

INSPECTION REPORT

BLACK HORSE HILL JUNIOR SCHOOL

West Kirby

LEA area: Wirral

Unique reference number: 105032

Headteacher: Mrs. Judith Hare

Reporting inspector: Mr. David Carrington
15414

Dates of inspection: 10th – 12th January 2000

Inspection number: 189446

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Saughall Massie Road West Kirby Wirral
Postcode:	CH48 6DR
Telephone number:	0151 625 8446
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. S. Crowden
Date of previous inspection:	23 rd September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 138 boys and 99 girls aged from seven to eleven and is a community junior school. Virtually all pupils are white, and four speak English as an additional language. The proportion of pupils with special educational needs, including four with statements, is about average. Nearly a quarter of the pupils is entitled to free school meals which is also average. When the pupils start school their attainment level is close to the national average in English and mathematics.

HOW GOOD THE SCHOOL IS

Black Horse Hill Junior School is a very well led and managed school in which the headteacher and her deputy play key roles and this means the pupils get a very good deal. The quality of teaching is very good and this results in interesting, motivating and productive lessons. Because pupils' learning is so stimulating, they attain very good standards and are very well prepared for secondary school. Parents and taxpayers get good value for the money that the school spends.

What the school does well

- The leadership of the head teacher, deputy head and senior managers is very good and this impacts strongly on attainment.
- Standards in English, mathematics and science are very good, and literacy and numeracy are significant strengths of the school.
- The rate of learning is good for all pupils, including those with special educational needs and those with particular talents.
- Very good relationships and good personal, social, moral and cultural education underpin highly successful learning.
- The quality of teaching is very good overall.

What could be improved

- Strategies for checking that rates of progress and challenge for the brightest pupils, and that teaching quality is the best it can be in information and communications technology, are not effective enough.
- Planned opportunities for promoting spirituality across the curriculum are not systematic enough.

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

The school has significantly more strengths than areas for development. It is evident that managers and staff work hard and successfully as a team to ensure that the school operates as a well-oiled but welcoming and happy place.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 when it was stated that there were not enough schemes of work, assessment was in need of improvement and, whilst standards were good, there were not enough measures taken to check they were the best they could be. Additionally, pupils did not have enough chances to find things out for themselves, not enough was demanded of the higher attaining pupils and parents were not consulted often enough. The school has introduced new ideas and procedures since that time and has made good progress with the necessary improvements. Some aspects, such as assessment and measures to check that things work well, require continued effort, but the school is aware of these needs and adopts a cheerful and successful approach to improvement.

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	A*	A*
mathematics	A	A	A	A*
science	B	A	A	A*

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

Over the three years from 1997, standards have been consistently high. The school has not remained complacent though, and standards have improved overall during this period. Standards in English are in the top five per cent nationally and, when compared against similar schools, standards in all three subjects put the school amongst the most effective schools in the top five per cent band. In order to maintain such high standards, the school has set rigorous targets for attainment for each year group and it is in a good position to achieve these. During the inspection it was evident that good standards also apply in most other subjects. Work seen in art is a strength of the school. However, standards in information and communications technology, whilst much as expected, could be higher. The new computer suite gives teachers the chance to boost attainment and, because pupils learn and achieve at a good rate in all other subjects, improvement in standards is within reach.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and they show a positive response to the work. Because they take a pride in their efforts, the work is presented neatly and is usually of good quality.
Behaviour, in and out of classrooms	Good. The school is an orderly place and most pupils respond well to the behaviour code. One or two boys get restless in a few lessons but teachers control this well.
Personal development and relationships	Good. The quality of relationships is a significant strength of the school and pupils are given plenty of opportunity to become mature and responsible workers.
Attendance	Satisfactory. The rate of attendance is similar to the level found in most schools.

A particular strength of Black Horse Hill Junior School is the quality of the all-round education which pupils receive. Staff know the pupils well and set good examples for them. Learning is purposeful and productive because pupils get on so well with others and with the staff, and because they hold their powers of concentration for long periods.

TEACHING AND LEARNING

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

The quality of teaching is very good overall. All teaching was at least satisfactory, much of it was good and around 40 per cent was of very good quality. The teaching of English and mathematics is a significant strength, as it is for most other subjects. There is room for some improvement in information and communications technology, though teaching is never less than satisfactory here. Key strengths of teaching are the expectations teachers have of what pupils can do, teaching methods and the use of time, support staff and resources. Planning could be sharpened to include more precise statements of targets for learning, and these could be shared more consistently with pupils.

