

INSPECTION REPORT

**OUR LADY OF COMPASSION CATHOLIC
PRIMARY SCHOOL**

Formby

LEA area: Sefton

Unique reference number: 104930

Headteacher: Mrs Margaret Lynn

Reporting inspector: Sheila Pemberton
20810

Dates of inspection: 11 - 12 June 2001

Inspection number: 194073

Short 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

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Bull Cop
Formby
Liverpool

Postcode: L37 8BZ

Telephone number: 01704 877281

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Appropriate authority: The Governing Body

Name of chair of governors: Fr. B. Higham

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|------------------|----------------------|
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| 12511 | Linda Buller | Lay inspector |
| 22881 | George Halliday | Team inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

| | |
|---|--|
| Number of full-time pupils: | 311 - 142 boys, 139 girls (bigger than most primary schools) |
| Age range: | 3 to 7 |
| Pupils with English as an additional language: | 0 per cent |
| Pupils entitled to free school meals: | 2.5 per cent (below average) |
| Pupils with special educational needs (mainly learning difficulties): | 19.6 per cent (below average) |
| Pupils with statements of special educational needs (20 per cent with physical disabilities): | 4.8 per cent (above average) |
| Average class size: | 20.3 |
| Attainment on entry into the reception classes: | slightly above average |
| Children from travellers' families attend the school at different times of the year. | |

HOW GOOD THE SCHOOL IS

The school serves the Catholic community of Our Lady's parish well by providing its pupils with a very good education. Standards reached by 11-year-olds are well above average in English and science. They were in the highest five per cent nationally in mathematics in 2000. Teaching is mainly good or very good in English, mathematics and science, and teachers are keen that all pupils should do their best. The headteacher provides very good leadership for the work of the school and is supported effectively by the deputy headteacher and senior staff in managing and providing an effective curriculum. The school provides good value for the funding it receives.

What the school does well

- Pupils achieve high standards in English, mathematics and science because teaching in these subjects is very good.
- It encourages pupils to form very good relationships and to take a very keen interest in learning.
- The standards pupils reach in information and communication technology (ICT) have improved.
- The very good relationships that it promotes with parents provide strong support for pupils' learning.

What could be improved

- The role that governors play in checking the quality and effectiveness of the curriculum.
- Pupils' knowledge and understanding of the rich diversity of ethnic and cultural traditions in British society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since 1997, the school has improved at a good rate. It has successfully tackled and met the issues identified for development at the last inspection. It maintains high standards in English, mathematics and science by assessing pupils' learning and continuously moving them on to higher levels of attainment. This year, seven-year-olds have reached higher standards in national tests in mathematics than they have in recent years. Teachers who are responsible for different subjects of the curriculum now check and evaluate the quality of teaching and learning in classrooms and make decisions about essential resources. The school has acquired sufficient up-to-date resources to raise standards in ICT. Although it no longer has a library, there are plentiful supplies of reference books for independent study and research.

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 |
| | 1998 | 1999 | 2000 | 2000 |
| English | A | A | A | A |
| Mathematics | A* | A | A* | A* |
| Science | A | A* | A | A |

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

When children enter the nursery, their early achievements are typical for their age. By the time they enter the reception class, they have made good progress and their attainments are better than those achieved by most four-year-olds.

In recent years, pupils in Year 2 maintained well above average standards in reading. This year, a slight improvement to results in reading stems from more pupils achieving a high level for their age. Standards in writing have also improved in 2001. They were above average in 2000 but have fluctuated in recent years. This improvement also results from a greater proportion of pupils reaching a high standard. Seven-year-olds have done much better in mathematics and science in 2001 than in previous years. Over a third of this year's Year 2 reached a higher level than expected for their age and very few pupils achieved a level that is too low. Comparisons with the results of similar schools are not yet available for 2001. Results were similar to those of pupils with similar backgrounds in reading and writing in 2000 but were below average in mathematics. The performance of boys improved quite dramatically in 2000. They did as well as girls in mathematics, almost as well in writing and pulled ahead of them in reading. This improvement is contrary to the national trend.

