**INSPECTION REPORT**

**ST LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Formby, Liverpool

LEA area: Sefton

Unique reference number: 104897

Headteacher: Mr D Waugh

Reporting inspector: Mr B Lord
2791

Dates of inspection: 13 – 15 June 2000

Inspection number: 188258

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: | Voluntary controlled |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Jubilee Road<br>Formby<br>Liverpool |
| Postcode: | L37 2HW |
| Telephone number: | 01704 872692 |
| Fax number: | 01704 831745 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr J Waldron |
| Date of previous inspection: | 22 April 1996 |

## INFORMATION ABOUT THE INSPECTION TEAM

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|---|---|
| Mr B Lord | Registered inspector |
| Mrs J Beattie | Lay inspector |
| Mrs K McArthur | Team inspector |
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- Enables 11 year olds to attain overall standards in the core subjects that are well above the national average, and above the average for schools with a similar intake. Standards attained in mathematics and science are particularly high. The standard of work in other curriculum subjects and religious education is generally good.
- Provides consistently good teaching of a well balanced and efficiently organised curriculum which enables pupils of all abilities to engage in effective learning and make good overall progress.
- Provides a high standard of care for pupils and successfully promotes good behaviour, attitudes and co-operative relationships within a happy, secure and well ordered environment.

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## PART A: SUMMARY OF THE REPORT

St Luke's is a Church of England Voluntary Controlled primary school. It is larger than average and currently provides full time education for 160 boys and 167 girls between the ages of 4 and 11.

The school is situated in Formby, a coastal town within easy commuting distance of Liverpool. Property adjacent to the school consists of a varied selection of privately owned houses, together with some small council estates. Most pupils live fairly close to the school, although a significant minority travel from distances of up to four miles. Their family backgrounds encompass the full socio-economic spectrum, but most come from very supportive homes where there are fewer than average obvious social or economic problems.

Most of the children entering the reception class have attended a playgroup or nursery. Overall attainment levels on entry vary from year to year, but are generally average or a little above. There is, however, a wide range. There are 87 pupils on the school's register of special educational needs, one of whom has a statement of special educational need. These figures are above average for a school of this size. A well below average proportion of pupils, about 2%, is entitled to a free school meal. There are no pupils with a first language other than English. A smaller than average proportion of pupils, about 3%, have a non-European ethnic background.

### HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards of work attained by 11 year olds are well above the national average and above the average for schools with a similar intake. The quality of teaching is consistently good through the school, and enables pupils at all levels of prior attainment, including those with special educational needs, to make good progress and generally achieve to their potential. Effective leadership promotes good team work and a pride in the school by all. The management of both curriculum and pastoral systems is good. The school has well conceived plans for the future which should ensure high quality education is maintained and improved, and that good value for money continues to be provided.

**What the school does well**

- Enables 11 year olds to attain overall standards in the core subjects that are well above the national average, and above the average for schools with a similar intake. Standards attained in mathematics and science are particularly high. The standard of work in other subjects is generally good.
- Provides consistently good teaching of a well balanced and efficiently organised curriculum which enables pupils of all abilities to engage in effective learning and make good overall progress.
- Provides a high standard of care for pupils and successfully promotes good behaviour, attitudes and co-operative relationships within a happy, secure and well ordered environment.

**What could be improved**

- Standards in English attained by 11 year olds, which are not as high as those in mathematics and science.
- More able, younger pupils in the school are not always given work that is sufficiently challenging.
- The admirable school homework policy is not implemented with sufficient consistency.

*The comparatively minor weaknesses are considerably outweighed by the school's strengths. The areas for improvement will form the basis of the governors' action plan.*

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

Overall improvement since the school was last inspected in April 1996 has been good. Significant improvements have been made to the accommodation, and the school has better resources. Appropriate modifications to the curriculum have enabled pupils to acquire a better appreciation of the richness and diversity of other cultures, and an effective scheme of work in personal, social and health education has been introduced. Teachers responsible for individual subjects have worked hard and successfully to refine schemes of work and assessment systems. The national literacy and numeracy strategies have been successfully implemented. Information technology provision has been improved and some remaining deficiencies are about to be remedied. The overall quality of teaching is better than at the time of the previous inspection.

