

INSPECTION REPORT

GREAT MEOLS PRIMARY SCHOOL

Wirral, Merseyside

LEA area: Wirral

Unique reference number: 105033

Headteacher: Mrs Rosemary Thornton

Reporting inspector: Mr Martin Newell
10638

Dates of inspection: 15th –17th October 2001

Inspection number: 196008

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:	4-11
Gender of pupils:	Mixed
School address:	Elwyn Road Meols Wirral Merseyside
Postcode:	CH47 7AP
Telephone number:	0151 632 4606
Fax number:	0152 632 4606
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Tilston
Date of previous inspection:	16 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10638	Martin Newell	Registered inspector
9593	Barbara Sinclair	Lay inspector
22361	Marina Gough	Team inspector
19263	Jenny Oliver	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Great Meols on the Wirral on Merseyside. The school is popular with 450 pupils on roll. About a third of pupils live outside of the school's more socially advantageous catchment area. The vast majority of pupils are of white ethnic origin and the percentage of pupils speaking English as an additional language is low, as is the number of pupils at a stage of early language acquisition. Approximately 13% of pupils are on the school's register of special educational needs, which is below average. The percentage of pupils with a statement of special educational need is broadly average. The percentage of pupils that are eligible for free school meals is just over 4% and this is below the national average. Assessment data shows that attainment levels soon after children start school are generally above average with a small number of children below this level.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. It enables pupils to consistently achieve well above average standards in English, mathematics and science at the end of Years 2 and 6. The quality of teaching is good overall in these subjects with particular strengths for the older pupils in Key Stage 2. The school provides a stimulating curriculum and range of learning opportunities that ensure that the needs of individual pupils are met in a challenging manner. The pupils have very good attitudes to learning, behave very well and show a thirst for new knowledge and learning. This is helped by the very good provision that the school makes for their personal development. All these factors make a powerful contribution to the good progress that pupils make. In English, mathematics and science very good procedures are in place to assess pupils' attainment, to track progress and to set targets for their future improvement. Very good procedures are also in place to ensure pupils' welfare and well being. The headteacher provides very good leadership and is ably supported by a very effective senior management team and an astute Governing Body. There is a very good team spirit evident in the school, with all staff and governors committed to achieving and sustaining high standards. The school provides good value for money.

What the school does well

- Pupils achieve well above average standards in English, mathematics and science.
- Teaching is good overall with particular strengths for the older pupils in school.
- Pupils have very good attitudes to learning and behave very well. This is helped by the very good provision that the school makes for their personal development.
- The school provides a good range of learning opportunities both within and outside of the formal curriculum that advance pupils' learning.
- Very good procedures are in place to assess, track and set targets for pupils in English and mathematics. Very good procedures are also in place to ensure pupils' welfare and well being.
- The headteacher provides very good leadership and has played a pivotal role in the improvement of the school. All staff and governors work very effectively together to help provide a high quality of education for all pupils.

What could be improved

- Some aspects of information and communication technology.
- Procedures for assessment and monitoring teaching and learning in some areas of the curriculum.

- The partnership and communication with parents to help improve the view that some parents have of the school.

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 good progress since the time of the last inspection. Standards in English, mathematics and science are now at a higher level than they were. The higher attaining pupils are appropriately challenged and they consistently make the progress of which they are capable. The quality of teaching has improved, due in part to the effective procedures that the school has implemented for monitoring teaching and learning in English, mathematics and science. Unsatisfactory teaching is no longer an issue. In terms of specific issues that were identified, provision in information and communication technology has improved significantly with the setting up of a computer suite, increased staff training and the employment of a specialist teacher. The school recognises that there is still work to be done in this area of the curriculum. Standards in art and design have improved. The school has put much time, effort and finance into improving the internal and external accommodation and in doing so has been most successful in providing a far more attractive learning environment. The School Development Plan provides a detailed and accurate assessment of the issues that need to be addressed over time to continue to move the school forward. This is not a school for resting on its laurels and under the very good leadership of the headteacher is well placed to sustain and where appropriate improve the quality of education that it provides.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	B	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A	A	B	C	

The above table shows that when compared to all schools, pupils' attainment in English, mathematics, and science has been consistently well above or above average over the last three years. The percentage of pupils whose attainment exceeds the level expected of 11-year-olds is consistently well above the national average. The school over the years has performed well when compared to similar schools. The slight dip in science in 2001 can be explained by the fact that the percentage of pupils exceeding the level expected of 11-year-olds was not as high as expected. The school ensures that each pupil fulfils their potential. Inspection findings show that the school is on track to achieve well above average standards in English, mathematics and science in 2002. This trend of attainment is set to continue in subsequent years. Test and assessment data for pupils at Key Stage 1 show that attainment over the last three years has been well above the national average in reading, writing, mathematics and science and on occasions in the top 5% of school's nationally. Inspection findings show attainment in these areas of the curriculum to be continuing at this high level with pupils of all abilities set to achieve their full potential. The school sets challenging targets for different year groups and is most effective in how it

tracks pupils' progress. Although standards in some aspects of information and communication technology are satisfactory there are some elements of the subject that are not as well developed. The school is already tackling the issue effectively.

