

INSPECTION REPORT

LOSTOCK HALL PRIMARY SCHOOL

Poynton

LEA area: Cheshire

Unique reference number: 111156

Headteacher: Mr D McBride

Reporting inspector: Mr C Kessell
20695

Dates of inspection: 20th - 21st March 2001

Inspection number: 197241

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Mallard Crescent
Poynton
Cheshire

Postcode: SK12 1XG

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Appropriate authority: The governing body

Name of chair of governors: Mrs C Power

Date of previous inspection: 9th July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lostock Hall Primary School is situated in the town of Poynton, Cheshire. The school is popular and serves an area of predominantly private housing. There are 59 boys and 52 girls at the school between the ages of four and eleven, and the school is below average in size. Nearly all pupils are of white ethnic background. Very few pupils speak English as an additional language. The percentage of pupils entitled to free school meals is well below the national average. Seven per cent of pupils are identified as having special educational needs; this is also well below average. The attainment of the pupils when they start school is above average.

HOW GOOD THE SCHOOL IS

This is a very good school where pupils learn very effectively and achieve consistently high standards. The headteacher provides exceptional management and is well supported by the staff. The school's caring and positive ethos is a noticeable feature. Throughout the school there is a commitment to maintaining high standards and all staff have high expectations. The quality of teaching is very good overall. The school provides very good value for money and its many strengths far outweigh areas for development.

What the school does well

- Standards of work are high in English, mathematics and science.
- The quality of teaching is very good.
- The school is very well managed by the headteacher. The strong team of teaching and non-teaching staff is very supportive.
- Pupils are eager to learn. They have positive attitudes and are very well behaved. Relationships through the school are excellent.
- Procedures for ensuring pupils' welfare are very good particularly the monitoring of independent learning.

What could be improved

- The school's arrangements for music tuition.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been very good since the last inspection in July 1996. The school's results in national tests have remained high and all of the positive features identified during the last inspection have been maintained. The quality of teaching has improved. All of the key issues identified at the time of the previous inspection have been addressed. The curriculum is well planned and provides pupils with a good balanced range of educational experiences. Monitoring and assessment procedures are good and pupils are provided with many opportunities to develop their independent learning skills.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A
mathematics	A	A	A*	A
science	A	A	A*	A*

Key	
top 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that when compared to all schools, Lostock Hall's 2000 results were well above average in English, mathematics and science. The results in mathematics and science were among the highest five per cent of all schools. Equally, when the same results are set against those of pupils from similar schools, Lostock Hall pupils did very well in all three subjects. These high standards were recently recognised by the Department for Education and Employment when presenting the school with an Excellence Award for their results in 2000. Evidence from inspection indicates that these pupils also achieved well in relation to their prior attainment at the end of Key Stage 1. The school's trend of improvement in English, mathematics and science is above the national trend. Current standards in these subjects are high at the end of Key Stages 1 and 2 and a significant percentage of pupils are on course to achieve the higher National Curriculum levels (levels 3 and 5) at both key stages. These high standards are also reflected in the school's statutory targets for English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to learn and have positive attitudes to their work. The school treats people as individuals, and this is appreciated by the pupils.
Behaviour, in and out of classrooms	Consistently very good.
Personal development and relationships	Personal development is a strength of the school. The pupils enjoy responsibility and using their initiative. They work very well together and relationships through the school are excellent.
Attendance	Very high in comparison with other schools.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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.