As indicated earlier, the good quality of teaching has a profound impact on the learning that takes place. Lessons are productive because pupils show great interest, concentration and independence in their work. Skills, knowledge and understanding are built progressively through the school and pupils' powers of reasoning are good by the age of eleven. Teachers have worked hard to help pupils understand their own strengths and weaknesses and this self-knowledge is proving effective in helping pupils to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. School managers have ensured that pupils continue to study a wide range of subjects even though the main emphasis is on literacy and numeracy. The school has developed very good strategies for literacy and numeracy because basic skills are at the heart of lessons in all subjects.
Provision for pupils with special educational needs	Good. There are well-developed systems in place to ensure that pupils with special educational needs make good progress. The recently established additional literacy support is already impacting well on levels of pupils' basic skills in English and this means they gain more benefit from work in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are both very well promoted and pupils gain good insights into their own culture and that of other ethnic groups. Spiritual development is not quite as good. This is because there are not enough planned opportunities in most subjects for pupils to stop and think about what makes things special for them.
How well the school cares for its pupils	Good. Pupils are well looked after and are kept safe. There is some informality in the way the school checks that pupils are making good progress and developing well as individuals. Targets are set for pupils, but it is not always certain that these are achieved at the best rate.

Nowhere does the quality of what the school does to support, extend and look after its pupils fall below what is expected. The curriculum and other provision meet statutory requirements and provide a good platform for pupils to learn the necessary skills and knowledge and to build understanding at a good rate. Pupils' development as valued

individuals is effective and they are good-natured towards other pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. This is the bedrock on which all the other strengths of the school are built. The sense of purpose and success in all that the school does is directly linked to the premiership team approach to management.
How well the governors fulfil their responsibilities	Good. Governors take their place at the centre of what the school does. They know its strengths and weaknesses and keep it on track in striving for improvement.
The school's evaluation of its performance	Good. The school is fully aware of its strengths and is not afraid to admit its weaknesses. The effective forms of self-evaluation that it has set up provide the necessary information to give a good sense of direction to its work. There is still room for some improvement to systems of checking that things work well, but the school has much good practice to build on. There is collective determination to make things better and to go all-out for excellence.
The strategic use of resources	Good. Overall, the school puts finance, time, staff, accommodation and learning resources to good use. It uses new technology in learning and administration soundly and is actively in the process of enhancing this use.

The headteacher gives very good leadership to the school and balances her own responsibilities and that of staff and governors very well. The deputy head gives very good support to the headteacher and, together, they have sharp insights into the overall effectiveness of the school. The school is committed to the principle of best value and strives, with good effect, to provide the finest in all that it does.

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 which pupils achieve. • Their children enjoy coming to school. • They are welcome to raise questions or problems. • They know full well how their children are doing. • The school is helping their children grow into good people. 	<ul style="list-style-type: none"> • Not enough homework is set for some pupils.

The inspection team has no hesitation in agreeing with parents about the positive features in school. This report shows how well the school meets all the needs of its pupils and equips them to work and play in a mature, happy and friendly way. Amounts of homework are considered carefully by the school and there is much evidence to show that what is set is well judged and consistent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership of the head teacher and senior managers is very good

1. The headteacher is a very effective manager. She is quick to identify opportunities to bring continued improvement and is not afraid to identify and eliminate weakness. This is highly successful because all that the school does is channelled into making things better for the pupils.

2. Behind this approach to management is a deep-rooted conviction that all members of staff have an essential role in running the school. The headteacher has built a management structure in which she is the foundation, the deputy head is the keystone and the staff are the building blocks. The mortar is provided by the shared drive for high standards which runs through all the courses. There is a consistency and quality about the structure that ensures a well-bonded platform for learning.

3. People matter at Black Horse Hill Junior School. All staff feel valued and are willing to commit much hard work in order to succeed. Governors bring expertise, experience and quality to their role of critical friend and they ask the right questions at the right time. Parents are appreciative of the partnership that the school is forging with them. At the centre of all this are the pupils; they are rightly seen as the most important people in the school and their interests are put first.

