

INSPECTION REPORT

BRISBANE PARK INFANT SCHOOL

Barrow-in-Furness, Cumbria

LEA area: Cumbria

Unique reference number: 112199

Headteacher: Mrs B. Johnson

Reporting inspector: Mrs P. Allison
21420

Dates of inspection: 20th – 21st November 2001

Inspection number: 196431

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
School category:	Community
Age range of pupils:	4 -7
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs B. Postlethwaite
Date of previous inspection:	3 rd June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brisbane Park is a well-established infant school with 151 boys and girls aged 4 to 7 on roll. Currently there are fewer pupils than usual in the school, because of a drop in the local birth rate. The school serves the community of Hindpool, one of the oldest parts of the town of Barrow-in-Furness. It is an area of considerable social deprivation. There is a large percentage of one-parent families and a very high rate of unemployment. Most pupils come from the locality, an area of high density terraced housing and flats. Around a third of pupils are eligible for free school meals, which is above the national average. Virtually all pupils are of white ethnic origin, although there are currently a few refugees in school, for whom English is an additional language.

Attainment on entry to the school is below what might be expected for children of this age. Although most children benefit from quality nursery education, their social and language skills are still weak when they enter the school. This is confirmed by information from assessments made as children enter the reception classes. There are usually about a third of pupils on the school's register for special educational needs, which is above average. The school is in an Education Action Zone (EAZ) and is a member of the Barrow Community Learning Partnership. At the end of Year 2, most pupils transfer to the nearby junior school, with which the school has close links.

HOW GOOD THE SCHOOL IS

Brisbane Park is an excellent school. It is a friendly community school, whose keynotes are team work and high achievement. The school is extremely effective in ensuring that all pupils achieve as well as they can. Standards are very high and pupils are keen to learn. Teaching is consistently good or very good and pupils make very good progress. The leadership of the headteacher is outstanding. Her drive and commitment set the tone for the whole school. The school is very well managed at all levels and provides very good value for money.

What the school does well

- Standards are very high and all pupils achieve very well.
- The school is very effectively managed, the headteacher providing excellent leadership.
- The quality of teaching is very good. Teachers have high expectations of pupils and are secure in their knowledge of what pupils have learnt.
- Attitudes of pupils are very good. They are keen to learn and work hard.
- There is a high level of care for pupils. Provision for pupils with special educational needs is very good.
- Links with the community are strong and parents are very happy with what the school provides.

What could be improved

There are no significant weaknesses in the work of the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and improvement since that time has been very good. Standards were good then, but have since risen even further. All issues have been addressed, for example:

- There are now clear schemes of work for each subject which form the basis for teachers' planning throughout the school
- The role of subject co-ordinators has been developed. The outcomes of their monitoring are closely linked to the school's management plan.

There have also been improvements in the quality of teaching and of the curriculum. High standards in areas such as attitudes, care and leadership and management have been maintained.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	B	A*	A*	A*	very high A* well above average A above average B average C below average D well below average E
writing	B	A*	A*	A*	
mathematics	A*	A*	A*	A*	

Standards are very high. The table shows that in the last tests the school's performance in reading, writing and mathematics was in the highest five per cent nationally. Standards are also very high when compared with similar schools. Teachers' assessments indicate that standards in science are equally as good. Standards have been rising year on year and the high standards achieved in 2000 were maintained in 2001. Virtually all pupils achieved the levels expected and a considerable number achieved above this. The school sets high targets and successfully reaches or exceeds them.

Children entering the school often have weak social and language skills. They make very good progress in the reception classes and they usually achieve the goals expected of them when they begin Year 1. Pupils continue to make very good progress through the school, gaining skills, knowledge and understanding at a rapid rate. Pupils with special educational needs are effectively supported and they achieve well. Higher attaining pupils are well challenged and have the opportunity to achieve at very high levels. Work seen during the inspection indicates that pupils are currently working at levels above what might be expected and all pupils are achieving very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated. They are interested and enthusiastic. They want to learn and they try very hard.
Behaviour, in and out of classrooms	Good. Pupils respond to the high expectations of the adults in school. The school is an orderly working environment.
Personal development and relationships	Very good. Relationships throughout the school are positive and supportive. Pupils care about others and co-operate with each other very well.
Attendance	Satisfactory. Attendance is in line with the national average. This is an improvement brought about by considerable efforts made by the school. Punctuality is still a problem. The lateness of a few pupils can have a detrimental effect on their learning.