Overall, the quality of teaching is very good. The percentage of very good teaching has improved significantly on the previous inspection; sixty-two per cent of lessons were judged to be very good compared with twenty-six per cent during the previous inspection. No unsatisfactory teaching was observed. Because of the high quality of teaching the pupils learn very effectively. They work very hard, have a good understanding of what they are doing and are very interested in what they are being taught. Although all teachers have high standards in terms of standards and behaviour, lessons are conducted in a relaxed and supportive learning environment. The needs of all groups of pupils are met very well. The basic skills of literacy and numeracy are taught effectively and the teaching of science is very good overall. Lessons are always well planned and managed; time and resources are used very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and fulfils statutory requirements. The literacy and numeracy strategies have been well implemented. The school's provision for extra-curricular activities is good.
Provision for pupils with special educational needs	The school makes good provision for these pupils and their needs are well understood. Special educational needs support staff provide good quality support.
Provision for pupils with English as an additional language	Very few pupils speak English as an additional language. Those who do have reached an appropriate level and have a secure grasp of English, requiring no special support
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The particular strength in this area is the pupils' very good understanding of their moral and social responsibilities. They display particularly mature behaviour when working with each other or independently.
How well the school cares for its pupils	All staff show a high level of care and concern for the pupils. School welfare procedures are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is well supported by the teaching and non-teaching staff. There is a positive, caring ethos and all staff work well together. The high expectations that are seen in all elements of school life contribute much to the very good academic standards.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They monitor and evaluate the school through appropriate committees and are fully involved in setting statutory targets.
The school's evaluation of its performance	The school makes good use of performance data and assessment information and is always looking to improve and develop. The school's monitoring of independent learning is excellent. All staff have a good understanding of how well the school is doing.
The strategic use of resources	Very good use is made of staff, resources and the school's accommodation. The arrangements that involve a part-time deputy head and job share in the Year 1 and 2 class are particularly well managed. Financial management is well linked to the priorities identified by the school, in the light of 'best value' principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school achieves high standards and the children make good progress. • Teaching is good and the staff are friendly and approachable. • It is a caring school and all the children like coming. • The school helps children to become mature and responsible. • They have good links with the local nursery and secondary school. • The school works closely with parents. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The large class with 38 pupils in it.

The above views represent significant comments from the pre-inspection meeting attended by 18 parents and the 76 returned questionnaires. The inspection team supports the positive views expressed by parents. The school provides a good range of extra-curricular activities. During the inspection the quality of teaching in the Year 3 and 4 class with 38 pupils was consistently very good. The situation is very well managed by the classteacher who is also supported for a day every week by the headteacher.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of work are high in English, mathematics and science.

1 Pupils achieve high standards in English, mathematics and science at both key stages. This is reflected in the 2000 National Curriculum test results. When compared with all schools the results at Key Stage 1 were well above average in reading, writing and mathematics. Teacher assessments for science showed that the percentage of pupils achieving level 2 or above was above the national average. The percentage of pupils reaching the higher level 3 was well above average in reading, mathematics and science. The school's performance in writing was close to the national average and is currently an area for development. The school also performed well in reading, writing and mathematics when compared to schools of a similar nature. Reading and writing were above average and mathematics well above average. At Key Stage 2 the 2000 National Curriculum test results were even better. In comparison to all schools nationally, English, mathematics and science were well above average. The results in mathematics and science were among the highest five per cent of all schools. When compared to similar schools the results were also well above average in all three subjects. The percentage of pupils that achieved the higher level (level 5) was well above average in English and mathematics and very high in science. The school's trend of improvement in these subjects over the last five years is above the national trend. Inspection evidence also indicates that the pupils have made good and often very good progress in these subjects through Key Stage 2.

2 It comes as no surprise that at the pre-inspection meeting parents felt that the school achieves high standards. Recently the school was awarded a School Achievement Award for excellence by the Department for Education and Employment for its standards against schools in similar circumstances. Inspection evidence indicates that standards are still well above average in English, mathematics and science at the end of both key stages. The school's own monitoring and evaluation supported by inspection evidence also indicates that significant percentages of pupils are likely to achieve the higher levels (level 3 and 5) at the end of both key stages.