The results of national tests for 11-year-olds in 2001 are not yet published. However, in 2000, pupils in Year 6 did better in English, mathematics and science than pupils in Year 2 and the school exceeded its targets. The school's results in mathematics were in the highest five per cent nationally. The school has worked hard to maintain these high standards in recent years. Its results are also well above those reached by pupils in similar schools. More able pupils do well in English and science. Their achievements are outstanding in mathematics. The work pupils were doing during the inspection confirmed these high standards. As with seven-year-olds, an unusual feature of the standards achieved from 1996 to 2000 was that boys did slightly better than girls in all three subjects. Many pupils in Year 2 work at a level above that expected for their age in ICT. In Year 6, pupils' achievements in ICT are at least comparable with those expected for 11-year-olds and are continuously improving.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils' very positive attitudes to learning make a strong contribution to the high standards the school achieves. |
| Behaviour, in and out of classrooms | Pupils' behaviour is very good. They get the best out of their time in school because they are receptive to its rules and to instructions from their teachers. |
| Personal development and relationships | Very good relationships exist between pupils and teachers and have a marked impact on pupils' enthusiasm for learning. By the time they reach Year 6, pupils are sensible and reliable. They take responsibility for their own learning and contribute towards the smooth running of the school. |
| Attendance | Pupils' enjoyment of school is reflected in good levels of attendance. |

TEACHING AND LEARNING

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

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

Although most of the teaching during the inspection (71 per cent) was good, with 6 per cent that was satisfactory this was mainly in ICT, geography and history. Very good teaching (23 per cent) mainly occurs in lessons in English, mathematics and science. This is also evident in pupils' workbooks and in the standards they achieve in national tests. Teachers provide children in the Foundation Stage with a good start to their learning and prepare them effectively for work in the National Curriculum. They equip children with enthusiasm for new

experiences and develop their social skills to a very high level. As a result of high levels of expertise and effective methods in teaching the basic skills of English, mathematics and science, standards are maintained at high levels in the juniors and have risen in mathematics in the infants. Teachers and support staff take good care to promote the personal development and learning of pupils with special educational needs. They make sure that the most able pupils achieve their full potential. Recent improvements to the teaching of design and technology and ICT are raising standards and increasing pupils' knowledge and skills in both subjects. Teachers are particularly good at assessing the levels of pupils' attainment and building on their existing achievements. Teachers' high expectations are reflected in the interest and effort pupils make with their work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a suitable and relevant curriculum for all of its pupils. The special emphasis it places on English, mathematics and science is reflected in the above average results achieved in national tests. Although extra-curricular activities are available, there is room for more clubs to accommodate and extend the interests of a greater number of pupils. |
| Provision for pupils with special educational needs | Good. Teachers provide pupils with special educational needs with work that meets the targets of their individual education plans. Their learning also benefits from extra help from support staff outside the classrooms. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good overall. It is very good for their spiritual, moral and social development. Although they are aware of many aspects of their own culture, pupils lack knowledge and experience of the cultural diversity of other communities. |
| How well the school cares for its pupils | The school takes good care of its pupils. It works in very close partnership with their parents to promote their learning and personal development. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher's dedicated leadership unites staff and governors in a commitment to maintaining high standards in pupils' learning and personal growth. The deputy headteacher and teachers who manage different subjects of the curriculum share the responsibility for ensuring that all pupils achieve a personal best. |
| How well the governors fulfil their responsibilities | Satisfactory. Governors demonstrate high levels of interest in the school and fulfil all legal responsibilities. Some of those who are responsible for the curriculum are too dependent on the headteacher for information about how well recent national initiatives are working in classrooms. |
| The school's evaluation of its performance | Because the school keeps a close check on all aspects of its performance and compares its results with those of similar schools, it is clear about what it achieves and where improvements are needed. |
| The strategic use of resources | Good use is made of all available resources. Careful plans are laid for spending the surplus to the budget. The school takes care to ensure that it gets good value from its spending. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • They think that leadership and management are good. • Their children make good progress. • They believe that pupils' behaviour is good. • Their children like school. • They feel comfortable approaching the school with questions or problems. • The teaching is good. • They are kept well-informed about how their children are getting on. • The school helps their children to become mature and responsible. • It works closely with parents. | <ul style="list-style-type: none"> • Some parents would like more activities for their children outside lessons. • Others would like more homework for their children. |

