

# INSPECTION REPORT

## **ST MARY'S CE (VA) PRIMARY SCHOOL**

Runcorn

LEA area: Halton

Unique reference number: 111316

Headteacher: Mrs J Morris

Reporting inspector: Mr Jean-Pierre Kirkland  
4483

Dates of inspection: 26<sup>th</sup> – 27<sup>th</sup> February 2001

Inspection number: 191876

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Castlefields Avenue South Runcorn Cheshire
Postcode:	WA7 2NR
Telephone number:	(01928) 565995
Fax number:	(01928) 569298
Appropriate authority:	Governing body
Name of chair of governors:	Reverend Ray Samuels
Date of previous inspection:	27 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4483	Jean-Pierre Kirkland	Registered inspector
9928	Alan Dobson	Lay inspector
23158	Margot D'Arcy	Team inspector

The inspection contractor was:

PPI Group Ltd

7 Hill Street  
Bristol  
BS1 5RW

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>11</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>11</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>12 - 15</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Primary School is Church of England voluntary aided and has 251 pupils on roll, which is average in size. Thirty-six children attend the nursery on a part-time basis, making the full time equivalent of eighteen. The school has very few pupils from ethnic minority backgrounds and none have English as an additional language. Attainment on entry to the nursery is well below average, but most children are ready to start the National Curriculum at age five. The school serves an area which contains, in the main, local authority housing for rent, but with some owner-occupied dwellings as well. Twenty-four per cent of pupils are on the register of special educational needs, which is very slightly above average. The number of statemented pupils is also close to the national average. Twenty-five per cent of pupils are entitled to free school meals, a figure above the national average. Religious education and the Christian ethos of the school are being inspected and reported on separately.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. Pupils make very good progress throughout their time at St Mary's and achieve very high standards overall at age eleven when compared to pupils from similar backgrounds. Teaching is very good and the school makes very good provision for pupils with special educational needs. The school is very well led and managed, and with an effective curriculum, it provides very good value for money.

#### **What the school does well**

- Very good provision in the Nursery leads to children making very good progress in the early years.
- From the age of five onwards, pupils make very good progress and achieve high standards as a result of very good teaching.
- A rich and stimulating learning environment motivates pupils to learn effectively and to behave very well.
- Very effective leadership from the headteacher, shared by all staff, to raise standards and very good support from governors ensures a high level of success for pupils;
- Pupils with special educational needs make very good progress due to very good provision.

#### **What could be improved**

- The frequency of guided reading for lower attaining pupils under seven years of age.

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

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

There has been very good improvement since the school was previously inspected in January 1997. All the key issues identified then have been completely addressed. In addition, there have been many other significant improvements which include:

- standards have risen significantly for seven-year-olds in writing, mathematics and science;
- standards have risen for eleven-year-olds in mathematics and science;
- the acquisition of a new information and communication technology (ICT) suite which is used very well;
- major changes to the accommodation, including a new classroom and structural changes within the school, to enable more discrete teaching to take place;
- more and better trained support staff;
- significant improvements in leadership and management so that the school has a clear sense of direction and purpose; and
- very good methods of tracking pupils' progress as they move up the school with realistic targets being set whenever possible.

The school is now very well placed to continue to improve.

## STANDARDS

The table below shows the standards achieved by eleven-year-olds in the recent national tests:

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	C	B	A
mathematics	B	B	A	A*
science	A	A	A*	A*

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

By age eleven, pupils achieved standards in the year 2000 national tests which were above national averages in English and well above the national average in mathematics. In science, the school's achievements were high and in the top five per cent nationally. When compared to pupils who have similar backgrounds, overall, the pupils' achievements are also in the top five per cent of results. Inspectors found pupils in Year 6 achieving above average standards in mathematics. Inspectors found average standards overall in English in Year 6, due to the significant number of pupils with special educational needs experiencing difficulties with literacy. However, these pupils entered the school with much lower than average levels of attainment at age five and they have made very good progress since then, and are continuing to do so. Pupils' work shows well above average standards in all areas of mathematics in Year 6 as well as throughout the school. Over time, pupils make very good progress in learning their tables, recognising various shapes and their properties, and in drawing and interpreting graphs. In English, the pupils have started from a lower point, as their literacy skills were much weaker. The school has put in place a number of effective strategies to help its pupils, especially in writing where the greatest weakness was perceived. As a result, progress over time is very good and pupils' work shows this clearly.