3 By the end of Key Stage 1 pupils' literacy and numeracy skills are well developed. All pupils listen well and respond very appropriately to their teacher's explanations and questions. Pupils also listen to each other carefully. They show a good understanding of the main points of a lesson in all subjects and their mature responses to questions by the teacher or other adults show they have listened thoughtfully. In response to John Agard's amusing poem *Don't Call Alligator Long Mouth Till You Cross River* the pupils show a good awareness of vocabulary and tone of voice as they collectively read a class poem adapted from the original. Using information books the pupils successfully locate information about different animals to help them formulate 'rude phrases' like 'leaf scoffer' to describe an elephant. Words are spelt accurately or in a phonetically justifiable way and their handwriting is reasonably neat although many of the pupils have not started joining the writing consistently. The Year 2 pupils have a good grasp of mathematical language and are confident with mental mathematics. They understand place value and add two-digit numbers together. Pupils identify number patterns and read the time. They successfully explain their work, for example the pattern that develops as they take away nine from numbers up to one hundred. In science the pupils are confident in using simple equipment and making observations. As they conduct experiments monitoring how different sweets will change as they are heated, the pupils recognise the importance of having a fair test. One pupil correctly identified that some sweets would change more significantly than others because of their ingredients and texture. Pupils record their answers using simple tables and make their own

predictions.

4 These high standards are continued through Key Stage 2. By the time they are eleven, pupils answer questions confidently and can explain their learning clearly and articulately. Using Valerie Bloom's *The River* as an example the pupils discuss the effects of imagery and show a good understanding of metaphors, similes and personification as they develop their own ideas to write poems. For example, 'flower buds shoot out of the ground like dolphins jumping out of the sea'. They use a thesaurus well to develop a greater range of words and produce imaginative written work such as,

Watching over you with lots of love,
Your guardian angel from above,
The twister's gone, you're OK,
The homes are destroyed, but your lives stay.

The pupils are experienced at writing for a range of purposes, for example newspaper reports, descriptive writing about mountains and volcanoes or labelled diagrams with text. They develop their ideas well and think carefully about the reader as they organise their work in an interesting style. Work is appropriately planned and re-drafted using accurate punctuation, spelling and a developing language structure. Their handwriting is fluent, joined and legible. In links with information and communication technology the pupils are provided with good opportunities to word process their work.

5 In mathematics, the Key Stage 2 pupils have a good understanding of place value working with decimals and percentages and appreciate the relationship that these have with fractions. They calculate the area of two-dimensional shapes and the volume of cuboids, understand factors, prime numbers and negative numbers and the links between ratio and proportion. In links with data-handling the pupils also investigate range, averages and probability. They enjoy the challenge of mental mathematics confidently adding and subtracting two or three digit numbers. When working at addition and subtraction problems they explain their reasoning and how they arrive at their solutions. The pupils have good scientific knowledge and understanding and have covered a wide scientific curriculum as well as experiencing a range of scientific investigations. In their studies of the human body they look at the internal organs, lungs and breathing, circulation and digestive system and the skeleton. In good links with numeracy the pupils produce graphs that show the rise in pulse rate after exercise. They understand the importance of the food chain and the relationship that exists with animal habitats. While undertaking an investigation about substances that dissolve, the pupils identify the key factors when a fair test is part of the investigation. They produce their own methods for recording information and when presenting their findings to each other are able to relate their conclusions to their original predictions and explain any differences.

6 The previous inspection described standards as high in English, mathematics and science. These high standards have been successfully sustained by the school at both key stages against a background of small year groups when the effect of one pupil on a school percentage can be quite significant.

The quality of teaching is very good.

7 The previous inspection described teaching as 'mainly good or very good'. This quality has been improved further, with teaching judged to be very good throughout the whole school. When responding to the pre-inspection questionnaire ninety-nine per cent of parents agreed with the statement, *The teaching is good*. At the pre-inspection meeting with parents some concerns were raised about pupils being in mixed-age classes and the large Year 3

and 4 class. Inspection evidence indicates that the school manages the needs of all pupils very well and that the quality of teaching in the Year 3 and 4 class is consistently very good, with all pupils learning very effectively.

