

INSPECTION REPORT

ST MARY'S C of E (AIDED) PRIMARY SCHOOL

Prestwich

LEA area: Bury

Unique reference number: 105342

Headteacher: Mr B Richards

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 4th - 5th February 2002

Inspection number: 195646

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Rectory Lane Prestwich Manchester
Postcode:	M25 1BP
Telephone number:	(0161) 773 3794
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Canon F Bibby
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 234 pupils on roll. There are 26 full time equivalent children in the nursery and 114 boys and 95 girls in the school. The school is situated in the St Mary's ward of Prestwich and is about the same size as the average primary school. The proportion of pupils who are eligible for free school meals is about average. The proportion of pupils who have special educational needs, mainly for moderate learning difficulties, is well below average. Of those, the proportion having statements of special educational need is also below the national average. The proportion of pupils speaking English as an additional language is higher than in most schools. These pupils are mostly of Pakistani heritage. Pupils come from families which generally enjoy favourable socio-economic conditions and the attainment of pupils on entry to the school is generally what might be expected.

HOW GOOD THE SCHOOL IS

This is a very effective school. Teaching has improved and is now good. Standards are high and pupils are achieving very well. Strategies to promote educational inclusion and equality of opportunity are good and, as a result, all pupils benefit from the provision that the school makes. The leadership and management of the school are good and, whereas the school was previously considered to be providing satisfactory value for money, it is now considered to be providing good value for money.

What the school does well

- Standards in English, mathematics and science are high for pupils aged seven and 11. They are achieving very well and results of national tests show that pupils' attainment at age 11 is well above average in English and Science and is very high in mathematics in comparison with similar schools.
- Attitudes, behaviour and personal development are very good and contribute greatly to levels of attainment.
- Teaching has improved and is now good.
- The school is offering a good curriculum, and provision for pupils' spiritual, moral and social development is very good.
- The school works very well in partnership with parents.
- Leadership and management of the school are good and have been responsible for good improvement since the last inspection.

What could be improved

- Whilst teaching is good throughout all phases, there is a need, in some instances, to provide greater challenge for the youngest children.
- The way in which teachers record and use what they have learned about the progress their pupils are making.
- Elements of cultural provision and, especially, the multicultural are less well developed than other provision for pupils' spiritual, moral and social development.

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. The school development plan is a much improved document. Teaching has been improved and no unsatisfactory teaching was seen during the inspection. The nursery area is now secure and the full physical education programme is now being taught to all pupils. The parents are now much better informed about progress and parents make a good contribution to their children's learning. Health and safety procedures are effectively in place.

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	A	A	A
mathematics	A	A	A*	A*
science	A*	A	A	A

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

The levels of attainment for pupils aged 11 have been consistently well above average over time, and in science in 1999 and in mathematics in 2001 they were very high, being within the top 5 per cent nationally. In comparison with similar schools the attainment of pupils aged 11 in national tests was well above average in English and science and very high (within the top 5 per cent) in mathematics. The school exceeded the targets set in conjunction with the local education authority. The attainment of pupils aged seven in national tests in 2001 showed that standards were well above average for reading and mathematics and were above average for writing. Teacher assessment in science for these pupils showed that attainment was broadly average for the proportion of pupils reaching the expected level (Level 2 and above), but was well above average at the higher level (Level 3). In comparison with similar schools the standards were well above in reading and mathematics and above in writing. Levels of attainment have improved over time at a rate broadly similar to that seen nationally. The school has set challenging targets for results in national tests for pupils aged 11 in 2002. Inspection evidence shows that the attainment of pupils aged seven is well above expectations in writing and above expectations in reading and mathematics and for pupils aged 11 attainment in English, mathematics and science is also above average. Differences in attainment reflect the different nature of two cohorts of pupils, but it should be noted that pupils in the present Year 2 and Year 6 are achieving very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and they work hard.
Behaviour, in and out of classrooms	Very good. Pupils are always well behaved because they know and understand what is expected of them.
Personal development and relationships	Very good. Pupils and staff get on well and are confident in their relationships.
Attendance	Good. It is above the national average and unauthorised absence does not occur.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 successfully introduced and these are taught well. The teaching of basic skills is done well. The school is careful to plan for the needs of all pupils so that, regardless of ability, they achieve very well. Pupils with special educational needs are well provided for and, where appropriate, have good individual education plans and so also make very good progress against their targets. Pupils are well motivated, keen learners who show enjoyment in what they are doing and who are actively engaged in the learning process.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has improved and the school offers a good number of extra-curricular activities.
Provision for pupils with special educational needs	Good. Those pupils with special needs receive good provision through their individual and group targets and benefit from the teaching opportunities made available through the school's coordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. It is very good for spiritual, moral and social development and satisfactory for cultural development.
How well the school cares for its pupils	Good. The school has improved health and safety arrangements since the last inspection