Very good progress is made by children under five in the Foundation Stage. Children enter the Nursery with well below average levels generally. By age five, most of them have reached a point at which they are ready to start the National Curriculum, although reading is still below average. Good progress is made thereafter. By age seven, pupils achieve above average standards in writing and mathematics in the national tests and the most recent teacher assessments in science show well above average standards overall. Standards in reading have remained average in the tests over the past four years, although results are above average when compared to pupils from similar backgrounds. Achievements are well above average in writing and mathematics when compared to pupils of similar backgrounds. The realistic targets set by the school were exceeded last year and are likely to be met this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, leading to high levels of interest and concentration from pupils.
Behaviour, in and out of classrooms	Very good in and out of the classroom, enabling pupils to learn effectively at work and at play.
Personal development and relationships	Very good. Pupils work very well independently and have very positive and strong relationships with adults and each other.
Attendance	Satisfactory and close to the national average.





## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Pupils benefit from very good teaching. This has a major impact on the very good quality learning observed by inspectors in most classrooms. During the inspection, 55 per cent of lessons were judged to be very good, 25 per cent were judged good and 20 per cent were judged satisfactory. No unsatisfactory teaching was seen. Very good teaching was observed throughout the school and included the following characteristics:

- teachers' carefully matching the work to meet the needs of different groups of pupils in each class;
- very detailed planning, showing clearly what and how pupils will learn;
- high challenges in lessons, so that pupils are constantly encouraged to make progress; and
- very good use of support assistants and learning resources, including visual aids.

Excellent planning and very good teaching in the Nursery enable children to make a very good start in their learning of basic skills. Throughout the school, the staff have very good knowledge and understanding of how children learn and they use this to create very good lessons which are taught in a rich and stimulating environment. Teachers plan all lessons carefully, so that pupils move progressively from one step to the next. This is especially true in English and mathematics, where detailed planning follows the recommendations of the National Literacy and Numeracy Strategies. Pupils learn basic skills well in lessons, improving their reading, writing and understanding of tables and mathematical patterns effectively. From an early age, skills development is good and well taught. In personal and social education in the reception class, pupils learn to listen effectively and when it is appropriate to make an oral contribution. In Year 4 science, pupils develop a clear understanding of a fair test and they know how to conduct an experiment. In Year 3 ICT, pupils learn very well how to control and manoeuvre a 'turtle' on the computer screen and they are familiar with the keyboard and menu bars. In Year 4 gymnastics, pupils learn to control their bodies very well, using poise and agility to good effect. Pupils with special educational needs are very well supported and taught. In class lessons, teachers often sit with small groups and help them to make small but significant steps in their learning by preparing good quality worksheets and using visual resources, such as large squared paper and magnetic boards very well. When working in small groups outside classrooms, pupils with special educational needs are given specific help in raising their understanding of English in particular, with the staff providing very clear targets and appropriate materials to help them learn tenses, punctuation and spelling, for example.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good curriculum overall fully meets statutory requirements and enables pupils to learn effectively across a wide range of subjects and topics.
Provision for pupils with special educational needs	Very good, both in class and when pupils learn in small groups. Early identification of problems enables quick action to be taken.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with some aspects of a high standard, such as the very positive learning environment throughout the school and the very good provision for pupils to work with each other in groups or pairs.
How well the school cares for its pupils	Very good. Pupils are well cared for and supervision is of a high standard.
How well the school works in partnership with parents	The school has a very effective relationship with its parents through regular contact at parents' evenings and involving parents very well in

