

INSPECTION REPORT

WESTBROOK LANE PRIMARY SCHOOL

Horsforth, Leeds

LEA area: Leeds

Unique reference number: 107861

Headteacher: Mrs Amanda Turner

Reporting inspector: Mrs Jane Randall
1471

Dates of inspection: 15 – 16 October 2001

Inspection number: 194965

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 category: Community

Age range of pupils: 5 -11

Gender of pupils: Mixed

School address: Westbrook Lane
Horsforth
Leeds

Postcode: LS18 5AH

Telephone number: 0113 258 7913

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Appropriate authority: The governing body

Name of chair of governors: Mr J Richard Hardcastle

Date of previous inspection: 6 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in an outer suburb of the city of Leeds. It caters for both boys and girls and has 205 pupils on roll (about average). It is oversubscribed at Key Stage 2 and classes are often large due to the number of appeals for places. Three pupils speak English as an additional language, although all are fluent English speakers. Twenty-five pupils are on the school's register of special educational needs and three pupils have statements of educational need, representing a variety of learning difficulties. The number of pupils receiving free school meals is low (4.2 per cent). The headteacher of the school is on secondment to the Local Education Authority for three years and the deputy headteacher is the acting headteacher at present. There was a temporary acting headteacher in the school year beginning September 2000 as the present acting headteacher was on maternity leave. Since the previous inspection the school has appointed six extra support staff and a part-time teacher. There have also been extensive changes to the outside areas to provide a secure play area for the reception class and to create growing areas for environmental studies. Refurbishment of toilet areas and a building extension have been paid for by fund-raising activity. A wide variety of prior attainment is represented on entry to the reception class but overall attainment is average. These children have a very wide variety of pre-school experiences.

HOW GOOD THE SCHOOL IS

This is a very good and effective school. Teaching is very good. The team work and the high quality of leadership within the school ensure that the strong emphasis on the evaluation of teaching and learning and of analysis of performance data of all kinds leads to initiatives that are securely focused on the small areas for development needed in each subject. This is the key factor in the improving percentage of pupils achieving higher than average levels of attainment and the smaller percentage achieving below average levels. The school enriches its curriculum well beyond the basic national guidelines. It challenges those pupils with higher prior attainment and provides well for those with special educational needs. Pupils achieve very well and overall attainment is well above average. The school enjoys the support of the very effective governing body and that of parents and offers very good value for money.

What the school does well

- The quality of teaching is very good and is the key factor in the very high standards attained.
- The breadth, quality and range of the curriculum, including the provision for pupils' personal, spiritual, moral, social and cultural education enriches and extends learning very well.
- The leadership and management of the school and the teamwork within it ensure a clear vision for its continuing evaluation, development and the maintenance of its very high standards.

What could be improved

- Attainment in information and communication technology and the co-ordination of its use to support other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in May 1997. The trend of improvement overall is above that found nationally and this is demonstrated in pupils' performance in the national tests and assessments in English, mathematics and science at the ages of seven and 11. The areas for improvement identified in the previous inspection report have been well tackled. Monitoring of teaching and attainment and the use of assessment data to inform curriculum planning has been particularly effective in raising standards. Initiatives are well identified within the school's development planning and funding well focused on these. Religious education now meets the requirements of the local syllabus and is well planned to provide a broad range of interesting and challenging experiences. The work of the reception class (Foundation Stage) is now exceptionally well planned to meet the latest national guidelines and provision is excellent. The new outdoor area is used very effectively.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 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	A
above average	B
average	C
below average	D
well below average	E