8 The teachers at Lostock Hall work very hard and know their pupils well. Each classroom is very well organised and provides an attractive, positive learning environment for all of the pupils. Good quality displays of pupils' work enhance the classrooms and this contributes to the pupils' positive attitudes to learning. The core subjects of English, mathematics and science are well displayed to emphasise their importance. For example in the Year 1 and 2 class the pupils delight in explaining about their scientific investigation on the distance travelled over different surfaces by toy cars, using the display as reference. However, displays are not just about the core subjects and there are some wonderful examples of good quality art work in all classrooms. The Foundation Stage classroom promotes all of the areas of learning for this stage particularly well. Basic skills are taught well and the school makes good use of the literacy and numeracy initiatives. This is started well in the Foundation Stage. As part of a lesson for identifying speech in stories the Foundation Stage teacher gave a very good demonstration on the use of speech bubbles as the pupils made up their own sentences. Using the story of *The Three Little Pigs* as an example, good emphasis was placed on the need to use expression when reading, with the pupils responding using 'scary' voices. In the same lesson the development of independent skills were well promoted. When the pupils finished their literacy work they chose their own activity and recorded this on a whiteboard. The school prides itself on the way independent learning is developed and this is a good example, involving the youngest pupils. The recommended lesson structures for literacy and numeracy sessions are also used well. In a very good numeracy lesson in the Year 1 and 2 class the teacher enthusiastically led a challenging mental mathematics session where no time was wasted. The pupils settled very quickly after a cold, snowy morning break, discussed the week's lesson targets and then went straight into their work. The main activity paid careful attention to the range of ability across two year-groups and work was well organised to reflect this. Pupils went to their individual tasks quickly and then maintained good concentration as the teacher interacted with the different groups to see how they were doing. The pupils were interested in their work, applied considerable effort and knew exactly what they were learning when questioned.

9 All lessons are well organised and planned so that no time is wasted. Some of the planning for literacy and numeracy is particularly comprehensive. Consequently lessons have pace and the pupils acquire skills, knowledge and understanding at a good rate. Resources are used effectively and well prepared. Good examples of this were observed in a Year 3 and 4 design and technology lesson where pupils were evaluating different spreads for bread and a Year 1 and 2 design and technology lesson where pupils were looking at the different ways in which wheels and axles can be joined. Support staff and parent helpers also contribute much to the pupils' learning. In a reception literacy lesson a classroom assistant gave good quality support to a special educational needs pupil writing letters using the *Jolly Phonics Book*. In a Year 3 and 4 geography lesson four parent helpers supported the class teacher well as the pupils searched the school grounds, collecting and recording evidence as part of their work on 'rubbish in the environment'. Relationships in all of the classrooms are excellent and the pupils are managed very well. During the inspection there were no examples of any inappropriate behaviour or low level disruption. However, the pupils are not managed in an oppressive way. Discussions and questioning are always done positively, with teaching and learning being enjoyed by both teachers and pupils.

10 In addition to their planning the teachers use weekly evaluation sheets to evaluate their lessons and to monitor the progress of individual pupils or groups of pupils. Proposed future action is recorded and teachers are able to use this information to influence their future planning and when updating their assessment records. This is good practice; however, some

teachers are more rigorous in their evaluations than others. A small group of Year 6 pupils were asked to name the best thing about their school. 'The teachers', they all agreed collectively. Inspection evidence would support their view.

The school is very well managed by the headteacher. The strong team of teaching and non-teaching staff is very supportive.

11 The headteacher provides exceptional management and very good leadership. He has contributed much to the high academic standards and very caring ethos that is found in the school. Ninety-three per cent of parents responding to the pre-inspection questionnaire agreed that the school was well led and managed. The previous inspection described the headteacher as providing 'positive and effective leadership' and 'clear educational direction to the work of the school'. This has been continued and high standards have been well maintained. Not only is there clear educational direction but the school operates in an environment where everyone is genuinely valued. Consequently, the pupils conduct themselves sensibly, responsibly and purposefully and the staff are confident in the work that they do. It is noticeable when visiting the school that everyone is really enjoying what they are doing. The teaching and non-teaching staff work very well together for the benefit of the pupils. For example, the school secretary is well known to the parents and works well with the class teachers in monitoring areas such as absence or lateness. The caretaker is very visible during the day and enjoys his interaction with the pupils. The clean, tidy and well-maintained premises are a tribute to his enthusiasm and hard work. The school was presented with the 'Investors in People' award in May 1999 and this clearly illustrates the school's commitment to the development of staff and working as a team.