Pupils' positive attitudes and the quality of the relationships in school have a significant impact on pupils' achievements. Pupils are confident in the school environment. They know what is expected of them and they respond well to this.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

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

The quality of teaching is never less than good and is often very good or excellent. Pupils learn effectively and make very good progress.

Some of the strengths of the teaching are:

- The teachers' skills in teaching literacy and numeracy. They teach in carefully planned small steps, which ensures that all pupils make progress.
- The secure knowledge of individuals teachers have. They carefully assess what pupils know, understand and can do and then use this information to plan for the needs of all the pupils in their class. This means that pupils are always moving forward in their learning.
- The high expectations teachers have of pupils. They set them challenging tasks and praise their efforts. Pupils respond well to this and try very hard.
- Positive, supportive relationships in classrooms. Teachers want pupils to do well and they encourage them to achieve.
- The valuable contribution made by well-trained support staff and good voluntary adult help.
- Regular focused teaching for pupils with special educational needs that helps them to make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Appropriate emphasis is placed on basic skills in literacy, numeracy and science and this has led to the very high standards being achieved. The curriculum is carefully planned to ensure that all pupils have the opportunity to achieve in all areas of learning and subjects of the curriculum.
Provision for pupils with special educational needs	Very good. Provision for pupils with special educational needs is given a high priority in the school. The quality of the provision results in these pupils achieving very well.
Provision for pupils with English as an additional language	The few pupils who have English as an additional language are well supported and they make good progress alongside their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school fosters positive attitudes and encourages responsible behaviour. Strong links with the local community enhance provision for pupils' social and cultural development. Assemblies are special times shared by the school community.
How well the school cares for its pupils	Very good. A high level of care for individuals characterises the work of the school. It is obvious that children come first in everything. The school keeps excellent records of pupils' achievements. All pupils are carefully monitored and supported to ensure that they achieve as much as they can whilst they are in the school.

The quality of assessment procedures, the rigour with which they are carried out and the impact they have on the standards achieved are major strengths of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of the leadership of the headteacher is outstanding. Her high expectations and dedication to achievement influence all aspects of the school's work. She is well supported by the deputy headteacher, who sets a high standard in her own teaching, and a strong team of teachers and support staff. Everyone has a clear sense of purpose and a commitment to success.
How well the governors fulfil their responsibilities	This is a well-established governing body with a very good knowledge of the school and its environment. Governors have a strong commitment to the school and manage it effectively.
The school's evaluation of its performance	The school rigorously monitors its performance and continuously evaluates how to improve. Everyone is involved in the identification of priorities and taking action towards improvement. The school sets itself challenging targets and ensures that it achieves success.
The strategic use of resources	All resources are effectively used to support the achievement of pupils. Financial planning and administration are very good. Day-to-day management of the school is very efficient. The school always ensures that it gets best value for money in all it does.

The excellent quality of the leadership and management ensures that there is clear direction for the work of the school and that high standards are achieved.

The accommodation is very well maintained and provides a good quality working environment.

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 school has high expectations of their children. ▪ Children make good progress and achieve high standards. ▪ The school is well led and managed. ▪ Teaching is good and members of staff are approachable. ▪ Children like school and they are well cared for there. 	Parents have very positive views of the school and have no significant concerns.

