

INSPECTION REPORT

ST ANN'S C of E PRIMARY SCHOOL

RAINHILL

LEA area: ST HELENS

Unique reference number: 104800

Headteacher: Mrs J. Perkin

Reporting inspector: Mrs J. Tracey
20270

Dates of inspection: 3rd – 5th April 2000

Inspection number: 188140

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	View Road Rainhill Prescot Merseyside
Postcode:	L35 OLQ
Telephone number:	0151 426 5869
Fax number:	0151 289 3270
Appropriate authority:	The governing body
Name of chair of governors:	Mr C. J. Kedge
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs J. Tracey	Registered inspector
Mr A. Dobson	Lay inspector
Mrs O. Cooper	Team inspector
Mrs C. Waine	Team inspector

The inspection contractor was:

North West Education Services

Shieling House
Lamberts Lane
Congleton
Cheshire
CW12 3AU

Tel. 01260 279906

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
<p>Pupils achieve high standards in English, mathematics and science by the time they leave school. Those who find learning more difficult receive strong support enabling them to make good progress.</p> <p>The quality of teaching is good and is a significant factor in the pupils' academic and personal development.</p> <p>The school is well led and effectively managed by the headteacher, with good support from the staff and governing body.</p> <p>A very good range of extra-curricular activities is provided. These are popular and well attended.</p> <p>The school's Christian ethos permeates its work and is reflected in the supportive learning environment in which pupils flourish. The good relationships between pupils and adults are a strength of the school.</p>	
WHAT COULD BE IMPROVED	13
<p>Pupils' achievements are regularly recorded and good use is made of the information gained to influence teachers' planning. The assessment system is currently being extended but does not yet incorporate the setting of appropriate personal targets for individual pupils.</p> <p>Provision for the teaching of information technology skills is inconsistent and not all aspects of the National Curriculum are fully covered. Consequently pupils' attainment is below that expected for their age.</p>	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Ann's is a successful and popular Church of England school providing education for 462 boys and girls in the age range 4 to 11 years. It does not have a nursery. The proportion of pupils eligible for free school meals is below the national average, as is the proportion on the register of special educational need. Three pupils have formal statements of need. The vast majority of pupils are white. Seven pupils come from homes where English is not the first language. They are fully integrated into the school. Attainment on entry is average for children of similar age.

HOW GOOD THE SCHOOL IS

This is a good school with high expectations of work and behaviour. Overall, the quality of teaching is good and by the age of eleven, the great majority of pupils attain high standards in English, mathematics and science. The headteacher, staff and governors work closely together to create a happy and secure learning environment. The school provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science by the time they leave school. Those who find learning more difficult receive strong support enabling them to make good progress.
- The quality of teaching is good and is a significant factor in the pupils' academic and personal development.
- The school is well led and effectively managed by the headteacher, with good support from the staff and governing body.
- A very good range of extra-curricular activities is provided. These are popular and well attended.
- The school's Christian ethos permeates its work and is reflected in the supportive learning environment in which pupils flourish. The good relationships between pupils and adults are a strength of the school.

What could be improved

- Pupils' achievements are regularly recorded and good use is made of the information gained to influence teachers' planning. The assessment system is currently being extended but does not yet incorporate the setting of appropriate personal targets for individual pupils.
- Provision for the teaching of information technology skills is inconsistent and not all aspects of the National Curriculum are fully covered. Consequently pupils' attainment is below that expected for their age.

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 May 1996 and has made good progress in response to the Key Issues of that inspection.

- Schemes of work have been revised to reflect current initiatives and National Curriculum requirements.
- A coherent curriculum has been developed for children under five.
- Teaching spaces have been re-allocated to provide better provision for the youngest children.
- Assessment procedures have improved and the school is further developing them to focus on target setting for individual pupils.
- More opportunities have been provided for pupils to learn about cultural diversity and their own heritage. The caring Christian ethos has been sustained.

In addition,

- Teaching has improved.
- Good use is made of the analysis of test results to target areas for further development, for instance, currently, writing.

The school is very successful in evaluating its own performance. It is constantly striving to improve further, and is in a good position to do so.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	C	A	A	Well above average A
Mathematics	C	A	A	A	Above average B
Science	C	A	B	B	Average C
					Below average D
					Well below average E

In 1999, the pupils' results in national tests for eleven year olds were well above the national average in English and mathematics and above average in science. Attainment was similar when compared to schools of like background. A significant proportion of pupils exceeded the expected level for their age in each of these subjects. Since the previous inspection there has been an upward trend in results in all three subjects similar to that found nationally.