The attainment of children soon after they start school is generally above average although a small number of children are not at this level. During their time in the Foundation Stage the children benefit from teaching that over time is good. This helps to ensure that by the time that children start in Year 1 many have already exceeded the nationally recommended Early Learning Goals and a smaller number of children are well in advance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning and to school in general. Pupils show a thirst for new knowledge and skills and are keen to do well.
Behaviour, in and out of classrooms	Behaviour in class and around the school is of a very good standard. Pupils are very polite and helpful, show great awareness of the needs of others and consistently behave in a mature and responsible manner.
Personal development and relationships	Very good. The school provides very good opportunities for the personal development of pupils. Relationships in school are of a high standard and these are all factors that contribute significantly to the life and ethos of the school.
Attendance	Good. Pupils thoroughly enjoy their time at the school and this is reflected in the attendance rate which is above the national average. Pupils arrive on time for lessons ensuring that the school day gets off to a prompt start.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 in the Foundation Stage is good over time and as a result children are well prepared to begin work on the National Curriculum by the time they start in Year 1. The teaching of English, mathematics and science is good across the school and particularly good for the older pupils in school. Teaching ensures that pupils are provided with opportunities to write for a wide range of audiences and purposes and for pupils to learn through practical and investigative tasks. Pupils are directly taught the skills to enable them to become effective writers and fluent and expressive readers. The teaching of literacy and numeracy in ability groups in Years 3 to 6 has proved most effective because tasks are accurately matched to the individual needs of pupils. Tasks set are challenging and interesting for pupils of all abilities and this makes sure that pupils achieve their potential. Teachers are often enthusiastic and use their own knowledge in subjects such as music, art, history and religious education to help bring the subjects to life and to motivate and enthuse the pupils. The overall good quality of teaching together with the very positive attitudes shown by pupils play a significant role in helping to create an effective learning

environment. When teaching is not as effective as it could be lessons lack pace or the tasks that are set are not matched closely enough to the individual needs of the pupils. This is the exception rather than the norm.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum that is broad and balanced and also provides pupils with a good range of learning opportunities outside of the formal curriculum.
Provision for pupils with special educational needs	The school's provision for pupils with special educational needs is good. The pupils are well supported and this ensures that they progress at a similar rate to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for the personal development of pupils is very good and the good provision for pupils' spiritual, moral, social and cultural development makes an important contribution to pupils' personal development.
How well the school cares for its pupils	This is a very caring and supportive school. Very good procedures are in place to ensure the welfare and well being of all pupils. Very good procedures are in place to assess and track pupils' progress in English and mathematics. The school has accurately identified the need to develop highly effective assessment procedures in other areas of the curriculum and is already tackling the issue.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has played a significant and pivotal role in the development of the school. She is very effectively supported by the deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	Good. The Governing Body fully meets its statutory duties and is effective in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	Good. The school has a very good understanding of its strengths and areas for development. It has very good procedures in place for monitoring teaching and learning in English, mathematics and is to extend these procedures to other areas of the curriculum. This is appropriate.
The strategic use of resources	Good use is made of teaching and support staff, the school accommodation and resources to enhance and improve pupils' learning. Financial planning is of a good standard and the principles of best value are applied well when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy school. • The standard of behaviour in the school. • The expectations that the school sets. • The manner in which the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework that is set. • Information relating to how their child is getting on. • The approachability of the school. • A closer working relationship between home and school. • The range of activities outside of lessons.

While a majority of parents are more than happy with the quality of education that the school provides, there is clearly a minority that is less pleased. Approximately 8-10% of parents who replied to the questionnaire are not happy with the quality of teaching, the progress that their children make, the level of expectation that the school sets or how the school is led and managed. These views and perceptions are not reflected in the inspection findings which find these areas to be strengths of the school. A higher percentage of parents who responded to the questionnaire expressed some dissatisfaction with the partnership between themselves and the school, the approachability of the school and the amount of information they receive about how their child is progressing. Although the school sends out appropriate information and sees itself as approachable and having a positive relationship with parents, there is obviously a gap between the school's and parents' perceptions. With this in mind the school has already noted the questionnaire findings and is to set up a Governing Body working party to address the issue. The aim is to ensure that parents are made fully aware and kept well informed of the many strengths of the school and to forge a partnership whereby parents and the school work in unison to further develop what is already a good and in some instances a very good school. A significant number of parents who responded to the questionnaire are not happy with the amount of homework that is set or the range of activities that the school provides outside the lessons. In both instances the picture is similar to that found in the majority of primary schools and as such is judged to be satisfactory. Homework tasks such as "Impact Mathematics", the home based topics, and other research tasks that pupils are asked to complete are good examples of how homework can be used in a productive and interesting manner to enhance pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well above average standards in English, mathematics and science.