The inspection team fully agrees with the positive views of parents. There is excellence in every aspect of the school's work and parents can be confident that their children are achieving as well as they can.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high and all pupils achieve very well

- 1 Standards are very high. Although standards were already good at the time of the last inspection, they have improved substantially since then. In the 2000 tests at the end of Year 2 the school's performance in reading, writing and mathematics was in the highest five per cent nationally. Teachers' assessments indicate that standards in science were equally as good as those achieved in reading, writing and mathematics. Standards were also very high when compared with those achieved by similar schools.
- 2 Results in 2001 show that these very high standards have been maintained. Targets set by the school are challenging, but are successfully reached or exceeded. Virtually all pupils achieve the levels expected and a considerable number achieve above this.
- 3 Inspection evidence reflects these very high standards. Year 2 pupils talk confidently and listen to others. They take part in discussions, beginning to respond to what others say. They read a range of texts fluently and accurately. Higher attaining pupils read complex texts and use their knowledge of the alphabet, for example to sort words for a glossary. They write for a range of purposes, for example letters, stories, instructions. Most pupils write independently in sequences of sentences. Higher attaining pupils use some quite complex sentence structures and are beginning to use words imaginatively to make their writing lively and interesting. High standards of presentation of written work are achieved and most pupils spell and use punctuation confidently and accurately.
- 4 Pupils have a good knowledge and understanding of how numbers work which they use to make calculations and solve problems. They measure accurately in centimetres and read the time confidently. They gather information and record the results in a graph. Scientific investigation skills are very well developed. Year 2 pupils were observed carrying out an investigation, describing their observations and beginning to suggest reasons for what had happened. They were learning to record their work in appropriate ways. Scrutiny of work shows knowledge and understanding being gained across the range of the science curriculum.
- 5 There is clear evidence that pupils achieve good standards across the curriculum. Year 2 pupils were observed competently evaluating their work in design and technology, as they discussed models they had made and considered how they could be improved. In physical education, ball skills such as throwing, bouncing, passing and dribbling are being well taught and pupils are rapidly improving their control and speed.
- 6 All pupils achieve very well. Children entering the school often have weak social and language skills, but the firm foundations laid by the nursery school, from which most children have transferred, are built on in the reception classes. Children make very good progress and they usually achieve the goals expected of them when they begin Year 1. Pupils continue to make very good progress through the school, gaining skills, knowledge and understanding at a rapid rate. The secure knowledge the school has of what every pupil has achieved ensures that appropriate targets are set and pupils move forward in their learning.

- 7 Pupils with special educational needs are well supported and they achieve above what might be expected, given their prior attainment. The fact that virtually all pupils in the school reach the expected levels by the end of Year 2 is an indication of the high achievement of pupils with learning difficulties. Higher attaining pupils are effectively challenged and they have the opportunity to achieve at very high levels.

The school is very effectively managed, the headteacher providing excellent leadership.

- 8 The headteacher provides outstanding leadership. Her commitment to high standards and achievement for all is the driving force of the school. She has high expectations of everyone and this has resulted in the very high standards achieved year on year. The deputy head supports the headteacher very well. She leads by example, setting high standards in her own teaching and helping to build the confidence of teachers and develop the high performing team that now exists. With a shared philosophy, they have created a vision for the future, given a firm steer to the school's work and have managed change positively. Team work is a keynote of the school. Teachers and support staff at all levels share a clear sense of purpose, with the emphasis on achievement and care for the individual.
- 9 The school has a well-established governing body. Individual governors bring a range of skills and interests to the role and they display a very strong commitment to the school and its community. They manage the school effectively, giving time generously and making decisions always in the interests of pupils. Governors have a thorough knowledge of the school and its work. Planning for school development is very good. The process involves everyone identifying and agreeing priorities and taking action towards improvement. The school is self-critical and sets itself challenging targets. With investment and hard work it ensures that success is achieved.
- 10 The school monitors its performance rigorously. Assessment procedures are excellent and information from assessment is analysed to provide a clear picture of how the school is performing. Any weaknesses in the work of the school are soon identified and action is taken to improve. Teaching is carefully monitored and any weaknesses are supported. For example, recent monitoring revealed some weaknesses in questioning techniques in class sessions. This became the focus for some development work and the subject for further monitoring. Improvements in this are already evident in all classes.
- 11 Teachers themselves have a positive approach to their work and are always keen to improve. Currently they are investigating the possibilities for using more technology in their lessons. Recently they have been trained to use an interactive whiteboard and are already using it effectively in their lessons. As co-ordinators, teachers monitor the quality of work in their subjects. They sample work on a regular basis and make thoughtful recommendations for improvement, which are then linked to the school management plan.
- 12 The school has a very good range of learning resources and teachers use teaching resources effectively. There is a generous staffing level, which has a positive impact on pupils' progress. For example, the investment in a full time specialist teacher for pupils with special educational needs ensures that these pupils make very good progress and this affects overall standards. The accommodation is very good. Classrooms are large and well organised. The accommodation is very well maintained, both on a day-to-day basis

