

INSPECTION REPORT

HILTON LANE PRIMARY SCHOOL

Little Hulton, Worsley

LEA area: Salford

Unique reference number: 105914

Headteacher: Mrs S. Marsh

Reporting inspector: Mr D J Halford
12908

Dates of inspection: 12 – 13 June 2000.

Inspection number: 189035

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: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Madam's Wood Road
Little Hulton
Worsley
Manchester

Postcode: M28 0JY

Telephone number: 0161-790 4357

Fax number: 0161-702 0995

Appropriate authority: The Governing Body

Name of chair of governors: Mr D Cooke

Date of previous inspection: 8 – 10 July 1996.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr D J Halford	Registered inspector
Mrs J Farmer	Lay inspector
Mr A C Davies	Team inspector

The inspection contractor was:

FOCUS INSPECTION SERVICES

The Court
8 Bar Meadow
Dobcross
Saddleworth
Oldham
OL3 5QW

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	6-10
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	11-14
<ul style="list-style-type: none">• The inspirational leadership provided by the headteacher generates a strong feeling of teamwork with everyone being dedicated to ensuring standards are as high as they can be.• Very good teaching makes a positive contribution to helping children achieve to their full potential. There is very good emphasis placed on helping children improve their basic skills in literacy and numeracy.• The school has developed a successful partnership with its parents to help children read with expression, interest and enjoyment.• The school makes very effective use of ICT to support a wide range of subjects. The leadership provided by the subject co-ordinator is outstanding and is instrumental in raising staff expectations and confidence.• There is an extremely friendly atmosphere in the school with excellent relationships between adults and children. Children's behaviour is very good and they enjoy coming to school to learn.	
WHAT COULD BE IMPROVED	14-15
<ul style="list-style-type: none">• Developing individual targets for pupils to help them improve further standards of work.• Introducing the new National Curriculum.• Introduce the new Performance Management system outlined by the government.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
The school has accurately identified areas for improvement within its School Development Plan.	
PART C: SCHOOL DATA AND INDICATORS	16-19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hilton Lane Primary School serves the area of Little Hulton, Worsley and is maintained by the Salford Education Authority. It has 235 pupils on roll including a 30-place nursery, which is located a short distance away from the main school site. Approximately ten per cent of the pupils have special educational needs and two pupils have statements of special educational need. These percentages are below the national average. Very few pupils are from ethnic minority backgrounds and none have English as an additional language. The school serves an area where there is significant social deprivation and the pupils' levels of attainment on entry to the school is judged, in the main, to be well below average. The percentage of pupils known to be entitled to meals without charge is above the national average. Overall, the pupils make very good progress and achieve very well. In recognition of the high standards, which are attained, the school has been awarded Beacon Status.

HOW GOOD THE SCHOOL IS

This is an outstanding school with many strengths and no major weaknesses. It is extremely well led by a very knowledgeable headteacher. The teaching and learning is of a very good quality leading to children achieving well and attaining high standards. Pupils' attitudes to learning and personal development are of the highest quality. The school gives very good value for money.

What the school does well

- The inspirational leadership provided by the headteacher generates a strong feeling of teamwork with everyone being dedicated to ensuring standards are as high as they can be.
- The teaching is very good and makes a positive contribution in helping children achieve to their full potential. There is very good emphasis placed on helping children improve their basic skills in literacy and numeracy.
- The school has developed a successful partnership with its parents to help children read with expression, interest and enjoyment.
- The school makes very effective use of Information and Communications Technology to support a wide range of subjects. The leadership provided by the subject co-ordinator is outstanding and is instrumental in raising staff expectations and confidence.
- There is an extremely friendly atmosphere in school with excellent relationships between adults and children. Children's behaviour is particularly good and they enjoy coming to school to learn.

What could be improved

There are no major weaknesses in this school and therefore no key issues. The school has accurately identified areas for further development in its new school development plan. The implementation of this plan will help the school to improve still further.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. It was then recognised as a good school and the very good progress it has made since that time has ensured that it is now an outstanding school. There is more very good and excellent teaching now evident and all teaching is at least satisfactory, being

predominantly good or very good. The leadership remains a strong feature of the school with governors maintaining their excellent support for its work and development.