1. The school has a commitment to achieving and sustaining high standards. This is a school that is constantly seeking to provide the best quality of education for its pupils. There is a very good team spirit in the school and all staff work together very well. The tasks that are set for pupils are challenging and demanding. Pupils fulfil their potential. Test and assessment data show that pupils' attainment at the end of Years 2 and Year 6 has generally been well above the national average and the school performs well when compared to similar schools. Attainment at the end of Year 2 has at times been in the top 5% of schools nationally. The slight dip in science in 2001 can be explained by the fact that the percentage of pupils exceeding the level expected of 11-year-olds was not as high as expected. Inspection findings show that the school is maintaining its high standards, with a very high percentage of pupils on track to achieve, and a significant percentage of pupils to exceed the level expected of 7 and 11-year-olds in English, mathematics and science.
2. Reading standards are well above average at the end of Year 2 and Year 6. From an early age the pupils are taught the necessary reading skills and introduced to a wide range of literature. In both the reception classes and in Years 1-2 books are read and discussed with enthusiasm and this helps to create a very positive culture of reading and literature in general. The teachers in these classes set about teaching the pupils a range of skills to help them tackle unfamiliar words and phrases. As a result pupils become confident readers. The teaching stresses the importance of reading with expression and pupils are only too willing to read out loud in class and for wider audiences. Pupils are heard reading on a regular basis in class lessons, enabling teachers to pick up and then address any difficulties pupils may be experiencing. Within literacy lessons pupils are constantly encouraged to locate information for themselves in fiction and non-fiction texts. Pupils are expected to use a dictionary and a thesaurus. This is good practice as it enhances their ability to work independently as well as furthering their reading and spelling skills. The children are very well supported by their parents who recognise the importance of helping to develop their child's reading skills. Parents listen to children read on a regular basis and are only too willing to discuss both the content and quality of the books. All of the above factors play a significant part in the development of pupils' reading skills and the standards that are achieved by the end of Year 2.
3. The good progress that pupils make in the acquisition of reading skills continues in Years 3-6. By the age of 11, pupils are very confident and expressive readers. Teaching in Key Stage 2 continues to introduce pupils to a wide range of literature. In literacy lessons pupils may study the work of J K Rowling, but are equally likely to be analysing the text of Shakespeare's " Twelfth Night." Pupils are conversant with the works of a wide range of authors, poets and playwrights. The strong element of teaching is that teachers continue to develop pupils' reading skills. They directly teach the skills of skimming and scanning and this enables the pupils to locate information at speed or to get the gist of the text without a full laborious read. Teaching draws effective attention to the nuances of text, for example, how the writer can make the text spring to life with the use of metaphors and similes. The pupils are very responsive to this and as a result they develop the ability to read beyond the literal level and then adapt a similar style in their own writing. For example when writing a

character analysis pupils wrote, " Eyes, brown, like roasted chestnuts " and " She had a grip, like a child to a mother." Pupils continue to be provided with lots of opportunities to read out loud as well as reading silently to themselves. Pupils clearly love reading and many read with high levels of accuracy, fluency and expression by the time that they leave school. A particular strength is that pupils recognise the importance of punctuation in text and they respond to it, helping to make the text leap off the page and hook the attention of the reader.

4. Pupils throughout the school have very good speaking and listening skills. Pupils listen with high levels of interest and motivation. They thoroughly enjoy the question and answer sessions that are a feature of most lessons. Pupils of all ages have well developed vocabularies which they use well to express their thoughts, views and opinions. Through the well established programme of personal and social education pupils are provided with opportunities to discuss far ranging issues such as pollution, prejudice and poverty. In these discussions pupils listen with respect to the views and opinions of others. Older pupils can put together persuasive arguments to support their viewpoint while still recognising that a classmate may have an equally valid viewpoint from a different perspective. The School Council provides pupils with the opportunities to debate and discuss issues pertinent to the development of the school as well as gaining a deeper understanding of the decision making processes that exist within school and society at large. Pupils of all ages use a good level of technical vocabulary when they are asked to talk about the subjects that they are studying whether it is mathematics, science, history or art and design. Pupils are equally articulate in the way in which they talk about their own preferences in literature or about their interests and hobbies. The fact that pupils know that classmates and teachers alike will listen to their views adds to the confident air that is a feature of many discussions throughout the school.
5. Writing standards are well above average by the end of Years 2 and 6. The main factors contributing to these high standards are the wide range of audiences and purposes that pupils across the school are asked to write for, the development of pupils' writing skills across the curriculum and in home based topics and in particular the manner in which writing skills are taught in a very effective, progressive manner as pupils move through the school. In the Foundation Stage and in Years 1 –2 the pupils are expected to write news, letters and creative stories. Rather than simply filling in worksheets pupils write in detail in science about minibeasts and their habitats. In geography they explain a route rather than simply drawing it. In design and technology pupils write out their designs and evaluations concisely and accurately. The pupils are taught phonic skills through their writing as well as through their reading and this impacts positively on their learning. Teachers stress the importance of pupils transferring the vocabulary and style of writing that they experience through their reading activities into their own writing tasks. This together with the emphasis that is placed on developing good spelling strategies and a high level of expectation as to how pupils present their work all contribute to the high standards that are achieved. Good progress continues in Years 3-6. The pupils continue to be taught in a manner that enables them to develop the ability to write extended pieces of writing that capture the interest and attention of the reader. The pupils write imaginatively, expressively and sustain a plot or a character that does not fizzle out at the first hurdle. The pupils are taught for example the importance of including metaphors and similes when writing prose or poetry and the pupils respond by producing emotive pieces of writing. Pupils write letters, poems, plays, original stories, and autobiographies. Older pupils have produced impressive extended pieces of work that required considerable personal research. These have included " Diary of

a Shipwreck,” an anthology of poetry about The Blitz, “ A Child’s View of Meols and Hoylake,” “Greek World,” “ Meols and Hoylake Heritage Walk” and a very poignant and moving piece of work about the life of Anne Frank. These pieces of work demonstrate quite clearly the skills over time that pupils have been taught. Not only is the content of a high standard but good attention is also given to the structure, grammar, and how work should be presented to help captivate the reader.