and in the long term. A continuous programme of repair and refurbishment ensures that the school remains in very good condition and provides a quality working environment.

- 13 The school is very well managed on a daily basis. Administration is efficient and effective. Financial planning is very good. Through prudent savings made over many years, the school has accumulated a considerable under-spend. This is a planned strategy to enable the school to keep the favourable staffing and resource levels, which have had such a positive impact on pupils' achievement, during years when the number on roll is low. Currently the school is using this money to keep the high level of special educational needs support and low numbers in the reception classes, despite a significant drop in numbers on roll. The school has an above-average income, mainly as a result of funding to offset social disadvantage. However, with the very high standards being achieved and the good quality of education being provided, the school gives very good value for money.

The quality of teaching is very good. Teachers have high expectations of pupils and are secure in their knowledge of what pupils have learnt.

- 14 The quality of teaching is never less than good and is often very good or excellent. This is an improvement from the last inspection, when weaknesses were highlighted. Teachers work hard and are always striving to improve. The quality of teaching is recognised and appreciated by parents and has a considerable impact on the very good progress that pupils make.
- 15 Teachers in the reception classes have a secure knowledge and understanding of the needs of the youngest children. They plan carefully, balancing focused teaching of skills with providing opportunities for children to explore and experiment and learn for themselves. They emphasise personal and social development by setting clear boundaries for behaviour and helping children to take turns and co-operate with each other. They provide opportunities for children to develop their communication skills, both in focused class situations and in more independent contexts. In one reception class during a literacy lesson children were talking about a picture of a monster. The teacher used carefully phrased questions, such as 'What does he look like? What is he thinking?' to encourage children to use a range of language to express their ideas. Meanwhile in the other reception class the teacher had provided a range of activities and opportunities for children to explore the topic of celebrations. They were able to take part in role play and to converse with each other. The adults interacted with the children, helping them to develop their skills. For example, the classroom assistant talked with children about the choices they were making as they decorated party hats and the class teacher helped some children to play a party game.
- 16 Teachers are technically competent in teaching literacy and numeracy. They have a very good knowledge of what they are teaching. They teach in carefully planned small steps and this ensures that all pupils make progress. Enthusiastic class sessions that involve all pupils, carefully differentiated tasks that are clearly explained and consolidation at the end of lessons are all strong factors that lead to pupils successfully acquiring new knowledge and skills. In a Year 2 numeracy lesson pupils were learning to transfer information from a tally chart to a graph. The teacher made use of every opportunity to help pupils increase their facility with numbers, for example counting forwards and backwards in fives as they considered the information they had tallied. The teacher then clearly demonstrated how to

draw a graph, making effective use of an interactive whiteboard in the process. As pupils worked on their own graphs, it was obvious how much learning had gone on during the session and how much progress they were making.

