

# INSPECTION REPORT

## **JAMES BRINDLEY PRIMARY SCHOOL**

Worsley  
Manchester

LEA area: Salford

Unique reference number: 105918

Headteacher: Mrs. Christine Ward

Reporting inspector: Mr. Paul Dennison  
17736

Dates of inspection: 13 – 14 January 2003

Inspection number: 246537

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:	3 - 11
Gender of pupils:	Mixed
School address:	Parr Fold Avenue Walkden Worsley Manchester
Postcode:	M28 7HE
Telephone number:	0161 790 8050
Fax number:	0161 950 3384
Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr. B Pennington
Date of previous inspection:	8 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school, which is situated in Worsley, Manchester, serves an established residential area. There is a very wide range of attainment on entry to the school but overall it is in line with that expected for the age group. There are 202 pupils on roll, taught in seven classes. In addition, there is a nursery class with 18 full-time and 15 part-time pupils. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs is also below the national average, and no pupil has a statement of special educational need. Very few pupils are from ethnic minority groups. There are no pupils for whom English is an additional language.

### **HOW GOOD THE SCHOOL IS**

This is a good school. After a period of disruption, the new headteacher, the governors and the staff have worked well together to improve the school. Teaching is good, which helps pupils to make good progress. By the time they leave school, pupils achieve standards in English, mathematics and science that are in line with the national expectations for the age group. Staff ensure that all pupils take a full part in all aspects of school life. The pupils have very positive attitudes to learning and their behaviour is good. Overall, the school provides good value for money.

#### **What the school does well**

- The headteacher and other key staff provide good leadership and manage the school well.
- The quality of teaching is good overall and much is very good. Classroom support staff make a very positive contribution to pupils' learning.
- The curriculum is broad and relevant. A good range of activities meets pupils' interests and abilities.
- The provision for pupils' personal development is very good.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.

#### **What could be improved**

- The assessment and recording of pupils' progress in subjects other than English and mathematics.
- The opportunities for parents to discuss their children's progress.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in December 1997. Progress since then has been satisfactory overall, although recent improvement has been good. Standards in English, mathematics and science, as measured by the results of the national tests for pupils in Year 6, have improved at a similar rate to the national trend. The headteacher and governors have ensured that the issues from the previous inspection have been successfully addressed. A computer suite has been established and standards in information and communication technology are now in line with national expectations. Standards in design and technology have been improved and are now above national expectations. Effective systems have been established to monitor pupils' progress and set targets for improvement in English and mathematics. However, the assessment of science and information and communication technology needs further development. The health and safety issues raised in the last report have been dealt with. The headteacher has established a very clear programme of school improvement and the school is now in a strong position to make further progress.

## 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
	2000	2001	2002	2002
English	D	C	A	B
mathematics	E	C	C	E
science	C	A	C	E

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

Pupils' performance in the 2002 National Curriculum tests for Year 6 pupils in English was well above the national average. Their performance in science and mathematics was in line with the national average, although it was well below average in comparison with similar schools. The test results between 1998 and 2002 have improved at a similar rate to the national trend.

Pupils achieve well throughout the school. The school's recent priority has been to develop standards in English and this has been done successfully. There is clear evidence, however, that standards of attainment in all three subjects are improving and are above the national expectations in Years 3 to 5. There are a number of pupils with special educational needs in the current Year 6 group and the evidence of the inspection is that standards in Year 6 overall are line with the national expectations in all three subjects. The teaching of English and mathematics is very good overall and this has helped to improve standards.

Children in the nursery and reception classes make good progress. By the end of the reception year, attainment is above that expected nationally. Most children achieve the early learning goals expected for the age group and many are working on the early stages of the National Curriculum.

Pupils' performance in the 2002 National Curriculum tests in Year 2 was above the national average in reading and mathematics, and well above average in writing. Evidence from the inspection indicates that standards in all three subjects are above the national expectation.

