

INSPECTION REPORT

MOSS SIDE PRIMARY SCHOOL

Leyland

LEA area: Lancashire

Unique reference number: 119336

Headteacher: Mrs J M Burdin

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 6th – 8th June 2000

Inspection number: 188170

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Paradise Lane
Leyland
Lancashire

Postcode: PR5 3ST

Telephone number: 01772 432048

Fax number: 01772 452540

Appropriate authority: The Governing Body

Name of chair of governors: Mr M Simmonds

Date of previous inspection: 3rd June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moss Side is a primary school with 256 pupils on roll, 132 boys and 124 girls, which is similar in size to the average primary school. The school is situated in Moss Side, a suburb of Leyland. It is a popular school and frequently over-subscribed. There are no pupils who have English as an additional language and all of the pupils are from white ethnic backgrounds. Fifteen per cent of the pupils are eligible for free school meals, which is in line with the national average. Three pupils have statements of special educational needs and 55 pupils are on the school's register of special educational needs, which is broadly average. The pupils' attainment on entry to the school is below average. Most of the pupils have experienced some pre-school education prior to commencing full-time education.

HOW GOOD THE SCHOOL IS

This is a very good school. The pupils achieve high standards in English and mathematics when compared to similar schools, and good standards in most other aspects of their education. The quality of teaching is very good and the senior management team and governing body provide very effective leadership. Expenditure per pupil is relatively high but monies are used very efficiently and the school provides very good value for money.

What the school does well

- The very good teaching in English, mathematics and science enables the pupils to achieve standards that are above the national average.
- The pupils behave very well, are enthusiastic and keen to take on responsibility.
- Attendance and punctuality are very good and the pupils like coming to school.
- Parents are very pleased with the standards the school achieves.
- The school provides a very good range of learning opportunities that are enhanced by a range of extra-curricular activities.
- The headteacher, well supported by the governing body, provides very effective leadership.

What could be improved

- Standards of the pupils' work and their progress in information technology.
- The quality of marking, setting targets for improvement and the assessment of pupils' work.
- The quality of reports on pupils' progress that are sent home to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in June 1996 found Moss Side Primary School was providing a very good standard of education for its pupils. These high standards have been maintained. The school's performance in national tests has kept pace with national trends with performance in English and mathematics being well above the national average at the end of Key Stage 2. The very good standards of teaching have been maintained, as have the strong links with parents. Most of the key issues from the previous report have been successfully addressed. Arrangements for collective acts of worship are in place. The quality of artwork in Key Stage 2 has improved and standards are now in line with national

expectations. There have been improvements in information technology, although the school recognises that there are still further improvements to be made to bring standards in line with national expectations. The role of the co-ordinators is developing and they now take appropriate responsibility for monitoring the quality of teaching and learning in their subjects. Overall, progress since the last inspection is good.

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	A	A	A	very high above average A*
Mathematics	A	A*	A	A	well above average A
Science	A	A*	B	B	above average B
					average C
					below average D
					well below average E

Results of tests undertaken by the pupils prior to admission to the school show attainment is below average. Most pupils are attaining the nationally recommended Desirable Learning Outcomes by the time they are five. The 1999 National Curriculum end of Key Stage 1 test results show the pupils to be well above average in reading, writing and mathematics. At the end of Key Stage 2, the test results show the pupils' performance to be well above the national average and well above the average for similar schools in English and mathematics, and above the average in science. The school's results in English, mathematics and science are substantiated by the inspection evidence. The scrutiny of work and lesson observations show that most pupils are reaching the nationally expected level, with approximately one third of them achieving the higher level in English, mathematics and science at Key Stage 2. This represents well above average performance. The pupils with special educational needs make good progress and there is no significant difference in achievements between boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes towards their work. They enjoy coming to school and work hard which has a positive impact on the standards they achieve.
Behaviour, in and out of classrooms	Very good. Behaviour in the classrooms is of a high standard and pupils play happily with one another in the playground. There is no evidence of any bullying.
Personal development and relationships	Very good. The pupils work together very effectively on their tasks. They are courteous, show respect to adults and speak well of their school.
Attendance	Very good. Absence is below the national average and lessons start punctually and again this has a positive impact on how well

