

INSPECTION REPORT

CLAYPOOL PRIMARY SCHOOL

Horwich, Bolton

LEA area: Bolton

Unique reference number: 105195

Headteacher: Mrs G V Evans

Reporting inspector: Mr J Earish
23216

Dates of inspection: 12th – 13th March 2001

Inspection number 192673

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Salisbury Road
Horwich
Bolton

Postcode: BL6 6LN

Telephone number: 01204 333426

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Appropriate authority: Governing body

Name of chair of governors: Mr Mike Kilroy

Date of previous inspection: March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Claypool Primary School is located in the Horwich Ward in Bolton. This is a very popular school, with 220 pupils on roll. The school serves an area composed of local authority and private housing, as well as a number of older established properties. Twelve per cent of pupils are identified as having special educational needs. This is below the national average. Two pupils have statements of special needs, which is broadly in line with national figures. Only one pupil in the school has English as an additional language. Eight per cent of pupils are known to be eligible for free school meals. This is also below the national average. The attainment of children when they start school is broadly average.

HOW GOOD THE SCHOOL IS

Claypool is an excellent school. Its success is built on the very strong foundations of mutual respect and effective partnership between staff, home and community. Pupils in all classes are very eager to learn, are interested in their work, and behave very well. The quality of teaching is very good. The headteacher, staff, parents and governors work very effectively as a team. Although the school has above average income, it provides very good value for money.

What the school does well

- Standards achieved in English, mathematics and science, are well above average by the age of seven and eleven years.
- The school monitors pupils' performance and welfare very well, and pupils are very well supported.
- Pupils' excellent attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- Teaching is very good overall, with half of the lessons observed during the inspection being very good or excellent.
- The headteacher, senior teachers and governors provide excellent leadership and all work very effectively as a team.
- The partnership between home and school is very good, and provides pupils with a very positive environment for learning.

What could be improved

- There are no significant areas for improvement

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection, in March 1997, found Claypool to be a good school with a very caring ethos. Since then the school has maintained very good standards, and continued to improve in many ways. Provision for the under fives is now very good, and these children make very good progress. New assessment procedures have been implemented across the school, which enable teachers to set individual targets regularly for all pupils in partnership with parents. This initiative underpins much of the very good progress pupils are making at all key stages. Staff and governors continue to work together effectively, and governors are very involved in policy making and in monitoring the school's effectiveness. Many of these improvements were celebrated during 2000 when the school was awarded the 'Investors in People Award' for the second time, the 'Basic Skills Quality Mark', and the 'Charter Mark of Excellence'.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A	A*	A	well above average A
Mathematics	A*	A*	A*	A*	above average B
Science	A	A	A*	A*	average C
					below average D
					well below average E

By the age of 11 years, standards in English, mathematics and science are very high when compared to all schools and in the top five per cent nationally. When compared to schools with similar intakes, standards are well above average in English. In mathematics and science they are very high and in the top five per cent of similar schools. Attainment in English, mathematics and science has been very high and well above the national average since the last inspection. The school has set realistic targets for pupils' performance in 2001, and inspection evidence suggests pupils are in line to meet them. The work pupils were doing during the inspection confirmed that standards are well above average in all three subjects. Standards in information and communication technology are above average at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn. They work hard and concentrate very well, and show excellent attitudes in all they do.
Behaviour, in and out of classrooms	Very good throughout the school in lessons, and at all other times.
Personal development and relationships	Very good. Pupils relate very well to one another and to adults.
Attendance	Very good. Pupils enjoy being at school and few arrive late.

Pupils' attitudes to learning are excellent, and these have a positive effect on both the quality of the education and the standards achieved. The pupils' behaviour, relationships and personal development are very good, and all contribute to an orderly and welcoming environment in which effective learning can take place. Pupils listen carefully to their teachers, and cooperate well with each other. They are mature and sensible for their age, and readily accept responsibility. Standards of presentation of work are good. Pupils are proud of their efforts, and are keen to share their work with adults. Pupils are polite, helpful and courteous, and are welcoming and friendly to visitors. Attendance is very good. The attendance rate is well above 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.