The inspection team agrees with the very positive views that parents have about the school. It also agrees with parents that there is room for more activities for pupils outside lessons. Variations exist in some parents' views about homework. Inspectors agree with parents who think that pupils in Year 6 receive enough homework to prepare them for national tests and for the expectations of their secondary schools. Other pupils receive enough homework to add to their learning in school. There is plenty of evidence in reading diaries to suggest that pupils receive enough homework to add to their achievements in reading.

PART B COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science because teaching in these subjects is very good.

1. The school achieves high standards in national tests for seven and 11-year-olds as a result of the strong emphasis it places on the teaching of English, mathematics and science. When analysing the outcomes of national tests, teachers are skilful at identifying weaknesses in pupils' learning and in filling gaps in the programmes they provide. A prime example of the effectiveness of this analysis lies in the way that in 2001 there are marked improvements to the achievements of seven-year-olds in national tests in mathematics.
2. Teachers are very good at assessing attainment and at evaluating the findings of assessment to provide pupils with suitable work. Consequently, the thinking of the most able pupils is extended through challenging tasks. The difficulties encountered by less able pupils in reading, writing and mathematics are identified and supported. An unusual example of very good teaching that has arisen in recent years from the effective use of assessment is the improvement in Years 2 and 6 to the results of national tests for boys. By working in awareness of the way that many boys underachieve when their results are compared with those achieved by most girls, teachers have redressed this trend and boys' attainments have improved.
3. Teachers throughout the school demonstrate considerable expertise in teaching the basic skills of all three subjects. A strong feature of teaching that supports pupils' understanding lies in the strategies teachers use to involve pupils in the work. Pupils in Year 2 could hardly wait until the end of a lesson to amend personal targets for improvements to their learning. Their teacher has had to restrain them recently from adding too many different targets to their files. This activity followed a lesson where the teacher engaged these pupils very skilfully in writing reports about snails. Pupils worked together initially as *talking buddies* to produce articulate descriptive phrases and mini-facts about the creatures. They quickly recorded their responses on adhesive labels before adding them to a very clear framework containing all the ingredients needed to produce a report. In this way, pupils experienced none of the confusion that commonly exists between different forms of writing.

The school encourages pupils to form very good relationships and to take a very keen interest in learning.

4. The efforts teachers make to promote the caring aspects of family life in school play a significant part in developing pupils' personal growth and their relationships with others. The open, friendly attitudes that many children bring from home are welcomed and encouraged in the nursery and reception classes. Because they feel secure, young children willingly take part in new activities. They equate learning with enjoyment because their achievements are met with praise and encouragement. All pupils are reminded on a regular basis that they belong to a family that incorporates home, school and the wider community of the parish. For example, notices in the juniors promote the caring Christian nature of the school. While in Year 2, photographs taken at their First Communion remind pupils of the support they receive from their families and teachers.