## 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 |
| | 1997 | 1998 | 1999 | 1999 |
| English | A | A | B | D |
| mathematics | A* | A | A* | A |
| science | A* | A | A | B |

| *Key* | |
|---|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The overall level of attainment of 11 year olds has been consistently well above the national average, and above the average for schools with a similar intake. The 1999 Key Stage results in mathematics were particularly good, being among the best 5% nationally. The 1999 Key stage 2 results in English were not as good as those in 1998 and 1997. Although above the national average, they were below the average for schools with a similar intake. Work observed during the inspection broadly reflected the results of the latest national tests. Most 11 year olds, including those with special educational needs, are achieving to their potential in all subjects except English, where the brightest pupils could do better. The school is taking steps, and has set appropriate targets, to improve standards of attainment in this subject.

Overall standards as recorded by national assessments at the end of Key Stage 1 have been broadly average for the last three years, and there is room for improvement. Results in the writing tests were below average in 1999. Work observed during the inspection indicated somewhat higher standards than those indicated by the 1999 results, but some pupils are not consistently attaining the standards of which they are capable. This is because, especially in English, the work they are given is sometimes insufficiently challenging.

The work seen in information technology was about average, but work in other subjects was generally of a higher standard than that encountered in most primary schools.

There are no systematic differences in the standards attained by boys and girls.

## PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|---|---|
| Attitudes to the school | Very good. Pupils are attentive in lessons and enthusiastic about all aspects of school life. They are keen to succeed and ready to work hard. |
| Behaviour, in and out of classrooms | Very good both in lessons and at other times during the school day. |
| Personal development and relationships | Very good. Pupils respect property, co-operate effectively both with each other and their teachers, and show respect for ideas and beliefs that are different from their own. |
| Attendance | Good. There is virtually no unauthorised absence, and the incidence of authorised absence is significantly less than the national average despite a few families taking holidays in term time. |

## 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 in the school is good and better than at the time of the previous inspection. All the teaching observed during the inspection was satisfactory or better. 78% was good or better and 22% was very good. All the teachers are well able to teach the basics of literacy and numeracy, and have a good understanding of National Curriculum requirements. The teaching is competent and well organised, and usually meets the needs of all pupils, including those with special educational needs. Occasionally, however, especially in Key Stage 1 and in English lessons in Key Stage 2, insufficient attention is paid to giving the most able pupils really challenging work. Not all the teachers use homework consistently to support and consolidate classwork.

Weaknesses in teaching are considerably outweighed by strengths. Combined with the good attitudes of the pupils, and the well planned curriculum, this results in an overall good quality of learning.

## OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. All National Curriculum subjects are given due weight and there is a good scheme of personal, social and health education. All statutory requirements, including those relating to religious education, are met. Appropriate emphasis is placed on literacy, numeracy and information technology skills. Extra-curricular provision, including ample opportunities for pupils to acquire additional skills in music and sport, is good. |
| Provision for pupils with special educational needs | Good. Their needs are carefully assessed and appropriate individual education plans drawn up. These are implemented effectively and pupils make good progress. Statutory requirements are fully met. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. All aspects of spiritual, moral, social and cultural development are well represented both in the curriculum and school life generally. They make an effective contribution to pupils' overall personal development. |
| How well the school cares for its pupils | Procedures for ensuring children's welfare, including child protection procedures, are very good. Good records of academic progress, personal development, attendance and behaviour are kept. They are carefully analysed and appropriate action taken if necessary. The school provides a safe and caring environment for education. |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|---|
| Leadership and management by the headteacher and other key staff | The leadership and management provided by the head, deputy and teachers with responsibilities is good. It ensures that all the staff, both teaching and non-teaching, work as a co-operative and effective team within a well ordered and productive educational environment. It has enabled considerable improvement to be effected since the previous inspection, and formulated good plans for further improvements in the future. |
| How well the governors fulfil their responsibilities | The governors fulfil their responsibilities well. Fully committed to the school and very supportive of the head and staff, they are well informed about all aspects of school life and clear thinking about opportunities for the future. They have a very good grasp of financial matters and have played an important part in the on-going programme to upgrade the school building. |
| The school's evaluation of its performance | Good. There are effective systems for evaluating all aspects of the school's performance. Appropriate targets have been set for the future which are more detailed and challenging than those required by the local authority. Inspectors consider the school is well placed to meet its targets. |
| The strategic use of resources | Good. The head and governors have worked efficiently to manage a barely adequate budget, and have made difficult decisions about staffing reductions in the best interests of the school. School developments are carefully planned to reflect local and national initiatives, and are set soundly in the context of accurate financial predictions. There are good plans, for example, to improve information technology resources. |