The school works well with parents, who report that they feel comfortable approaching the school and that the school keeps them well informed. The school is careful to ensure that all parents have access to staff who give generously of their time to parents with individual concerns. The school is particularly successful in aspects of its extra-curricular provision for participation in competitive sports such as football, netball and swimming. Staff are particularly aware of pupils who need special medical attention or who have conditions that might at times put them at risk.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the school are responsible for the maintenance and improvement of high standards.
How well the governors fulfil their responsibilities	Good. The governing body is well informed and is actively engaged in identifying the school's priorities and in managing the processes by which they are achieved. Governors are meeting their statutory obligations well.
The school's evaluation of its performance	The school is doing this well. There is a good understanding of what is being achieved and good plans to improve it.

The strategic use of resources	Good. The school feels that under-financing is a major concern and so is very careful to make sure that best value is obtained with the purchase and use of all resources.
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The school is successful in applying 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 behaviour is good. • That their children like school. • That their children make good progress. • That the teaching is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The parents' questionnaire and the parents' meeting were both very supportive and appreciative of the school and the questionnaire showed that this level of support was almost always in the upper 90 per cent region. The only two areas where support fell below that was for homework, which had 86 per cent support and the extra-curricular provision made by the school. The level of concern relating to homework was not considered to be significant. This is an average sized school and staff give generously of their time. The inspection team judged that a good number of extra-curricular activities are provided. These tend to be for older pupils. A successful recorder group was started in Year 2 last year and now continues with the pupils having graduated to Year 3. The inspection confirmed and endorsed those aspects that parents find pleasing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high for pupils aged seven and 11. They are achieving very well and results of national tests show that pupils' attainment at age 11 is well above average in English and Science and is very high in mathematics in comparison with similar schools.

1. Results of national tests for pupils aged seven in 2001 were well above average in reading and mathematics and were above average in writing. In comparison with similar schools these results were also well above average in reading and mathematics and were above average for writing. Results for pupils over time have varied with the ability of the particular cohort and so present an uneven picture, but one which nevertheless points to good improvement. The rate of improvement has been generally as good as that seen nationally. Standards in science, which were assessed by teachers, were found to be close to the national average for pupils at the expected level (Level 2 and above) and well above average at the higher level (Level 3).
2. For pupils in Year 6 at the age of 11, attainment in national tests in 2001 was well above average in English and science and was very high in mathematics (within the top 5 per cent). This performance also showed that pupils had made above average gains since their national tests at age seven in English and science and well above average gains in mathematics. This performance was even better when judged against pupils in similar schools, when attainment in English and science was well above average and was very high in mathematics. Attainment over time for pupils aged 11 has been consistently well above average and in some cases has been very high in all subjects and the rate at which improvement has been made closely mirrors the trend seen nationally.
3. There are many reasons for the high standards achieved by pupils at St Mary's. The school is well led and teaching is good. Pupils' attitudes and behaviour are very good, as is their personal development. Parents are highly appreciative of the school and support their children well. The school also benefits from its close association with the church. All these factors give rise to a very positive and supportive ethos from which pupils' attainment is but one beneficiary. Because the teachers are aware of individual needs, all pupils benefit and progress by pupils of differing levels of ability is equally good.
4. Inspection shows that high standards are being maintained and pupils continue to achieve very well. Standards for pupils in Year 2 in reading, mathematics and science are above expectations and standards in writing are well above. Standards are above expectations in the three core subjects of English, mathematics and science for pupils in Year 6. Whilst these pupils may not reach the high levels of attainment seen last year by the previous Year 6 pupils, they will, nevertheless, have made very good gains since they were tested at age seven.
5. Pupils in Year 2 speak clearly and can describe what they have been doing. In science, they are able to discuss what might happen and how they can alter outcomes. They are able to listen carefully whilst others speak and show by what they do next that they have understood. Their spelling is good and they write for a range of purposes using well punctuated sentences. They use adventurous and interesting vocabulary and so are able to describe fireworks as " Sparkling like snowflakes. Twirling like a spinning top." Not all are using a joined script for their writing, which, whilst taught as a discrete lesson with success, has not yet been effectively adopted in the rest of their work. In mathematics, they add and subtract to 20 and above. They recognise two and three-dimensional shapes and can give some of their qualities. Results can be represented in graph form and pupils make good use of the computer in this respect, as indeed they do in support of their work in literacy. The lowest attainers show very good progress over time in the way in which they present their work and write their numbers. In science, they are able to say if a test would be fair or not and can suggest how variables might be introduced into their experiment with toy cars into the effects of forces. They have very good workbooks which show a strong commitment to being