On entry, children's attainment is average for their age. In 1999, pupils' results in national tests for seven year old were well above average in reading, writing and mathematics when compared to all schools and those of similar background. In reading and mathematics almost a third of the pupils exceeded the level expected for their age. In the teacher assessments in science, the proportion of pupils reaching the expected level for seven year olds was well above the national average. Overall, a consistently good level of achievement has been sustained since the previous inspection. Lower-attaining pupils are well supported in their achievements and often reach standards higher than might initially have been expected. The school has targeted writing and science in Key Stage 1 for further development in the current year.

Pupils' attainment in information technology is below average in both key stages because all aspects of the National Curriculum are not covered. Also, the basic skills are not practised consistently enough throughout the school.

Evidence from the inspection confirms that, overall, standards of work are well above average by the time pupils leave school. Literacy and numeracy skills are used well to support and complement work in other subjects. Pupils of all abilities achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and eager to learn.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. It reflects the school's aims of care, courtesy and concentration.
Personal development and relationships	The school is a successful social community which encourages pupils to develop their talents to full potential. Relationships are good and the pupils' self-confidence is evident.
Attendance	Attendance is similar to the national average.

The pupils' attitudes, values, behaviour and personal development make a strong contribution to the good standard of attainment. The good relationships promote self-esteem and respect for the achievement of individuals and the school as a whole.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
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.

Overall, the quality of teaching is good. In the lessons observed, teaching was never less than satisfactory. It was good in 50 percent of them and very good in a further 15 percent. This is an improvement since the previous inspection when there was a significant minority of unsatisfactory teaching in Key Stage 1. Teaching is good overall in the core subjects of English and mathematics. Literacy and numeracy skills are taught well and utilised effectively in other areas of the curriculum. Teachers have good knowledge of the subjects they teach, although expertise in information technology is more limited. Class management skills are good and encourage pupils' self-discipline. A strength of the teaching is its clear focus on assisting pupils to reach the nationally expected levels for their age. Lower-attaining pupils benefit particularly well from this approach. Pupils' acquisition of knowledge and its application are good. Investigative skills are less well developed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, with appropriate emphasis on the development of literacy and numeracy skills. It is enriched by a wide range of extra-curricular activities, including French. Some aspects of information technology need further development.
Provision for pupils with special educational needs	The good provision for these pupils results in them progressing well towards their individual targets. Some pupils achieve beyond expectations.
Provision for pupils with English as an additional language	The few pupils for whom English is an additional language are fully integrated into school life. The suitability of provision is evident in the successful results achieved by them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's work is clearly underpinned by Christian values which have a strong influence on all aspects of personal development. Provision for spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The school provides satisfactorily for the pupils' welfare but assessment procedures require further development so that pupils know what to do to further improve their work.

Overall, the school makes good provision for English, mathematics, science and other subjects. A new scheme of work has recently been introduced for information technology but its impact is not, as yet, evident in sufficiently high standards of achievement.

The school is a caring Christian community in which all members are valued. Teachers know the pupils well and support their academic and personal development. Assessment procedures are not sufficiently well developed to assist pupils in working towards personal targets. The school recognises this – it is a current target for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, positive and energetic leadership. She generates a corporate spirit amongst the staff which is effective in providing education of a high standard for the school's pupils.
How well the governors fulfil their responsibilities	The governors are committed to maintaining and further promoting the school's success. Statutory requirements are met except in information technology where all aspects of the National Curriculum are not covered. Governors take an active interest in school affairs.
The school's evaluation of its performance	The school evaluates its performance well. Effective action is taken to remedy perceived areas of weakness.
The strategic use of resources	The budget and specific grants available to the school are put to good use. Material and human resources are used effectively but there is a shortage of computers and additional equipment for information technology.

The school is well led and managed. Decisions about spending are based on sound awareness of best value principles and there are appropriate systems for checking academic performance and financial management. Recent national initiatives for literacy and numeracy have been successfully incorporated into the school's curriculum.

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 expects pupils to work hard. • Teaching is good. • Pupils enjoy school and behave well. • Pupils' academic and personal development is sound and relevant to their level of maturity. • Close links between school and parents 	<ul style="list-style-type: none"> • A few parents feel they are not sufficiently well informed about their children's progress. • The range of extra-curricular activities. • A small number of parents is unsure about the amount of homework provided.