5. The headteacher uses assemblies very effectively to reinforce pupils' understanding of the importance of caring relationships. Pupils in Year 1 demonstrated that they have taken this message on board. After listening attentively to a boy explaining what he had learned at the computer, the whole class showed genuine appreciation of his achievements by breaking into spontaneous applause. Not only were these pupils generous with their praise, but they were interested in a new approach to learning and understood that their approval encourages others. Because they get on so well with one another and with their teachers, pupils experience no problems when asked to work together. In Year 6, for instance, pupils' ability to co-operate in managing their own learning allowed them to discuss the problems of ageing in considerable depth and to reach mature conclusions about issues such as loneliness and bullying.
6. Pupils' enthusiasm for learning is developed systematically by their teachers. Teachers appreciate the value of experiences that make learning lively and interesting. Pupils in Year 3, for example, showed great enjoyment of a day when they dressed as Vikings and took part in role-play with a group of *Viking* actors. Pupils' enjoyment of activities based on the specialist knowledge of the performers gave them deeper knowledge and understanding of the Viking era than is usual for seven and eight-year-olds.
7. Because teachers encourage the pupils to think for themselves from their earliest days in school, children in a reception class managed to see the difference between things that were true or untrue in a story. Older pupils develop the skills of analytical thinking by finding things out for themselves. In Year 4, for example, pupils who shared a variety of resources to research life in St Lucia understood the benefits of listening to others and accepting their opinions. Because of their ability to work with others, they gained far greater knowledge of the island than would be possible to achieve individually in a single lesson. The outcome of pupils' enthusiasm for learning was evident in Year 6. A group of pupils took their enjoyment of research to a much higher level in a thorough, high-quality investigation about volcanoes.

The standards pupils reach in information and communication technology (ICT) have improved.

8. Recent improvements to the quality and range of resources for ICT coupled with the location of computers in a centralised teaching area are rapidly increasing the school's potential to achieve very high standards in the subject. With this objective in mind, teachers have undertaken considerable training to improve their own understanding of ICT. In addition to courses outside the school, the teachers who most needed to acquire new skills benefited from coaching from the subject's co-ordinator to fill gaps in their understanding. The effort that has gone into improving teachers' expertise is having a pronounced impact on pupils' learning.
9. The time allocated this year for the co-ordinator to work alongside other teachers has also contributed to the way that standards are rising. The co-ordinator identified gaps in individual teacher's knowledge and in essential resources, and teachers had the opportunity to observe the way that the co-ordinator managed the work with pupils. A very positive outcome of the co-ordinator disseminating high-level skills in teaching the subject lies in the consistently effective way that all teachers manage lessons. Not a moment is wasted when whole classes work in the computer room because every pupil knows how to turn on the machines, to establish a connection with the school's network and settles down quickly to the task.

10. The co-ordinator has put a lot of thought into raising standards in the school to a higher level than is usual for primary pupils. Because they are quick and eager to learn, the co-ordinator simplified and extended the programme for children in the reception class so that they could gain new skills at a faster pace. As a result, pupils in Years 1 and 2 are also working at a more demanding pace. Many of them are reaching the expectations for seven-year-olds towards the end of their time in Year 1. This strategy to accelerate pupils' learning is having a knock-on effect in the juniors. Older pupils are covering considerably more work in different aspects of the subject than previously and for the first time this year, pupils in Year 6 are producing their own web pages.
11. Gains are appearing in other subjects, as pupils become more skilful in ICT. Pupils in Year 6, for example, extended their work in science and mathematics by presenting information in the form of graphs containing details of butterflies and moths. As part of the school's recent initiative in design and technology, pupils in Year 1 used computers to design *monsters* and to make *monster* calendars. Children in the reception classes use programs that help them to identify letters and words. The next developments that have the potential to raise standards even higher depend on the acquisition of software that allows pupils monitored access to the Internet and the use of electronic mail.

The very good relationships the school promotes with parents provide strong support for pupils' learning.