- taught investigative methods and good practice in observation and experimentation.
6. Pupils aged 11 write well, using paragraphs and speech marks. Their spelling is accurate and their work is neatly presented. Sentences are complex and content and style ensure interesting reading. Reading is also good. Pupils use their reading skills to access information effectively, as when reading instructions in other lessons such as mathematics and science. They read with confidence, for example in assembly. They read with expression, clarity and composure. In mathematics they are able to understand basic essentials of probability. They are able to work with fractions, decimals and percentages and graph equations such as $y=2x+1$ as well as using coordinates in four quadrants. The highest attainers are working to a very high standard. Through observation, they are able to come to conclusions about what they have seen. In science, they can hypothesise about possible outcomes and the effect of introducing variables into their experiments. They cooperate well and record data effectively as, for example when they investigate the effect of varying the position of the light source and the object on the resulting shadow.

Attitudes, behaviour and personal development are very good and contribute greatly to levels of attainment.

7. The previous report noted very good behaviour. Pupils' attitudes have improved since they were last described as good.
8. Pupils display very good attitudes in class and their parents confirm through the questionnaire and the meeting that their children like school. They listen carefully and work well, either on individual tasks or as part of a group. They display levels of maturity that mean teachers and pupils enjoy very good relationships and this in turn leads to a productive working atmosphere which, whilst always purposeful, enables individuality and qualities such as humour to be developed.
9. Pupils with special needs display the same positive attitudes. The school also recognises the ability of higher attainers, with some very specific provision, such as that made in maths for the older pupils. Pupils' response to this provision is equally good.
10. Behaviour is thought to be good by parents and inspection confirms that it is very good. Pupils are well behaved, not because they have to be, but because they know they should be. They are polite and considerate, not only with adults, but also with their peers. They take obvious pride in their work and treat their school and its materials and equipment with respect. Relationships are very good and the oldest pupils show high levels of dependability and maturity. Pupils understand how to behave and what they should do. As a result, there was no evidence of aggression or unacceptable behaviour during the inspection and there have been no exclusions from school for unacceptable behaviour.
11. Pupils take opportunities to accept responsibility eagerly. Pupils of all ages act as representatives on the School Council and report back to their classes on progress made. They take on a wide range of tasks, so that, for example, pupils in Year 2 know who is responsible for handing out materials. Older pupils set up the hall for the weekly Eucharist and operate the sound system in assembly. They are pleased to be selected as helpers and carry out their tasks with quiet efficiency. The pupils collect for charities and also raise funds for their own trips in the case of Year 6 who are planning to go to London.
12. Attendance has historically been good and is now above the national average and there is no unauthorised attendance. This reflects well both on pupils' attitudes and parents' commitment to their children and their education.

Teaching has improved and is now good.

13. At the time of the last inspection teaching was described as satisfactory and some of the teaching was unsatisfactory. There have been some staff changes and national initiatives such as those for literacy and numeracy have helped raise the quality of teaching. Inspection shows that teaching is now good with some teaching that is satisfactory and a similar amount that is very good. There

was no unsatisfactory teaching observed during the inspection.