The school has dealt extremely well with each of the main issues identified in the previous inspection report. The activities in the nursery have been re-organised so that there is more opportunity for children to choose their tasks but maintaining an emphasis on developing their academic and personal skills. Security arrangements in the nursery are now very good with appropriate systems in place for gaining access to the building. The high percentage of children attaining above average levels at the age of 7 and 11 in mathematics indicates that the school has successfully improved the challenge and pace provided for more able children. The school has good procedures in place to effectively check on attendance and punctuality.

The fact that the school is now judged to be an outstanding one indicates that it has successfully maintained and improved upon its high standards of academic work and behaviour.

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	B	A*	B	A*
Mathematics	A	A	C	A
Science	B	B	D	C

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The national test results for 11-year-old pupils over the last three years show that the school's performance in English has been consistently above the national average and in mathematics it has been well above average with the exception of 1999 when results were broadly in line with the national average. In English, the 1998 results show that the school's performance was in the top 5% in the country. When compared to similar schools the school's 1999 results are well above average in mathematics and in the top 5% for English. The present Year 6 is attaining at a higher level than the 1999 cohort in both English and mathematics. Results in science have not been quite as high, especially in 1999. However, the Year 6 cohort is again performing at a higher level than the 1999 cohort. The school is on course to exceed the targets it has set for literacy and numeracy through to the year 2002.

Test results for 7-year-olds show that reading results have either been close to or above the national average over the last three years. Results in 1999 were well above average when compared to similar schools. The present Year 2 have maintained and improved this good position. Results have been better for writing than for reading, but these are also well above average when compared to similar schools. In mathematics the school's results have been consistently above the national average and well above the average for similar schools'. The present Year 2 is attaining at the same levels as the previous 1999 cohort.

Children achieve very well, starting school with well below average academic and personal skills. The good work from nursery onwards ensures that standards improve at a rapid rate and that children of all

abilities make very good progress. The very good teaching and very positive attitudes of the children contribute to this.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children are very keen to learn and participate fully in all lessons. If they are unsure of anything they are willing to ask for help and learn a great deal from each other.
Behaviour, in and out of classrooms	Excellent. Children channel their energies very purposefully into their work. The behaviour in and out of lessons is equally as impressive.
Personal development and relationships	Excellent. Relationships between children and between children and adults are exceedingly positive. Children take on a number of additional responsibilities and carry out a range of tasks most effectively. They show very good ability to organise themselves.
Attendance	Average. The school does well in encouraging full attendance but parents taking children away on holidays during term time causes some attendance levels to be no better than average.

TEACHING AND LEARNING

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

No unsatisfactory teaching was seen during this inspection. Almost ninety per cent of the teaching was at least good, and almost one quarter of the teaching observed was excellent.

Outstanding teaching is provided for Year 6 pupils. This teacher makes very effective use of information and communications technology (ICT) to support work in other subjects. All teachers are effective in teaching the basic skills of literacy and numeracy, leading to teaching in English and mathematics being very good throughout the school. Teachers use questioning effectively to challenge children. They have also been able to raise children's self esteem and make them believe that they are able to achieve high standards.

Teachers are particularly effective in managing the behaviour of children resulting in excellent attitudes and learning. Opportunities provided for them allow children to work independently and show initiative in their learning. Children show great interest and are keen to learn. The pace of their learning is excellent. They are able to talk with understanding about what they need to do to improve, because teachers make very detailed and pertinent remarks when marking work. Classroom assistants are effectively used to help raise standards in reading.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Despite giving a focus to literacy and numeracy, the school has been very careful to provide a full curriculum, which puts good emphasis on art and the environment. The integration of information and communications technology into a wide range of subjects is a particular strength.
Provision for pupils with special educational needs	Children with special educational needs are provided with good support. Plans outline what they need to do to improve and teachers are then able to support them as they work on the same tasks as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school has created an ethos where each child is valued and are taught to be tolerant of each other and of other people who have different beliefs and way of life. The school assemblies make a particularly positive contribution to this area.
How well the school cares for its pupils	Very Good. The school has very effective procedures in place to check on children's academic achievement and personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher has very effectively developed a team around her who have the same high expectations for the children. There is a clear view about what needs to be done next at any given time and how they intend to maintain high standards.
How well the governors fulfil their responsibilities	Excellent. They have a clear picture about how well the school is performing and have a very good awareness of what the school does well and where it is possible to improve. They are keen to support areas for future development.
The school's evaluation of its performance	Excellent. The management team uses national and other test results very effectively to check on how well the school is performing and to highlight what needs to be improved.
The strategic use of resources	Very Good. The use of classroom assistants to support children's reading is but one example of the school using money very effectively to raise standards. The governors are very clear about how to check on whether they are getting the best possible value for their money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children make good progress.• There is very good teaching in the school.• They are comfortable about approaching the school with a problem.• That their children are encouraged to work hard.• That the school is very well led.	<ul style="list-style-type: none">• A few parents commented that information about their child's progress could be improved.• That there is not a wide enough range of after school activities available to all pupils.