The inspection team wholeheartedly endorse the parents' positive views. In consideration of the suggestions for improvement, inspectors regard the information provided for parents to be sufficient. However, the school could give parents advance notice of what is to be taught so that they could be more involved in their children's learning. Homework was found to be well structured and reasonable in quantity. The range of extra-curricular activities is very good in Key Stage 2. Inspectors agree that fewer opportunities are available in Key Stage 1, as is the case in many schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science by the time they leave school. Those who find learning more difficult receive strong support enabling them to make good progress.

1. High standards are achieved in national tests in English, mathematics and science at the end of Year 6, both in comparison to all schools and those of similar background. Significant proportions of pupils achieve higher standards than expected for their age in each of these subjects.

2. On entry to the school, children's attainment is average for their age. They are well taught in stimulating surroundings in the reception classes. At this early stage work is soundly based on practical experiences. Throughout Key Stage 1 pupils continue to build on previous learning and by the time they are seven, standards of work in English, mathematics and science are well above those expected for their age. In reading and mathematics significant proportions of pupils exceed this level. The school has appropriately targeted writing and science for further development in the current year. With few exceptions the school fulfils its aim for all pupils to reach nationally expected levels in the core subjects by the end of the key stage. The lower-attaining pupils achieve particularly well in reaching these levels.

3. Writing in all its forms is given high priority throughout the school. The headteacher makes good use of tests and assessments to identify pupils with potential for even higher achievement. This is effective. For example, standards of extended writing in Year 3 have

risen considerably in the current year and reflect the pupils' increased level of maturity. Another effective measure in Year 6 is the provision of 'booster classes' in English and mathematics. Pupils of all abilities benefit from working in smaller groups where extra work is specifically channelled to their immediate needs. It was a pleasure to see the pupils' enthusiasm in these classes, particularly in the lively debate which emanated from a discussion centred on the works of Charles Dickens. Numeracy skills are well taught. They underpin the work in all branches of mathematics and are successfully transferred to other subjects. The teaching of mathematics has been a key feature of the school's development in recent years. The outcome is clearly evident in the consistently high standards being achieved in both key stages. Of the core subjects, attainment in science, although above average, is the weakest. This is because the previous scheme of work did not build continuously on earlier learning, nor did it satisfactorily promote the development of independent investigative skills. The school has recognised this and taken effective action.

4. Pupils with special educational needs receive good support. They are provided with extra guidance and encouragement, enabling good progress towards targets set in individual education plans. Nursery nurses work closely with teachers and pupils' tasks are adapted to provide smaller steps towards the learning objectives set for the class. This raises self-esteem and ensures pupils benefit from the same curriculum as their peers. The few pupils for whom English is not the first language are fully integrated into the school and make similar progress to others of equal ability.

5. The quality of provision, both in terms of lesson content and teaching, is good. It is a significant factor in the consistently high standards being achieved by the time pupils leave school.

The quality of teaching is good and is a significant factor in the pupils' academic and personal development.

6. Teaching is good overall, and particularly in English and mathematics. Literacy and numeracy skills are taught well and utilised effectively in other subjects. Teachers have high expectations which build successfully on pupils' previous achievement. They have good subject knowledge (although less so in information technology) which is passed on to pupils with infectious enthusiasm, such as in the Year 5 English lesson in which pupils effectively used persuasive writing when reviewing restaurants. Lessons are well planned and delivered at a good pace which sustains interest throughout the whole session. Most lessons contain an element of direct class teaching and there is a good balance between this and practical activities. Pupils are given clear instructions which in the best lessons include what it is that teachers want them to learn. Skilful questioning encourages pupils to think for themselves. It uses pupils' responses to develop the lesson. Teachers make pupils feel secure in their knowledge and understanding, and reinforce this through more probing discussion on an individual basis during group activities. Class management skills are good and encourage pupils' self-discipline. Lessons which concluded with a summative session in which pupils shared their achievements with others were particularly effective and provided teachers with information on which to base future planning.

