

INSPECTION REPORT

BAMFORD PRIMARY SCHOOL

Rochdale

LEA area: Rochdale

Unique reference number: 105851

Headteacher: Ms C Dutton

Reporting inspector: Mr John Sangster
20010

Dates of inspection: 8th – 9th July 2002

Inspection number: 196210

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Belgium Street Bamford Rochdale
Postcode:	OL11 5PS
Telephone number:	01706 631496
Fax number:	01706 631663
Appropriate authority:	Governing body
Name of chair of governors:	Mr Adrian Powell
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20010	John Sangster	Registered inspector
1234	Tina Bradley	Lay inspector
29378	Ken Watson	Team inspector
20230	Jenny Clayphan	Team inspector

The inspection contractor was:

WES World-wide Education Service
Canada House
272 Field End Road
Eastcote
Middlesex
HA4 9NA

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bamford Primary is a foundation school. It is situated in a residential area on the outskirts of Rochdale. There are 317 pupils on roll, made up almost equally of boys and girls; it is bigger than most primary schools. The majority of pupils are of white UK heritage. Eighty-one pupils (one in four) are from ethnic minority groups; the majority of these are of Pakistani heritage. Sixty-four pupils, about one in five, speak English as an additional language, but none of these is at an early stage of learning the language, and most are fluent speakers. Only a very small number of pupils are eligible for free school meals. Thirty pupils, less than one in ten, are recognised as having special educational needs, which is well below average. Nine of these need outside help and two have statements of special educational need which give them extra support. Pupils' attainment on entry to the school overall is just above the average.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils achieve high standards and make good progress as they move through the school. The overall quality of teaching is good, with examples of very good and excellent practice. The school also provides very well for the personal development of pupils, resulting in very good attitudes and behaviour on their part. The head teacher, other staff in the management team and the governing body give very good leadership to the school. It provides good value for money.

What the school does well

- Pupils achieve high standards, in English, mathematics, science, information and communication technology, design and technology and art and design
- The good quality of teaching, which includes examples of both very good and excellent practice, enables pupils to learn well and make good progress
- The very good provision for pupils' personal development promotes high standards of behaviour and attitudes to learning
- The very good leadership of the head teacher, other staff with management responsibilities and the governing body generates a climate of high expectation and improvement

What could be improved

- There were no significant areas of weakness identified by the inspection team

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The present head teacher took up post very soon afterwards. Since then the improvement the school has made has been much greater than would normally be expected. All the key issues identified in the last inspection report have been addressed and have become strong features of the school. With the installation of a computer suite, the school's provision for information and communication technology (ICT) is now good; teachers' confidence to teach the subject is improving and the standards achieved by pupils are good. The role of subject co-ordinators has developed well, particularly in the core subjects of English, mathematics, science and ICT. Co-ordinators play a significant role in establishing what works well in their subjects and in raising standards. The school now has very good links with parents and they in turn have a high regard for the school. It has taken positive steps to involve them in resolving the issue of homework, as well as in other aspects of school life. Pupils now have many opportunities to learn independently, as a result of the very good planning for them by

teachers. The school has good links with the local community, and pupils take part in local as well as national activities, such as the 'Portrait of a Nation' competition. In addition, standards in mathematics, average at the time of the last inspection, are now consistently high. The work done by pupils in design and technology, which was below the expected level in 1997, is now good. Standards in English have risen from above to well above average. Work in art and design is now of a high standard.

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
	1999	2000	2001	2001
English	A	A*	A	A
Mathematics	A*	A*	A	A
Science	A	A	B	B

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

Where the grade is A*, this indicates that the school was in the top five per cent nationally. Although test results for 2002 have not yet been validated, indications are that they will be similar to those of 2001. The school has maintained high standards in English and mathematics. Standards in science are above average, and more pupils achieve the higher levels in this subject than before.