12 The headteacher has a good understanding of his school, staff and pupils. He knows the pupils well individually and they respond well to his questions about their day in school or an achievement in class. This knowledge is also reinforced by the good procedures that the school has for monitoring and evaluation. This includes setting pupil progress and class targets, regular monitoring of teaching and planning and good assessment procedures. Performance management is well established in the school. The governors feel that they are well informed by the headteacher on all matters and an annual questionnaire is sent to all parents to obtain their views of the school. The outcomes are published in a newsletter. This is good practice. The school improvement plan is a very effective document that clearly identifies the school's priorities for development. For example, Key Stage 1 writing has been prioritised to improve the percentage of pupils that achieve the higher level 3. The document also shows that the school governors are actively involved in the monitoring of the plan either individually as governors with a specific responsibility, for example target setting or through committees.

13 The subject co-ordinators work very hard and have a good knowledge of the standards and quality of education in their subjects. The deputy head works part-time in the school as part of the Year 1 and 2 class job-share. These arrangements have been considered very carefully and appropriate strategies are in place in case of emergency or an unplanned long-term absence by the headteacher. Any concerns that parents have about this situation are unjustified. The school has used the circumstances to its advantage by broadening the management team and providing additional responsibilities to other enthusiastic members of staff. As with many small schools with small year groups, Lostock Hall has to consider its classroom organisation very carefully and on an annual basis. All circumstances are considered carefully and thoroughly before any decisions are made. For the current year it was decided by the school and governors to have a designated Foundation Stage class (reception) in recognition of recent changes in the required curriculum for this age-group. This action has brought enormous benefits and inspection evidence shows that the Foundation Stage has been introduced very well in the school. The pupils are provided

with good access to all of the recommended areas of learning, in a very stimulating learning environment. Consequently, the pupils are getting a very good start to full-time education. However, the downside to this arrangement is a very large Year 3 and 4 class of thirty-eight pupils and mixed age classes through Key Stages 1 and 2. Mixed age classes are not unusual in small primary schools, and, with very good teaching, the pupils learn very effectively. The headteacher works with the Year 3 and 4 class for one day a week. All of these issues have been considered very carefully and the school and governors will go through the same process for the next academic year. These decisions are not taken lightly and the final difficult decision will take the needs of all pupils into account.

Pupils are eager to learn. They have positive attitudes and are very well behaved. Relationships through the school are excellent.

14 One of the strengths of the school is the manner in which the pupils conduct themselves. They come to school eager and enthusiastic and this contributes well to the effective learning that is seen in the school. This was well illustrated during the inspection by the Year 1 and 2 pupils who came into their classroom and settled immediately in the 'class base' quietly reading by themselves or with a friend. It was not necessary for the classteacher to say anything. The pupils were obviously familiar with the routine, and knew exactly what was expected of them. All pupils move around the school sensibly and quietly. They are aware that because of its 'open-plan' design any unnecessary noise will disrupt other classes. Assemblies are delightful and have a calm, reverent atmosphere. The pupils enter quietly and listen carefully to the music that is playing. They participate when requested and hymns are sung respectfully but with enthusiasm. Older pupils take responsibility for setting up the music and overhead projector and read prayers. Walking round the school at breaktime or lunchtime one observes older pupils setting up activities for the next lesson, pupils working on a computer, reading quietly or discussing a display. All behave sensibly and in a mature manner. The dining-hall is calm and well managed. The pupils are friendly and welcoming to visitors and keen to talk over dinner about their school. Pupils of different ages and gender mix well with each other and there is no inappropriate behaviour. They get on well with the lunchtime supervisors who manage the situation well. It is a similar picture at breaktimes. These are well supervised, and pupils play well together.

15 Year 6 pupils talk very articulately and maturely about their school. They recognise that they attend a good school and have only positive things to say. They also have a clear understanding of what is expected of them and state that there are no behaviour problems in the school. Relationships are excellent and pupils are happy to discuss any problems that they may have with a member of staff. This is not just pupil/adult relationships but also pupil/pupil. During a Year 1 and 2 numeracy lesson two Year 1 pupils disagreed about the answer to a number problem. They sensibly used a number-line together until they agreed the correct answer. Pupils enjoy responsibilities and the older pupils talk enthusiastically about the 'buddy system' where they support younger pupils. This extends into 'buddy reading' where Year 6 pupils work with Year 1 and 2 pupils to develop reading skills. It makes a good contribution to the pupils' personal development and their learning.