The quality of teaching is very good overall. In all but one lesson, the quality of teaching was good or better. No lessons were judged to be unsatisfactory. For the Foundation Stage in reception, teaching was consistently good or better, with one in four lessons being excellent. At Key Stage 1, all of the lessons were at least good, and one in five lessons were excellent. At Key Stage 2, almost all of the lessons were good, and half of the lessons were very good or excellent. Teachers are enthusiastic, and are very clear about what they expect pupils to learn. They have high expectations of pupils' work and behaviour. A particularly good feature of teaching is the high quality of planning which ensures that lessons are interesting, varied and challenging to pupils of all abilities. Literacy and numeracy are very well taught, and the quality of learning is very good at both key stages. No significant weaknesses were observed in the quality of teaching during the period of the inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and caters well for the wide range of pupils' backgrounds, interests and abilities.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. All aspects of spiritual, moral, social and cultural development make a very positive contribution to the overall personal development of pupils. Provision for social and moral development is excellent.
How well the school cares for its pupils	Very good. All adults manage pupils well, treat them with respect, and listen carefully to them.

The curriculum is broad and balanced and meets statutory requirements. Very good links have been made between subjects so that skills learned in numeracy, literacy and information and communication technology can be developed in other lessons. There are very good opportunities for pupils of all ages to acquire independent learning skills. Provision for pupils' personal, spiritual, moral, social and cultural education is well planned and fully integrated into the overall curriculum framework. Procedures for child protection and for ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, senior teachers and governors provide excellent leadership. All members of the school community work very well as a team, and are committed to school improvement.
How well the governors fulfil their responsibilities	Governors are very effective in supporting and guiding the school's work.
The school's evaluation of its performance	The school is excellent at analysing overall strengths and weaknesses, and using this information to set priorities.
The strategic use of resources	The school makes very good use of time, people, accommodation and resources for the benefit of all pupils.

The headteacher provides excellent leadership. She provides a very strong sense of purpose and direction for all members of the school community. Teamwork is a very strong feature of this school, and there is a very high standard of educational debate between teachers and governors. Very good use is made of all sources of funding, and the effects of spending decisions are very carefully monitored and evaluated.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour in school is good. • Children work hard to achieve their best. • Parents feel comfortable about approaching the school with questions or problems. • Children become mature and responsible. • The school works closely with parents. • Information about how children are getting on at school. • Teaching is good. • The school is well led and managed. • Children make good progress. • The range of interesting activities outside lessons. 	<ul style="list-style-type: none"> • The amount of work some children do at home

Inspectors' judgements support parents' positive views. Pupils enjoy school, and form very good relationships with their teachers and with each other. The school has worked very hard to involve parents in the life of the school, and they find it very easy to approach the headteacher and staff with suggestions and problems. Some parents have concerns about the amount of homework; however, inspectors consider provision to be at least satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in English, maths and science

- 1 Standards achieved in English, mathematics and science are well above average by the age of seven and eleven years. The results of the 2000 national tests for 11 year olds in English, mathematics and science are very high. Attainment of children when they start school is broadly average. By the age of 11 years, standards in English, mathematics and science are very high when compared to all schools and in the top five per cent nationally. When compared against schools with similar intakes, standards are well above average in English. In mathematics and science they are very high and in the top five per cent of similar schools. Attainment in English, mathematics and science has been well above the national average or very high since the last inspection report. The school has set realistic targets for pupils' performance in 2001 and inspection evidence suggests pupils are in line to meet them. The work pupils were doing during the inspection confirmed that standards are well above average in all three subjects. Standards in information and communication technology are above average at both key stages.
- 2 The results for seven year olds in the national tests for reading, writing and mathematics are also very good. Compared with all schools nationally, standards in writing are very high, and in reading and mathematics they are well above average. In comparison with similar schools, standards in all three subjects are well above the national average.
- 3 Skills in speaking and listening are very well developed. Pupils are good at listening, and by the age of eleven most of them clearly articulate their views during discussions. They confidently use a wide range of vocabulary, including technical terms, and speak with clarity and good use of grammar. Skills in reading are well developed. From an early age pupils use a wide range of strategies to decipher unfamiliar words, and by the time they are in Year 6 most read fluently and expressively. Teachers skilfully develop pupils' skills in drawing inference from newspaper articles and statistics. For example, pupils in Year 6 quickly understood the need to provide statements and counter-arguments that persuade rather than assert when discussing vivisection. They understood how to construct arguments, and supported their views with reference to statistics and extracts from books and newspapers. Writing skills are well taught across the school, and pupils are given good opportunities to use their skills in many other subjects including history and geography. The majority of pupils write in a flowing, cursive style with letters consistently sized and correctly spaced. Work is well punctuated, with good use of devices such as colons and hyphens. Teachers' high expectations are evident in the quality and range of written work produced by pupils in Year 6.
- 4 Skills in numeracy are very well developed, and teachers provide good opportunities for pupils to practise their skills in a variety of relevant situations. For example, in a Year 2 mathematics lesson, the teacher made very good use of pupils' skills in halving numbers, and linked this to the addition of digits by partitioning and recombining. A clear commitment to developing pupils' skills in investigative work is evident in all classes. Pupils in Year 4 were guided well when experimenting with the four rules of number, and were successful in using these operations to complete number problems. Higher attaining pupils had a very good understanding of negative numbers, whilst the lower attainers made very good progress in writing decimals from fractions. The good links made between subjects in planning are evident in the many ways in which skills in mathematics are used to complement work in other subjects. For example, Year 6