and carers	their children's learning.
------------	----------------------------

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear focus to her work and there is a shared commitment by all staff to raise standards and give children the best possible education.
How well the governors fulfil their responsibilities	Very good understanding by key governors of finances, curriculum and other aspects of the work of the school. The school seeks to maximise value for money in making decisions on spending.
The school's evaluation of its performance	Very good. There is regular monitoring of the curriculum and teaching, with good targets for future development.
The strategic use of resources	Good. The school has planned well and incorporated resources effectively into the learning process, with support assistants playing a key role.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• High standards and good progress.</li> <li>• Good teaching with high expectations of achievement.</li> <li>• The values and attitudes promoted in the Christian atmosphere of the school.</li> <li>• The good 'drop-in' facility for parents of pupils with special educational needs.</li> <li>• The way in which the school helps pupils become mature and sensible.</li> <li>• Assemblies presented by individual classes.</li> <li>• More support staff since the school was previously inspected.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework, which is insufficient for younger pupils and too much for older pupils.</li> <li>• A more consistent approach to discipline problems.</li> </ul>

On the questionnaire, parents did not raise any significant issues. At the meeting of parents, some concern was expressed by a few parents over the discipline in the school and the amount of homework set. Inspectors found no evidence to support these views. Homework was judged to be good throughout the school. There is a comprehensive behaviour policy, which is applied consistently on those rare occasions when an incident occurs, although none were seen during the inspection. Inspectors fully support the positive views of parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Very good provision in the Nursery leads to children making very good progress in the early years.**

1. The school's Nursery provision is very good indeed and is an improvement on the previous inspection. Children are provided with a rich and stimulating learning environment. Planning for children in this part of the Foundation Stage is of a very high quality. This ensures that all children receive an appropriate balance in their learning activities. Children are encouraged to use all their senses when learning – to feel, touch, smell, look at and listen – so that learning is accelerated through a multi-sensory approach. Display material, for example, invites children to touch and listen, thereby promoting scientific and musical skills very well. Relationships between staff and children are very positive and this enables the children to settle down quickly. Daily classroom routines are known and understood very well so that there is an atmosphere of calm and orderliness established throughout. Children are very happy to help clear and tidy the room, and they do so with a minimum of fuss.
2. Teaching is very good. Staff plan a wide range of appropriate activities which challenge children to learn. These include using the computer and very good opportunities for developing language for effective communication. Children make very good progress in learning mathematical skills and recognise shapes such as triangles, circles and squares. Children learn the skills of observation well as they draw daffodils and they learn to control the computer mouse and choose colours from a menu. Although standards are well below average overall on entry to the Nursery, all children are making good progress due to the very good teaching and excellent understanding by staff of the curriculum for children of this age. Work is beautifully presented, with each book bound with paper designed by the children themselves. An initial record of achievement includes work with children's own speech captions added and it is a very good record of progress from when the children started in the Nursery. The very good teaching and provision at this early stage ensures children have a very secure foundation upon which to build successfully further learning.

#### **From the age of five onwards, pupils make very good progress and achieve high standards as a result of very good teaching.**

3. Teaching for pupils beyond the Foundation Stage is very good overall and a significant improvement since the school was previously inspected. Teachers and learning support staff have planned a rich and varied diet for pupils and supported this with very high quality displays of pupils' work and stimulating designs and art work. The great strengths in teaching are:
4. the very good levels of planning that have been accomplished throughout the school. Planning over the long term is detailed and succinct. Teachers follow recommended guidelines and then adapt this to meet the needs of groups of pupils year on year. This ensures that there are clear steps in learning across all years in all subjects. Short-term lesson plans show very clearly what is to be learnt that session and this is often written on the board for pupils to see. At the end of lessons, staff discuss with pupils what they have been learning, a very successful strategy in enabling pupils to consolidate their understanding. Targets for the following session are also set at this stage. This leads to the insistence on high standards being expected and sustained in all subject areas.
5. There are consistently high challenges in lessons. Teachers insist on high standards of both behaviour and academic work. Pupils' written work shows a very good level of presentation and neatness, with constant encouragement to do better. Marking is very good. It is thorough, regular and shows pupils how to improve. Teachers use their skills in questioning very effectively to challenge pupils. For instance, when questioning pupils in the mental mathematics sessions, staff phrase their questions very skilfully to ensure that pupils to whom the question is directed are appropriately challenged, with the question not being too hard or too easy. This results in improved