Children in the reception classes (the Foundation Stage) make good progress in literacy, mathematics, and all the other areas of learning. The vast majority achieve the learning goals set for their age, and many exceed them, particularly in the area of communication, language and literacy.

The standards achieved by pupils in the current Year 2 show an improvement on last year's group, which had a higher than usual proportion of pupils with special educational needs. They are well above average in mathematics and writing. The standards achieved in reading and science are above average and the number of pupils achieving the higher levels appears to be well above average, if the national standards from last year are maintained. High standards also occur in art and design, design and technology and ICT.

The school's results in national tests at the end of Year 6 have broadly improved at the same rate as nationally since the last inspection, remaining well above the average. The school sets challenging targets for its pupils; it is very close to meeting its targets in mathematics and is likely to be close in English.

Because of the good provision for pupils with special educational needs, the awareness of the needs of pupils for whom English is not the first language, and the way teachers match work carefully to the needs of pupils of all levels of ability, all pupils achieve well at all stages in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' enthusiasm for school is unbounded. They enjoy lessons and other activities very much.
Behaviour, in and out of classrooms	Pupils respond very well to the high expectations of behaviour. Relationships between pupils from all the racial groups in the school are very good.
Personal development and relationships	Pupils show initiative, both when they have opportunities to work independently, and when they take on extra responsibility, for instance through the school council. They establish very good relationships with one another.
Attendance	Attendance is well above the national average.

Pupils show appreciation of the contributions of others; occasionally they are a little passive in class.

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.

Teaching in the reception classes is good. Teachers use questions well to make pupils think and give them good opportunities to express themselves.

The teaching of English and mathematics is good throughout the school. The National Literacy and Numeracy Strategies are well established, and teachers also make good use of opportunities to reinforce these skills through other subjects. Teachers have a good knowledge of the subjects they are teaching and teach the basic skills well, including computer skills. However, opportunities are not always taken for pupils to use computer skills in the classroom. In all subjects teachers plan lessons well. They ensure that the aim of the lesson is made clear to pupils in language they can understand. Teachers match work well to the needs of the full range of pupils in their class, including when they are taught in ability sets for English and mathematics. They have high expectations of their pupils, and as a consequence pupils work with enthusiasm and at a good pace. Pupils work well together in class and are also able to work independently of the teacher when necessary. Pupils with special needs make good progress because of the good support they receive in class. Pupils for whom English is an additional language are integrated fully in all classes. The school promotes racial harmony very well. Teachers meet the needs of all their pupils well.

Teachers are not always consistent in the way they use homework to involve parents in pupils' learning and to extend pupils' understanding by their feedback on it, but the school is currently addressing this issue in consultation with parents. There is also some variation in how well work is presented by pupils and in teachers' expectations of this.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers pupils a good range of opportunities to learn, both in class and in out of school activities and visits.
Provision for pupils with special educational needs	Good. Pupils are supported well in class and make good progress.
Provision for pupils with English as an additional language	These pupils are integrated well in lessons and support is provided where it is necessary. As a result, they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good. They are encouraged to take responsibility both in the running of the school and for their own learning. There are very good opportunities for them to appreciate their own and other cultures.
How well the school cares for its pupils	The school takes good care of its pupils. It is well aware of their individual needs.

The school meets all requirements to teach the National Curriculum and religious education. In addition, older pupils learn French. The school offers a wide range of clubs and sporting activities out of class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher has a very clear vision of where the school is going and enthuses staff to share this vision. She works very well with the deputy head teacher, and they receive good support from other staff with management responsibilities.
How well the governors fulfil their responsibilities	The governing body knows the strengths and weaknesses of the school very well. It questions, challenges and gets things done.
The school's evaluation of its performance	This is an outstanding feature. The school is continuously checking on how well it is doing and taking appropriate action.
The strategic use of resources	The school uses the finance available to it very well to promote high standards.