The school monitors and analyses progress in English and mathematics and has set realistic but challenging targets for achievement at the end of Year 6. In 2002, the English target was surpassed although the target for mathematics was not reached. Evidence from the inspection indicates that the targets for 2003 are likely to be met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Relationships are very good. Pupils co-operate well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is slightly below the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 and 2	Years 3 to 6
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good overall and much is very good. It has a positive effect on the progress and attainment of all pupils.

Lessons are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is very good overall and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant learning opportunities to support pupils' academic and personal development. Activities are well matched to the needs and abilities of the pupils. The curriculum is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is very good. The positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop. The school ensures equality of opportunity for all pupils.

The school provides a well-planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities which motivate pupils.

There are good systems in place to analyse the results of assessments and to track pupils' progress in English and mathematics. The assessment and recording of progress in other subjects is less well developed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. She is well supported by senior staff. The school is well managed.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school improvement plan has been produced in consultation with staff and governors, and is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. **Resources** are used effectively to support the priorities identified in the plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The staff are approachable.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided for children.</li> <li>• The information they receive about their children's progress.</li> <li>• The range of activities outside lessons.</li> <li>• The school to work more closely with parents.</li> </ul>

The inspection team agrees with the parents' positive comments. Some parents have reservations about the provision of homework and the range of activities outside lessons but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate. Some parents would like the school to work more closely with parents and in particular to provide more information about their children's progress. Teachers are prepared to discuss concerns at any time and the great majority of parents find that staff are approachable. Annual written reports on progress are also provided. However, there is currently only one parent/teacher consultation meeting arranged for each year, which does not provide sufficient opportunity to discuss children's progress.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher and other key staff provide good leadership and manage the school well.**

1. The school is well managed. The headteacher's very positive leadership provides clear educational direction for the school. This has a very positive impact on pupils' attainment. Other senior staff provide very effective support. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all. The headteacher's management skills are very good. She delegates effectively, empowering key staff and co-ordinators to fulfil their roles, and manages her own time effectively. Prior to her appointment, the school had undergone a difficult period. The previous headteacher had been absent due to serious illness and the school had a large budget deficit. The headteacher has worked hard to improve the situation and has sensitively and successfully led the staff to overcome the problems they faced.
2. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. Financial planning to support educational initiatives is good. The finance committee provides effective support for the headteacher in decision making and uses the budget effectively to achieve educational targets. Careful financial planning and monitoring has been needed in recent years to overcome a budget deficit. This has now been accomplished. The school improvement plan has been produced in consultation with staff and governors. This document sets out what the immediate and long-term priorities are, how much they will cost to put into place and how the effectiveness of the school's actions will be measured. It is linked to the school budget and is reviewed regularly. Staff development is well managed to address both school and individual teachers' professional needs. The school has established a climate of continuous improvement.
3. All staff have curriculum responsibilities. Subject co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subject and providing curriculum support. They have developed effective policies to support teachers' planning and they are involved in monitoring the quality of pupils' work. The headteacher monitors the quality of teaching and learning. This monitoring provides teachers with useful feedback and has helped to improve the quality of teaching.
4. Daily management and organisation are efficient and unobtrusive, and have a positive effect on the quality of learning and standards of achievement. The office staff work hard to assist the smooth day-to-day operation of the school. They provide a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.
5. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

**The quality of teaching is good overall and much is very good. Classroom support staff make a very positive contribution to pupils' learning.**

6. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 83 per cent of the teaching observed was at least good and 44 per cent was very good or better. At times it was excellent. This is an improvement since the previous inspection. Teachers plan lessons carefully. They identify what they wish pupils to learn and share these objectives with the class. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and co-operatively in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Good use is made of the resources available to provide interesting tasks which motivate pupils. Group work is organised skilfully to enable some groups to work independently, thus enabling the teacher to give more intensive support to others.
7. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. They use praise and encouragement regularly to enthuse and motivate pupils who thus feel valued by the teacher. A good feature in many lessons is the whole-class teaching. Much of the teaching includes good exposition and explanations, and good questioning which promotes thinking.
8. The main strengths of teaching in the nursery and reception classes are the very good relationships between adults and children, combined with a good understanding of the curriculum for the age group and of how young children learn. The children are respected and valued. Activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. Classroom support staff and volunteer helpers are used very effectively to support pupils' learning. In the nursery, work on the story of Goldilocks involved children in baking activities with a parent helper. The same theme also involved sharing the story, role-play activities including making 'porridge' and the development of mathematical language and counting skills. Early language skills are taught well. In the reception class, the teacher used the big book 'We're Going On A Bear Hunt' to help children identify letter sounds. Opportunities were also provided in the same session for children to correctly sequence pictures to tell a story; to practice writing their names and other familiar words; and to listen to taped stories. The teacher also worked with a group on their early reading skills as they shared a book. The children were very enthusiastic about the activity, helped by the interest and involvement of the staff. All children, including those with special educational needs, were well supported and thus able to take a full part in the activities.
9. Teachers often begin lessons by recapping on what pupils should already know from previous work. This sets the context for new learning and enables the teacher to pitch the lesson at the right level, or see if there is a need to reinforce a key point before moving on. All teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations, or providing a wide range of experiences in English. Lessons proceed at a good pace and are well organised.
10. Teaching of English and mathematics is very good. Teachers have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the

National Literacy and Numeracy Strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Mental and oral activities are used very effectively in mathematics lessons to provide appropriate challenge. A good example was observed in a Year 2 mathematics lesson. The teacher's high expectations of pupils' behaviour and attitudes resulted in a very effective lesson where pupils worked hard. The mental and oral activities proceeded at a lively pace and developed pupils' strategies in the addition of numbers. In a Year 5 lesson, during oral work on the conversion of fractions and decimals, pupils responded well to a challenging activity and worked at a good pace. The main part of this lesson related to multiplication skills. The activities were well matched to the range of ability in the class. Additional support was available for lower attaining pupils, enabling them to make good progress. Very good questioning from the teacher provided a good level of challenge for the higher attainers but this was combined with a lot of encouragement to build pupils' confidence and self esteem. As a result, pupils responded well and were confident in explaining their methods of calculation. In a Year 6 English lesson, the teacher's lively approach and high expectations enabled pupils to achieve well. Very effective questioning from the teacher ensured that pupils were challenged to develop their levels of knowledge and understanding of the skills of story writing.

11. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. In an excellent Year 6 design and technology lesson, the teacher provided work that was challenging. The teacher carefully checked pupils' understanding of earlier work involving the evaluation of a range of slippers. Very clear demonstrations and explanations then enabled pupils to design their own slippers. Pupils were constantly challenged to think through the problems they faced and as a result they made excellent progress in the lesson. In a Year 4 science lesson on friction, the teacher's enthusiasm combined with very good classroom management skills resulted in pupils responding very positively during a practical investigation. Here again, the emphasis was on encouraging pupils to think for themselves in order to carry out a fair test as part of their investigation.
12. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. In Year 3, for example, pupils made very good use of information and communication technology to support work in science as they researched information on mini beasts and developed a database. Clear explanations from the teacher and high expectations helped pupils to achieve well. Support staff made a very effective contribution, helping pupils to develop their skills.
13. Classroom support staff are used very effectively and make a significant contribution to pupils' learning. A good example was the science lesson observed in the Year 1 class when a very well planned and organised lesson was enhanced by the group work led by the teaching assistant. This helped all pupils to maintain their interest and concentration as they tackled a range of activities well matched to their needs and abilities. Pupils with special educational needs were very well supported in a Year 2 English lesson as the teaching assistant ensured that they had a clear understanding of the activities and were thus able to play a full part in the lesson.