thinking and faster responses. In some classes, pupils are invited to answer in pairs, with each pair writing the answer on a white board and holding it up, encouraging the development of very good social skills. In physical education, pupils are challenged to learn from one another in a lesson on balance and poise. Later, the whole class is invited to analyse critically the performances of their class-mates in a helpful and appreciative manner. This generates a very positive and challenging learning environment, where pupils work hard to succeed and to impress and where standards are consistently high.

6. Very good planning ensures that tasks provided allow each pupil or groups of pupils to work at a level which is in line with their capabilities. Preceding this, the school has kept regular and appropriate assessment records of each pupil. These are used effectively to group pupils in lessons and to determine the levels of work set. This means that pupils are constantly being moved along in a progressive way, acquiring new knowledge and understanding and learning new skills. This is strongly related to the quality of planning. Through having very clear plans, staff are able to track pupils' progress over a longer period of time and set realistic targets for each pupil, or for groups of pupils. This enables pupils to make significant gains in learning as they mature, resulting in the high standards by age eleven.
7. Teachers and staff make very good use of resources during lessons. Pupils are provided with a wide range of interesting visual material, such as time lines, number squares and magnetic boards in the opening sessions. These provide a very good focus for the lesson and enable pupils to have a clear view of developing number patterns or sequences. The computer suite is used very well to enable pupils to practise their knowledge and understanding well. Whole class groups are divided into two, so that pupils can work in pairs on common tasks, while the other group focus on another activity, changing over half-way through the planned time. In science, staff use a good range of different materials when pupils investigate which ones are more likely to cast a shadow. The wide range used begins to test and extend their thinking skills very effectively as they make their predictions. Learning support assistants are deployed very effectively, not only when groups are split in two, but in other areas. For example, in a Year 1 and 2 mathematics lesson, while the teacher focused on how to give change following purchases with one group, the assistant helped another group of pupils consolidate understanding of coins. In the Nursery, adults are well-briefed and make a very valuable contribution to learning through working with individual groups on a range of activities.
8. Overall, a hard-working and dedicated staff make a significant contribution to pupils' learning. They know their pupils very well and try hard to get the very best out of them. Over time, progress is very good from a well below average starting point in the Nursery to a very high standard achieved by the age of eleven.

**A rich and stimulating learning environment motivates pupils to learn effectively and to behave very well.**

9. Pupils are provided with a rich and stimulating learning environment, from the Nursery onwards. Displays in corridors and classrooms are of a high quality and many celebrate pupils' achievements to a very high degree. There is a lot of inventive and creative pupils' work on display, ranging from intricate designs in African style through to creative writing and poetry. Displays of pupils' art work in two- and three-dimensions are particularly striking, many in the styles of Picasso, Miro and Goldsworthy. These are supported by high quality displays of artefacts, such as Jewish and Islamic material, multicultural books and ample posters showing, for example, key words in literacy, and patterns in mathematics. Pupils respect the very good learning environment that has been created and there is no interference with any displays at any time.
10. Staff maintain a very strong and positive relationship with their pupils. There is warmth yet firmness. This ensures that pupils learn in a structured setting and are calm and happy at work and at play. Pupils respond very well. They say that they like the peer group friends they have made and their teachers, as well as the clubs they can attend. When given opportunities to work on their own, they do so quietly and with a strong will to succeed. They enjoy challenges and attacked the

computer problem-solving exercise in Year 3 with enthusiasm and vigour. Similarly in Year 2 literacy, pupils enjoy the word games and use their understanding of compound words well when compiling cross-words. Pupils work well together. Teachers plan to ensure there is plenty of opportunity for this. In Year 4 science, pupils work together on tables planning the stages in an experiment, exchanging ideas and readily helping one another. Teachers intervene periodically in order to clarify points, such as in Year 3 ICT when some pupils were forgetting the principle of 'pen-up' as they created letters of the alphabet on the screen.