The school's results in 2000 show attainment in the national tests at the end of Year 6 as well above average in relation to schools nationally and in the highest five per cent of schools in the country. In relation to schools serving similar catchment areas attainment is well above average in all three subjects and in the highest five per cent in mathematics and science. The school increased the overall percentage of pupils gaining the above average Level 5 substantially. This was achieved by constant refinement of the teaching and the school's ability to use and analyse all kinds of assessment data very well and to focus on very small details of areas for development. The trend in improvement from 1996 to 2000 was above the national average. The unvalidated results for 2001 reflect a similar picture of high attainment. Targets for 2001 were based securely on the school's knowledge of its pupils and were challenging. The school managed to exceed its targets. Results at the end of Year 2 were well above average in 2000 in reading, writing and mathematics. They were in the highest five per cent in mathematics. When compared with similar schools they were above average in reading and writing and well above average in mathematics. Inspection findings confirm the picture of high attainment across the school and this picture is also reflected in most other subjects. The inspection team noted work of particularly good quality during the inspection in art and design and music. In information and communication technology, standards are unsatisfactory although the school is making progress towards improving this and has only recently obtained sufficient up-to-date equipment to teach all required aspects. All pupils achieve well in relation to their prior attainment. Children in the Foundation Stage (reception class) make very good progress as the provision is excellent. Pupils with special educational needs make very good progress as the school provides for their needs very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school. They are responsive and keen to participate in lessons and in extra-curricular activities.
Behaviour, in and out of classrooms	Behaviour is very good and pupils are courteous to each other and to adults.
Personal development and relationships	Relationships are very good. Pupils care for each other at all times. They are friendly towards each other and to adults.
Attendance	Attendance is satisfactory. Some families take extra holidays in term time. The school is active in curtailing this as far as is possible.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	excellent	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.

Teaching during the inspection was very good or better in about three-quarters of lessons. No teaching was graded unsatisfactory and the few lessons graded satisfactory were in information and communication technology where the school has only recently begun to use the new computer suite and the latest equipment. The quality of teaching in English and mathematics is very good. Basic skills of literacy and numeracy are taught very well because the teachers have a particularly good understanding of the very small refinements required to make improvements. The National Literacy and Numeracy Strategies are used creatively and are very well adapted to match the particular needs of this school. Lessons are well structured to meet the needs of all pupils. The provision for pupils with special educational needs is very good. The higher attaining pupils are well challenged and the results of this challenge are well demonstrated in the increasing percentages of pupils achieving above average levels in national tests and assessments. During the inspection excellent teaching was observed in the Foundation Stage (reception class), and in music and English. The school uses the subject strengths of teachers very well and the effectiveness of this specialist teaching is demonstrated very well in the very high standards in music and art and design. Practical experiences and discussion feature highly in most lessons. The very high quality of the teaching ensures that pupils are confident, interested and independent learners who evaluate and refine their work and are well aware of what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very good range of learning opportunities and this enriched curriculum extends the learning very well. Information and communication technology is not yet as good as other subjects but is developing well.
Provision for pupils with special educational needs	This is very good and pupils achieve very well.
Provision for pupils with English as an additional language	All these pupils are fluent English speakers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is very good. There are many opportunities, visits and visitors to enrich and extend pupils' learning and personal development.
How well the school cares for its pupils	The school cares very well for all its pupils. A particularly good feature is the school's recent 'Investors in Pupils Award' that celebrates the very high quality of provision. Assessment procedures are highly effective in raising attainment.

The school works very well with parents who hold the school in high esteem and value its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are very effective in providing a clear vision for the school and its continuing development. The teamwork within the school is a significant strength.
How well the governors fulfil their responsibilities	The governing body is very effective and support and monitor the work of the school very well.
The school's evaluation of its performance	This is a significant strength of the school and a key factor in its success.
The strategic use of resources	Resources are very well chosen and used. The strengths of teaching and non-teaching staff are used very well and this use plays a significant role in the success of the school. The principles of best value are applied very successfully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Parents are very pleased with most aspects of the school.	<ul style="list-style-type: none">A few parents would like to see more extra-curricular activities.

The inspection team fully supports the parents' very positive views of the school. The provision of extra-curricular activities is judged as very good, particularly for a school of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good and is the key factor in the very high standards attained.