6. Standards in mathematics are well above average by the end of Years 2 and 6. In the Foundation Stage and in Years 1-2 pupils are taught the relevance of mathematics in every day life and many pupils see the practical side of the subject and how it can be used in many different ways. The basic skills of numeracy are taught well and this gives the pupils the confidence to tackle problems with confidence and ease. Opportunities are provided for pupils to learn through lots of practical activities as well as more formal methods. Many lessons start with quick fire mental calculations. The pupils thoroughly enjoy these and the teaching often explores the different ways in which pupils arrived at their answers. These strategies are then often used later in problem solving tasks that pupils are asked to complete. Pupils have a good ability to solve problems using their number knowledge. The teaching ensures that all elements of the curriculum are covered in depth and this helps pupils to gain a good understanding of shape, space, measures, estimating, and handling and interpreting data as well as fostering their high level of number skills. The good progress continues in Years 3-6. This is because of the good quality of the teaching and the desire to do well shown by the pupils. The pupils enjoy nothing better than rising to the challenges set by the teachers and delight in examining the different ways they can find to solve problems of increasing complexity. The manner in which pupils are expected to use and develop their numeracy skills in other areas of the curriculum, such as science, geography and design and technology adds to their learning. By the end of Year 6 many pupils solve calculations with speed and accuracy. The continued coverage of all elements of the subject in depth, helps to ensure that by the time that pupils leave school they have a very good knowledge of number but they are also able to measure accurately, fully understand probability and interpret data effectively. Throughout the school pupils are involved in setting targets for their own improvement. This is very good practice and actively involves pupils in their own learning in a most effective and productive manner. The school runs a homework programme called “Impact Mathematics” where pupils are asked to carry out a range of practical and investigative tasks. The pupils and parents are asked to comment on the tasks. The programme is proving very successful in developing pupils’ investigative skills in mathematics.
7. Standards in science are well above average by the end of Year 2 and Year 6. Good quality teaching throughout the school ensures that all elements of the subject are covered in depth and as a result the pupils develop a good knowledge base. A great emphasis is placed on developing pupils’ ability to carry out investigations accurately along side the progressive acquisition of scientific knowledge. Throughout the school pupils clearly love taking part in practical and investigative work and this makes a significant contribution to pupils’ learning well and making good progress. By the end of Year 2 the pupils have a good knowledge of the human body and know exactly what diet is needed for a healthy lifestyle. Pupils have a good understanding of magnetism and other forces. They talk knowledgeably about electricity and build circuits with confidence and ease. The pupils have a very good understanding of the characteristics of living things and explain well why certain habitats are more suitable than others for different living things. The pupils use their scientific knowledge well to help make accurate predictions and hypotheses when they are asked to carry out

experiments. By the end of Year 6 pupils' investigative and experimental skills are particularly well developed as a result of the continued good teaching and the emphasis that the school places on this aspect of science. Pupils predict, confirm and draw conclusions. They have a very good appreciation of what constitutes a fair test. Pupils' knowledge across all elements of the subject is very secure with a particularly good understanding of gravity and air resistance. Pupils draw on an extensive scientific vocabulary to explain their findings. Across the school teachers capitalise on opportunities to enhance pupils' literacy and numeracy skills through science and this adds a further dimension to the quality of pupils' learning. The apparent dip in attainment in science, when compared to English and mathematics, in the 2001 test results for 11-year-olds can be explained by the fact that not as many pupils exceeded the level expected for 11-year-olds as expected.

Teaching is good overall with particular strengths for the older pupils in school.

8. The overall good quality of teaching makes a significant and important contribution to the high levels of attainment and to the good and on occasions very good progress that pupils of all abilities make. The teaching is often challenging and demanding and meets the needs of all pupils, including the higher attaining pupils and those with special educational needs. During the inspection teaching was very good or better in about a quarter of lessons. Teaching was good or better in three-quarters of lessons observed. No unsatisfactory teaching was observed. Teaching is strongest for the older pupils in school.
9. Teaching in the Foundation Stage is good over time because children are well prepared to start work on the National Curriculum and have a good grounding in basic skills that enable the children to tackle in an effective manner the demands of the next stage of their educational lives. The teaching is at its best when activities have a specific learning focus and tasks are provided for children which enable them to learn through investigation as well as more formal activities. Children are managed well and teachers and support staff work together well.
10. The teaching of literacy and numeracy is consistently good in Years 1-6 with particular strengths for the older pupils. A strength of the teaching is that pupils are directly taught reading and writing skills in a systematic and progressive manner. By the end of Year 2 pupils can call on a number of different strategies to help them with unfamiliar words. By the time that pupils leave school they have acquired higher order reading and writing skills that enable them to retrieve information at speed, read beyond the literal level and write extended pieces of writing that sustain a real sense of characterisation or plot. In an excellent lesson for pupils in Year 6 the teacher introduced the study book of " Twelfth Night" in an exciting manner that really captured the interest of the pupils. Even though the focus was on the use of metaphors and similes the teacher described with great humour how over use could spoil the impact. The teacher set high expectations throughout the lesson, for example, asking the pupils to find quotes from the text that supported their hypotheses about different characters. The pupils learned a great deal from this lesson as well as thoroughly enjoying themselves. In lessons throughout the school texts are chosen well and the manner in which they are introduced or read enthuses the pupils who are then more than ready to enter in to discussion and ask and answer questions. What is to be learned in the lessons is shared with the pupils and as a result pupils take more responsibility for their own learning. In many lessons teachers set time deadlines and pupils are only too ready to meet them. Throughout the school

pupils are taught different spelling strategies well. They are taught the importance of using correct grammar and of presenting their work in a neat and legible manner. This means that the content of the writing as well as the grammatical structure and presentation are often of a uniformly good standard.