	the pupils achieve.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
15 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 and has a significant impact on the pupils' learning. In the lessons seen, it was good in 36 per cent, very good in 43 per cent and there was a single unsatisfactory lesson. The rest was satisfactory. Literacy and numeracy are taught very effectively throughout the school. The careful planning, close match of work to the pupils' abilities, particularly that of the higher attaining pupils, has a positive impact on the pupils' achievements which is very good throughout the school. The literacy and numeracy lessons are planned particularly well and the teachers know their pupils very well. As a result, the pupils make very good progress. There is very good provision for the pupils with special educational needs and they are taught well. The teaching of information technology has improved but there is still some way to go to ensure the pupils achieve standards of which they are capable. Whilst the marking of the pupils' work in some classes is very good there is inconsistency between classes and the school should ensure all teachers attain the same high standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Appropriate time is devoted to English, mathematics and science and the foundation subjects are given sufficient emphasis. The provision for literacy and numeracy is good. The school is not currently teaching the control, monitoring and modelling element of the information technology curriculum at Key Stage 2. Plans are in place to ensure all elements of this aspect of the curriculum are taught.
Provision for pupils with special educational needs	There is very good provision for those pupils with special educational needs. Assessment procedures are very good, ensuring these pupils are provided with help as soon as possible. The support with which they are provided and the encouragement they are given enable them to make good progress, particularly in literacy and numeracy. The recommendations of the Code of Practice are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. Assemblies are used effectively to develop the pupils' spiritual awareness. The pupils' support of a number of charities and their involvement with a range of community activities enhance their social and moral development.
How well the school cares for its pupils	There are very good procedures in place for monitoring the welfare, health and safety of the pupils. Child protection procedures are very good. The procedures for assessing the pupils' achievements in literacy and numeracy are very good and have a positive impact on the pupils' learning. These procedures need to be extended to other areas of the curriculum to ensure teachers have clear points of

	reference for developing skills.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the enthusiastic headteacher. She is very well supported by her equally enthusiastic staff and governing body. There is a very positive ethos that is linked to raising standards in literacy and numeracy and providing pupils with opportunities to develop skills in all areas of the curriculum. The co-ordinators take appropriate responsibility for their subject and are good at informing colleagues of what they are good at. They need to be stronger in saying what needs to be improved.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities. They are enthusiastic, very supportive and set a clear direction for the school's work. They have an in-depth knowledge of the school's finances and a very clear understanding of the work of the school.
The school's evaluation of its performance	Very good use is made of data from tests. The monitoring of teaching and planning is very good although co-ordinators recognise the need to improve their skill in setting colleagues targets for improvement. The headteacher has a very good overview of how the school is performing.
The strategic use of resources	Very good. Very good use is made of the staff, resources and the building. Particularly good use is made of staffing to enable the high standards in literacy and numeracy to be maintained and improved. The headteacher leads by example and her teaching commitment helps the teachers raise standards. The school applies the principles of best value well by comparing its academic results with those of similar schools. It questions the use of additional staffing to ensure it has a positive impact on the pupils' learning and the governors seek quotations for any work that is carried out and go for the most effective option.

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 high standards achieved by the pupils in all subjects, but literacy and numeracy in particular. • The quality of teaching. • The high standards of pupils' behaviour, and the positive attitudes their children have towards school. • The close links that exist between the school and home. • The very good leadership and management of school. 	<ul style="list-style-type: none"> • The range and amount of homework. A small number felt there was too much and some too little.

The inspection team agrees with the positive comments made by the parents. The amount of homework is appropriate for the age and ability of the pupils. It is set regularly and the pupils take care to ensure it is completed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good teaching in English, mathematics and science enables the pupils to achieve standards that are above the national average.