pupils put their knowledge of mathematics to good effect when calculating rates of solubility during their work in science.

- 5 Skills in scientific enquiry are well developed. By the time that pupils reach Year 6 they are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics, from electrical circuits to the study of plants and animals.
- 6 The teachers attribute the consistency in the pupils' results to their detailed work in analysing and interpreting all the data from the previous year's tests, and improvements in assessing pupils' performance in lessons. This has been used to identify specific areas of work that need more emphasis, and has resulted in 'booster classes' to help support pupils with special educational needs, those considered to be borderline between Level 3 and Level 4 and those who benefit from receiving a boost to their confidence, self esteem and motivation. This careful analysis enables teachers to focus their attention on areas that are likely to make a difference.

Monitoring pupils' performance and welfare

- 7 The school monitors pupils' performance and welfare very well, and pupils are very well supported. The school provides a very calm and caring environment where all adults constantly strive to create a learning environment in which all pupils flourish. The overwhelming majority of parents believe the school is helping their children become mature and responsible. Their view is supported by inspection evidence. A cheerful and stimulating atmosphere pervades all aspects of school life, and pupils are valued as individuals and treated with respect by teaching and non-teaching staff alike.
- 8 Central to the drive to raise standards, is the development of the assessment policy, which enables teachers to judge the effectiveness of learning activities. This information is then used to inform planning to meet the needs of all pupils, particularly those who are higher attainers, and to identify what needs to be done next. This area of the school's work was a key issue for action at the time of the last inspection. It has been tackled very effectively. The school has developed a detailed strategy for tracking pupils' progress against targets for each cohort of children. Children's end of year assessments are reviewed every September and a fresh set of individual targets set for every child to achieve during the new academic year. Individual progress is monitored against the targets each term and assessed at the end of the year, and this data is used to set new school targets and to assist in developing and planning the curriculum.
- 9 Pupils on the register of special educational needs also receive very good support. Class teachers' planning ensures work is carefully matched to the different abilities of these pupils, and careful records are kept of the progress they make. Individual education plans contain very clear targets, which are implemented very well by teachers and learning support assistants. They provide a very good blend between challenge and help, enabling pupils to make very good progress from the reception class through to Year 6.
- 10 Monitoring of pupils' personal development is based on the very good knowledge, which all staff have of the pupils. The school is a caring community, where teachers show a high commitment to their pastoral role. Claypool's positive ethos enables high standards of personal development to be praised, and challenging behaviour and low standards to be modified and improved. This makes a very positive contribution to the very good progress and development of all pupils.
- 11 The headteacher and her colleagues accept their pastoral role with enthusiasm, diligence and real commitment. Pupils feel constantly supported within the school

community. Parents in turn feel that the school is a safe, sensitive and caring environment, which they trust, and value.

Pupils' attitudes to learning and behaviour

- 12 Throughout the school pupils' attitudes to learning are excellent, and this has a positive effect on both the quality of their education and the standards of work that they achieve. Their behaviour, relationships and personal development are also very good, and all contribute to an effective learning environment in which pupils make very good progress.
- 13 Attitudes to work are excellent. This makes a positive contribution to pupils learning and is a significant factor in their high levels of attainment. Pupils enjoy coming to school, settle quickly to their work, and are eager to learn. They listen carefully to the teacher, concentrate well, and involve themselves fully in lessons. They show pride in the accomplishment of tasks, and take full advantage of opportunities to work collaboratively and cooperatively. For example, during an excellent Year 6 science lesson, a group of able pupils was able to compare the solubility of sugar and salt at different temperatures. They worked cooperatively without the direct intervention of the teacher, and confidently shared ideas with each other before recording their results neatly and systematically. The majority of pupils in all classes show a real desire to improve their work.
- 14 Behaviour is consistently very good in all aspects of school life. Pupils are very polite and courteous towards each other and towards other adults. They respond very well to the high expectations of behaviour, which are consistent amongst all staff. Behaviour in and around the school is very good, and no incidents of aggressive or inappropriate behaviour were observed during the inspection.
- 15 Relationships between all members of the school community are very good, and pupils of different ages, gender, and ability work and play happily together. The ability of the teaching and support staff to work as a very effective team provides a very good role model for pupils, and makes a strong contribution to the very positive relationships within the school. Parents and pupils appreciate teachers' commitment and the time that they give out of school hours to organise clubs and activities. Pupils take part in a good range of extra curricular activities, participate in musical concerts and local sporting activities and raise money for local and national charities. Pupils willingly take responsibility for duties that support the smooth running of the school, as well as actively participating in the school council. The openness, warmth and mutual respect, which permeate the school, promote a purposeful climate in which effective learning can take place.
- 16 The attitudes, behaviour and personal development of pupils with special educational needs are very good. Pupils generally work very hard, enjoy individual tuition and work very well within groups. They are well integrated into classroom life, and the very good role models of other pupils ensure they are happy and are achieving well.

