

INSPECTION REPORT

ST MARGARET'S CE PRIMARY SCHOOL

Prestwich

LEA area: Bury

Unique reference number: 105323

Headteacher: Mrs N J Sullivan

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 25th - 26th February 2002

Inspection number: 194938

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Heywood Road Prestwich Manchester
Postcode:	M25 2 BW
Telephone number:	(0161) 773 1432
Fax number:	(0161) 253 7250
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs G Prosser
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 241 pupils on roll of whom 125 are boys and 116 are girls. The school is situated in the Holyrood ward of Bury. The socio-economic conditions for that ward compare broadly with those seen nationally. The school is average in size. The proportion of pupils known to be eligible for free school meals is below average. There are 26 pupils from a broad range of ethnic backgrounds and, of those, there are twelve pupils for whom English is an additional language. The proportion of pupils for whom English is an additional language is higher than in most schools. There are 19 pupils on the school's register for pupils with special educational needs of whom one has a statement. This is below the national average for statemented pupils and well below for the proportion on the register. Children enter the reception class with levels of attainment that are broadly average, although this varies from year to year.

HOW GOOD THE SCHOOL IS

This is a very effective school. Teaching has improved and is now good throughout all phases. High standards are being maintained in National Curriculum tests for the oldest pupils. All pupils benefit, because the school is educationally inclusive and has good strategies to promote equality of opportunity. The leadership and management of the school are good and the governing body is effective in fulfilling its obligations. At the time of the last inspection the school was considered to be providing satisfactory value for money. This inspection judged that the school is providing good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science in Year 6.
- Teaching is consistently good throughout the school.
- The attitudes, behaviour and personal development of pupils are very good and attendance is excellent.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The leadership and management of the school are good.

What could be improved

- The provision of outdoor experiences for children in the Foundation Stage.
- The role of the coordinators, in order to increase the share of monitoring and evaluation of teaching and the curriculum and to enable them to make a more positive contribution to the management of their subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since the last inspection in 1997. Standards in information technology and design and technology have been raised for pupils in Years 1 and 2. Standards in art have been raised and the quality of teaching has been improved. The school is now providing a good curriculum. Display now makes a positive contribution to learning and, with the exception of the provision for outdoor experiences, children in the Foundation Stage are now experiencing a good range of learning opportunities. High standards have been maintained and previously good provision such as for the spiritual, moral, social, and cultural development of the pupils has been improved. Schemes of work are now securely in place for all subjects and a wide range of books is provided for research and pleasure. The provision for pupils under five has improved, although the provision of outdoor experiences for these children needs to be further enhanced.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	A
mathematics	A	C	A	B
science	B	D	B	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Children enter the Foundation Stage with levels of attainment that are broadly average and achieve very well as they progress through the school. The attainment of pupils aged seven in National Curriculum tests for 2001 was average in reading and writing and above average in mathematics. Teacher assessment of science for these pupils showed that attainment was average for the numbers reaching the expected level (Level 2 and above). When compared with similar schools, the performance was below average for reading and writing and in line with the average for mathematics. The trend over time shows that attainment in these three subjects varies with the make up of the particular group of pupils, but is usually either average or better than average. The attainment of pupils aged 11 in National Curriculum tests in 2001 was well above average in English and mathematics and was above average in science. When compared with similar schools, this performance was well above average in English, above average in mathematics and average in science. On average and over time, pupils have performed at a higher level than seen nationally and the improving trend has broadly mirrored that seen nationally. The school has set challenging yet attainable targets for pupils taking national tests in 2002. Inspection evidence shows that the attainment of pupils is above expectations in reading, writing and mathematics for pupils aged seven and that it is above expectations in English and science and is well above in mathematics for pupils aged 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They work hard and appreciate what their teachers do for them.
Behaviour, in and out of classrooms	Very good. Pupils have a clear idea of what is expected of them and behave very well, wherever they are in school.
Personal development and relationships	Very good. Pupils make strong relationships with each other and staff and are confident in taking on responsibilities, which they fulfil efficiently.
Attendance	Excellent. It is very high – in the top 5 per cent nationally.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

The teaching of English and mathematics is good. The national strategies for literacy and numeracy have been effectively introduced and these are taught well. Basic skills are taught well. Teachers are careful to plan for the needs of all pupils, so that, regardless of their ability and attainment, they achieve very well. Pupils are well motivated and are actively engaged in their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Key issues from the last inspection have been effectively addressed. The school offers a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with special needs make good progress against their targets. They are well supported in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This provision has a strong impact on pupils' attitudes and behaviour and successfully allows them to appreciate the world beyond the area in which they live.
How well the school cares for its pupils	Good. There are good procedures in place for child protection and ensuring pupils' welfare.