16 The positive features of pupils' attitudes and behaviour have been well maintained since the previous inspection. At the pre-inspection meeting parents stated that standards of behaviour were high and ninety-eight per cent of parents agreed that behaviour was good in the pre-inspection questionnaire. The school recognises that positive attitudes and behaviour contribute to good learning and therefore impacts on standards. Good emphasis is placed on valuing and respecting each other, and there is a strong understanding that this is a two-way process. The staff show respect to the pupils and are good role models. The school 'achievement tree' that recognises any area of the pupils' development, not just academic achievement, successfully demonstrates how valued the pupils are in the school.

Procedures for ensuring pupils' welfare are very good particularly the monitoring of independent learning.

17 Lostock Hall is a very caring school where pupils feel safe and secure. The school's procedures for ensuring pupils' welfare are very good and a strength of the school. The school's assessment procedures and the use of assessment is good overall. There is a well established target setting process that actively involves pupils and parents. This is good practice. There is a 'culture' of assessment in the school that makes it very easy to track the progress of individual pupils and monitor any concerns. The school is very committed to this process and teachers are given time every week to update their assessment records; again, this is good practice. One outstanding feature of the school's assessment procedures is the monitoring of pupils' independent learning. Given that one of the key issues from the previous inspection was to 'develop independent learning skills' the school has addressed this issue exceptionally well. During the current inspection many good examples were observed of pupils working independently. For example, Year 5 and 6 pupils organise their own science investigations, pupils in all year groups work independently and confidently on the computer and Year 3 and 4 pupils write poems based on the structure and style of *A Whoz Who of the Horrible House!* Independent learning is undoubtedly another strength of the school and is very well monitored.

WHAT COULD BE IMPROVED

The school's arrangements for music tuition.

18 The school offers a good quality and range of learning opportunities. The curriculum is broad, balanced and relevant and the provision for extra-curricular activities is good. Although the school's policies and practices all strive to provide equality of opportunity and pupils throughout the school generally have equal access to the curriculum, there is a minority of pupils who consistently miss the same lessons every week for instrumental tuition. For example, during the inspection a pupil from the Year 5 and 6 class missed most of a very good science lesson while she attended a keyboard lesson. Although the inspection team would acknowledge the very useful contribution that music tuition makes to the life of the school and to the development of individual pupils, the current arrangements are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19 The inspection team recognise the school's high standards, caring and supportive ethos and very good teaching, but to further improve equality of opportunity the headteacher, staff and governors should:

Ensure that pupils who attend music tuition during school time should not miss the same elements of the curriculum every week.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	62	38	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		111
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		8

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	5
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	2.4
National comparative data	5.2

Unauthorised absence	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	10	10	10
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	96 (89)	96 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	10	10	10
	Total	22	23	22
Percentage of pupils at NC level 2 or above	School	96 (95)	100 (100)	96 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	8	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	9	9	9
	Total	15	16	17
Percentage of pupils at NC level 4 or above	School	88 (94)	94 (88)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	9	9	9
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	88 (88)	94 (88)	94 (94)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	98.9
Any other minority ethnic group	1.1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
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 – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	22
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	31

Financial information

Financial year	00/01
	£
Total income	250841
Total expenditure	248588
Expenditure per pupil	2259
Balance brought forward from previous year	10485
Balance carried forward to next year	12212

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	1	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	61	37	3	0	0
My child gets the right amount of work to do at home.	42	43	11	4	0
The teaching is good.	62	37	0	0	1
I am kept well informed about how my child is getting on.	59	37	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	22	4	0	1
The school expects my child to work hard and achieve his or her best.	64	34	0	0	1
The school works closely with parents.	55	41	4	0	0
The school is well led and managed.	68	25	0	3	4
The school is helping my child become mature and responsible.	67	29	1	0	3
The school provides an interesting range of activities outside lessons.	25	43	21	3	8