- 1 Standards are high in most subjects and aspects within the school. The results attained in the national tests and assessments at the age of seven and 11 are very high. Significant improvement was made in 2000 to the percentage of pupils in Year 6 gaining the higher Level 5 and about 50 per cent of pupils achieved this level in 2001. The school's careful recording and analysis of all kinds of test and observation data, including that related to behaviour and social issues, enables the school to focus on very small details to improve teaching and learning. Pupil tracking documentation is extensive and detailed, action is taken and an evaluation of success and next targets produced. Refinement takes place constantly to meet needs. For example, an initiative developed to target boys' reading with new non-fiction material has had considerable success. Key areas of story writing have been identified and this has resulted in pupils assessing their own work at each level, setting their own targets and recording their improvement. An excellent English lesson in Year 4 demonstrates this improvement well. During the lesson pupils worked on extracts from texts of historical novels. They identified key words that set the scene in a particular historical time and discussed their findings with maturity. The teacher extended this vocabulary and growing understanding by probing questions and by using pupils' answers to develop the next steps of learning. Pupils gained in confidence and went on to consider the use of powerful adjectives to build up atmosphere and climax.
- 2 A particularly good feature in a mathematics lesson in Year 2 was the systematic approach to problem solving through a very well structured lesson. This lesson took pupils through the small steps of understanding required and provided very good challenge for higher attaining pupils alongside suitable support to enable pupils with special educational needs to succeed. The creative and flexible use of the National Literacy and Numeracy Strategies shows a high level of subject expertise within the school. The content of these guidelines is very well adapted to meet the needs of groups of pupils with different learning needs and is presented in an interesting and exciting manner. Teachers' individual talents are used very successfully through working closely together as a team and through the practice of specialist teaching in some subjects.
- 3 In an excellent music lesson in Year 6, pupils demonstrated attainment well above average in their ability to evaluate and refine their performance. The effort, enjoyment and creativity was generated by the very high levels of skill, knowledge, enthusiasm and pupil management the teacher brought to the subject. As part of a sequence of lessons relating to popular music styles in each decade since the 1930s pupils showed a sophisticated understanding of dynamics and tempo and used these words in their discussions. They kept the beat and rhythm of rock and roll and played a wide variety of instruments, both tuned and untuned in a polished class performance of their own creation. The disciplined skills of performance were highly developed. The quality of work in art and design on display in the school shows an innovative and creative approach to the subject and demonstrates standards of a very high level. For example, patterns and paintings of water, in which pupils in Year 5 combined the styles of David Hockney and Claude Monet,

showed very distinct and interesting creativity and skill. Sketchbooks were used to collect images of water and listed interesting words to describe them. These paintings were excellent in technique, colour and tone. Pupils in Year 2 showed excellent understanding of colour and shape in their seascapes in the style of Katsushika Hokusai. Year 1 pupils made excellent creative representations of poppies using a pale wash background and various paper tearing techniques.

- 4 The teacher and support staff in the reception class have an excellent understanding of the learning needs of young children. The work is very well organised to meet the requirements of the latest national guidance. There is an excellent balance of adult-directed learning to teach specific skills and child-initiated learning where children experiment, create and explore. For example, children worked as a class group with the teacher to enjoy a story together. This was presented as a large text and children became familiar with the way a book works and began to join in the text. They played games with words and sang songs. A nursery nurse worked with a small group to investigate with water. The questions asked as this took place enabled children to think for themselves, test a hypothesis and for the adult to assess learning. Children choose resources and work together, for example with the cars or train from the 'small world' equipment, developing language and social skills well. Resources are chosen wisely to develop all the required areas of learning very well. Assessments showed that this particular class of children has language, literacy and communication skills below the rest of their attainments and the teacher has skilfully structured many learning opportunities to develop this aspect particularly.
- 5 The high expectations and challenge in lessons, the very effective use of knowledgeable support staff and the very clear learning objectives in each lesson give rise to very good behaviour, a high level of concentration and enjoyment of lessons and confident, independent learners. Work is well presented and no time is wasted. Day-to-day assessment is used very well to influence planning for the next stages of learning. Pupils are aware of their own targets for learning. Year 6 pupils declared that they like school 'because the teachers are very nice, all the lessons are interesting and the residential visits are great'. A lower attaining pupil said, 'the teachers always help you'.

The breadth, quality and range of the curriculum, including the provision for pupils' personal, spiritual, moral, social and cultural education enriches and extends learning very well.

- 6 The school has taken great pride in looking beyond the basic requirements of the National Curriculum and has maintained a high quality of provision in all subjects and in extra-curricular activities. This happened even through the time when full compliance in many subjects was relaxed to allow schools to concentrate on raising standards in English and mathematics through the National Literacy and Numeracy Strategies. Lessons extend pupils' horizons beyond the basic curriculum because of the teachers' careful planning. Pupils are expected to think for themselves and to question and initiate ideas. Visitors bring a breadth of experience into the classroom that stimulates pupils and enables them to reflect on the lives and times of others. This was well illustrated when Year 2 pupils enjoyed a visit from a member of the Jewish faith who showed many photographs of her family and objects used in worship. Pupils experienced a small taste of ceremonial bread and salt and some pupils recognised similarities with the Christian faith. There were also opportunities for reflection in an assembly for pupils in Years 3-6 when they thought

about the meaning of light in religion while candles and lights from other faiths were lit. They demonstrated a good previous knowledge of the Hindu and Sikh faiths and the festival of Divali. Pupils gain an insight into other cultures through art and music. The African traditional tie-dye work on display is a good example of this.