14. Teachers and all staff who work with the pupils show high levels of concern and commitment. Their knowledge of their pupils is good because of the community atmosphere that surrounds the school which, in turn, is enhanced by the school's close association with the church.
15. Relationships are very good. Because of good teaching, pupils know that their teachers have great hopes for them and that they show this in the way they prepare and teach their lessons. Pupils also know that they are valued as individuals and teachers are good at identifying and meeting their needs. This, when accompanied by targeted provision such as can be seen for pupils with special needs, able pupils, or pupils taking part in the school's extra-curricular activities, means that they make very good progress in their spiritual, moral and social development.
16. Lessons are challenging and there is a strong commitment to allowing pupils to learn through experiment and practical activity. Teachers provide a rich curriculum that does more than concentrate on the core subjects of English, mathematics and science. Excellence is sought and encouraged in all areas of the curriculum. Teachers have a strong commitment to the provision of extra-curricular activities, with the result that the school proudly points to its sporting accomplishments and its musical prowess. The best teaching shows that teachers have a very good grasp of their subject knowledge and are able to use a range of teaching strategies. This was illustrated, for example, in an art lesson on Tudor portraits where good use was made of a period style costume as a resource. Basic skills, such as are needed for literacy and numeracy, are well taught and pupils are then given opportunities to use those skills in other work such as the recording and reporting of a science lesson on light in Year 6.
17. Because teaching is good, pupils become active participants in the learning process. They want to do well for themselves and to please their teachers. They take pride in what they do and modestly demonstrate their skills, knowledge and talents, secure in the understanding that their efforts will be valued.

The school is offering a good curriculum and provision for pupils' spiritual, moral and social development is very good.

18. The school pays good attention to the teaching of the core subjects of English, mathematics and science and is achieving good results in national tests. There is a commitment to provide a rich curriculum that embraces all aspects of the National curriculum and religious education and which is supported by a good number of extra-curricular activities. The school has adopted national proposals for schemes of work and this helps to ensure that knowledge and skills are developed systematically in all subjects. The school has recently completed training for teaching information and communication technology. The staff now have the skills, knowledge and understanding of the potential for the subject in support of other areas of the curriculum and there is evidence to show that this is beginning to happen.
19. The school provides satisfactorily for cultural development, but this aspect is clearly less well developed than the others. The school's provision for spiritual development is very good and whilst the teaching of religious education and the impact of the collective act of worship are the subject of a separate report, it is clear that, along with the strong influence of the church, they make a major contribution to pupils' spiritual development. There are other opportunities, not least from the school's investigative approach to science, that give pupils many opportunities to reflect on the mysteries and phenomena of the natural world. The provision for pupils' moral development is very good and is closely linked to the similar very good provision for social development. Pupils are well aware of social and moral issues and their very good attitudes and behaviour are a direct consequence of the way in which these issues are introduced and dealt with.

The school works very well in partnership with parents.

20. The parents' questionnaire, the meeting with parents, letters received from parents and interviews with parents almost unanimously confirm that the school is working very well with them in support of their children. Inspection confirms this view.

This aspect is strengthened by the fact that many parents are also members of the church congregation and many of the governors are parents. Parents make a very important contribution in school through their loyal and consistent support, for example, in the classroom or the library. The school provides good reports to parents on the progress their children are making. Good information is also given to parents in terms of what their children will be learning in the future. Staff know the pupils and their families well and some families have connections with the church and the school that extend to two generations. The school is careful to keep parents informed so that when, for example the individual education plans for pupils who have special educational needs are reviewed, the parents are told of changes to the plan for their child. Parents of pupils with statements of special educational need are well supported by the school and it ensures that these parents are properly consulted at appropriate times. Pupils who are at particular risk with specific medical needs or conditions are also well known to all staff and the school provides appropriate first aid cover in assessing and dealing with accidents.

Leadership and management of the school are good and have been responsible for good improvement since the last inspection.

21. This aspect has improved since the last inspection when it was described as satisfactory. The headteacher has worked well with staff, governors and parents since the last inspection, with the result that standards have continued to improve. The school's development planning is now articulated in a much more comprehensive document and staff are involved in the initial drawing up of priorities. The governing body, which is fulfilling its statutory obligations well, is also actively involved in this process. The priorities in the plan are clear and appropriate and progress made is reported formally to the governing body by the headteacher through regular headteacher reports.
22. Those staff who have responsibilities for areas of the curriculum and for provision for pupils with special needs are contributing well and show enthusiasm and energy. For example, the special educational needs coordinator is making good progress in reviewing policy and practice in order to conform with the requirements of the revised Code of Practice for pupils with special needs. Initiatives such as those for numeracy and literacy have been successfully introduced. The monitoring of teaching by coordinators and senior staff has contributed to raising the quality of teaching.
23. The school budgets effectively and senior managers and governors point to low budget allocations as their major concern. The money they do have is carefully allocated to meet the needs of the school's development plan and there is very little surplus. Not surprisingly the school is keen to ensure that it gets best value for money. The school takes advantage of the local authority's bulk purchasing power and buys from it whenever possible. Tenders are sought, so that best value can be achieved in single spend matters such as the proposed extension to the building. The budget is well maintained and the governing body is kept well informed about its performance. Specific funding such as standards fund monies are all carefully used and accounted for.
24. The key issues from the previous inspection have been successfully addressed and because of the improvements that have taken place since that time the school has become very effective and is now providing good value for money.