The inspection team agrees with all the positive comments made. Children's reports that go home to parents meet the legal requirements but could offer more detail about what children need to do to improve their work. The inspection team feel that there is a reasonable range of after school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- 1 The inspirational leadership provided by the headteacher generates a strong feeling of teamwork with everyone being dedicated to ensuring standards are as high as they can be.**

- 2 The headteacher has been in post for an extended period of time and has gathered around her a group of colleagues who all work to the common purpose of ensuring that the pupils attain the highest possible standards. There are extremely effective procedures to ensure that school improvement is continuous. This involves a school development cycle where different aspects are distributed across the school year and associated with a particular term. Each individual involved in this process of development knows their role within it and the expectations, which are placed upon them to ensure success.

- 3 The school development cycle and the financial implications are closely inter-related. There are key stages where governors, the senior management team and the whole school staff drive the system. There is a good balance between the needs of the school and the need to address outside initiatives. Deadlines are set appropriately and met effectively. There is an excellent focus upon teamwork and the headteacher has a particular influence on the overall process and provides outstanding leadership in maintaining the momentum of school improvement. She is clearly the driving force behind the constant focus for challenge and improvement and inspires all involved in the school to maintain the highest possible standards.

- 4 All staff, in whatever role they occupy, know the systems that are in place and are keen to work for each other and for the pupils to ensure that standards are as high as they can be. Effective class profiles show details of pupils' progress over time, in every National Curriculum subject. Test results are collated simply and analysed very effectively to ensure that the school is aware of the strengths and weaknesses of individual pupils. Overall results are closely monitored and it is clear that the school is on course to exceed the targets it has set in English and mathematics in the coming years.

- 5 In addition to the teaching staff, the support staff are deployed very effectively to ensure that pupils' individual needs are met as fully as possible. Classroom assistants provide very good levels of support to pupils, especially in reading activities. Pupils with special educational needs are integrated very well in classrooms and are able to work alongside their peers in undertaking the same tasks. Mid day supervision is of a high standard. Supervisors are given clear guidance about the roles they are to fulfil and are briefed effectively by the headteacher about any changes in established procedures. Lunchtimes are pleasant occasions. The school is maintained to a high standard of cleanliness and provides a good environment in which the staff and pupils work and learn.

- 6 The leadership of this school is a great strength. There is a very clear and shared purpose in all that it undertakes. The headteacher is very effective in inspiring all staff to work together for the collective good of the pupils, and each individual takes pride in the high levels of achievement, which the pupils attain. The school is rightly confident in its ability to sustain consistent improvement.

- 7 Very good teaching makes a positive contribution in helping children achieve to their full potential. There is very good emphasis placed on helping children improve their basic skills in literacy and numeracy.