Using an appropriately competitive approach, the head and governors compare all aspects of the school's performance with national and local data. Although such comparisons are usually favourable complacency is avoided and challenging targets set for improvement. The head and governors take all reasonable steps to ensure the best value for money is obtained from all spending decisions, for example when choosing suppliers of goods and services. Questionnaires to parents and regular parental meetings, together with good links with the church and the local community, ensure that decision making and forward planning are well informed by appropriate consultation.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| • Their children enjoy school, behave well, work hard and make good progress as a result of effective teaching.<br>• The good leadership and management which, among other things, makes parents feel comfortable about approaching the school with questions or a problem.<br>• The way the school helps their children to become mature and responsible. | • The amount of work children are expected to do at home.<br>• The way in which the school works with parents, and the information that is given to parents about children's progress.<br>• The range of activities available outside lessons. |

Inspectors agree with the majority of parents' very positive views about the school. They also agree that while the school has an appropriate homework policy, this is not always implemented consistently in all classes, and is a matter to which the school needs to give some attention. Considerable improvements have recently been made to systems for giving information to parents and inspectors feel that these should allay most concerns. Some consideration needs to be given, however, to making clearer comments on annual written reports to give a better indication about the extent to which pupils are meeting national targets, and whether they are making the progress of which they are capable. During the inspection a substantial number of parents made very useful contributions to the life of the school, and inspectors consider criticisms of the overall co-operation between school and parents to be unjustified. They also

consider criticism of the range of activities available outside lessons to be unjustified, since the school offers a wider range of extra-curricular activities than most primary schools, and all the teachers voluntarily give significant amounts of extra time to these activities.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Enables 11 year olds to attain overall standards in the core subjects that are well above the national average, and above the average for schools with a similar intake. Standards attained in mathematics and science are particularly high.**

1. The overall level of performance of 11 year olds in national tests has consistently been well above the national average for the last four years. The school's results in these tests have also been above the average for schools with a similar intake. Taking the results for the four years 1996 to 1999 together pupils have, on average, left the school about a year ahead of national expectations. Slight fluctuations in results from year to year are largely due to the varying numbers of pupils with special educational needs in different year groups. There are no large differences between the performance of boys and girls, although contrary to the national trend, boys' results have been slightly better overall than girls'. The small number of pupils from ethnic minorities have not performed significantly differently from other pupils.

2. Results in the mathematics tests for 11 year olds have been particularly good. In 1999, for example, they placed the school in the top 5% nationally. Inspection observations of pupils' work also indicated high mathematical standards. The current year 6 pupils, for instance, not only have a good working knowledge of all the basic mathematical processes, but can apply their understanding to the solution of problems and the design of mathematical investigations.

3. Current work in science by year 6 pupils indicates that the high standards of previous years are being maintained. Pupils not only have a thorough knowledge of appropriate topics in both biological and physical science, but are also able to design and carry out experiments and investigations. Some show considerable perspicuity in detecting patterns in sets of results and using their scientific understanding to suggest explanations.

4. Standards in English, although not as good as those in mathematics and science, continue to be above average. Years 6 pupils have good listening skills, and most speak fluently and engage in mature conversations. They have good technical reading skills, and have encountered a range of literature. Handwriting is generally neat and legible, and much competent writing in a wide variety of forms including poetry, reports, letters, stories and essays was seen during the inspection. Standards of spelling and grammar are generally good.

5. These good standards are a consequence of the good teaching pupils receive throughout the school. This enables them to engage in effective learning and make good steady progress, systematically building up their knowledge and understanding of National Curriculum subjects. The results indicate that not only is the proportion of pupils reaching level 4, the national expectation for 11 year olds, well above average, but also that the proportion reaching level 5, the national expectation for 13 year olds, is also well above the national average.