4. When these strengths are combined, as they are here, the primary impact is on standards. Second-best is not good enough; managers go all-out for A grades, then A*. Results in the Key Stage 2 standardised tests testify to the school's success. The school is not just an exam factory though. There is a human dimension to management that puts great value on the all-round development of the pupils. Evidence from the inspection indicates many strengths in the personal, social and moral education of the pupils. At the end of their time at Black Horse Hill Junior School, pupils have grown into mature, sensible children who are well poised to get the best from secondary education. The school meets this acid test of management by a clear margin and underlines its beacon status. Inspectors judge that this is a very good school because leadership and management are finely tuned and make great impact.

Standards in English, mathematics and science are very good

5. Attainment, as shown in the standardised test results during recent years, has moved from two As and a B to an A* and two As (English, mathematics and science, in that order)¹. When the same results are charted against the situation in similar schools the picture is three A*s. Management does not step back and relax because its standards are so good. Excellence (straight A*s) is its fundamental target.

6. Inspectors saw the same very good standards in the work they examined in school with one exception. This was in information and communications technology, which is discussed in more detail below. What stood out from the pupils' books was the amount and quality of work from pupils of all attainment levels and, more than this, the proportion of

¹ The B grade shows results that are above average, A is well above average and an A* places the result in the top 5% of all schools.

pupils who are working at higher levels. There are many high attaining pupils in school, and some who are exceptionally talented.

7. Standards in English are amongst the best in the land. Pupils read with evident pleasure and in an expressive style. They know how to use search-aids to locate information and extract the nub of the information with comparative ease. They speak clearly and with very good command of vocabulary, and the quality of writing is high. In all, they are successful communicators who more than hold their own with all other eleven-year-olds.

8. In mathematics, pupils develop more than knowledge, skill and accuracy. They gain insight that is relatively rare in young pupils. They spot patterns and relationships with ease; they can explain their methods and talk about how their knowledge can be applied in other situations. They are also quick to find the answer to mental problems.

9. Pupils' command of science has improved over the last three years and now matches that in mathematics. Amongst the qualities pupils develop are the power of detailed observation, careful prediction of outcome and the thorough analysis of results. The writing-up of the work is of very good quality and conveys clearly the key points about materials, physical processes or living things.

10. The calibre of artwork is another of the school's academic strengths. A walk around the school shows how pupils' talents in conveying ideas through picture, pattern or three-dimensional art are nurtured, consolidated and extended. The quality of displayed art is very good. Pupils take great pride in their artistic accomplishments and much of their artwork would not look out of place in the Walker Art Gallery or the Lady Lever Collection.

11. The school enjoys a justified reputation for the quality of pupils' musical achievement. During the preliminary visit of the registered inspector, one boy made several valuable teaching points during a recorder practice and these resulted in improved performance. Additionally pupils sing well, as shown in assemblies.

The rate of learning is very good for all pupils

12. Lessons are stimulating, enjoyable and productive. Pupils grasp basic facts quickly and are able to use them in many situations. There is ample consolidation and practice of the roots of literacy and numeracy in other subjects, and skills, knowledge and understanding in virtually all subjects are honed very well.

13. During lessons, pupils are expected to concentrate hard and to put in great intellectual effort. They do this with enthusiasm and pleasure. In many lessons there is a lively buzz as work proceeds. Pupils are given many opportunities to find things out for themselves and they take on this responsibility very well. Inspectors saw several instances of pupils collaborating on demanding tasks and the key skills of speaking and listening were sharpened when teachers asked pupils to explain their ideas or methods. Very good examples of this level of analysis are to be found in mathematics, science and physical education. The samples of pupils' work examined by inspectors demonstrated how these verbal skills are translated into written and pictorial presentation and interpretation of information.

14. Because pupils work so productively and teachers move lessons on at a great pace, much is accomplished in the time available. Teachers use different ways of keeping pupils informed about how well they are learning. Some good examples of target setting were seen at the start of lessons, though this practice could be even better, and in a few lessons the pupils identified to what extent they had achieved these targets by the end of the session. The demand made of pupils to explain their work also gives them good insights into their state of knowledge and skill.

15. Pupils of all attainment levels, including those with special educational needs, make good progress in their learning during lessons. In general, inspectors saw very little difference in the progress made by boys and girls, though on occasion one or two boys wasted time. Teachers were, however, quick to bring them back on track. The principle reason for the evenness of progress lies in the setting of specific tasks for high, middle and low attainers. Teachers are adept at this and so the work is demanding at the right level. Pupils rise to this challenge and their rate of learning is boosted. Teachers set lively and demanding work for pupils with particular talents, though their progress is not monitored specifically as well as it might be.