11. The teaching of numeracy is good and at times very good. A feature of many lessons is the quick fire question and answer sessions at the start of lessons to sharpen pupils' mental agility skills. These are successful because they present the pupils with a challenging but fun range of tasks and activities. The pupils are always motivated and look forward to the sessions with enthusiasm. The tasks that are set are often challenging and demanding. In a very good lesson for older lower attaining pupils the work set was demanding. Excellent use was made of pupils' previous learning, there was very good ongoing development of mathematical vocabulary alongside the direct teaching of strategies for checking the accuracy of pupils' answers. The pupils responded with a high level of motivation throughout the lesson and the pupils acquired significant new knowledge and skills by the end of the lesson. In many lessons the good quality of teaching encourages pupils to examine different strategies to solve problems of increasing complexity. These strategies are then shared with the rest of the class and as a result the learning of the whole class is enhanced.
12. A strength of teaching across the school is that pupils are given many opportunities to learn through investigative and problem solving activities. In mathematics pupils are expected to transfer their good number skills to help them solve quite complex problems. They investigate number and pattern and analyse and interpret data effectively. In science pupils over time are taught all elements of the subject in depth. By the end of Years 2 and 6 the pupils have acquired a very good level of scientific knowledge. Teaching however also ensures that pupils learn through practical and investigative work. Whether learning about materials in Years 1-2 or forces in Years 3-6 the pupils are expected to use their scientific knowledge to hypothesise, to explain why things happen as they do or to carry out a fair and accurate test. Teaching places a great emphasis on the development of scientific vocabulary and because of this pupils explain their work or express their views with great clarity and accuracy. Pupils are encouraged, across the curriculum, to find things out for themselves and pupils can be often seen extending their learning by looking something up in a book or they are not averse to carrying out research at home and then sharing their findings with the rest of the class. Pupils' learning is further enhanced by the fact that pupils are constantly and consistently provided with opportunities to develop their literacy and numeracy skills across the curriculum. Very good examples were seen of extended, descriptive pieces of writing in history and religious education. Very good examples were seen in the way in which scientific experiments are written up and evaluations and instructional writing in design and technology. In science pupils measure accurately and display and interpret data to a good standard. These and many other examples add to the quality of pupils' attainment and to their learning.
13. Throughout the school teachers teach with great enthusiasm that fires the pupils up. Individual teachers' subject knowledge shines through in subjects such as music, art and design and history and teachers make very good links with other subjects. In a very good music lesson the teacher's knowledge enabled her to really challenge the pupils. The lesson linked very well with the history topic that the pupils were studying and within the lesson the pupils were given the opportunity to compose and to perform. This together with the lively and enthusiastic teaching style, the direct teaching of specific skills and knowledge all led to big strides in pupils' learning. Throughout the school pupils are managed well and relationships are of a high

standard. During the inspection excellent examples of the marking of pupils' work were seen. In these instances the marking described in detail what was necessary to improve a piece of work. As a result the pupils picked up on the comments and subsequent work was of a better standard. The school has rightly identified the need to ensure that this practice is disseminated across the school.

14. There is little doubt that the good quality of the teaching together with the very good attitudes that pupils have to learning form a powerful combination and have a significant impact on the standards that pupils achieve and on the very effective learning environment that is prevalent within the school.

Pupils have very good attitudes to learning and behave very well. This is helped by the very good provision that the school makes for their personal development.

15. The pupils have very good attitudes to learning and to school in general. They show a thirst for new knowledge and learning and are keen to do well. The attitudes that pupils have and their desire to do well play a very important part in the high levels of attainment that are achieved by pupils.
16. In the Foundation Stage children quickly adapt to the routines of school life. Teachers and support staff set high expectations both in terms of behaviour and the amount of work children are expected to complete. The children respond to the challenge and are often seen working very productively and showing high levels of concentration. Once children have had a task explained to them they are eager to get on with their work and take a real pride when they have completed a task successfully. They respond well to the praise and constructive criticism that is provided by all members of staff. The children work together well and are always ready to share resources, or help one another when the need arises. The children are keen to do things for themselves and recognise this as an important part of their learning.
17. Pupils in Years 1-6 continue to have very positive attitudes to learning. Many pupils recognise the importance of a good education and many are ready to play their part in ensuring that they fulfil their potential. Pupils take a full and active part in all lessons. They are always prepared to join in the question and answer sessions that are a feature of most lessons. The pupils are confident in doing so because they know their views and opinions will be respected by staff and classmates alike. Pupils work well in groups or individually and are willing to help one another if the teacher is dealing with other pupils or issues. Pupils take a real pride in their work and this is reflected in the very good levels of presentation in many of their books. In many lessons the teaching is interesting and enjoyable and the pupils respond with high levels of interest, enthusiasm and motivation. The teaching also provides lots of opportunities for pupils to learn through investigative activities. The pupils clearly enjoy these activities and are more than happy to experiment, investigate or simply find things out for themselves. The pupils are equally enthusiastic about more creative activities and show good levels of creativity and imagination in their artwork and in their musical compositions and join in with great enthusiasm and gusto in singing practices. Pupils need little prompting to use a dictionary or a reference book to find a word or retrieve a certain piece of information. The school asks pupils to complete home based topics. The pupils put a great deal of time and effort into these taking many hours of their own time and using quite inventive sources of research. The finished products are often impressive and pupils clearly know that their efforts have been valued and appreciated by their teachers. The very positive attitudes and

strong work ethic displayed by pupils contribute significantly to the quality of life in the school.