12. The headteacher's awareness of the value of positive relationships with parents is fundamental to her leadership of a local education authority initiative, *Family and Schools Together*. An early start to establishing a secure partnership with parents is one of the benefits stemming from this involvement. It has led to the establishment of a *Parent and Toddler* group that meets weekly to familiarise young children and their parents with the work and routines of the school. In addition to the meetings of this group, the school is developing its relationships with parents even further. It achieves this through home visits that give teachers from the nursery and reception classes the opportunity to discuss individual children's needs with their parents and to prepare children for their early days in school.
13. Parents have no doubts of the importance of the school's *open door* policy. Infant teachers make themselves available in the playground to parents at the start and end of the day and as a result, parents feel confident when approaching the headteacher and staff with problems that affect their children's learning or well-being. They know that their opinions are heard and acted upon. For example, parents' views predominated in this year's arrangements for pupils in Year 2 to make their First Communion. Some parents felt that previous arrangements were open to improvement and the school took this message on board to make the event less crowded and more enjoyable.
14. As a result of their confidence and good will towards the school, many parents help by working in classrooms. Because they are provided with helpful and detailed information about the curriculum, these parents are in a good position to help pupils with their work. They also contribute effectively to teaching by producing additional resources. During a recent initiative, parents helped the school to raise standards in design and technology. They were responsible for supplementing essential resources and many parents worked alongside the teachers to ensure the success of the project. This same enthusiasm is demonstrated through the high levels of parental

support for the home-school reading partnership. Teachers appreciate that the efforts parents make to improve their children's reading contribute to the high standards achieved by seven-year-olds in national tests.

15. In addition to raising funds for the school, parents willingly use their skills to improve the building and grounds. Recently, for example, a parent worked with children in the reception classes to landscape part of the school's garden. The parent and teacher association made this enjoyable experience possible by providing the school with the plants and the materials to create waterfalls and a pond.

WHAT COULD BE IMPROVED

The role that governors play in checking the quality and effectiveness of the curriculum.

16. While governors give generously of their time and are involved with the school through the work of their committees, a significant number still lacks the first-hand understanding of the curriculum that was mentioned at the last inspection. Governors are conscientious at attending courses that exemplify their roles. For instance, both the literacy and numeracy governors are aware of the way that both the National Literacy and National Numeracy Strategies work. They and most other governors are unaware of how effective learning is in different subjects for different groups of pupils. Governors have no reason to doubt the commentaries about teaching and learning the headteacher provides. However, they lack the information available from a variety of other sources that will allow them to form their own opinions.
17. What is still lacking from governors' roles is time spent observing the provision made for different subjects in classrooms and discussions with pupils about their work. Equally important, few links exist between governors and co-ordinators that allow governors to evaluate the impact of recent curricular developments on pupils' attainments. Without this closer form of scrutiny, governors are unable to quantify whether spending on support staff and resources provides them with enough value in terms of improvement to the attainments of different groups of pupils.

Pupils lack knowledge and understanding of the rich diversity of ethnic and cultural traditions in modern-day Britain.

18. Although pupils learn about their own cultural traditions, the school misses opportunities to develop their understanding of the contributions of people from minority ethnic backgrounds to modern British society. When pupils are introduced to art, music and drama, they remain unaware of the creativity of people from different ethnic backgrounds. Instruments displayed to familiarise them with different ways of making music, for instance, contain none of the vast variety of stringed, percussion or woodwind instruments that are commonly used by musicians from other cultures. Very little of the school's selection of literature includes stories of how people from different ethnic or cultural backgrounds lead their lives. Teachers miss opportunities in subjects such as design and technology to extend pupils' horizons beyond the familiar by not introducing them to the many different types of food available in Britain today.

19. For pupils to live as confident adults in a multicultural society they need to be secure in their own beliefs, values and opinions. It will be difficult for them to achieve this without encountering diversity at an early age by meeting people whose race, views, religions and lifestyles are different from their own.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. It should:

- (1) improve governors' understanding of the quality and effectiveness of the curriculum by
- gaining first-hand experiences of teaching and learning in different subjects;
 - establishing closer links between governors and subject co-ordinators;
 - evaluating the effects of financial decisions in terms of their impact on pupils' attainments.