7. A strength of the teaching is its clear focus on assisting pupils to reach the nationally expected levels for their age. Occasionally however some pupils could be moved on faster. This is usually in situations where most of the class start off on the same tasksheet before being given the opportunity to progress to work which challenges pupils of all abilities. Worksheets are used extensively. Whilst this is very helpful in showing pupils how to structure their work it is restrictive in the promotion of independent thought and

alternative methods of recording. This is particularly so in science where it is a contributory factor to the less well developed investigative skills.

8. Teaching has improved since the previous inspection when there was some unsatisfactory teaching in Key Stage 1. The quality of teaching contributes to the high standards currently being achieved. Only in information technology is there a weakness because teachers' expertise is limited and there is a shortage of computers and additional equipment.

The school is well led and effectively managed by the headteacher, with good support from the staff and governing body.

9. The headteacher has a clear vision for the school. Her management style has established a corporate identity and a good ethos which is strongly influenced by the Christian foundation. Staff, pupils and governors treat each other with respect and appreciation, which encourages further effort and commitment. All are justly proud of the school's success, and conscientious in their efforts to maintain high standards in all its aspects

10. The governing body is effective in overseeing and monitoring development. It is well informed and makes decisions based on clearly identified educational priorities arising from consultation with the headteacher and teaching staff. Governors involve themselves in the day to day activities of the school so they have first hand information on which to base future plans. For example, the governor involved with the implementation of the National Literacy Strategy has visited every class to familiarise herself with new teaching techniques and their impact on pupils' learning. Governors are suitably aware of the school's performance in relation to other schools, and of their accountability for ensuring that pupils are provided with opportunities to develop to their full potential.

11. The headteacher systematically analyses pupils' results and monitors progress on a regular basis. The information gained is well used by classteachers to target pupils who might be achieving below their potential.

12. The teaching and support staff work as a committed, effective team in fulfilling their duties and endeavouring to maintain and continuously improve the existing high standards in the school.

A very good range of extra-curricular activities is provided. These are popular and well attended.

13. The very good range of extra-curricular activities includes music, drama, competitive sports and, for Year 4 upwards, residential visits. At the time of the inspection pupils in Year 4 had just returned from a profitable weekend which focused on learning and utilising new information technology skills. Pupils in Year 5 vividly described their visit to London and accurately matched locations to known events in history. The highlight of the visits is that to France in Year 6. This provides a good opportunity for pupils to practise their French and learn about life and culture in another European country. Musical and dramatic achievement is apparent in the acclaimed public performances given by the orchestra, choir and casts of major productions. 'The Wizard of Oz', performed earlier this year, is a typical example.

14. Pupils are positively encouraged to participate in these activities and the extended curriculum is popular with pupils and parents. It supports the development of quality relationships between pupils and adults in a different environment from lessons and has a major impact on pupils' personal development. A few parents were concerned about the fewer opportunities for pupils in Key Stage 1. This is so, although similar to the situation in many schools.

The school's Christian ethos permeates its work and is reflected in the supportive learning environment in which pupils flourish. The good relationships between pupils and adults are a strength of the school.

15. The school's ethos is firmly underpinned by Christian values. Its code of conduct, based on the 'three Cs' – Courtesy, Care and Concentration, is highly effective. It sets standards that permeate throughout the daily life of the school.

16. Staff work hard to ensure that learning is interesting. Their efforts are effective. The pupils enjoy coming to school and are eager to learn. They settle down quickly to the demands of school life, listen attentively and show a real enthusiasm to participate in lessons. Homework is taken seriously and achievement at all levels is valued and celebrated. These very positive attitudes ensure that pupils progressively increase in self-confidence and maturity as they move up through the school.

17. Behaviour is very good – another aspect of the effectiveness of the school's code. High standards are expected and achieved without the need of a strict regime. Good behaviour and effort are positively recognised culminating in the highly sought-after headteacher's weekly awards. Pupils understand the school rules, think they are fair and have confidence in the staff's ability to sort out any problems.

18. Relationships are a strength of the school. The courtesy and care aspects of the school's code are apparent everywhere. The school is a friendly community where everyone is valued for their contribution. Pupils relate well to each other – in the classroom they collaborate very well, sharing, taking turns and respecting each others' views. They play happily together in the playgrounds. Pupils respond well to their teachers and other staff. They chat together easily, clearly enjoying each others' company and yet showing appropriate respect. Throughout the school pupils are polite and show consideration and concern for others. Achievements of all kinds are celebrated by the whole community.