The quality of teaching

- 17 The quality of teaching is very good overall, and has improved since the previous inspection when it was described as 'good'. Half of the lessons observed were either very good or excellent. No significant weaknesses were observed in the quality of teaching during the period of the inspection.
- 18 Throughout the school, the quality of lesson planning is very good. Teachers identify precise learning objectives, grouping children under five years and pupils over five years

carefully, varying the activities, choosing the best methods to use, and identifying how to assess what the pupils learn. They share the learning objectives with pupils at the start of lessons so that the purpose of the work is made very clear. Pupils are encouraged to evaluate their own work, and all are set targets to help them improve.

- 19 In the very best lessons pupils benefit significantly from imaginative and challenging tasks, which capture their attention and focus well on previous learning. Pupils are encouraged to work independently and to discover for themselves. Teachers constantly monitored how pupils are progressing, and questioning is often very skilful in challenging pupils to provide a reason for their answers. These features, together with the teachers' enthusiasm and high expectations, make a significant contribution to the high standards achieved and the very good progress that pupils make.
- 20 The school's emphasis on teaching basic skills in literacy, numeracy and information and communication technology is helping to raise standards significantly across the curriculum. Teachers are successfully integrating opportunities to develop these skills within their planning. They monitor pupils' progress carefully, and are skilled at providing for pupils' individual needs. Literacy and numeracy are taught very well across the school.
- 21 One teacher's excellent subject knowledge, and her enjoyment of teaching English to Year 2, created great excitement when pupils practised choral reading of the poem 'Greedy Dog' by James Harley. The teacher began by explaining the overall aims of the lesson, and reminded pupils of the important elements of choral speaking. Pupils quickly settled to the task. The consistent use of praise and encouragement ensured all were eager to play a full part in the activity, and achieved a very good standard. The writing tasks that followed were very carefully matched to the needs of pupils who learn at different rates. Other adults in the classroom were effectively deployed, and time was used well. For example, the classroom assistant was very clear about her role and responsibilities. She worked very closely with the class teacher to provide very good support to a group of slower workers who made very good progress by the end of the lesson.
- 22 On another occasion, a teacher's very good subject knowledge and enthusiasm for teaching numeracy to children under five, enabled them to make very good progress at recognising number patterns and number bonds. The teacher was well organised, and used her imagination to turn the recognition of number patterns into a game which really excited the pupils' interest. The task was carefully explained and demonstrated, and children were encouraged to practise the activity for themselves. The teacher moved from child to child, questioning, challenging, supporting and clarifying. Each child's contribution was valued, and she made very good use of praise and encouragement. This teacher's skilful interaction with the children enabled them to make very good progress because they understood exactly what was expected of them, as well as how well they were achieving. They also enjoyed what they were doing.
- 23 In an excellent Key Stage 2 science lesson about solubility, the teacher shared the learning objectives with the pupils so that all understood the purpose of the lesson. She then used questions particularly well to challenge and stimulate enthusiasm. She began by asking pupils: *"What do we already know?"*, *"How will this help us?"*, *"Is this a fair test?"*, *"Are you certain?"*, *"What will happen if we change the temperature of the water?"* One group of able pupils were given the opportunity to experiment on their own to compare the solubility of sugar and salt at different temperature. The teacher checked their understanding, but allowed them to make mistakes so they could work out if they had gone wrong. This helped to deepen the pupils' understanding of their work, and sustained their interest and enthusiasm without losing the sense of fun.