The school applies the principles of best value very well. It compares its performance with that of similar schools and consults widely, including with both parents and pupils. Spending decisions are made in the light of what will be the best for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Teaching is good• Children are expected to work hard at school and make good progress• It is easy to approach the school with any questions• The school is led and managed well• There is an interesting range of activities outside lessons	<ul style="list-style-type: none">• A small minority of parents do not think their child gets the right amount of homework.

The inspection team agrees with all the positive views of parents. It also agrees that there has been a lack of clarity over expectations of homework, and this is a matter the school is already addressing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards, in English, mathematics, science, information and communication technology, design and technology and art and design

1. Since the last inspection in 1997, the school has maintained consistently high standards in national tests for eleven year olds. With only occasional variations, results have been well above average in all three core subjects of English, mathematics and science. As national standards have risen, so have the high standards achieved in the school. Results for seven year olds have been more variable. Last year's group of seven year olds had a higher than usual number of pupils with special educational needs. One in five pupils in the school speaks English as an additional language. These pupils make particularly good progress in the junior part of the school and catch up in fluency with those who speak English as their first language. When their respective test results at the age of seven are compared, eleven year old pupils at Bamford are now doing much better than their peers in similar schools.
2. In mathematics there has been particularly good improvement since the last inspection. Then standards were average; now they are well above average. Teachers have implemented the National Numeracy Strategy well and also take every opportunity to reinforce pupils' numeracy in other lessons. Teachers have also been helped by the decision to set pupils in ability groups across two year groups from Years 1 to 6. This enables them to match work more closely to the needs of the different levels of ability within a class, and teachers use this opportunity well. For instance, in a lesson with a lower ability set in Years 5 and 6, when pupils were learning how to interpret timetables, higher attaining pupils in the class worked confidently with the 24-hour clock; others worked with the 12-hour clock and the classroom assistant was able to give effective support to the lower ability group. By the time they reach Year 6 many pupils are able to work out their own solutions to mathematical problems and give their own explanations. This skill is developed through the school as pupils are asked to explain the strategies they use in mental calculations.
3. Standards in English are also high. Pupils' speaking and listening skills have been developed well. They are given opportunities to extend them in drama, including the school productions, and in assemblies. They are also given good opportunities to read in guided reading sessions, where the teacher works closely with one group while other groups read independently. In a Year 6 lesson all pupils read fluently from a range of authors, which included Roald Dahl, Jill Murphy and Anne Fine. They showed a good understanding of what they had read and were able, for example, to analyse the characters in the book critically. They also write in a wide range of styles. For instance, they have written a playscript for Cinderella, using dialogue very well. Throughout the year they have extended their writing repertoire to include alliterative poetry, such as 'The Crazy Zoo' or 'Terrible Trevor', or to present an argument, such as 'Ban the Bypass'. They write creatively or retell stories such as 'The Lady of Shalott', devising their own ending. There was some particularly impressive writing from higher attaining pupils on 'Snow White in New York', which caught the atmosphere of the city well. Most pupils write with a fluent handwriting style.
4. Standards in science are above average. Pupils in Year 2 predict the outcome of their investigations, for instance writing "When the fat and chocolate heated, it should be melting..." and they begin to develop their understanding of a fair test when they investigate the different conditions in which plants will grow. By the time they reach Year 6 they have a good understanding of investigative methods and the need to ensure that a test is fair, for instance when they looked at the soundproofing quality of different materials; they also used computers to plot the differences. In one lesson observed they showed a very good

understanding of what causes the different phases of the moon, as a result of modelling its movement with a football and the light from an overhead projector. They were also able to use a CD-ROM to provide a further model of its movement. This work was at a higher level than is usually seen.