(See paragraphs 16 and 17)

- (2) increase pupils' understanding of the rich diversity of ethnic and cultural traditions to fit them for life in modern-day Britain by
- incorporating activities that promote multicultural awareness into teachers' planning for different subjects;
 - selecting literature by authors from varied ethnic and cultural traditions to increase pupils' understanding of lifestyles that vary from their own;
 - providing visits, visitors and extra-curricular activities that extend the range of pupils' knowledge of cultural diversity.

(See paragraphs 18 and 19)

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 |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0% | 23% | 71% | 6% | 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) | 30 | 281 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 7 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 2 | 15 |
| Number of pupils on the school's special educational needs register | 3 | 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 | 3 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.6 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| | | | | |
|--|--------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 23 | 26 | 49 |
| | (1999) | (27) | (24) | (51) |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 21 | 22 |
| | Girls | 25 | 25 | 26 |
| | Total | 46 | 46 | 48 |
| Percentage of pupils at NC level 2 or above | School | 94 (98) | 96 (98) | 90 (96) |
| | National | 83 (82) | 82 (83) | 88 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 22 | 21 | 22 |
| | Girls | 25 | 23 | 25 |
| | Total | 47 | 44 | 47 |
| Percentage of pupils at NC level 2 or above | School | 96 (94) | 90 (96) | 96 (98) |
| | 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 | 13 | 14 | 27 |
| | (1999) | (14) | (13) | (27) |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 13 | 13 |
| | Girls | 11 | 12 | 12 |
| | Total | 22 | 25 | 25 |
| Percentage of pupils at NC level 4 or above | School | 81(93) | 93 (89) | 93 (96) |
| | National | 75 (70) | 72 (68) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 13 | 13 |
| | Girls | 11 | 12 | 12 |
| | Total | 22 | 25 | 25 |
| Percentage of pupils at NC level 4 or above | School | 81 (100) | 93 (93) | 93 (96) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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 | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 242 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|----------|
| Total number of qualified teachers (FTE) | 12.6 |
| Number of pupils per qualified teacher | 22.3 : 1 |
| Average class size | 23.4 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 113 |

Qualified teachers and support staff: nursery

| | |
|--|--------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 30 : 1 |

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 43 |

| | |
|--------------------------------|--------|
| Number of pupils per FTE adult | 10 : 1 |
|--------------------------------|--------|

FTE means full-time equivalent.

Financial information

| | |
|----------------|------|
| Financial year | 1999 |
|----------------|------|

| | £ |
|--|--------|
| Total income | 502116 |
| Total expenditure | 468404 |
| Expenditure per pupil | 1650 |
| Balance brought forward from previous year | 54141 |
| Balance carried forward to next year | 87853 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-------------|
| Number of questionnaires sent out | 311 |
| Number of questionnaires returned | 152 (48.9%) |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 34 | 2 | 1 | 0 |
| My child is making good progress in school. | 63 | 34 | 2 | 1 | 0 |
| Behaviour in the school is good. | 64 | 34 | 1 | 0 | 1 |
| My child gets the right amount of work to do at home. | 40 | 41 | 11 | 1 | 7 |
| The teaching is good. | 71 | 26 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 58 | 36 | 5 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 72 | 24 | 3 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 66 | 32 | 0 | 0 | 2 |
| The school works closely with parents. | 52 | 41 | 5 | 1 | 1 |
| The school is well led and managed. | 56 | 36 | 3 | 0 | 5 |
| The school is helping my child become mature and responsible. | 57 | 36 | 2 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 21 | 28 | 24 | 12 | 15 |

23 (15%) parents made additional comments

Strongest points in order:

- Provision for sports and other leisure activities outside of lessons is not as good as it should be.
- Children make good progress, whatever their ability.
- Teachers work hard and teaching is good.
- Communications with parents could be better.