18. Behaviour across the school is very good. The school makes it clear from an early age what is required in terms of behaviour. The school stresses the importance of self-discipline and that pupils must be responsible for their own actions. Pupils have a clear understanding of the difference between right and wrong and a good appreciation of the impact of their actions on the well being of others. The overall quality of behaviour makes a powerful contribution to the quality of learning. Inspection findings showed pupils to be well mannered, polite and always willing and eager to talk to visitors. Within assemblies, group and class discussions the pupils are provided with opportunities to reflect on their own values and beliefs. The atmosphere in school is one where the individuality of the pupils is recognised and valued. Staff and pupils treat one another with respect. The pupils value the trust and responsibility that staff place in them by working productively and by carrying out jobs around the school in a sensible and mature manner. The school does much to promote pupils' awareness of their own and different cultures through a good range of visits outside of school and through the studies of different faiths and religions. The pupils are given the chance to go on residential visits. The pupils are provided with opportunities to develop a sense of responsibility by carrying out tasks around the school. Throughout the school the pupils are expected to play a pivotal role in putting out and putting away resources. The older pupils help prepare the hall for assembly and they add much to the community feel to the school by helping and caring for the younger pupils in the school. The school expects the pupils to show initiative for their own learning and the pupils rise to the challenge, often extending at home, work they have done in the classroom, with little or no prompting from the teachers. The pupils show a good awareness of the needs of others in the local community. A good example of this is when they welcome old aged pensioners into school and provide them with food and drinks as well as giving them a guided tour of their work. The pupils are only too ready to help those less fortunate than themselves and this shows in the different charitable causes that they support. All of these initiatives bring an added dimension to pupils' learning as well as doing a great deal to enhance their personal development.

The school provides a good range of learning opportunities both within and outside of the formal curriculum that advance pupils' learning.

19. The school provides a broad and balanced curriculum that promotes pupils' learning effectively. The school is very successful in how it promotes pupils' literacy and numeracy skills across the curriculum. In history, geography, religious education, science, art and design and music, opportunities are seized upon to enhance pupils' literacy skills. Pupils write narrative and persuasive accounts in history, detailed accounts of the local environment in geography, comparisons of different faiths and cultures in religious education and critiques in art and design and music. Numeracy skills are promoted through science, design and technology and geography. The readiness of teachers to capitalise on these opportunities adds significantly to the quality of pupils' learning. The school provides the pupils with a curriculum that covers nearly all subjects in depth and ensures that an appropriate amount of time is allocated to each subject. Along side this the school makes sure that pupils learn in an effective manner about healthy lifestyles, drug awareness, safer routes to school, and conserving the world in which they live. The school makes sure that issues such as pollution, prejudice and citizenship are firmly embedded in the school's curriculum.

The school is keen to widen pupils' perspective beyond their immediate locality and, as a result, pupils leave school as well rounded individuals, whose personal and social development has been nurtured alongside their academic development.

20. In the Foundation Stage children are provided with opportunities to learn through practical activities, such as construction work, role-play and investigative tasks alongside more formal opportunities. In Years 1-6 the pupils learn about the wider world in geography, gain a deep understanding of different periods in history, learn about the similarities and differences of many different faiths and cultures, and become familiar with the work of many famous artists and painters. In addition to the acquisition of knowledge pupils learn much through practical and investigative tasks in subjects such as design and technology and science. In music much emphasis is placed on developing pupils' confidence to compose and perform.
21. The school seeks to advance pupils' learning and their personal development by exploiting learning outside of the formal curriculum. It provides opportunities for pupils to take part in extra-curricular activities that cover sport, music, computers and drama, to name but a few. The school takes part in many inter-school competitions and achieves some notable successes. Visitors to the school bring another dimension to pupils' learning and have included artists, historians, the emergency services as well as a range of individuals who have shared their occupational experiences with the pupils. Old aged pensioners from a local home visit the school and this gives the pupils an opportunity to learn first hand about how society and lifestyles have changed over the years. Pupils visit museums, art galleries and even the local chocolate factory. These visits are carefully linked to topics that pupils are studying. Pupils make visits to the Philharmonic Hall in Liverpool and take part in musical workshops. Good use is made of the local environment such as when searching for historical artefacts. The older pupils attend residential visits where they take part in a wide range of outdoor pursuits. The very good balance that the school strikes between the formal curriculum and the capitalising of learning opportunities from other sources does much to advance the knowledge, understanding and personal development of all pupils.

Very good procedures are in place to assess, track and set targets for pupils in English and mathematics. Very good procedures are also in place to ensure pupils' welfare and well being.

22. The school places a great deal of importance on assessing pupils' attainment and tracking the progress that they make in English, mathematics and science as they move through the school. The school carries out a good range of tests and formal assessments in addition to the nationally required tests. The school carries out a detailed analysis of the results and identifies any area of the curriculum where pupils in general or any group of pupils distinguished either by class or gender are not achieving as well as expected. The detailed records that are kept of pupils' progress mean that teachers can see at a glance if progress is not as good as expected. The school then targets additional support to individual pupils or groups of pupils that results in an improvement in the level of performance.
23. This is not a school that is content to rest on its laurels. It has consistently achieved high standards, but it continues to analyse assessment data in a rigorous manner and then sets targets that are challenging for all pupils. As a school, it is not only looking at the percentage of pupils that achieve the expected levels for 7 and 11-year-olds, but also asks itself whether as many pupils as possible are achieving the next higher

level. The school makes good provision for pupils with special educational needs and everything is done to ensure that these pupils are set demanding tasks so that they can achieve their full potential. The deputy headteacher is the nominated co-ordinator for gifted and talented pupils and these pupils are catered for in an effective manner. Their progress is carefully monitored and the school is doing much to ensure that the teaching and curriculum that is provided for them will enable pupils to achieve standards that are well beyond the level expected. The school is to extend these very good procedures that are currently practised in English, mathematics and science to other subjects of the curriculum. There is little doubt that the procedures for assessing, tracking and target setting are real strengths of the school and have played a significant role in the high standards that the school consistently achieves.