- 17 One of the most effective strengths of the teaching is the secure knowledge that teachers have of individuals. They carefully assess what pupils know, understand and can do, and then use this information to plan for the needs of all the pupils in their class. This means that pupils are always moving forward in their learning. In a Year 2 science lesson, the teacher questioned pupils about a test they had carried out as part of an investigation into forces. The way in which she asked them what had happened and why, enabled her to assess how much understanding they had, and also gave the pupils the opportunity to develop their skills of describing and evaluating what they had found out. The pupils made very good progress in the development of scientific investigational skills.
- 18 Teachers have high expectations of pupils. They set them challenging tasks and praise their efforts. Pupils respond well and try very hard. The high expectations and the praise given for effort are aspects of the teaching that parents notice and appreciate. In a Year 1 numeracy lesson, pupils were learning about odd and even numbers. The teacher provided challenge for all pupils in the variety of tasks. She also encouraged pupils to think through their answers and gave them opportunities to discuss their ideas with partners. Adults gave just the right amount of support, and as time went on pupils got quicker at separating the numbers and more secure with their decisions. Pupils' knowledge and understanding developed and they enjoyed success.
- 19 Teachers manage pupils well and create a positive learning environment in their classrooms. They have high expectations of pupils' behaviour and attitudes, but are also supportive in their relationships with pupils. This inspires confidence and the very good attitudes, which are a keynote of every classroom. In a Year 1 literacy lesson pupils were learning about rhymes. The teacher's enthusiasm and effective use of praise helped all pupils to be involved and they were confident enough to contribute the rhymes they knew. Teachers want pupils to do well and they encourage them to achieve. They get the best out of pupils. As a result, pupils show interest in their work and are able to sustain concentration.
- 20 Regular focused teaching for pupils with special educational needs helps them to make very good progress. The specialist teacher works patiently with pupils with specific learning difficulties. She has high expectations of individuals, but provides constant reinforcement and positive encouragement. Pupils are challenged and they make very good progress, even those who find it very difficult to concentrate. When one boy managed to write a three-letter word by himself for the first time, he surprised himself and was very pleased with his achievement. This investment in regular teaching for pupils with special educational needs has considerable impact on the progress these pupils make and on the standards the school achieves.
- 21 One important aspect of the very good quality of teaching is the valuable contribution made by well-trained support staff and good quality voluntary adult help. Adults are effectively deployed to support individuals and groups of pupils, ensuring that all pupils receive support at the time when they need it to help them move on. In class sessions sensitive support from an adult helps the less confident to take part in whole class discussions. In group activities the support adults provide is carefully planned. In a Year 2 literacy lesson, pupils were learning how to compile a glossary. Whilst two adults

worked with higher attaining groups, the class teacher focused effectively on the ones who needed more specific help. Because they had sensitive adult support, the higher attaining pupils were able to work at a challenging level, choosing the words for their glossaries and putting them in alphabetical order.

Attitudes of pupils are very good. They are keen to learn and work hard.

- 22 Pupils' attitudes to school are very good. They are interested and enthusiastic. In whole class sessions pupils are keen to contribute answers and ideas. They are confident in the supportive environment and are not afraid to make mistakes. Pupils want to learn and they enjoy their work. In a Year 2 art lesson some pupils used pastels to draw poppies. They were keen to try out the techniques they had been shown and they wanted to achieve a good result. Pupils work hard and concentrate well on the tasks they have been given to do. The challenge within these tasks often inspires them to make a lot of effort and they are pleased with their success.
- 23 Behaviour in and out of classrooms is good and the school is an orderly working environment. Pupils respond well to the high expectations of the adults in school and show equal respect for teachers and other members of staff. The good behaviour in classrooms has an impact on the quality of learning. Groups and individuals can be trusted to get on with tasks they have been given to do and the class teacher can focus her teaching effectively on other groups. Pupils who can find it difficult to concentrate and sometimes to behave appropriately are very well supported and they make good progress. As they achieve success in school they begin to feel better about themselves and they are encouraged to work alongside their peers.
- 24 As children enter the school their social and personal skills can be quite weak. Some children still find it difficult to listen to others, to share and take turns. The teachers and other adults in the reception classes have high expectations of children and children quickly learn what is expected of them. As they move through the school the quality of relationships generally has a positive effect on pupils and they soon begin to care about others and relate to them effectively. In a school achievement assembly pupils were genuinely interested in the work others had done and they listened carefully to them. Pupils co-operate well and support each other in their work.
- 25 Attendance is just about in line with the national average. This is an improvement brought about by considerable efforts on the part of the school and the educational welfare service. The school still has a problem with the unauthorised absence and the punctuality of a few pupils, but is doing everything it can to improve the situation. Unfortunately despite the school's efforts, absence and lateness can have a detrimental effect on the learning of these pupils.