WHAT COULD BE IMPROVED

Whilst teaching is good throughout all phases there is a need, in some instances, to provide greater challenge for the youngest children.

25. Children enter the nursery with levels of attainment that are broadly average as a group, but with a range of abilities and some variation in the skills and knowledge they possess. In order to

maximise their learning they need to be given experiences that are appropriate to them. It is useful from a social perspective for whole classes to come together, but this should not preclude opportunities being taken for creating smaller groups of children with a closer attainment range.

A particular focus for the day could then be planned for them through selected activities. Through more specific structuring and targeting of work and better use of assessment, children could be directed to a more challenging and relevant set of experiences.

The way in which teachers record and use what they have learned about the progress their pupils are making.

26. There is a need to introduce a systematic approach to the information teachers glean on a daily basis about the progress that the pupils in their class are making. At present, teachers are expected to maintain and use such records to decide what to do next in their teaching. The ways in which this is done vary and in some cases the effectiveness of the ways the information is recorded and used is questionable. The ways in which information on levels of attainment and personal development are passed from class to class mean that in some instances teachers have to spend time finding out for themselves what the previous teacher knew. Whilst the school has high standards it can be argued that they could be improved further by a more uniform approach to information gathering and its subsequent use, resulting, as it would, in more efficient teaching. There are instances of good practice in some classrooms and the school should seek to share and adopt those procedures in a unified way.

Elements of cultural provision, especially the multicultural aspect which are less well developed than other provision for pupils' spiritual, moral and social development.

27. The school provides well for some elements of cultural development, as seen, for example, with the work of the school council and the quality and range of musical opportunities that are made available to the pupils. The school does not take sufficient advantage of the opportunities that are quite close at hand for the development of pupils' understanding of the culture of minority groups. The school is not in any way exclusive and does some work in this respect, but with easy access to mosques and synagogues and to members of the Jewish and Islamic communities, could easily provide pupils with a much richer experience than they are currently getting.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The senior management team, staff and governors should seek to raise standards by:
- (1) ensuring that planned, structured and appropriate experiences are provided in all lessons for the youngest children (paragraph 25);
 - (2) introducing a system of assessment that is based on the best examples of good practice to be found in the school and which is implemented in a uniform way by all teachers so as to ensure a whole school approach (paragraph 26);
 - (3) using the rich local cultural environment to enhance the cultural development of pupils. (paragraph 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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	3	9	4	0	0	0
Percentage	0	19	56	25	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	209
Number of full-time pupils known to be eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.2

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	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	16
	Girls	15	14	16
	Total	31	28	32
Percentage of pupils at NC level 2 or above	School	94 (90)	85 (90)	97 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	15
	Girls	14	16	16
	Total	29	32	31
Percentage of pupils at NC level 2 or above	School	88 (987)	97 (90)	94 (90)
	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	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	11	10	11
	Total	30	29	31
Percentage of pupils at NC level 4 or above	School	97 (90)	94 (93)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	19
	Girls	11	10	10
	Total	30	30	29
Percentage of pupils at NC level 4 or above	School	97 (87)	97 (93)	94 (97)
	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	1
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	12
Bangladeshi	2
Chinese	0
White	230
Any other minority ethnic group	1

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)	8
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	414992
Total expenditure	421780
Expenditure per pupil	1787
Balance brought forward from previous year	15566
Balance carried forward to next year	8778

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	72	27	1	1	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	41	45	8	1	1
The teaching is good.	72	28	0	1	0
I am kept well informed about how my child is getting on.	54	38	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	1	1
The school expects my child to work hard and achieve his or her best.	77	20	0	0	1
The school works closely with parents.	48	44	7	1	1
The school is well led and managed.	66	31	1	1	0
The school is helping my child become mature and responsible.	68	31	1	0	0
The school provides an interesting range of activities outside lessons.	26	35	22	3	11