24. The school is not merely concerned with the academic development of its pupils. This is a school that provides a caring and supportive environment where pupils' well being is fostered at every opportunity and nurtured alongside their academic development. The school seeks to ensure that the personal and emotional needs of pupils are met alongside their educational needs.
25. Very good procedures are in place to promote good behaviour and attendance and the effectiveness of these systems is reflected in the high attendance rates and the very good standards of behaviour that are evident within school. Good procedures are in place to monitor and track pupils' personal development. This enables teachers to provide good quality information for parents about their child's personal and social development alongside their academic achievements. The information also means that the school can care for pupils in a most effective manner and to ensure that the needs of the individual are met and that any obstacles to learning are dealt with in a sensitive manner. The school is also very effective in promoting the welfare and well being of pupils in a wider sense. Very good procedures are in place for assessing any possible health and safety issues and records are kept of any risk assessment exercises that are carried out. The school has good links with different agencies in the community and through this pupils are made well aware, through relevant and interesting activities, of issues such as to be aware of strangers, the dangers of over exposure to sunlight and drug abuse. The school is actively promoting in a very successful manner safer walking routes to school and pupils have made some striking posters outlining the benefits of walking to school. Whenever building work is carried out at the school the school uses it as an opportunity to promote pupils' learning for example of the different materials that will be used, the different occupations of the workmen but also the health and safety implications. Discussions with pupils show that they greatly appreciate and value the care and concern that is shown for them by all members of the school community, including teachers, caretaking and cleaning staff, midday supervisors and even the crossing patrol man. The school has very good systems in place for rewarding good behaviour and for rewarding caring actions and good citizenship. The emphasis is on rewarding the positives. Pupils appreciate this greatly. In addition to formal recording systems, the quality of relationships that exist within the school means that pupils know that they can approach any member of staff should they have a problem. Discussions with pupils show that they feel very confident that staff would listen to them sensitively and that any issue would be dealt with quickly and fairly. This level of care and concern within the school helps the pupils to feel confident and secure and enhances the quality of the learning environment.

The headteacher provides very good leadership and has played a pivotal role in the improvement of the school. All staff and governors work very effectively together to help provide a high quality of education for all pupils.

26. The leadership and management of the headteacher are very good and she has played a most important and significant role in the school's success and the good quality of education the school provides. She shows a determination to continue to look for ways of improving the school and there is no evidence of complacency. She has been successful in moulding together a team of staff that works together very well and whose desire is to sustain the high standards that the school consistently achieves. The positive ethos in the school, which is reflected in its aims, its high achievement and the fulfilling of the potential of each pupil, is the result of the headteacher's leadership and management. She is very well supported by the deputy headteacher and senior teacher who are proving to be a most effective combination in helping to move the school forward. They set a good example in terms of teaching, and show a willingness to tackle identified issues in a professional and thorough manner. Under the guidance and leadership of the headteacher, the school has made good progress since the time of the last inspection. Standards in English, mathematics and science are now at a higher level. The higher attaining pupils are appropriately challenged. The quality of teaching has improved and unsatisfactory teaching is no longer an issue. In terms of specific issues that were identified, provision in information and communication technology has improved significantly, although the school recognises that there is still work to be done in this area of the curriculum. Standards in art and design have improved. The school has put much time, effort and finance into improving the internal and external accommodation and in doing so has been most successful in providing a far more attractive learning environment. This is not a school for resting on its laurels. The school is well placed to sustain and where appropriate improve the quality of education that it provides.
27. There are good procedures in place to monitor the quality of teaching and learning in English, mathematics and science and plans are already in hand to extend these effective procedures to all other subjects of the curriculum. The senior management team and co-ordinators have carried out lesson observations and formal feedback is given. If necessary, targets for improvement are set and these form the focus of the next observation. This has led to improvements in the quality of teaching over time. The school carries out scrutinies of pupils' work. Targets for improvement are set and the senior management team monitors progress towards these targets. All co-ordinators monitor colleagues curriculum planning to ensure that the curriculum is taught in sufficient depth and that pupils' prior attainment is systematically built on and developed and that tasks set are suitably challenging and demanding. All these procedures have played an important role in improving the quality of teaching and learning and in raising standards. This is further helped by the fact that teachers are only too ready to take on board constructive criticism in order to improve their level of performance.
28. The Governing Body is very supportive of the work of the school and fulfils its responsibilities in an effective manner. Governors have a good grasp of the strengths of the school and areas that could be improved. The Governing Body is kept very well informed by the headteacher and discusses issues such as target setting and standards in great detail. The governors contribute well to the process of school development planning and discuss policy statements in depth before ratification and then acceptance as school practice. Governors visit the school on a regular basis and good use is made of governors' personal and professional skills to help move the

school forward. The Governing Body has become increasingly effective over the years in holding the school to account for the quality of education that it provides. Relationships between the governors and the school are strong and this adds to the spirit of community that is evident within the school.

29. The school development plan is of a high standard and provides an accurate and more detailed assessment of what the school needs to tackle in the long and short term, to move forward. There is a very good match between financial planning and the priorities that are identified. Staff and governors are actively involved in drawing up priorities and in monitoring progress towards stated criteria of success. The plan is a working document and is seen as the vehicle by which a good quality of education and high standards are to be achieved and sustained. Good use is made of teaching and support staff, the school's accommodation and all available resources in order to improve the quality of pupils' learning.

WHAT COULD BE IMPROVED

Some aspects of information and communication technology.