Very good relationships underpin highly successful learning

16. One of the first things that strikes the visitor to Black Horse Hill Junior School is the orderly way that work and play takes place. Behaviour in all parts of the school, both inside and outside lessons, is good. Pupils are polite, patient and considerate, there is very little pushing and shoving or loud talk and there is a good sense of companionship.

17. Of all these good personal traits, the pupils' ability to build and sustain very good relationships is paramount. Pupils get on very well with other pupils and they identify easily with members of staff. This gives a very harmonious atmosphere to learning. Teachers place great demands on pupils in terms of their capacity to work together to solve problems, find information or make and test predictions. The pupils are happy to work collaboratively in this way and, even when no adult is nearby, they maintain their good concentration and effort.

18. This approach to work gives pupils great confidence. They talk eagerly to adults about their work, hobbies and interests, and show thoughtfulness, care and consideration for others. Older pupils work and play with the youngest ones and take good care of them. Pupils can discuss the human needs of others with sensitivity and know they must look after their friends and those they do not know personally. This is shown in the playground and in the way pupils raise money for good causes.

19. The school promotes pupils' personal, social, moral and cultural development well. This enables them to become children of good well-rounded development, ready to take their place in secondary school and to cope with the many demands of life outside school.

The quality of teaching is very good

20. In nearly 40 per cent of the lessons observed, teaching was very good². This proportion is much higher than is usually found and is clear evidence for the overall very good quality of teaching. No teaching is unsatisfactory. Indeed, almost three-quarters of teaching is of good or better quality.

21. Without this very good teaching, the quality of learning would not be as effective as it is. Teachers' subject knowledge is good overall, and this means that they teach with confidence and accuracy. The teaching of basic skills in English and mathematics is good. The literacy and numeracy strategies have been introduced well and teaching of literacy and numeracy is equally very good.

22. One key reason for the academic success of pupils is teachers' very good level of expectation. They place great demands on pupils about the pace, quality and amount of work. These demands are judged very finely with the result that pupils of all attainment levels feel they can succeed, and succeed well. The level of expectation is also the basis for the way in which teachers teach. They have a very good range of teaching methods that include instruction, quizzing, advising, encouraging, cajoling, jesting and remaining silent at the appropriate moment. In any lesson, pupils will experience a balance of such strategies and activities that arise from them. This makes learning interesting and attainment very good.

23. The control of pupils is good and, again, teachers use a number of effective strategies to deal with problems of behaviour. There are very few incidences of unruly behaviour but there is the occasional time wasting and cheekiness. Teachers take prompt and decisive action to forestall this type of response and so learning proceeds apace.

24. The strengths of teaching abound. There are however, two interrelated aspects that require enhancement. There is some good practice in translating planned objectives for lessons into meaningful targets that are shared, discussed and evaluated with the pupils. This is not as widespread as it might be. Additionally, in some cases, the objectives for lessons are not sharp enough and in some instances could apply to the teachers and inspectors themselves! Planning and target setting are not yet correlated precisely enough.

25. Teachers use all forms of resources very well in lessons, learning proceeds at a very good tempo and support staff give valuable and successful support in lessons. A number of parents are concerned at the level and quality of homework set, but inspectors judge that this is well measured and entirely appropriate.

WHAT COULD BE IMPROVED

Strategies for checking that rates of progress and challenge for the brightest pupils, and that teaching quality is the best it can be in information and communications technology, are not effective enough.

26. The school has invested large amounts of money in setting up a well-equipped, attractive information and communications technology room. In a short time, it has also altered both the way that the subject is taught and the way that the technology is used to support learning in other subjects. During the inspection, a number of teachers were using

² Inspectors observed 32 lessons or part lessons, but teaching is also judged against planning and the sample of work completed this year in all classes.

this facility for only the first or second time, and it is evident that more time is required for the intensive use of computers to impact strongly on learning.

27. In the lessons in information and communications technology observed, the quality of teaching and learning was not as universally good as for other subjects. At no time did teaching fall below satisfactory in the subject, but there was not the same sparkle to teaching and learning in lessons as was seen in other subjects. The quality of learning is sound and standards are as expected by the age of eleven, but they could be much better than this. School managers acknowledge these shortcomings and are determined to boost the quality of teaching and learning in order to lift standards.