- 7 Special weeks are a particular focus of the school and projects have included an arts week with 'Artists in School', a book week, a fantasy week and music workshops. Storytellers, a poetry day and musicians waken pupils' creative and artistic senses and these experiences have included music from other cultures such as a Steel Pan band. Theatre groups and visits add to the understanding of the creative arts. There are many opportunities to take part in both competitive and non-competitive sport and a number of visiting coaches provides professional support for improving skills. The basic curriculum is greatly enhanced by field visits to places connected with the topics studied. These have included visits to museums, a land use visit to Town Street, Eden Camp, a Japanese Garden, and a nature reserve. The reception class base much interesting work on their visits to the baby clinic, a bakery, bluebell woods in each season and a farm. Visitors include a midwife, a veterinary surgeon and local clergy who also lead acts of collective worship for the school.
- 8 The residential visits for Year 5 and 6 are much appreciated by pupils. These visits enable pupils to study different and contrasting areas and to increase their personal responsibility and independence. The work following these visits shows a depth of thought and enjoyment and a strengthening of skills learned in school. Another visit provides for outdoor and adventurous activities to challenge pupils physically and personally and to develop self-awareness and esteem. Opportunities to develop craft skills are provided by clubs such a cross-stitch club with a volunteer helper. The large tapestry produced for the Year 2000 is of very high quality and many pupils contributed to this. All pupils have the opportunity to learn to play musical instruments. The performing arts are well fostered through concerts and productions.
- 9 Lessons are very well planned to give much opportunity for pupils to think for themselves and to be excited and enthused about their discoveries and learning. A very good example of this was seen in a science lesson in Year 6 when pupils were well on task the whole time but showed great exuberance when completing their experiments. There was much wonder at what happened and this was shown by the exclamations of 'Yes!' and 'Look!' as they watched bubbles form with baking powder and worked out why gas was produced. Pupils worked very well together and shared equipment without problems. They work well together in discussion, listening and valuing views and opinions.
- 10 The recent 'Investors in Pupils Award' is the result of much work on the personal development of pupils. Each class forms its own vision statement and assesses itself against this. The creation of lunch time 'buddies' to help and support the youngest pupils meant that pupils in Years 5 and 6 had to apply formally for these 'jobs'. There was a high number of applications, many well written, some word-processed and some highly amusing. These 'buddies' are a tremendous support to younger pupils both in the dining room and in the playground where they organise games and solve problems. Some pupils have individual targets for behaviour or learning and have access to a well-informed 'learning mentor' to discuss difficulties or problems privately. The school's assessment procedures are a significant feature of its success in its understanding of all aspects of pupils' development and the

efforts made to support each individual. As a result of this pupils are confident and mature. Behaviour in the school is consistently very good.

The leadership and management of the school and the teamwork within it ensures a clear vision for its continuing evaluation, development and the maintenance of its very high standards.

- 11 The acting headteacher has a clear vision for the development of the school. This vision is very well supported by the senior management and the teamwork of all the staff. The unavoidable changes in headship in the last two years have not adversely affected the school in any way and have brought new ideas to the school that have been well received by the very professional and thoughtful staff. The school's aims and values permeate all of school life. This is very evident in the collective enthusiasm of the staff and the response to school by pupils and parents.
- 12 The weaknesses in the school development planning identified in the previous report have been well addressed and this planning is now supported by individual subject plans. The priorities for development are very appropriate. Budget planning is clearly linked to priorities. Specific grants are used well to support development. The new computer equipment is a good example of this use and the money for the building work required for the computer suite came from fund-raising efforts. Because of this, good progress is being made in the improvement of standards in information and communication technology. Information and communication technology is also used very well in the management of the school. The school secretary benefits from regular training and participates in performance management and there are efficient general procedures for the running of the school.
- 13 The monitoring and development of teaching and learning in English, mathematics and science is now very good and is a significant factor in the raising of standards. Teachers are confident and focus clearly on small areas for development. There is a clear, shared commitment by all staff to improve even further despite the very high standards already achieved. The strategies for appraisal and for performance management are very good. The role of the subject co-ordinators is developing very productively and there is a clear view of how each subject can best develop. The planning for the Foundation Stage (reception class) is excellent and meets the requirements of the latest national guidelines very effectively. The co-ordinator for special educational needs has a very good understanding of her role. Provision is very good and pupils achieve very well. The contribution of the support staff is very good and they are knowledgeable and enthusiastic. Their work is very well planned and contributes significantly to the standards attained.
- 14 The governing body is very supportive of the school and fulfils all statutory obligations well. They identify weaknesses in the provision and act accordingly. Much work has been carried out to improve the building, for example. The governors have a clear understanding of strengths and weaknesses in the school. They take a full and active part in the development planning and in financial planning.