6. Pupils of both average ability and above average ability, with the exceptions mentioned elsewhere, are being appropriately challenged by most of their learning experiences, and are generally achieving to their full potential. Lessons are carefully planned so that groups of pupils at different attainment levels are given work that is commensurate with their current level of attainment. Observations of lessons during the inspection, and examination of pupils work, indicated that pupils of below average ability, and those with special educational needs are also achieving well in relation to their prior attainment. This is because such pupils have carefully formulated individual education plans and receive good support, both from teachers and special needs assistants, to enable them to meet the targets contained in these plans. Inspectors encountered many examples of pupils who had learning difficulties early in their school careers attaining at average or above average levels because of the effective support they had received.

7. A significant number of pupils transfer to St Luke's from other schools because their parents are dissatisfied with their quality of education. It is to the school's credit that such pupils make good progress and are often among the high attainers at the end of year 6. Their standards of attainment are carefully assessed when they enter the school and appropriate programmes designed so that they catch up with their peers.

8. The good standards in the core subjects are not obtained at the expense of other subjects. Lessons observed and work scrutinised during the inspection indicated that by the end of year 6 standards in religious education, geography, history, art, design and technology, music and physical education are above average, with many examples of work that is very good for pupils' ages. Standards in information technology are broadly average by the end of Key Stage 2. Although staff have worked hard to acquaint themselves with the potential of information technology, progress has been limited by a shortage of equipment. Nevertheless the school is well placed to benefit from imminent special grant support which will enable a modern computer suite to be installed. This will not only assist to raise standards in information technology, but will also allow other subjects to be better supported by information technology procedures.

**Provides consistently good teaching of a well balanced and efficiently organised curriculum which enables pupils of all abilities to engage in effective learning and make good overall progress.**

9. The teachers are, without exception, competent and committed professionals who have a good understanding of the educational needs of primary age children. They have a good knowledge of all National Curriculum subjects and well developed teaching skills. They co-operate effectively with each other. Together with classroom assistants and members of the non-teaching staff they work as a very good team. These attributes enable them to consistently plan and deliver high quality lessons.

10. All the teachers have worked hard to keep up to date with developments in primary education. The school has successfully introduced both the National Literacy Strategy and the National Numeracy Strategy. In all classes the basics of English and mathematics, such as phonics and mental arithmetic, are well taught. Information and communications technology techniques are starting to be used well to support learning in a range of subjects with all age groups, although the full potential of information technology has not been realised because of a shortage of equipment.

11. When planning lessons teachers are clear about what they want pupils to achieve, and take account of pupils' prior learning. They communicate learning objectives to their pupils, who consequently understand the point of what they are asked to do and work with increased purposefulness

12. Teachers generally have good expectations of pupils in their classes, although sometimes they should demand more of the brightest pupils. They are successful, however, in ensuring that pupils work purposefully for all the time available in lessons. Because of good relationships between teachers and pupils discipline is not a problem, and the smooth flow of learning is not interrupted by the need to correct inappropriate behaviour.

13. Lessons are planned and organised so that pupils of all abilities are usually, although not always, appropriately challenged. In many lessons, for example, pupils work in small groups containing children of similar ability. Each group is given tasks that are correctly matched to the levels at which they are capable of working, although occasionally the brightest pupils could be given more demanding work.

14. The school has built up a sufficient stock of books, materials and equipment, including a limited amount of information technology hardware and software, to support the teaching of National Curriculum subjects. Resources are well organised and used efficiently by teachers.

15. Good use is made of support staff and a strong team of voluntary helpers. Pupils with special educational needs are given some good individual support, and additional helpers are particularly well employed when pupils are working in groups.

**Provides a high standard of care for pupils and successfully promotes good behaviour, attitudes and co-operative relationships within a happy, secure and well ordered environment.**

16. The school has very good systems for ensuring the health, safety and protection of pupils at all times. All appropriate policies, including one for child protection procedures, are in place and are conscientiously followed by all the staff.

17. Good records are kept of pupils' academic progress and personal development, and these are used well to make adjustments to learning experiences and to deal with any personal problems or difficulties. Both the parents' meeting and questionnaires returned by parents indicated that pupils are happy in school and have confidence in the ability of the head and his staff to solve any problems. Discussions with pupils revealed that even minor incidents of bullying are rare, and that when, as in all schools, such incidents occasionally occur, the situation is quickly investigated and effective action taken.