28. As yet, the ways of checking whether teaching, learning and standards are as good in information and communications technology as elsewhere, are not as well-developed as they should be. Managers make some checks, but the criteria for this practice are not identified precisely enough. The full range of strengths and weaknesses in the subject has not yet been established clearly and so managers do not have all the necessary information to aid improvement. There is, however, a strong sense of commitment to standards that equal the best in other subjects and practice in information and communications technology amongst staff.

29. It has been identified already that pupils of all levels of academic ability are provided with work that is well tailored to their individual needs. The school has good strategies for supporting, monitoring and evaluating the work of pupils with special educational needs. Additionally, although the numbers of such pupils is very low, it has sound measures in place to track the progress of pupils who speak English as an additional language. There is, however, not the same formality in tracking whether the brightest pupils are actually making the progress they are capable of. The inspection team stress that pupils with particular talents are well catered for; it is the structure to keep track of them that requires improvement.

Planned opportunities for promoting spirituality are not systematic enough

30. The school has improved the level of spiritual awareness amongst staff and pupils since the previous inspection, but within the umbrella of spiritual, moral, social and cultural development of pupils, the spiritual aspect lags behind the rest. It is to be emphasised that the quality of spiritual development is satisfactory. This is, however, clearly not good enough for the staff because moral and social development are very good and the school builds pupils' cultural awareness well.

31. Inspectors saw some good moments of spiritual awareness during their two days in school. In one mathematics lesson the cry "I've got it" indicated clearly the dawning of knowledge and many pupils were seen craning their necks in assembly to see the tiny shoot emerging from a hyacinth bulb. Planned opportunities across the curriculum for reflection, exclamation and awe are in short supply. Some such situations are created, such as the teacher's request in an information and communications technology lesson to think how the knowledge just learned could be applied in others. This awareness of the power of the subject was a good moment of spirituality.

32. The school has good practice to build on but the consistency and quality of spiritual development of pupils are shortcomings for the school to resolve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. Black Horse Hill Junior School is highly effective. Pupils are given a very good education in a calm, orderly and hard working environment. The very good quality of teaching to be seen across the whole school results in lively, stimulating and highly motivating activities for pupils and this, in turn, means they work hard, produce much and learn a lot. Standards are very good as a result.

34. There are two aspects where the school could make further improvement. These are recognised by school managers, all of whom are keen to take on the challenge. Accordingly, inspectors suggest that successful attention to these issues will put the last two pieces of the jigsaw in place.

(1) Make sure that teaching and standards in information and communications technology and for pupils with exceptional talent are the best they can be
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By

- ❑ putting in place a full programme of classroom observation and strategies for checking the effectiveness of procedures that involve all members of staff
- ❑ setting this process against clear criteria
- ❑ ensuring that planning, particularly in the clear statement of what skills, knowledge and understanding are to be learned, is linked to the consistent setting, sharing and evaluation of targets for pupils in lessons.

(2) Enhance the quality of pupils' spiritual development by including opportunities for reflection, exclamation and awe in the planning for all subjects.

By

- ❑ including opportunities for reflection, exclamation and awe in the planning for all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	35	26	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		237
Number of full-time pupils eligible for free school meals		54

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		39

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

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	8

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	25	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	28
	Girls	24	22	24
	Total	49	49	52
Percentage of pupils at NC level 4 or above	School	91 (83)	81 (75)	96 (84)
	National	70 (65)	69 (59)	90 (64)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	26
	Girls	22	22	24
	Total	47	50	50
Percentage of pupils at NC level 4 or above	School	85 (80)	91 (85)	91 (85)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	233
Any other minority ethnic group	3

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: Y3 – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	21.5
Average class size	29.75

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	120

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
	£
Total income	367 150
Total expenditure	377 202
Expenditure per pupil	1 619
Balance brought forward from previous year	15 870
Balance carried forward to next year	5 818

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	52	40	5	0	3
Behaviour in the school is good.	35	62	2	0	2
My child gets the right amount of work to do at home.	27	58	15	0	0
The teaching is good.	52	42	2	0	5
I am kept well informed about how my child is getting on.	37	58	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	35	2	2	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	35	58	5	0	2
The school is well led and managed.	43	48	3	2	3
The school is helping my child become mature and responsible.	53	42	2	0	3
The school provides an interesting range of activities outside lessons.	25	62	8	0	5