amount of work to do at home.	36	49	9	3	3
The teaching is good.	60	33	2	2	4
I am kept well informed about how my child is getting on.	33	49	12	6	1
I would feel comfortable about approaching the school with questions or a problem.	50	41	7	1	2
The school expects my child to work hard and achieve his or her best.	59	35	3	1	3
The school works closely with parents.	39	48	10	3	1
The school is well led and managed.	41	50	3	3	4
The school is helping my child become mature and responsible.	51	42	3	1	3
The school provides an interesting range of activities outside lessons.	24	45	20	2	10