5. Standards in ICT have improved greatly since the last inspection, when they were unsatisfactory. As a result of training for teachers and the installation of a computer suite, provision for the subject is now good and pupils make good progress. Standards are now above what would be expected for pupils' ages. They use computers well to help them learn in other subjects of the curriculum. In the reception classes they use computers to help them in the first stages of writing; they also produce a wide range of block and line graphs using a computer program. Pupils in Years 1 and 2 used very good photographs they had taken with a digital camera to compile an account of their visit to Bamford church in a literacy session. They also used computers to write instructions for printing a leaf shape in their topic work on plants. In Years 3 and 4 they have produced high quality designs for a bookmark, linking with their art and design work. In Years 5 and 6 they have used computers effectively to draw a scale plan of their classroom or to design a 'future school'. In this way pupils' skills are developed well through tasks which are relevant.
6. The school has recently been successful in the regional final of a national 'Portrait of a Nation' competition, which involved every pupil in the school working on a collage 'Portrait of Bamford', using a wide range of techniques. The end result is an indication of the high quality of artwork which is also reflected in display throughout the school. In a lesson in Years 1 and 2, pupils used a good range of different techniques to produce clay models of buildings, showing great awareness of detail and innovative use of techniques, for instance to produce the effect of moss. There is also a very good display of work by junior pupils based on aboriginal art. Pupils in Years 3 and 4 have produced effective work in a surrealist style and in Years 5 and 6 in the style of famous landscape artists.
7. Standards in design and technology have improved since the last inspection, when they were below what was expected at the end of Year 6. Pupils now make good progress as they move through the school. In Year 1 they design finger puppets and both boys and girls show good sewing skills when making them. They are also able to say what they like about them. In Year 2 pupils make good progress in the level at which they evaluate their work using winding mechanisms to illustrate nursery rhymes such as 'Little Miss Muffet'. They also develop their design and sewing skills further in their work on puppets. This progress is continued in the juniors, and by the time they are in Year 6 they think carefully about their designs for slippers – who they are for, where they will be worn, and what they are for. They plan carefully in stages, with working drawings, templates and mock-ups, before they produce a finished product of good quality.

The good quality of teaching, which includes examples of very good and excellent practice, enables pupils to learn well and make good progress

8. Teaching is good throughout the school. During the period of the inspection, no unsatisfactory teaching was observed, and the good progress that pupils of all levels of ability make as they move through the school suggests that this is typical of what happens at other times. There are examples of very good teaching in the Foundation Stage (the reception classes), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6). There is also some excellent teaching in the school and, because of the way teachers plan and work together and the very good support that is given by co-ordinators in the core subjects of English, mathematics, science and ICT, this best practice is being shared to the benefit of all pupils.

9. In the reception classes the teachers plan activities well to ensure that children develop their knowledge and understanding in all the areas of learning, and good learning habits are established early. Basic skills are taught in literacy and numeracy sessions, and teachers use questions well to extend children's understanding, for instance teaching children to recognise adjectives by asking them "Which words describe the grass?" They respond with "long, wavy". They remember 'deep' and cold' as words which describe the river, but they are then stimulated to think of further adjectives such as 'blue', 'wet' or 'slippery'.
10. Teachers continue to develop skills in literacy and numeracy well as pupils move through the school. In a mathematics lesson with pupils from Years 1 and 2, the teacher encouraged the pupils to explain their strategies for adding and subtracting coins, and reinforced this work with role-play where pupils were shopkeepers and customers. In an excellent English lesson with pupils in Years 3 and 4, the teacher had clear objectives for all groups in the class. Because all pupils understood what was expected of them, they worked attentively and at a good pace while the teacher was able to focus her attention on a specific group in the class. In work with the whole class, the pupils responded well to the teacher's high expectations when she asked them to identify different components of a sentence. Their understanding of the poem 'The Jabberwocky' was enhanced by their having analysed it as part of their homework and also by the use of a video.
11. Teachers ensure that pupils understand the objectives of a lesson clearly. These are always written on a board at the front of the class in language that the pupils understand, but they become an integral part of the lesson, as the teacher explains the tasks that pupils are to do before or at the same time as the objectives. This was illustrated well in the Year 6 lesson on the solar system, where the teacher used questions skilfully to revise what pupils already knew about the earth, sun and moon, before introducing them to the specific objective of finding out about the phases of the moon and the circuit of activities they would undertake. In this way the pupils had a much better understanding of what they were learning from the activities.
12. In all classes teachers are careful to ensure that pupils of all levels of ability, those with learning difficulties and those for whom English is not their first language, have their needs met. They know their pupils well through careful assessment of their progress and of their personal development. The school meets the needs of all its pupils well.