- 8 During the course of the inspection no unsatisfactory teaching was seen and in almost ninety percent of the lessons, teaching was good or better. In almost thirty percent of the lessons seen, teaching was very good or outstanding. Very good, or outstanding teaching was consistently seen at in the classes at the end of each key stage and the quality of the teaching observed in Year 6 was outstanding throughout the inspection. This overall picture represents a significant improvement on the position reported when the school was last inspected, and it is clear that the consistent quality of the teaching has a very positive impact on the learning of the pupils.
- 9 Throughout the school, lessons are consistently well structured and pupils are managed very well. Teachers' expectations of what children and pupils can achieve is always high. For example, the children in the Nursery, who are used to being allocated to groups by colours, were released from a listening activity on the carpet to get their milk in places marked individually by their name, with no use of a colour to assist them. Pupils in a Year 2 literacy lesson were constantly reminded to think about the characters and setting from a voyage in to space. Pupils in Year 6, working on control technology were set a most challenging task to reproduce a particularly complicated three-dimensional shape in a mathematical lesson. The task offered a very high degree of challenge and the pupils rose to it so well that some were motivated to work on at it through their lunchtime, on a very warm day.
- 10 The best quality lessons maintain their pace and generate interest and enthusiasm for the pupils. This was seen to especially good effect with the oldest pupils, who have a particularly strong relationship with their teacher. Besides having high expectations of what they can achieve the pupils are offered a high degree of independence in how they go about their work. They demonstrate, on many occasions that they are able to work very well in groups and individually when not under direct supervision. This was seen in work with a programmable toy, where a group of pupils were able to set a challenging course for the programmable toy to follow and used each others' ideas very effectively in reaching a successful conclusion.
- 11 The teaching of literacy and numeracy is incorporated well into lessons. The structure of lessons accurately reflects the requirements of the national strategies, and the school is very effective at linking lessons learned in literacy and numeracy to work in other subjects. Good links with numeracy, for example were seen in a music lesson in Year 5, where pupils had tape recorded their own composition and they could count the appropriate beats as different instruments were introduced into the overall composition. Again, with older pupils in geography, they were able to give and locate points on a ordnance survey map using six digit references. With literacy, pupils are able to collect information to produce a newscast and a 'teletext' page.
- 12 However, whilst recognising the importance of these basic skills, the school has a particular strength in the manner in which it deals with reading, and it also ensures that pupils gain a wide range of writing opportunities outside the constraints of the literacy strategy. Whilst the structures are in place and used effectively to ensure the consistent development of the pupils' basic skills the school makes great effort to ensure that the pupils are exposed to wide range of subjects in which to put those skills to good use. There are many opportunities for pupils to write at length, to various audiences and for a wide variety of purposes. Part of the success of the teaching and learning centres upon the range of challenge available to the pupils to engage their interest, maintain their enthusiasm for their work, but also to provide good opportunities to reinforce their developing basic skills in a stimulating manner.

- 13 The school has developed a successful partnership with its parents to help children read with expression, interest and enjoyment.**
- 14 There is a very well thought through and successful partnership developed with parents to encourage them to be involved in the school's reading programme. A booklet produced by the school and entitled 'Making a Successful Start to Reading' outlines, stage by stage, how parents can help in the process. Frequent meetings with parents are another important feature of the strategy. A video is used to help illustrate to parents how they might be as fully involved as they can be in the process.
- 15 The system is built around daily challenges being provided for children of Reception age through to Year 6. These challenges form part of the work in which parents can be involved. There has been a recognition that nationally boys do not read as well as girls, and the school has set out to deal with this issue and has deliberately widened the reading diet for boys to include puzzles, non-fiction materials built around personal interest, as well as carefully selected fiction materials. The process has also purposely set out to encourage pupils to be honest and forthcoming with reading opinions.
- 16 Classroom assistants are also of great importance to the success of the process. They have had special training to develop their own reading skills and are used to assist in situations where parents are not in a position to support their child as much as the school would desire.
- 17 The impact of the focus on reading is successful in ensuring that standards in reading are well above average in comparison with similar schools. At the age of 7, pupils are attaining standards that are close to the national averages, with nearly all pupils attaining the levels expected for their age. This has been the case for several years. Boys perform well and there is no marked difference between their reading standards and that of girls.
- 18 The school makes very effective use of ICT to support a wide range of subjects. The leadership provided by the subject co-ordinator is outstanding and is instrumental in raising staff expectations and confidence.**
- 19 The ICT curriculum is led by a very capable and knowledgeable coordinator. She has a wide range of skills and experience, a clear grasp of the swift development which occurring within the subject and an outstanding ability to inspire confidence in both colleagues and pupils. Her skills, expertise and confidence are a great asset to the school.
- 20 The school has good quality documentation to ensure that there is a clear progression in the pupils' skills from the Nursery onwards, and this helps significantly in enabling the staff to have confidence in handling the ICT curriculum. Once they are confident in their own skills, pupils are then offered a wide range of opportunities to use their skills in practical ways. Pupils develop simple word processing skills early in their school career and by the time reach Year 6 they demonstrate a high degree of competence. They are able to use control technology very effectively and are able to proceed logically using the equipment to solve problems and produce practical solutions. The school has recently acquired two inter-active white boards, currently in regular use by the older pupils, which use computer technology to interchange complex information visible to the whole class, as seen in a geography lesson, where pupils studied an area, which they are to visit in the near future.
- 21 The school has particularly good methods of checking that the ICT curriculum is being covered and the coordinator leads at least one session per half term to assist staff gain expertise and

confidence in their own skills. Staff have sufficient confidence to be have an open dialogue with each other and this adds positively to the manner in which the subject can develop.