18. Procedures for maintaining good levels of attendance are successful. The school has no problems with unauthorised absence, and levels of authorised absence are lower than in most schools.

19. All the behaviour observed during the inspection was good or very good, and discussions with staff and pupils indicated that this is usually the case. Pupils are involved with formulating codes of behaviour, and are conscientious in following the rules they have helped to make. The school has effective procedures for dealing with the occasional miscreant, but these rarely have to proceed beyond the first stage of an informal oral warning from a teacher. Only one pupil has been temporarily excluded from the school in the recent past. Pupils are attentive in class and follow teachers' instructions, nearly always trying hard to do well in the tasks they are set. They are keen to answer questions, and older pupils ask for explanations of anything they do not understand.

20. Relationships, both between pupils and between pupils and teachers, are good. Lessons proceed in an orderly fashion with an appropriate balance of friendliness and respect between children and adults. Pupils have confidence in their teachers, both in academic and personal matters. In discussion with inspectors pupils expressed appreciation of the voluntary contributions teachers make to extra-curricular activities and the organisation of school outings. Pupils co-operate effectively when working in groups. In whole class sessions good answers from individuals are frequently applauded, but wrong answers are never derided.

21. Pupils are polite and helpful in their dealings with adults. Inspectors received much useful information from sensible discussions with children. Many instances were observed of older children helping younger ones during the inspection.

22. Overall the school is successful in promoting the good personal development of its pupils. Good provision for their spiritual, moral, social and cultural development, combined with a well delivered academic curriculum and good availability of extra-curricular activities, ensures that the great majority of pupils leave the school as well adjusted young people well able to benefit from the next stage of education.

## WHAT COULD BE IMPROVED

**Standards in English attained by 11 year olds are not as high as those in mathematics and science.**

23. Although pupils' performances in the 1999 English tests at the end of Key Stage 2 were above average compared to all schools, they were below the average of schools with a similar intake. This was in contrast to the results in mathematics and science which were well above the average, and close to the average respectively for schools with a similar intake. During the inspection much good work was seen in English, but standards were not considered to be as high as those in mathematics and science. Some opportunities are lost to encourage pupils to produce very good or excellent work rather than work that was merely good. The written work of some pupils would benefit from greater criticism, and

more suggestions about how it could be improved. More able, older pupils, with good reading skills would benefit from a more structured programme of exposure to a wider range of literature. The school is already working on strategies to address these issues.

### More able, younger pupils in the school are not always given work that is sufficiently challenging.

24. Although there are many good features in the education provided in Key Stage 1, the results of National Tests at the end of the key stage are not always as high as they could be. A significant number of pupils who gain level 2 (the national expectation) in the tests should be capable of gaining level 3 (above the national expectation). Teaching in years 1 and 2 is usually good, but some pupils would benefit from a greater amount of more difficult and challenging work. Expectations of what they should achieve, particularly in written English, should sometimes be a little higher. The school has plans to provide an additional part time teacher for Key Stage 1. The implementation of these plans should help to address this issue.

### The admirable school homework policy is not being implemented with sufficient consistency

25. The staff and governors, in consultation with parents, have given considerable thought to the school's homework policy. This sensibly states that reception children should be expected to do 10 minutes homework a day, year 1 and 2 pupils will be given two 30 minute homework tasks a week, year 3 and 4 pupils will be given two 45 minute homework tasks a week, and pupils in years 5 and 6 will be expected to spend half an hour each weekday on homework tasks. Discussion with pupils and scrutiny of completed work during the inspection revealed considerable inconsistencies in the way this policy is being implemented, and some parents thought their children's learning was being insufficiently supported by homework. This is unsatisfactory and is a matter to which the school should give attention.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

26. To improve further the quality of education in this already successful and deservedly popular school the head, staff and governors should consider the following suggestions. Inspectors acknowledge that some of the points made are already included in the school's developmental planning.

(1) Raise the standards of attainment in English of pupils leaving the school by:-
- being more critical of pupils' Key Stage 2 written work, and encouraging them to produce excellent rather than good work,
- encouraging older pupils to read a wider and more challenging range of literature.

(2) Raise overall standards at the end of Key Stage 1 by ensuring that more able pupils have better opportunities to work at the higher levels of which they are capable.