The very good provision for pupils' personal development promotes high standards of behaviour and attitudes to learning

13. The school places a high emphasis on the personal development of pupils. It takes account of their views, both through questionnaires and through the school council; both the pupils on the council and their peers who elect them believe that the council has been successful in addressing issues which concern them, such as bullying and racism, of which there is no sign in the school. Such issues are also addressed well through the school's comprehensive programme of personal, social and health education. Pupils are involved in raising money for a range of national and local charities, including the National Society for the Prevention of Cruelty to Children, Shelter and a local hospice. Older pupils also volunteer to help children in the reception classes with their handwriting and word work after lunch. This helps them to develop their sense of responsibility for others.
14. Pupils are also encouraged to take responsibility for their own learning. They know what their individual targets are, particularly in literacy. They are given good opportunities to work independently, for instance in English and mathematics lessons, when the teacher is concentrating on another group in the class. Teachers offer clear explanations of the activities, so that other pupils are able to work effectively on their own. They also work very well together, for instance when carrying out scientific investigations, because of the very

good relationships they enjoy with each other. All pupils feel that they are valued in the school community, whatever their age, ability, ethnic origin or gender.

15. Pupils develop good attitudes from the reception classes, where teachers value children's questions, and expect and reward good behaviour. This leads to a high level of mutual respect between teachers and pupils, which is maintained through the school. Pupils enjoy lessons and respond well to the good quality of teaching. For instance, children in the reception class responded with "Ooh, yes!" when the teacher introduced an interesting range of activities, which included work on the computer, with a programmable toy, constructing 'buildings' with blocks, and designing animal masks for a dramatic version of 'Noah's Ark'.
16. In Years 1 and 2 pupils showed great enthusiasm when retelling the story of a visit to Bamford in a literacy lesson. Their attention was captured initially by the use of photographs they had taken themselves with a digital camera. In an art and design lesson they showed great attention and care for their own and each other's work as they painted their models of the buildings. In a mathematics lesson they worked very well together in their groups, and carried out a role-play outside the classroom very sensibly.
17. In Years 3 and 4 pupils responded very well to the teacher's high expectations in a literacy lesson, and the teacher's use of humour ensured that they enjoyed the activity. In a history lesson, inviting a visitor to the school to recount his experiences of the Second World War aroused great interest in the pupils. Similarly in a Year 5 class the challenge of preparing a multi-media presentation on healthy eating promoted excellent attitudes and behaviour in the pupils. In a history lesson in Years 5 and 6 pupils listened well and took part in lively discussion about archaeology as they attempted to put pictures of Aztec artefacts into groups. They worked very well together as they exchanged ideas

The very good leadership of the head teacher, other staff with management responsibilities and the governing body generates a climate of high expectation and improvement

18. The head teacher had already been appointed at the time of the last inspection and took up post soon afterwards. Since then she has provided very clear leadership in addressing all the issues raised in the last inspection report, while at the same time ensuring that the school's provision for its pupils was rich and broad. She has established good communication with parents, seeking their views, for instance through questionnaires. As a consequence, a working group was set up with representatives of both parents and teachers to look at inconsistencies in homework, which is the only issue giving concern to a minority of parents. The parents' view of the school and its leadership is very positive. In response to the Ofsted questionnaire, 98 per cent of parents said they would feel comfortable about approaching the school with questions or a problem.
19. The head teacher works very well with the deputy head teacher in monitoring teaching and learning in the school. They give good feedback to teachers both on their planning and record-keeping and on lessons that are observed. The role of other subject co-ordinators has been developed well since the last inspection, when it was identified as a weakness. They monitor standards through looking at displays and pupils' work and by discussions with children. In science, the co-ordinator also supports by team teaching with other teachers. Each co-ordinator has an action plan which forms part of the school improvement plan. These measures have had a strong impact on raising standards, and the way in which the school continuously evaluates how well it is doing is exemplary.