1. The 1999 National Curriculum test results show that the pupils' achievements in English and mathematics are well above the national average at the end of Key Stage 2. The proportion of pupils attaining the higher Level 5 is well above the national average in English and above average in mathematics. In science, the pupils' attainments are above the national average and the proportion of pupils attaining the higher Level 5 is also above the national average. These results are all the more impressive when one notes that attainment on entry to the school is below average. The good and frequently very good progress made by the pupils in literacy and numeracy throughout the school is due to the quality of teaching and the organisation of pupils into groups that enable the most effective support to be given.
2. The literacy and numeracy strategies have been implemented very effectively throughout the school. The children in the early years are given an appropriate introduction to both literacy and numeracy with activities that are very well matched to their maturity and attainment. This gives the pupils a good foundation for further learning. A strong emphasis is placed on developing the pupils' understanding of phonics and the importance of teaching reading skills is carried on well into Key Stage 2. Good emphasis is placed on developing the pupils' mental arithmetic skills and this enables the pupils to be secure in their mathematical understanding. Science is taught regularly and at Key Stage 2 the use of specialist teaching helps to improve the pupils' scientific knowledge.
3. The teaching of literacy and numeracy is frequently very good. The teachers have very good knowledge of the literacy and numeracy strategies and they plan their work carefully to meet the needs of all pupils. The teachers are enthusiastic and enjoy their work and this motivates the pupils to do well. The teachers have a very good rapport with the pupils. Expectations of both the pupils' behaviour and their achievements are high and the pupils work hard to live up to these expectations. In a very good Year 2 lesson for example, the teacher asked searching questions at a pace that required the pupils to respond quickly. The group activities were well designed so that all pupils were challenged. As a result, their mental recall of multiplication facts and their ability to solve number-sequencing problems improved. Homework is set on a regular and systematic basis and this builds very effectively on what the pupils have learned in class.
4. Throughout Key Stage 2 in English and mathematics, the pupils are grouped according to prior attainment. They benefit from teaching that is geared to their particular needs. Within these classes, very careful use is made of a range of assessments to monitor progress and to see how well the pupils are progressing towards their targets. In these subjects, the teachers have a very good understanding of how well the pupils are achieving in relation to the National Curriculum levels. In all teaching groups there is a determination to raise the pupils' achievements and additional teaching and learning support is used very effectively to this end. Those pupils with special educational needs are very well supported to enable them to achieve the targets within their individual education plans.

Considerable emphasis is also placed on ensuring the higher attaining pupils achieve their full potential by providing work that is challenging and interesting.

The pupils behave very well, are enthusiastic and keen to take on responsibility.

5. There is a strong link between the teachers' enjoyment and enthusiasm for their teaching and the behaviour and very positive attitudes of the pupils towards school and work. In a very good Year 6 lesson, higher attaining pupils were very involved in the activity as they learned some basic algebra. They were interested in the activity and were keen to complete the task, due to the teacher's very good skill in explaining the activity and motivating the pupils. Their enthusiasm for work is evident in other areas of the curriculum. For example, Reception and Year 1 pupils put considerable effort into an art lesson when they tackled a quite difficult task of using pastels to add black and white tones to pictures. Throughout the school, the pupils settle very quickly to their lessons and there is no fuss as they get on with their tasks. The older pupils in Key Stage 2 are very businesslike in their approach; the completion of homework and presentation of work is of a high standard. Of particular note is the extended topic for which the pupils carry out significant research and then present in a very attractive format. The pupils' enthusiasm for music was seen during assemblies. Singing was of a high quality and they joined in with hymns enthusiastically, on one occasion singing confidently in two parts. Members of the school band supported the singing, playing a range of instruments with obvious enjoyment.
6. The pupils enjoy coming to school of which they are very proud. They are keen to take on responsibilities and undertake a wide variety of tasks. Tasks are not merely allocated but pupils go through a process of 'applying' for the jobs and, as a result, they take a greater interest in the task. The pupils who act as 'receptionist and telephonist' during the lunch break take their job seriously and learn very valuable social skills in the process. Their sense of moral and social responsibility is enhanced through involvement with a wide range of charities, particularly those with which they have a close link such as a hospital specialising in cancer research and treatment. The pupils themselves frequently make suggestions to the teachers as to which charities they would like to support.

Attendance and punctuality are very good and the pupils like coming to school.

7. The pupils like coming to school and there is a high level of attendance. The pupils arrive punctually for school and lessons start promptly. No time is wasted when the pupils move to different classes for literacy and numeracy sessions.

Parents are very pleased with the standards the school achieves.