The curriculum has improved and is now good. The provision for the spiritual, moral, social and cultural development of pupils is a particular strength of this provision. There is a need to make greater use of outdoor opportunities for children in the Foundation Stage. Staff know their pupils very well and, despite large pupil numbers in some classes, are able to keep effective track of the progress their pupils are making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives the school a strong lead and she is ably supported by all staff.
How well the governors fulfil their responsibilities	Good. The chair of governors has a strong working link with the school and so the governing body is able to fulfil its responsibilities effectively.
The school's evaluation of its performance	Satisfactory. This is an area that can be developed. The senior management team and some key staff have made a good contribution to raising standards of teaching, but this now needs to be extended to involve more staff with curriculum responsibilities.
The strategic use of resources	Good. The school uses its resources in effective support of standards and there are sound plans for dealing with a budget surplus.

The school is careful to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children like school.• That their children make good progress.• That teaching is good.• That the school has high expectations.	<ul style="list-style-type: none">• The amount of homework.• The information they receive about progress.• The way the school works with parents.• The range of extra-curricular activities.

The inspection team endorses those aspects that parents find pleasing. Whilst homework varies from year to year, it is considered to be appropriate in content and quantity. Parents are kept well informed and reports are of a good quality. The school's links with parents are satisfactory and it is felt that the school is providing a good range of extra-curricular opportunities, albeit principally for the older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science in Year 6.

1. The attainment of pupils aged 11 in National Curriculum tests for 2001 was well above average in English and mathematics and was above average in science. The attainment of pupils in Year 6 has been consistently high, with small variations from year to year, depending on the overall ability of the pupils. The attainment of pupils in 2001 was well above average in English, was above average in mathematics and was average in science, when compared with similar schools.
2. Good standards are maintained because consistently good teaching ensures that pupils' progress is even as they move from class to class. Such good teaching enables all pupils, regardless of need or ability, to make good gains in learning. Inspection shows that standards in English, mathematics and science are above expectation and pupils are on target to produce results in national tests which are similar to last year.
3. Pupils in Year 6 read well. They are given many opportunities to use and strengthen their reading skills as, for example, when they were asked to research the lives of religious leaders, an exercise that also encourages their ability to work in cooperation with a partner. They are reading a wide range of demanding books for pleasure and, in conversation, show that they are able to interpret and draw conclusions from what they have read. Their writing is very well presented and pupils write with a fluent joined script that is beginning to show individuality of style. They write for a whole range of purposes and their writing skills support their work well in other curriculum areas. Their knowledge and use of punctuation is good, so that pupils are able to paragraph their work and use punctuation marks with good effect. They use challenging words and produce interesting pieces of writing either by way of research or in story form.
4. Pupils are confident and articulate speakers who, because of the ethos of the school, enjoy talking with adults. They do this in a very mature way as they speak with clarity and in detail, about their lives. They are powerful and lucid advocates of their school and speak highly of it. Again, because of the ethos of the school, which values the contributions of all and, because teachers are good at ensuring that all pupils are given the opportunity to respond, there is a strong commitment on the part of the pupils to listen to what is said to them. They respond equally well whether they are listening to a member of staff or to other pupils.
5. In mathematics, pupils are able to read data effectively from a table and can then translate that information into graph form. They are able to work with fractions, decimals and percentages and can readily interchange them. Pupils have a good understanding of ratio and proportion and their knowledge of aspects of shape and space, such as shapes and angles and symmetry, and the graphing of points in four quadrants is good. Pupils deal well with practical challenges in mathematics and science, because the school places a high level of importance on that aspect of learning, which challenges pupils to use their skills and knowledge. In science, the pupils have good experimental experience of measuring the effects of force on a number of different elastic materials. They understand the need for fair testing and can introduce variables into their experiments whilst ensuring that fair comparisons continue to be made. They have learned about light and noted the connection between the angle at which a ray of light hits a reflective surface and the angle at which it is reflected. They understand the workings of the eye and can illustrate life cycles in animals and humans.
6. Pupils take a keen interest in their lessons. They enjoy them and are eager to offer answers and suggestions. Their work is very well presented, they show high levels of commitment to achieving their best and they derive obvious satisfaction from their results.