**The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.**

14. The school provides a curriculum which is relevant to the needs of the pupils. This curriculum is enriched with a range of extra-curricular activities, visits and visitors which enhance many areas of pupils' experience. The teachers have high expectations

of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. They provide pupils with opportunities to achieve good standards of work in a wide range of activities. The school has effective strategies for the teaching of the basic skills in both literacy and numeracy. It implements both the National Literacy and Numeracy Strategies successfully. Its provision for information and communication technology has been significantly improved since the previous inspection. Music continues to be a strength of the school. Many pupils play musical instruments and have the opportunity to play in the school band. The provision for design and technology has improved since the last inspection and pupils now achieve standards that are above the national expectation. Year 6 pupils have the benefit of French lessons provided by a teacher from the local High School.

15. Provision for children in the nursery and reception classes is good. It reflects the teacher's very good knowledge and understanding of the ways in which young children learn, and provides a wealth of well organised experiences which are closely matched to the children's level of development, and challenge them to make progress. Planning is based on the six areas of learning appropriate for this age group, moving on to the National Curriculum as the children achieve the early learning goals. Particular emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities which support their progress effectively in all areas.
16. In Years 1 to 6, the school provides a good curriculum which fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education.
17. The provision for pupils with special educational needs is good and they make good progress in relation to their ability. The co-ordinator manages this area very well. All pupils, including those pupils with special educational needs, enjoy equal access to the curriculum.
18. Visitors to the school are used effectively to enliven the curriculum, and a wide range of visits is arranged for pupils. These include residential visits for pupils in Years 5 and 6. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

**The provision for pupils' personal development is very good.**

19. The school provides pupils with a secure, caring environment in which to work and play. Good procedures are established for child protection and ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on their attitudes to their work and helps to develop their self-esteem and supports their progress. It enables children to make a positive start when they enter the nursery class, and they settle quickly and happily into school. The school makes good provision for pupils' welfare, health and safety. Teachers and support staff know their pupils and their families well, are sensitive to pupils' needs and thus able to provide good personal support and guidance.
20. Pupils' personal development and behaviour are effectively promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. High expectations of behaviour and good

classroom management are in place from the time pupils enter the school. Pupils' high levels of personal development enable them to become very effective learners; they become valued members of the community, and are socially and morally aware of the impact of their actions on others. The school has a very effective programme of personal, social and health education. This provides pupils with regular opportunities to discuss issues related to health, relationships, the environment and citizenship. The school council offers pupils the opportunity to make their voices heard effectively. All classes from Nursery to Year 6 have representatives to put forward the ideas of their classmates.

21. Provision for pupils' moral and social development is very good. This is reflected not only in lessons, but in the school's general ethos and attitudes to the wider community. Adults in the school value the pupils' opinions and this helps to increase their self-esteem and confidence. Pupils have appropriate opportunities to exercise responsibility and they are encouraged to think about others. Pupils are encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together, valuing different ideas, working responsibly together to achieve a particular goal and sharing resources fairly. Pupils also learn to work effectively as a team through residential visits, opportunities to compete for the school at sport and through participation in musical events and school productions. Pupils are involved in fund-raising for charities.
22. Cultural development is well promoted both within the curriculum and through extra-curricular opportunities. Through religious education, history, art, literature and music pupils gain understanding of their own culture and the cultural traditions of other countries. Visitors are also used effectively to support the curriculum and enrich pupils' experience. There are regular visits to places of educational interest. Different styles of music are played regularly in school and many pupils are learning to play an instrument.

**Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn**

23. Pupils show very good attitudes to learning, which have a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They follow instructions well and respond with enthusiasm to questioning and discussion.
24. The behaviour of the pupils in lessons, around the school and on the playground is very good, and enables them to make the most of all the opportunities provided for them. They move about the school in an orderly way, play amicably and sensibly on the playground and are responsive to instructions given by adults.
25. Relationships amongst pupils and between adults and pupils are very good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness, caring attitudes and simple acts of kindness are evident. At lunchtimes and breaks, pupils play together well with older pupils frequently helping to look after younger members of the school community.