The quality of leadership

- 24 The headteacher provides excellent leadership, which gives a strong sense of purpose and direction to the school. She is personally committed to building an effective partnership between the school, the home and the community. The senior management team works very closely with middle managers, staff and governors in striving to achieve the highest quality education for every child entrusted to their care. There is a dynamic energy present within the school, which results in high levels of creativity that pervades everything. Each classroom is a friendly, stimulating and challenging environment in which individual interests, talents and differences are respected and celebrated.
- 25 The headteacher effectively manages change. Self evaluation is well established and embedded within the culture of the school. A very good example of this is the way in which staff have worked together to introduce new arrangements for planning work and assessing achievement to ensure that every child has an entitlement to the basic skills in English and mathematics. The headteacher and subject coordinators regularly visit classrooms to monitor progress in achieving this aim, and provide feedback on the quality of teaching and learning. The school has recently been awarded the Basic Skills Quality Mark in recognition of this work. The headteacher and staff believe that success breeds success, and all adults endeavour to celebrate achievement while at the same time seeking to strengthen weaknesses and address disadvantage.
- 26 The governing body is very supportive, and successfully fulfils its role as critical friend to the school. It is very well organised and fulfils its legal responsibilities by means of an effective committee structure. Governors take a keen interest in the work of the school, and contribute substantially to its effectiveness. They have a very clear understanding of the strengths and weaknesses of the school; they frequently visit, and many work hard to provide practical help. Governors have high levels of expertise, and are very active in holding the school to account for its performance, and discussing ways in which standards may be improved. They have complete trust in the headteacher but expect her to be fully accountable to them.

The partnership between home and school

- 27 The partnership between home and school is very good, and provides pupils with a very positive environment for learning. The school has very good systems in place to maintain effective and efficient links with parents. The Charter Mark Award has been awarded in recognition of Claypool's high quality service standards and customer care. Every two years the school carries out a survey to evaluate the quality of service provided for parents, pupils and other users. An analysis of the results helps inform governors, headteacher and staff of the things they do well and things they could do better. Areas for development are included in the school development plan.
- 28 The growth of its partnership with parents is a very good feature of the school. A major strength is its commitment to be welcoming, to listen, and to involve all parents meaningfully in their children's learning. The school has a 'Pop-In system' with its unique 'Pop-In-Target-Sheets'. The teacher and parents review academic and personal progress in partnership with the child. New personal targets are agreed and recorded on the 'Target Sheet'. These are reviewed at least once a term, and twice for children with special educational needs. Attendance at 'Pop-ins' is systematically monitored and almost all parents attend these sessions. Pupils and parents are also encouraged to record their own assessments of progress in the annual school report.

- 29 Parent volunteers and friends from the community regularly help both inside and outside the classroom. For example, the caretaker runs a very successful athletics club out of school hours. There are also very good opportunities for pupils to participate in study support clubs, master classes, and holiday support clubs. The members of the Claypool Parents', Teachers' and Friends' Association are hard working, and benefit the school both financially and in terms of the integration of parents into its life.

WHAT COULD BE IMPROVED

There are no significant areas for improvement

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no significant issues

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17.6	35.3	41.2	5.9	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	220
Number of full-time pupils eligible for free school meals	18
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	27
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	20
	Girls	13	13	14
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (97)	97 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	13	14	13
	Total	34	35	34
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (100)	97 (100)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	21	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	21	20	21
	Total	35	34	35
Percentage of pupils at NC level 4 or above	School	100 (100)	97 (96)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	20	20	21
	Total	34	34	35
Percentage of pupils	School	92 (100)	92 (100)	100 (92)

at NC level 4 or above	National	70 (68)	72 (69)	75 (71)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	7
Pakistani	
Bangladeshi	
Chinese	
White	182
Any other minority ethnic group	1

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)	8.6
Number of pupils per qualified teacher	26:1
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	142

Financial information

Financial year	1999/2000
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	£
Total income	406735
Total expenditure	390587
Expenditure per pupil	1751
Balance brought forward from previous year	-7252
Balance carried forward to next year	10916

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	49	45	5	1	0
Behaviour in the school is good.	54	43	0	0	3
My child gets the right amount of work to do at home.	30	55	9	3	3
The teaching is good.	66	32	0	0	1
I am kept well informed about how my child is getting on.	42	53	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	70	26	4	0	0
The school works closely with parents.	47	49	3	0	1
The school is well led and managed.	70	24	3	0	3
The school is helping my child become mature and responsible.	70	26	0	0	4
The school provides an interesting range of activities outside lessons.	72	18	3	0	8