19. Overall, the pupils' positive attitudes have a significant impact on their learning and the high standards achieved.

WHAT COULD BE IMPROVED

Pupils' achievements are regularly recorded and good use is made of the information gained to influence teachers' planning. The assessment system is currently being extended but does not yet incorporate the setting of appropriate personal targets for individual pupils.

20. Following the previous inspection the school developed and implemented new assessment procedures. Pupils' achievements are regularly recorded and teachers use the information well to influence their planning. The next phase of development, that of setting

targets for personal improvement, is in its early stage. When fully implemented the system will involve pupils in self-evaluation of their progress towards individual targets. At present, the identification of pupils targeted for improvement originates with the headteacher. Classteachers are made aware of pupils who have the potential for higher achievement and they satisfactorily pay attention to this in planning lessons. The assessment system is not yet fully effective in assisting every pupil to understand how their work can be improved.

Provision for the teaching of information technology skills is inconsistent and not all aspects of the National Curriculum are fully covered. Consequently pupils' attainment is below that expected for their age.

21. The school has recently improved its provision for information technology through the purchase of new computers for classes in Key Stage 2. A new scheme of work has been introduced which, when fully implemented throughout the school, will provide all pupils with the skills expected for their age. At present, the amount of time devoted to information technology varies considerably from class to class. Attainment is below that expected nationally because pupils do not have sufficient experience of all aspects of the National Curriculum.

22. The computers used in Key Stage 1 are becoming outdated. By the end of the key stage pupils confidently use programs to support work in numeracy and literacy. Some pupils can assemble text and use it to write simple stories. They also represent information graphically with minimal assistance. The direct teaching of information technology is not sufficiently well structured to ensure all pupils progressively acquire the basic skills.

23. At Key Stage 2, pupils enjoy using the new computers but the work does not cover all the areas of learning prescribed by the National Curriculum. Good progress is made on those occasions where direct teaching is followed by practice sessions in which pupils gain 'hands on' experience, for example when pupils in Year 5 interrogated data on the dispersal of seeds. Other interesting examples of computer-aided work included the design of Islamic carpets and, in Year 6, the use of graphical modelling to produce front covers for popular children's books. The work seen was competent and of an appropriate standard but there is insufficient evidence to indicate the progressive acquisition of skills year-on-year for all pupils. In particular, pupils have minimal experience of controlling events by using electrical equipment. Overall, teachers' expertise is limited and there is scope for further training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) extend the use of the assessment system to the setting of personal targets for individual pupils;
- (2) improve standards in information technology by;
 - * fully implementing the scheme of work,
 - * providing more opportunities for the direct teaching of skills,
 - * enhancing teachers' expertise.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	50	35	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)		462
Number of full-time pupils eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		86

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	40	30	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	40	40
	Girls	30	30	29
	Total	70	70	69
Percentage of pupils at NC level 2 or above	School	100(94)	100(96)	99(96)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	40	40
	Girls	30	29	29
	Total	70	69	69
Percentage of pupils at NC level 2 or above	School	100(94)	99(94)	99(95)
	National	82(81)	86(85)	87(86)

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
	1999	38	32	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	32	34
	Girls	30	28	29
	Total	63	60	63
Percentage of pupils at NC level 4 or above	School	90(71)	86(78)	90(84)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	32	34
	Girls	30	29	29
	Total	63	61	63
Percentage of pupils at NC level 4 or above	School	90(81)	87(83)	90(88)
	National	68(65)	69(65)	75(77)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	4
Bangladeshi	0
Chinese	6
White	382
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	27.2
Average class size	30.8

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	124

Qualified teachers and support staff: nursery

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

Total number of education support staff	Na
Total aggregate hours worked per week	Na

Number of pupils per FTE adult	Na
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999
----------------	------

	£
Total income	673,183
Total expenditure	670,727
Expenditure per pupil	1,468
Balance brought forward from previous year	59,835
Balance carried forward to next year	62,291

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	460
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	3	1	1
My child is making good progress in school.	47	51	1	1	1
Behaviour in the school is good.	44	52	3	1	0
My child gets the right amount of work to do at home.	31	55	10	3	1
The teaching is good.	57	37	6	0	1
I am kept well informed about how my child is getting on.	43	45	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	3	0
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	43	50	5	2	1
The school is well led and managed.	42	47	6	4	1
The school is helping my child become mature and responsible.	50	48	2	0	0
The school provides an interesting range of activities outside lessons.	47	33	8	5	7