Teaching is consistently good throughout the school.

7. The quality of teaching has improved since the last inspection and is now good. At the time of the last inspection, some unsatisfactory teaching was observed, but none was observed this time. The great majority of lessons were good, with a small number that were satisfactory and a similar number that were very good. National strategies have played a part in raising the quality of teaching and the teaching of literacy and numeracy is good. The teaching of basic skills is also good. The key issue to remedy the weaknesses in teaching from the last inspection has been satisfactorily addressed. Part of the improvement in teaching has resulted from the efforts of senior managers in monitoring teaching within the classroom. However, there is a need to extend the role of the subject coordinators by developing the contribution that they make to the quality of teaching.
8. Teaching has many strengths and no overall weaknesses. Teachers enable their pupils to achieve very well through sustained good practice in all classes. Consequently, pupils of all ages are building systematically on their skills, knowledge and understanding as they progress through the school. Teachers know their pupils very well and plan carefully to meet their needs. As a result, pupils of all abilities, including those with special educational needs, are making good progress.
9. A major strength of the teaching is the way in which all staff have built up very good relationships with pupils. Consequently, there is a sense of purpose to what is going on in the classrooms. Whilst activity is high and productive there is also strong sense of satisfaction and enjoyment. Teachers focus very well on providing pupils with real experiences. During the inspection the youngest children were thrilled to be visited by a police officer and his dogs and this provided rich learning opportunities for them. Similarly, pupils in a Year 2 class were eager to display their knowledge and learn more about Islam from two visiting speakers. Their extremely well prepared lesson ensured that pupils' enthusiasm for learning about other cultures and religions was very effectively enhanced.
10. Teachers consistently encourage and reinforce good relationships, behaviour and attitudes in their pupils through their own example. They have high expectations, plan their lessons carefully and well and evaluate pupils' responses carefully. Pupils know that their work and opinions are valued and, consequently, they are confident in letting others see what they are doing and what they think. Good teaching has meant that these opinions are valued by pupils as well as by staff. A criticism of the previous report related to the quality of display. Judging from the quality of display seen during the inspection there can be no doubt that pupils interpret the good ways in which their work is displayed as an indication that it is of quality and that value is attached to it.
11. Teachers' knowledge and understanding of what they teach is good. They have high levels of commitment and good individual skills which contribute well in areas such as information and communication technology and music.
12. Pupils speak highly of their teachers and their school. The enthusiasm and commitment displayed by the teachers is reflected in the very good attitudes and behaviour of the pupils. The pupils enjoy school. They work hard and they are achieving very well as a result.

The attitudes, behaviour and personal development of pupils are very good and attendance is excellent.

13. Behaviour is very good and this is not because of a repressive system of control, but rather because of a system that allows pupils the opportunities to show that they can behave well and act responsibly. In classes, pupils listen well and work hard. They play well together and they also behave well as they move around the school. There have been no exclusions and behaviour in lessons during the inspection was never less than good. The youngest pupils in the reception class showed good levels of behaviour and self-control when they were visited by two police dogs as they learned about people who help us.