- 15 The strongest feature of the school is the way in which all concerned work together for the good of the pupils, not only for academic success but also for personal achievement. This is apparent from the enthusiastic way in which staff, governors, parents and, most importantly, pupils talk about their school, from the high standards achieved and from the confidence and self-awareness of pupils of all ages.

WHAT COULD BE IMPROVED

Attainment in information and communication technology and the co-ordination of its use to support other subjects.

- 16 Standards in information and communication technology are unsatisfactory. Staff and governors are aware of this weakness and improving standards is a priority in the school development plan. A governor has already taken on the responsibility of monitoring developments. Staff training is planned to increase expertise. The school has made very good progress in developing resources for information and communication technology through raising funds and the effective use of government grants. These improvements include the development of a designated computer suite that is being used regularly to develop specific computer skills. Funds are also appropriately used to employ an additional teacher to provide specialist teaching. All the necessary resources to cover all the elements of the National Curriculum have been purchased although some are not yet in use. At present, the planned curriculum does not cover all the required elements of the subject. For example, the understanding of the place of information and communication technology in society is not taught. There is insufficient co-ordination of planning to link the development of information and communication technology skills to their use in other subjects. Some good work is carried out, for example to support history in Years 3 and 4 but, as yet, not enough has been done to identify computer programs and other resources to enrich other subjects.
- 17 In some aspects of the subject, standards are in line with national expectations and are occasionally above these. For example, pupils in Year 3 save and retrieve their work and combine pictures and text efficiently. The development of pupils' skills in using the Internet and E-mail has not yet been addressed due to the lateness of the place of the school in the cycle of development through government funding and the difficulties in ensuring that equipment worked. The computer system is now linked to the Internet. As yet insufficient preparation has taken place to enable the school to use this facility and to meet National Curriculum requirements. Teaching of information and communication technology is satisfactory but time is not always used efficiently and some tasks are too undemanding. Insufficient attention is paid to extending the skills that pupils learn at home. Classroom assistants provide very good support to those pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 18 Raise attainment in information and communication technology and increase its use to support other subjects.
(paragraphs 16, 17)

This issue is a priority within the current school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	4	2	0	0	0
Percentage	14%	59%	18%	9%	0%	0%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

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)	205
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.45
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	16	16	16
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	93(80)	96(87)	96(90)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	16	16	16
	Total	25	26	27
Percentage of pupils at NC level 2 or above	School	93(93)	96(93)	100(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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	14	14	14
	Total	29	29	29
Percentage of pupils at NC level 4 or above	School	100(93)	100(90)	100(97)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	14	14	14
	Total	25	27	29
Percentage of pupils at NC level 4 or above	School	86(90)	93(87)	100(87)
	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	181
Any other minority ethnic group	2

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)	9.2
Number of pupils per qualified teacher	22.2
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	193

Financial information

Financial year	2000/2001
	£
Total income	438,036
Total expenditure	431,245
Expenditure per pupil	2,015
Balance brought forward from previous year	12,450
Balance carried forward to next year	19,241

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	3	0	1
My child is making good progress in school.	52	46	0	1	0
Behaviour in the school is good.	45	49	6	0	0
My child gets the right amount of work to do at home.	27	54	13	6	1
The teaching is good.	61	38	1	0	0
I am kept well informed about how my child is getting on.	38	52	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	1	1	0
The school expects my child to work hard and achieve his or her best.	72	24	3	0	1
The school works closely with parents.	48	37	11	0	4
The school is well led and managed.	51	41	7	0	1
The school is helping my child become mature and responsible.	54	42	4	0	0
The school provides an interesting range of activities outside lessons.	25	44	21	7	3