11. Behaviour is very good in lessons and at play. There was one fixed-period exclusion last year, but none so far this year. Pupils know and understand the rules, which are on display prominently throughout the school. Personal and social education lessons, coupled with circle time, often focus on issues involving responsibility, behaviour and attitude. Pupils behave in a sensible and mature way, partly as a result of the very good role modelling and examples set by staff, but also because they are encouraged to take on responsibility for their own conduct and learning frequently in many lessons and at play. A recently formed school council meets regularly and involves the chair of governors. Discussions have ranged from improved playground facilities through to healthy food and provide pupils with good opportunities to develop their social skills and extend their speaking and listening skills.

**Very effective leadership from the headteacher, a shared commitment by all staff to raise standards and very good support from governors ensures a high level of success for pupils.**

12. The headteacher, who was relatively new to the school at the time of the previous inspection, has a very clear view of the school and she has shaped its development to focus on raising standards and improving overall provision. There is consistency in the way in which the school is managed and run. Standards are expected to be high and sustained. The lead in this comes from the headteacher, despite the long-term absence of a deputy. Through clear and appropriate aims, there is a clear vision for the future coming from the top. This vision is shared by all staff, who work hard to achieve the school's aims in all that they do. The quality of leadership and management has improved since the previous inspection. This is equally true of the middle management. Subject leaders have a clear view of what is happening in their subjects. They monitor books on a regular basis and seek out areas of relative weakness so that improvement targets might be set. This did not happen at the time of the previous inspection. Co-ordinators also monitor planning as required. This is the domain of the headteacher, who checks the planning against the schemes of work. Co-ordinators in ICT, numeracy and literacy have time allowed for monitoring teaching in their subject areas, using a good quality standardised form. This is followed by good quality feedback to staff, with points for improvement. The headteacher monitors all teaching in other subjects on a frequent and regular basis. Very good detailed records are kept and this information is used to help individual teachers set improvement targets and to refine their practice. The result has been a significant improvement in the quality of planning and teaching since the previous inspection, coupled with improved progress from pupils and higher standards throughout the school.
13. Governors support the school very well and have full knowledge of the school's strengths and areas for improvement. Organised into two main committees, governors ensure that statutory requirements are met in full and that new issues are given appropriate attention. In making financial decisions, governors and school management ensure that best value for money is obtained. The school development plan, reached through full consultation, shows clear priorities for development and includes all financial considerations where and when these are known. This very good quality future planning document guides the work of the school very well and ensures that the way forward is shared corporately.

**Pupils with special educational needs make very good progress due to very good provision.**

14. Pupils with special educational needs are very well supported and provided for throughout the school. This is a significant improvement since the school was previously inspected. Pupils

experiencing difficulties are identified early on through the school's very good use of regular testing and assessment information. Very good tracking sheets record the rate of progress and, if pupils are not sustaining progress adequately, the problem is quickly diagnosed and appropriate additional help is given. Pupils' work shows that very good progress is made over time. Pupils acquire a good grasp of language, they extend their handwriting skills well and they learn basic skills of laying out work very well. Punctuation and spelling improve well over time. In numeracy, although these pupils are not as rapid as their classmates when responding to questions, they learn their tables well and make appropriate connections between numbers so that they begin to recognise shapes and patterns appropriately.