8. In the questionnaire completed for the inspection and in their meeting with inspectors, the parents expressed a high level of satisfaction with the standards achieved in the school. Those parents whose children had joined the school other than at the age of five felt their children had made significant strides since joining the school. The parents are interested in the school and support their children very effectively through homework activities.

The school provides a very good range of learning opportunities that are enhanced by a range of extra-curricular activities

9. Whilst due emphasis has been placed on ensuring the pupils improve their literacy and numeracy skills, the school has still managed to maintain a broad and balanced curriculum that provides the pupils with opportunities to improve their skills in most areas of the curriculum. Whilst the school accepts that the pupils' skills in information technology need to be improved, in other areas of the curriculum, such as history and geography, there is a good range of learning opportunities that help prepare the pupils well for secondary education. The Year 6 pupils participate in 'bridging courses' that enable them to work on specific activities that are directly linked to activities they will undertake when they start secondary education.
10. The pupils are given regular opportunities to 'perform' and to develop their confidence. In assemblies, the pupils speak confidently and clearly when they act out parts of a story for the headteacher. There are good opportunities to participate in role-play, taking the part of interviewer and interviewee as a result of looking at persuasive language in literature. They are provided with very good opportunities to perform in concerts and plays that they put on for their parents and relatives and which are always well received. When older pupils were asked what they would miss most about the school, they mentioned amongst other things assemblies, concerts and the play about the Battle of Hastings.
11. The curriculum is also enhanced through a wide range of visits and visitors. Theatre groups, visiting musicians and artists regularly enhance the arts curriculum. Older pupils participate in a residential visit that improves their personal and social skills. There is a well organised 'World at Work' week. The pupils are given opportunities to visit places of work such as the local pizza factory and a holiday camp. In addition, visitors including mounted police officers, fire service personnel and staff from the RSPCA give an insight into their occupations. These activities are very well integrated into the curriculum, developing the pupils' language, mathematical and scientific skills.
12. There is a good range of out of school clubs that also enhance the curriculum and the pupils' social skills. These include country dancing, choir, band, drama, cross-country, netball, football and occasionally gymnastics and badminton. Many pupils have also taken the opportunity to learn first aid and gain a basic certificate.

The headteacher, well supported by the governing body, provides very effective leadership.

13. The headteacher has been at the helm of the school since it opened in 1982 and retains a refreshing enthusiasm for her role as leader and for the school itself. She knows her pupils well and is committed, along with her staff and governors, to ensuring they all do their best. The parents comment very positively about the leadership and feel they can come at any time to discuss any concerns or issues they might have. They feel very welcome and those who are able come and help in school. There is an ethos in the school that is friendly but where the importance of the pupils' achievements are also recognised.
14. The headteacher leads from the front and sets a good example with her teaching. Literacy and numeracy strategies have been implemented very effectively and additional staffing has been deployed successfully to support the range of ability

groups. Monitoring of literacy and numeracy has been undertaken and improvements to the school's strategies sensitively introduced. The senior management team has a clear understanding of those areas of the curriculum that need to be developed when the statutory curriculum is re-introduced. Staff training needs are carefully identified and support given to enable all staff to improve their curriculum skills.

15. The governors are very supportive, have a very clear understanding of how effective the school is and make a substantial contribution. The various committees meet regularly and question and challenge to determine the effectiveness of spending decisions. For example, the governors look at the additional staffing resources to see if there is a correlation with the standards the pupils achieve. They look at National Curriculum test results and consider how well they are doing compared to similar schools. Expenditure is monitored very carefully and linked very closely to the requirements of the school development plan. Governors have considered alternative contracts in such areas as grounds maintenance and staff sickness cover. In some cases substantial savings have been made in finding alternative contracts without sacrificing quality. The school has accrued a sizeable underspend but planned expenditure will reduce this significantly.

WHAT COULD BE IMPROVED

Standards of the pupils' work and their progress in information technology.