**(3)** Ensure that the school's homework policy is more consistently implemented and that pupils gain full benefit from working at home.

# PART C: SCHOOL DATA AND INDICATORS

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

| | |
|---|---|
| Number of lessons observed | 23 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

## *Summary of teaching observed during the inspection*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 0 | 22 | 57 | 21 | 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) | 0 | 335 |
| Number of full-time pupils eligible for free school meals | 0 | 8 |

*FTE means full-time equivalent.*

| **Special educational needs** | Nursery | YR – Y6 |
|---|---|---|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | 0 | 77 |

| **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 | 25 |
| Pupils who left the school other than at the usual time of leaving | 6 |

## *Attendance*

**Authorised absence**

| | % |
|---|---|
| School data | 3.03 |
| National comparative data | 5.4 |

**Unauthorised absence**

| | % |
|---|---|
| School data | 0.01 |
| 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*

| | Year | Boys | Girls | Total |
|---|---|---|---|---|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 16 | 25 | 41 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|---|---|---|---|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 12 | 15 |
| | Girls | 24 | 25 | 23 |
| | Total | 35 | 37 | 38 |
| Percentage of pupils at NC level 2 or above | School | 85 (84) | 90 (92) | 93 (82) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|---|---|---|---|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 15 | 15 |
| | Girls | 25 | 23 | 25 |
| | Total | 36 | 38 | 40 |
| Percentage of pupils at NC level 2 or above | School | 88 (88) | 93 (88) | 98 (94) |
| | 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*

| | Year | Boys | Girls | Total |
|---|---|---|---|---|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 1999 | 30 | 26 | 56 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|---|---|---|---|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 29 | 26 |
| | Girls | 25 | 25 | 26 |
| | Total | 47 | 54 | 52 |
| Percentage of pupils at NC level 4 or above | School | 84 (88) | 96 (80) | 93 (88) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|---|---|---|---|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 29 | 26 |
| | Girls | 24 | 25 | 26 |
| | Total | 46 | 54 | 52 |
| Percentage of pupils at NC level 4 or above | School | 82 (88) | 96 (84) | 93 (86) |
| | 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 | 0 |
| Black – African heritage | 0 |
| Black – other | 3 |
| Indian | 2 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 3 |
| White | 280 |
| Any other minority ethnic group | 5 |

*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 | 1 | 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) | 15.3 |
| Number of pupils per qualified teacher | 21.9 |
| Average class size | 27.9 |

**Education support staff: YR - Y6**

| | |
|---|---|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 74 |

*FTE means full-time equivalent.*

## *Financial information*

| | |
|---|---|
| Financial year | 1998-99 |

| | £ |
|---|---|
| Total income | 521,026 |
| Total expenditure | 529,256 |
| Expenditure per pupil | 1,619 |
| Balance brought forward from previous year | 13,358 |
| Balance carried forward to next year | 5,128 |

## *Results of the survey of parents and carers*

**Questionnaire return rate**

| | |
|---|---|
| Number of questionnaires sent out | 335 |
| Number of questionnaires returned | 144 |

**Percentage of responses in each category**

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| My child likes school. | 47 | 49 | 3 | 0 | 1 |
| My child is making good progress in school. | 42 | 50 | 5 | 1 | 2 |
| Behaviour in the school is good. | 43 | 49 | 5 | 1 | 2 |
| My child gets the right amount of work to do at home. | 21 | 58 | 16 | 5 | 0 |
| The teaching is good. | 44 | 50 | 3 | 1 | 2 |
| I am kept well informed about how my child is getting on. | 25 | 56 | 15 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 38 | 6 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 52 | 43 | 2 | 2 | 1 |
| The school works closely with parents. | 32 | 46 | 19 | 1 | 2 |
| The school is well led and managed. | 47 | 45 | 6 | 1 | 1 |
| The school is helping my child become mature and responsible. | 38 | 55 | 4 | 1 | 2 |
| The school provides an interesting range of activities outside lessons. | 24 | 52 | 15 | 1 | 8 |

**Other issues raised by parents**

- Some parents feel that the school is inadequately funded because much of the money (£7000 - £10000 per year) raised by the "Friends of the School" is used to buy essential resources.
- Although there have been improvements to the accommodation in recent years some parents are concerned about features such as antiquated toilets and loose window frames.