14. Pupils treat the school and its resources very well and the respect shown for material things is also mirrored in the way pupils show respect for staff and each other. In conversation, the pupils show that they have a strong commitment to doing their best and they clearly show that they value and appreciate what the school is doing for them. The standard of presentation of work is very high. Pupils' work is very neatly laid out because attention is paid to ensuring that pupils, not only have very positive self-images, but that they value the fruits of their labour and, so, want to display them in the best possible way.
15. The school council is a good example of the way pupils are prepared to accept responsibility and contribute in a positive way to their own personal development. The pupils in the school council are sensitively guided by the acting deputy headteacher and they debate real issues. There is evidence of the impact of their work in, for example, the decision to extend equal opportunities to girls in the matter of wearing trousers as part of school uniform. Pupils perform the more usual set of tasks such as working the sound system and the overhead projector in assembly and other caring roles with younger pupils with quiet efficiency. They readily offer assistance to visitors and this is done without inhibition. They are polite and considerate, not for effect, but because the school considers it normal.
16. Attendance, which is excellent, has been consistently high over time and is now very high in comparison with the national average. The school's attendance figures are within the top five per cent of schools nationally.
17. Parents indicate, through the questionnaire, the parents' meeting and as individuals, that their children like school, that they feel that behaviour is good and that the school is helping their children to become mature and responsible. The work of the inspection team fully supports these views. Whilst these qualities came out strongly at the time of the last inspection, it is now felt that they have improved and have become very good. Attendance, which can be regarded as a very good indicator of attitudes and commitment, is now better than ever and is excellent.
18. These improvements are due to the school's consistent approach, in the classroom and beyond, to the spiritual, moral, social and cultural development of the pupils and, in particular, the way the school ensures that all pupils benefit, regardless of their need or ability.

The provision for pupils' spiritual, moral, social and cultural development is very good.

19. Pupils show an awareness and understanding of the beliefs of others at an early age so that, for example, Year 2 pupils are able to demonstrate good knowledge of Islam and show enthusiasm for learning more. The ethos of the school is such that pupils are provided with first hand experiences that cause them to think and reflect. Spiritual experiences can derive, for example, from scientific investigation or through the promotion of the understanding of the needs of others. An assembly on how friendships could be broken and repaired effectively challenged pupils' thinking and, in so doing, raised their spiritual awareness.
20. Pupils have a strong sense of what is right and wrong and there is evidence in classrooms that such concepts, including that of self-improvement, are actively taught. The results of the moral lead that the school gives can be seen in the attitudes and responses of the pupils. They are very well behaved. They are attentive and they are considerate. This is because the pupils have been shown that in a harmonious society there are equal opportunities for everyone to benefit. The school council provides an excellent forum for this and other aspects of pupils' development.
21. Pupils are given many opportunities to face things that are new. An example of this could be seen in the reception class where the youngest children met a uniformed policeman and his dogs. This experience required the children to exercise high levels of self control and also enabled them, secure in the knowledge that they were safe, to develop a relationship with the officer and the dogs. Pupils are given good opportunities to develop self-confidence and are, as a result, very able to engage visitors to the school in conversation. For example, two girls in Year 6 were able to talk

in detail about the confirmation classes that they were attending. They have the ability to see opportunities to help in unobtrusive ways. The ability to recognise the needs of others is encouraged and, so, pupils in a Year 5 class were able, after producing an action plan that staff thought viable, to raise a large amount of money for a television appeal.

22. The cultural opportunities offered to pupils are very good. This provision constitutes an improvement since the time of the last inspection report. Cultural development, which is very good, is well supported by the school curriculum, and improvements in areas such as art and design are now making a greater contribution to this development than before. Particular attention is paid to drama and music and the school has a tradition of theatrical productions. The large numbers voluntarily attending a choir rehearsal show that pupils have a keen interest in, and derive enjoyment from, not only the cultural but also the social aspects of singing. The attention paid to multi-cultural society is commendable. Pupils are given first-hand opportunities to learn about other cultures and religions than their own. Display is used very effectively in using artefacts and posters and books to reflect a multicultural society. This is particularly important for whilst the area is one of diverse cultures, the school catchment area and the school population is one that is predominantly white.

The leadership and management of the school are good.

23. The previous inspection report noted that the school had developed a very positive ethos and this remains so today. There has been an improvement in teaching, due in part to the monitoring and evaluation work done by senior managers and key teachers, but there remains the need to extend the role of the subject coordinators.
24. The key issues from the previous inspection have been effectively addressed. The driving force has been the headteacher, and she is ably supported by the acting deputy headteacher. This good leadership has resulted in a school that enables its pupils to achieve very well.
25. The school has experienced circumstances which caused a larger than normal budget surplus to accrue, but now the school is in a position to make sensible use of the excess and so reduce it to acceptable levels. The headteacher and governing body work well together. The chair of governors makes a very good contribution to supporting teachers in the classroom.
26. The result of clear leadership and good management is that the staff share a common purpose and a common desire to succeed and improve. New staff are well supported and so are quickly able to make growing contributions to areas such as the management of the curriculum.
27. At the time of the last inspection, the school was described as giving satisfactory value for money. Since that time, many improvements have taken place. Standards remain high and, taking the effectiveness with which funding is used, the quality of education provided and the leadership of the school into consideration, the school is judged to be providing good value for money.