There is a high level of care for pupils. Provision for pupils with special educational needs is very good.

- 26 The central philosophy that underlies all that the school does is ‘children always come first’. Parents recognise the high level of care in the school, which is an important contributor to the ethos of the school. All adults know pupils very well and are fully aware of their needs. The level of support for individuals is very good. Children are happy in school and are well cared for there.
- 27 The school has clear systems and procedures for ensuring the health and safety of pupils. There are effective methods for monitoring attendance and promoting good behaviour. Provision for pupils with special educational needs is very good. Early identification of pupils having difficulties and investment in carefully focused support ensures that pupils’ needs are met. The school rigorously monitors and supports the progress of these pupils.
- 28 Assessment systems in the school are excellent. Everyone really knows what pupils know, understand and can do. They know where pupils are and what pupils need to do next. This is a key to the school’s success. The systematic monitoring of pupils’ achievements ensures that all is done to help them improve. It is highly motivating for teachers as well as pupils, because they can see how they are helping their pupils to make progress. The information is shared with parents so they have a complete picture of how their children are getting on.

Links with the community are strong and parents are very happy with what the school provides.

- 29 The school has close links with the community that it serves. Pupils have made visits to local places, such as churches, businesses, a supermarket and a residential home. Members of the local community, such as the religious leaders, community police officer, health visitor and artists have visited the school. This enhances the curriculum and provides pupils with a better understanding of the community in which they live. Close links with the nearby nursery and junior schools ensure that pupils make a positive transition from one stage of their education to another.
- 30 As a school in an Educational Action Zone (EAZ), Brisbane Park is a member of the Barrow Community Learning Partnership. This has had limited impact on standards, which were already high, and the school sets its own targets and reaches them. However, membership has helped to broaden the experiences of pupils and hence the scope of the curriculum. This has been through financial support for school initiatives, such as investment in an interactive whiteboard, support for after-school activities, and help with the setting up of an Art Week. The school has also been involved with collaborative projects in the community, such as a recycling project and a successful and very beneficial association with the local shipyard.
- 31 Parents’ views of the school are very positive. Although only a few parents attended the inspection meeting, a quarter of parents completed the questionnaires and several wrote to the inspection team to offer their views. The views of parents are overwhelmingly positive and there are no significant concerns. Parents agree that the school has high expectations of their children and that they make good progress and achieve high standards. They are happy that the school is well led and managed and that teaching is good. They like the fact that the school is approachable and that their children are happy in school and well cared for there. The inspection team fully agrees with the positive

views of parents. There is excellence in every aspect of the school's work and parents can be confident that their children are achieving as well as they can.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

As there are no significant weaknesses, there are no specific issues for the governing body to address.

However, the school has plans for further development and improvement and the inspection team encourages the governing body to continue with this work, as outlined in the current management plan. For example:

- The review and development of foundation subjects.
- Ensuring that the whole curriculum is sufficiently broad and subjects are studied in enough depth.
- Development of the use of technology in teaching.
- Continuing with efforts to improve attendance and punctuality.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	5	0	0	0	0
Percentage	7	60	33	0	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	151
Number of full-time pupils known to be eligible for free school meals	0	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.5	School data	1.3

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	38	32	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	30	32	32
	Total	68	70	70
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (97)	100 (100)
	National	84 (83)	87 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	32	32	32
	Total	70	70	70
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	147
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	16.6
Average class size	21.6

Education support staff: YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	00
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.

Financial information

Financial year	2000 - 01
	£
Total income	467,470
Total expenditure	465,763
Expenditure per pupil	2,490
Balance brought forward from previous year	71,751
Balance carried forward to next year	43,729

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	63	32	0	0	5
My child gets the right amount of work to do at home.	40	53	5	0	2
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	38	58	0	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	2	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	50	38	7	2	3
The school is well led and managed.	78	20	0	2	0
The school is helping my child become mature and responsible.	63	30	0	0	7
The school provides an interesting range of activities outside lessons.	45	38	5	2	10