15. Pupils are provided with very good support from classroom teachers in many instances. In group sessions, the teacher will often work with the lower attaining pupils and those with special educational needs. Teachers prepare special work material which enables these pupils to progress in smaller yet significant steps. This works very well in literacy and in mathematics. Other pupils, those with more severe learning problems, are given specialist help on a regular basis once the extent of their problem is known and targets for improvement have been set. Much of this work is done in literacy, but with numeracy now being dealt with more thoroughly. Planning by classroom teachers ensures that any pupils withdrawn from main classroom sessions are given opportunities at other times to go over any work missed. This is carefully structured so that all have equal opportunity and equal curriculum access. A specialist teacher works with small groups very effectively. Pupils learn new ways of expressing themselves in written and oral form. They gain greater confidence in spelling and punctuation and make very good progress in the presentation of their work. They learn to use a wide range of tenses when exploring issues associated with the Second World War, entering into creative writing or finding rhyming words.

## **WHAT COULD BE IMPROVED**

### **The frequency of guided reading for lower attaining pupils under seven years of age.**

16. Standards in reading at age seven as recorded in the national tests are not as high as they are in writing, mathematics or science. Pupils begin the National Curriculum at age five with standards that are generally below average in their reading and progress is very good overall up to seven years of age. The opportunities for pupils to undertake guided reading and to read in a structured manner on a regular basis are too infrequent. Quite appropriately, the school has recognised improvements in writing to be the main cause for concern in recent years and has addressed this successfully through more structured and regular opportunities for this activity. However, those pupils who are in the lower attaining bracket are not making enough progress in reading because the guided reading opportunities now occur only fortnightly and this disrupts their learning process. Other pupils cope better, those with special educational needs, for example, receiving additional help on a regular basis and higher attainers tending to read more regularly through their own choice. Generally, lower attaining pupils are reading without expression and they show a lot of hesitation. Although they use sounds to help them pronounce words appropriately, this takes them some time and the flow of the reading is lost. These pupils also find understanding parts of the story difficult to understand and their comprehension levels are not as high as they ought to be.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Provide more frequent opportunities for lower attaining pupils in the infant section of the school to read in class as a guided group, so that they learn to recognise words more readily and so the fluency of their reading improves (para 16).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	55	25	20	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)	18	233
Number of full-time pupils known to be eligible for free school meals	N/A	66

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	61

#### 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	12
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
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	2000	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	18
	Girls	14	14	14
	Total	31	30	32
Percentage of pupils at NC level 2 or above	School	97 (91)	94 (91)	100 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	14	14	14
	Total	30	31	32
Percentage of pupils at NC level 2 or above	School	94 (88)	97 (91)	100 (91)
	National	84 (82)	88 (86)	88 (87)

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	2000	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	11	13
	Girls	18	17	19
	Total	27	28	32
Percentage of pupils at NC level 4 or above	School	84 (73)	88 (87)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	18	16	17
	Total	24	26	27
Percentage of pupils at NC level 4 or above	School	75 (77)	81 (83)	84 (93)
	National	70 (68)	72 (69)	80 (75)

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

\* too few pupils to record a specific figure



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	228
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	1	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)	11
Number of pupils per qualified teacher	21.2
Average class size	29.1

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	64.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18

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

Number of pupils per FTE adult	9
--------------------------------	---

*FTE means full-time equivalent.*

### ***Financial information***

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

	£
Total income	450,681
Total expenditure	432,780
Expenditure per pupil	1,924
Balance brought forward from previous year	10,277
Balance carried forward to next year	28,178

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	251
Number of questionnaires returned	101

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	26	3	3	2
My child is making good progress in school.	61	32	2	2	3
Behaviour in the school is good.	48	44	5	0	3
My child gets the right amount of work to do at home.	44	39	12	2	3
The teaching is good.	63	33	1	1	2
I am kept well informed about how my child is getting on.	46	41	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	71	19	2	7	1
The school expects my child to work hard and achieve his or her best.	69	29	0	1	1
The school works closely with parents.	51	34	8	6	1
The school is well led and managed.	60	30	4	4	2
The school is helping my child become mature and responsible.	55	39	4	0	2
The school provides an interesting range of activities outside lessons.	40	39	11	3	7