- 22 A further strength in the school's ICT provision is that the subject is used effectively in a wide range of subjects and learning opportunities. In the course of two days ICT was seen being used in lessons in English, mathematics, science and geography. Pupils were able to use their computer skills and knowledge effectively and practically whether under the direct supervision of their teachers or as they worked independently. The comprehensive ICT curriculum is effectively embedded in the work of the school and is an integral part of the classroom. The pupils are very well equipped with computer skills by the time they leave the school at the age of eleven. They show very good levels of understanding and are achieving above average levels of attainment.
- 23 **There is an extremely friendly atmosphere in the school with excellent relationships between adults and children. Children's behaviour is particularly good and they enjoy coming to school to learn.**
- 24 Relationships are of the highest quality throughout the school. All the staff work well together and they know that they are part of a team. They are clear about their individual roles, aware that they all have a particular contribution to the success of the school and there is a clear willingness to ensure that the school continues to prosper.
- 25 The pupils' behaviour is excellent. They work well in a wide variety of situations. They show great interest in their work in lessons, behave particularly well as they move around the school and are sensitive to each others' needs in the playground. There is clear evidence that pupils can work independently, and can work on challenging tasks in a systematic and thoughtful manner when not directly supervised. Pupils show great eagerness to learn and are frequently seen engaged in learning activities when they could have been out at play. They are at ease with each other at lunchtime and older and younger pupils get on well together at the dining tables. They are keen to talk about what they have done, and speak with clear understanding. They listen well in school assemblies, and these gatherings contribute very well to the outstanding ethos and atmosphere of the school.
- 26 Pupils know that the adults with whom they work in school care about them and will do all they can to ensure that each pupil achieves well. The pupils respond particularly well to this very good level of challenge and care.

WHAT COULD BE IMPROVED

- 27 **There are no major weaknesses in this school and therefore no key issues. The school has accurately identified areas for further development in its new school development plan. The areas most likely to impact on future standards and provision are outlined below.**
- 28 *Developing individual targets for pupils to help them improve further standards of work.* The School Development Plan shows that there is planned work for developing an individual target-setting system for pupils. The initial analysis indicates that the system is a very thorough and challenging one, which is most likely to improve the school's ability to focus on the progress made by individuals. The implementation of the system should help to further develop the school's ability to improve standards.

- 29 *Introducing the new National Curriculum.* The school has very secure plans already in place to introduce the new National Curriculum, including the 'Foundation Stage of Learning for Under Fives'. The proposals have been carefully considered, give due recognition to time scales and are manageable.
- 30 *Introduce the new Performance Management system outlined by the government.* The school, in line with national proposals, has already developed an action plan to ensure that it is on course to meet national recommendations for performance management.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 31 The school has accurately identified areas for improvement within its School Development Plan and the actions already decided upon should form the future action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
22%	6%	61%	11%	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)	29	206
Number of full-time pupils eligible for free school meals		92

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		22

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	14
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	94.4%
National comparative data	94.1%

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	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	18	18	17
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	94%	94%	97%
	National	82%	83%	87%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	18	18	18
	Total	30	32	31
Percentage of pupils at NC level 2 or above	School	94%	100%	97%
	National	82%	86%	87%

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	15	13	14
	Total	25	23	24
Percentage of pupils at NC level 4 or above	School	78%	72%	75%
	National	70%	69%	78%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	11
	Girls	16	14	15
	Total	27	26	26
Percentage of pupils at NC level 4 or above	School	84%	81%	81%
	National	68%	69%	75%

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
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)	8.2
Number of pupils per qualified teacher	25.12
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	6.
Total aggregate hours worked per week	140.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	14.5
--------------------------------	------

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
----------------	-------------

	£
Total income	475052
Total expenditure	474455
Expenditure per pupil	2019
Balance brought forward from previous year	31939
Balance carried forward to next year	32536

Results of the survey of parents and carers

Questionnaire return rate 37%

Number of questionnaires sent out	235
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	0	0
My child is making good progress in school.	79	17	2	0	1
Behaviour in the school is good.	54	44	1	0	1
My child gets the right amount of work to do at home.	51	39	9	0	1
The teaching is good.	68	29	2	0	1
I am kept well informed about how my child is getting on.	51	34	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	22	6	0	0
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	55	33	10	0	1
The school is well led and managed.	69	24	3	0	3
The school is helping my child become mature and responsible.	60	36	1	0	3
The school provides an interesting range of activities outside lessons.	32	30	20	2	16