20. The school's governing body shares the commitment to high standards. Governors challenge the school when necessary, for instance over variations in test results, in order to make sure that standards are as good as they should be. They take individual responsibility for areas in the school development plan and see these through to fruition. At the same time the school's staff feel them to be supportive. The school's budget is managed well, as have been any problems with staffing caused by teachers leaving for other posts or because of staff sickness. The appointment of an experienced teacher as a 'floating' teacher, to provide continuity when other teachers were released to carry out their co-ordinator roles, proved doubly effective when, on the promotion of the class teacher to a deputy headship in another school, she was able to take over the Year 6 class and provide them with the continuity of teaching and learning they required.
21. The school uses available information from both local and national sources well to compare its performance with other schools. It embraces new initiatives willingly, and at the time of the inspection had just been awarded a 'Quality Mark' for its teaching of basic skills. Because of its very good emphasis on staff training and development, it has held 'Investors in People' status since 1995. All adults in the school share a strong commitment to the school's stated aim of striving 'to attain excellence in a happy, caring, secure and dynamic community where we all have the opportunity to achieve our highest potential...'

WHAT COULD BE IMPROVED

22. There were no significant areas of weakness identified by the inspection team. There are some minor areas of which the school is aware and is already addressing, such as the need for greater consistency in the expectations and use of homework, more use of computers, which are used well in the computer suite, in the classroom, and a need for greater consistency in the presentation of pupils' written work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
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	1	6	12	2	0	0	0
Percentage	5	29	57	10	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 nearly five 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)	-	317
Number of full-time pupils known to be eligible for free school meals	-	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	64

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.9	School data	0.3

National comparative data	5.6
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National comparative data	0.5
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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	19	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	18	19	18
	Total	41	44	44
Percentage of pupils at NC level 2 or above	School	91 (91)	98 (93)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	22
	Girls	18	18	17
	Total	42	44	39
Percentage of pupils at NC level 2 or above	School	93 (91)	98 (98)	87 (89)
	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	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	19
	Girls	23	24	24
	Total	39	41	43
Percentage of pupils at NC level 4 or above	School	89 (91)	93 (98)	98 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	23	24	24
	Total	39	41	42
Percentage of pupils at NC level 4 or above	School	89 (91)	93 (96)	95 (96)
	National	72 (70)	74 (72)	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	0
Black – other	12
Indian	2
Pakistani	64
Bangladeshi	0
Chinese	0
White	236
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)	13.6
Number of pupils per qualified teacher	23.3
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	125

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	2001-2002
	£
Total income	745019
Total expenditure	728839
Expenditure per pupil	2284
Balance brought forward from previous year	40820
Balance carried forward to next year	60000

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	317
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	2	0
My child is making good progress in school.	53	43	3	0	1
Behaviour in the school is good.	52	41	3	0	4
My child gets the right amount of work to do at home.	25	58	14	3	0
The teaching is good.	51	47	0	1	1
I am kept well informed about how my child is getting on.	36	54	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	63	35	1	1	0
The school expects my child to work hard and achieve his or her best.	69	29	1	1	0
The school works closely with parents.	39	53	6	1	1
The school is well led and managed.	51	43	3	1	2
The school is helping my child become mature and responsible.	45	52	1	2	0
The school provides an interesting range of activities outside lessons.	53	40	3	1	3