WHAT COULD BE IMPROVED

The provision of outdoor experiences for children in the Foundation Stage.

28. Children in the Foundation Stage are making good progress and care is taken to ensure that this applies equally to those who are in the mixed reception/Year 1 class. However, there is a need to extend the Foundation Stage curriculum, in order to take advantage of outdoor opportunities for children's learning. The school first needs to provide a space that is adequately fenced off so as to contain balls and other objects that might be thrown or kicked. Thereafter there is a need to look at such a space with a view to planning for activities that can support and develop the work that the children are doing in all areas of the curriculum.

The role of the coordinators, in order to increase the share of monitoring and evaluation of teaching and the curriculum, and to enable them to make a more positive contribution to the management of their subject.

29. Good work in the monitoring and evaluation of teaching and the curriculum has been undertaken and improvements in teaching have resulted, but this has been mainly carried out by the senior management team and those with responsibility for the introduction of the National Numeracy and Literacy Strategies. The school is now in a position where it has the funding to enable coordinators to operate in a more systematic way. They need to be able to examine the planning on a regular basis and to be able to evaluate its impact on teaching and learning. They then need to be able to review teachers' evaluations of lessons and records of progress and compare this information with their evaluation of the quality of children's work. The headteacher does see all books that are completed by the pupils, but the development of the coordinator's role would provide the opportunity to bring a much sharper focus to the exercise. Coordinators should then be in a position to produce an annual review which outlines what has been achieved and which goes on to indicate areas for development. This should then be incorporated into the school improvement plan.
30. A major burden in terms of forecasting and analysing data from national tests falls on the shoulders of senior managers and the teachers whose pupils will be taking the tests. The school should ensure that the relevant coordinators are also involved in this task. The overall effect of increased coordinator involvement will be to provide greater awareness of what is happening in teaching and the curriculum and greater opportunities for continuing improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to raise standards further, the senior management team and the governing body should:
- (1) plan opportunities for children in the Foundation Stage to develop their knowledge and skills across the curriculum through outdoor play (paragraph 27); and
 - (2) increase the efficiency of the coordinators so that they are in a position to monitor and evaluate teaching and learning through direct classroom observation (paragraphs 28 and 29).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	13	2	0	0	0
Percentage	0	21	68	11	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 five percentage points.

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)	241
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	19	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	16	16	15
	Total	30	32	32
Percentage of pupils at NC level 2 or above	School	86 (97)	91 (100)	91 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	16	16	16
	Total	31	33	34
Percentage of pupils at NC level 2 or above	School	89 (97)	94 (97)	97 (4)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	21	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	21
	Girls	15	14	15
	Total	34	33	36
Percentage of pupils at NC level 4 or above	School	94 (80)	92 (74)	100 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	20
	Girls	15	14	15
	Total	34	32	35
Percentage of pupils at NC level 4 or above	School	94 (80)	89 (80)	97 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	10
Indian	1
Pakistani	9
Bangladeshi	0
Chinese	2
White	182
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	30.1
Average class size	30.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	148

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	00/01
	£
Total income	442011
Total expenditure	429101
Expenditure per pupil	1738
Balance brought forward from previous year	20781
Balance carried forward to next year	12910

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	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	252
Number of questionnaires returned	154

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	0	0
My child is making good progress in school.	46	49	3	0	3
Behaviour in the school is good.	43	48	5	0	4
My child gets the right amount of work to do at home.	31	47	19	1	0
The teaching is good.	48	47	2	0	3
I am kept well informed about how my child is getting on.	26	52	17	4	1
I would feel comfortable about approaching the school with questions or a problem.	49	42	5	3	1
The school expects my child to work hard and achieve his or her best.	56	42	2	0	1
The school works closely with parents.	28	44	21	5	2
The school is well led and managed.	45	43	5	1	3
The school is helping my child become mature and responsible.	45	49	4	0	1
The school provides an interesting range of activities outside lessons.	19	29	29	8	10