30. By the time that pupils leave school they attain satisfactory standards overall in information and communication technology, but there are elements of the subject where attainment is not at this level and pupils' acquisition of the necessary skills is not as secure. By the age of 11, pupils are familiar with and show a satisfactory level of attainment in word processing skills. They show a satisfactory understanding and use of the Internet and how to use electronic mail. Pupils are adept at using computers for personal research. Pupils merge pictures and text and are able to set up and interrogate databases. Pupils are just starting to put together multi-media presentations and are still in the process of refining their techniques. The school now has a computer suite and classes are timetabled so that they can be directly taught the necessary skills to enable them to become competent computer users across all elements of the subject. The school has made good progress since the last inspection and now employs a specialist teacher to further enhance pupils' learning and attainment. The main areas of weakness are that pupils are not secure in the modelling and control aspects of the subject and computers are not used enough to support pupils' work in other areas of the curriculum. The school has drawn up a good quality action plan to address these weaknesses. The plan is appropriate because it accurately outlines the need to ensure that all elements of the subject are taught in a progressive manner. It also stresses the need for teachers to consistently capitalise on opportunities to use computers to support learning across the curriculum and to ensure that all staff continue to receive good quality in service training. This is particularly important because not all staff are confident or have a high enough level of computer knowledge and expertise. This prevents learning from being stronger.

Procedures for assessment and monitoring teaching and learning in some areas of the curriculum.

31. The school has very good procedures in place for assessing pupils' attainment in English, mathematics and science. In addition it has equally good strategies for monitoring and evaluating the quality of teaching and learning in these subjects. These initiatives have played an important role in raising and sustaining high standards in these areas of the curriculum. There is a need now to extend these

strategies and procedures to other areas of the curriculum. At present procedures to assess and track pupils' progress in other subjects of the curriculum are not as detailed and effective and prevent learning from being stronger. The school does not carry out regular enough scrutinies of pupils' work that would, for example, identify areas for development such as the variability in the quality of marking or the completion of work on loose leafed paper that at times makes the tracking of pupils' progress more problematic. There are some excellent examples of the marking of pupils' work which clearly outline why a piece of work is of a high standard or what a pupil needs to do to improve. It is this excellent practice that needs to be disseminated across the school. The school is to be commended on the fact that it has already identified in its school development plan the need to improve assessment and monitoring procedures in subjects other than English, mathematics and science.

The partnership and communication with parents to help improve the view that some parents have of the school.

32. The inspection findings show that this is a good school with a number of very good strengths. The school consistently achieves well above average standards and helps to ensure that all pupils achieve their full potential. The majority of parents appreciate and value the quality of education that the school provides. However, there are a minority of parents that are not happy with some feature of the school. A relatively high percentage of parents that responded to the questionnaire expressed some dissatisfaction with the partnership between themselves and the school, the approachability of the school and the amount of information they receive about how their child is progressing. Although the school sends out appropriate information and sees itself as approachable and having a positive relationship with parents, there is a gap between the school's and parents' perceptions. With this in mind the school has already noted the questionnaire findings and is to set up a Governing Body working party to address the issue. The aim is to ensure that parents are made fully aware and kept well informed of the many strengths of the school, to further canvass parents' views and perceptions of the school and to forge a partnership whereby parents and the school work in unison to further develop what is already a good and in some instances very good school. These are appropriate strategies and if followed through rigorously should help improve parents' perceptions of the school and to create a partnership that can only add further to the quality of pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the school's many strengths, high attainment levels and the good quality of education that it provides, the Governing Body, headteacher and staff should:

1) improve standards in information and communication technology by:

- ensuring that pupils are taught the necessary skills and knowledge across all elements of the subject in a systematic and progressive manner ;
- providing ongoing, appropriate and good quality in-service training for all staff to enable them to further develop their knowledge and expertise ;
- making effective and efficient use of computers to support work in all areas of the curriculum.

2) further improve assessment and monitoring procedures by:

- establishing procedures to assess and track pupils' attainment and progress in subjects other than English, mathematics and science;
- further developing the role of co-ordinators so that it includes the regular scrutiny of pupils' work in order to tackle any weaknesses and to disseminate examples of excellent practice that could have a positive impact on the quality of pupils' learning.

3) seek to improve the parents' views of the school by;

- improving channels of communication to help parents become more aware of the work of the school and the standards that the pupils achieve;
- canvassing further the views and perceptions of parents;
- continuing to develop a partnership that adds further to the quality of pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	15	8	0	0	0
Percentage	3	25	47	25	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 three percentage points.

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)		450
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		60

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	21
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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
	2001	26	35	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	35	35	34
	Total	56	55	55
Percentage of pupils at NC level 2 or above	School	92(93)	90(94)	90(97)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	25
	Girls	34	34	35
	Total	56	58	60
Percentage of pupils at NC level 2 or above	School	92(96)	95(94)	99(100)
	National	85(84)	89(88)	89(88)

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
	2001	31	38	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	27
	Girls	38	38	36
	Total	60	62	63
Percentage of pupils at NC level 4 or above	School	87(88)	90(88)	91(91)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	25
	Girls	38	38	37
	Total	60	62	62
Percentage of pupils at NC level 4 or above	School	87(91)	90(93)	90(93)
	National	72(70)	72(69)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	5
White	442
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	18.2
Number of pupils per qualified teacher	25
Average class size	28.6

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	187

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	759629
Total expenditure	746025
Expenditure per pupil	1629
Balance brought forward from previous year	-8612
Balance carried forward to next year	4992

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	3
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	450
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	37	46	7	3	7
Behaviour in the school is good.	34	53	3	0	10
My child gets the right amount of work to do at home.	21	40	23	9	7
The teaching is good.	40	44	9	0	7
I am kept well informed about how my child is getting on.	20	36	17	18	9
I would feel comfortable about approaching the school with questions or a problem.	38	41	18	2	1
The school expects my child to work hard and achieve his or her best.	40	45	6	2	7
The school works closely with parents.	19	41	26	9	5
The school is well led and managed.	36	46	10	3	5
The school is helping my child become mature and responsible.	36	50	4	1	9
The school provides an interesting range of activities outside lessons.	14	24	20	24	18