16. Since the previous inspection, the school has made adequate improvements in the information technology curriculum. However, it recognises it has some way to go to ensure all pupils are achieving in line with national expectations and that they make the progress of which they are capable. Computers are used fairly regularly throughout the school but not systematically enough to ensure the pupils make adequate progress. Good use is made of a classroom assistant to teach skills and support the pupils.
17. The school is limited by the quality of its computers. Many are old and are not capable of being used for tasks that the pupils are expected to undertake. For example, the lack of computers that support CD-Rom's limits the opportunities for the pupils to enhance their research skills and extract historical and geographical data. By the end of Key Stage 2 most of the pupils are secure with basic word processing tasks. They undertake some work that involves data handling and producing charts and graphs but there are too few opportunities for this sort of work. The school has only just acquired equipment that will enable control technology activities to be undertaken and this aspect of the curriculum needs considerable development, particularly in Key Stage 2.
18. The staff are keen and all have acquired personal computers in order that they may improve their own knowledge and understanding and how they can be used effectively to support the pupils' learning. Whilst some staff have a secure understanding of the subject, others are less confident and they recognise the importance of undergoing further training.

The quality of marking, setting targets for improvement and the assessment of pupils' work.

19. In some classes the marking of the pupils' written work is very good. However, these standards are not replicated throughout the school. Where it is good, the teachers indicate what the pupils have done well and how they might improve. Targets by which the pupils can measure success are included in the marking and realistic goals are set. Where marking is less effective it tends to be superficial and comments such as 'very good' do not relate to what the pupil is capable of doing.
20. In subjects such as literacy and numeracy the pupils' work is assessed very effectively and assessments are built on effectively between key stages. The school recognises that it needs to sharpen its assessments at the end of Key Stage 1. It tends to judge certain areas very harshly, for example speaking and listening and elements of science with few pupils attaining the higher Level 3. There is lack of continuity between key stages and in these areas the teachers do not use the assessment effectively in order to build on what the pupils know.

The quality of reports on pupils' progress that are sent home to parents.

21. The majority of parents are happy with the quality of the report of their children's progress. However, there is considerable variation between classes. In the best reports there is a clear message to the parents indicating how well their children are performing in each aspect of the curriculum. It tells them exactly what it is their children are capable of doing and how they might improve. Where reports are less explicit, they tend to concentrate on the areas the children have covered and there is little to inform the parents as to what it is the children need to do to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- Improve standards and the rate of progress in information technology by:
 - improving significantly the quality of computers and software;
 - raising staff confidence through training activities;
 - ensuring skills to pupils are taught regularly and systematically;
 - developing the use of control technology at Key Stage 2;
 - providing the pupils with more opportunities to use information technology across the curriculum.
- Improve the quality of marking, setting targets for improvement and the assessment of pupils' work by:
 - ensuring marking of the pupils' written work is consistent between classes;
 - ensuring realistic targets are set which enable pupils to see what they need to do to improve their work;
 - developing procedures to ensure the assessment of the pupils' work at the end of Key Stage 1 is accurate and ensuring that receiving teachers are aware of standards achieved by the pupils at the end of the key stage.
- Improve the quality and consistency of written reports recording the pupils' progress by:

- ensuring the reports clearly indicate to parents what their children can do.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	43	36	14	7		

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	256
Number of full-time pupils eligible for free school meals	39

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	55

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	3
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.0
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	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	19	19	18
	Total	36	36	35
Percentage of pupils at NC level 2 or above	School	97(100)	97(100)	95(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	19	19	19
	Total	36	36	37
Percentage of pupils at NC level 2 or above	School	97(100)	97(100)	100(100)
	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	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	17	16	17
	Total	32	30	33
Percentage of pupils at NC level 4 or above	School	94(83)	88(90)	97(100)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	16	17	18
	Total	30	32	34
Percentage of pupils at NC level 4 or above	School	88(87)	94(96)	100(100)
	National	68(65)	69(65)	75(71)

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	256
Any other minority ethnic group	

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		
Other minority ethnic groups		

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)	10.6
Number of pupils per qualified teacher	24.2
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	75.5

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	417,739
Total expenditure	425,002
Expenditure per pupil	1,673
Balance brought forward from previous year	40,090
Balance carried forward to next year	32,827

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	1
My child is making good progress in school.	75	24	1	0	1
Behaviour in the school is good.	67	31	1	0	1
My child gets the right amount of work to do at home.	66	29	5	0	1
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	74	22	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	81	16	3	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	1
The school works closely with parents.	71	27	1	0	1
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	74	24	1	0	1
The school provides an interesting range of activities outside lessons.	64	28	4	0	4