## **WHAT COULD BE IMPROVED**

### **The assessment and recording of pupils' progress in subjects other than English and mathematics.**

26. Procedures to monitor the attainment and progress of pupils have been improved since the previous inspection. Good assessment systems are in place throughout the school for each pupil in English and mathematics. The school has worked hard to establish the procedures for these subjects which are sufficiently detailed to be useful but are manageable working documents. In addition, the school makes good use of other test information, for example, to identify pupils who may need extra provision or have special educational needs. Teachers are now using this information to set individual targets for pupils in English and mathematics. This helps pupils to understand their own strengths and weaknesses and guides teachers when planning new work. Staff use this information to track the progress of pupils as they move through the school.
27. Assessment procedures are not yet as effective in the remainder of subjects. Systems for assessing and recording pupils' progress or comparing standards with those expected for pupils of the same age are limited. Consequently, there is insufficient information to enable teachers to set targets for individual pupils and to plan their work accordingly. The school plans to introduce assessment systems for science and information and communication technology but there is no system currently in place. Teachers do carry out some evaluation of pupils' progress in other subjects but these are not recorded methodically.

### **The opportunities for parents to discuss their children's progress.**

28. Some parents would like the school to work more closely with parents and in particular to provide more information about their children's progress. Teachers are prepared to discuss concerns at any time and the great majority of parents find that staff are approachable. Annual written reports on progress are also provided. However, there is currently only one parent/teacher consultation meeting arranged for each year and this does not provide sufficient opportunity to discuss children's progress. Additional meetings would provide opportunities to discuss children's strengths and areas for improvement and explain ways in which parents could support their children's learning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

29. In order to improve further the quality of education and the standards of attainment, the headteacher, governors and staff should:
  - (1) Develop systems to assess and record pupils' progress in subjects other than English and mathematics.  
(paragraphs 26, 27)
  - (2) Provide more opportunities for parents to discuss their children's progress.  
(paragraph 28)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	7	3	0	0	0
Percentage	6	39	39	17	0	0	0

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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	202
Number of full-time pupils known to be eligible for free school meals	n/a	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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
		2002	17	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	17
	Girls	13	13	13
	Total	27	27	30
Percentage of pupils at NC level 2 or above	School	90 (89)	90 (89)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	13	13	13
	Total	28	30	29
Percentage of pupils at NC level 2 or above	School	93 (89)	100 (92)	97 (89)
	National	85 (85)	89 (89)	89 (89)

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
		2002	16	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	19	13	17
	Total	32	26	31
Percentage of pupils at NC level 4 or above	School	91 (83)	74 (83)	89 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	16
	Girls	19	15	19
	Total	32	27	35
Percentage of pupils at NC level 4 or above	School	91 (86)	77 (83)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
189	0	0
0	0	0
1	0	0
0	0	0
0	0	0
6	0	0
4	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	7
Number of pupils per qualified teacher	28.9
Average class size	28.9

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	78.25

### **Financial information**

Financial year	2001/2002
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	£
Total income	437,388
Total expenditure	415,236
Expenditure per pupil	1,723
Balance brought forward from previous year	2,942
Balance carried forward to next year	25,096

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.5

Total number of education support staff	1
Total aggregate hours worked per week	37

Number of pupils per FTE adult	12.8
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate 28.1

Number of questionnaires sent out	235
Number of questionnaires returned	66

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	1	0
My child is making good progress in school.	35	59	3	1	2
Behaviour in the school is good.	38	45	8	1	8
My child gets the right amount of work to do at home.	35	48	14	3	0
The teaching is good.	38	47	6	0	9
I am kept well informed about how my child is getting on.	24	44	27	3	2
I would feel comfortable about approaching the school with questions or a problem.	51	36	8	3	2
The school expects my child to work hard and achieve his or her best.	55	42	3	0	0
The school works closely with parents.	21	51	21	2	5
The school is well led and managed.	32	59	1	3	5
The school is helping my child become mature and responsible.	39	48	6	2	5
The school provides an interesting range of activities outside lessons.	6	47	27	17	3