

INSPECTION REPORT

WEST END PRIMARY SCHOOL

Horsforth, Leeds

LEA area: Leeds

Unique reference number: 107846

Headteacher: Mrs L Wadkin

Reporting inspector: Keith Bardon
11807

Dates of inspection: 4th – 5th March 2002

Inspection number: 197609

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: 3 to 11

Gender of pupils: Mixed

School address: West End Lane
Horsforth
Leeds

Postcode: LS18 5JP

Telephone number: 0113 258 2819

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Whitfield

Date of previous inspection: 22nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West End is a large primary school with an attached nursery and a resource base for pupils with hearing impairment. The school is situated in Horsforth, a mainly residential suburb five miles north west of Leeds. Most pupils live close to the school, in owner-occupied semi-detached and detached housing, and levels of employment in the district are high. Two per cent of pupils are eligible for free school meals, which is below the national average. The school is popular with parents and the number of pupils has increased by almost 20 per cent in the last five years. There are 244 full time pupils on roll and a further 52 children attend the nursery part time. The Hearing Impaired Resource Base caters for seven pupils, which is below its capacity, although numbers are expected to rise next school year. These pupils spend much of their time in classes working alongside others of the same age. One nursery child and 38 full time pupils have special educational needs, mainly for hearing impairment and learning difficulties. This figure is below average for a school of this size. Eleven pupils have a statement of special needs, which is a high proportion. Five per cent of pupils are from minority ethnic backgrounds and a very small proportion is at an early stage in the learning of English. Two permanent teachers are currently on maternity leave. Many children have a good range of basic skills when they first attend the nursery and their attainment on entry to the school is generally above average. However, as the number of statements of special educational need suggests, the school also attracts pupils with significant learning difficulties and this gives an attainment on entry that is very wide.

HOW GOOD THE SCHOOL IS

West End Primary provides its pupils with a very good education. Throughout the school there is a pleasant and industrious atmosphere in which pupils thrive as individuals. The teaching is good and because lessons are interesting, pupils concentrate hard and subsequently attain high standards. The school makes carefully considered provision for the wide range of needs of all its pupils and they achieve well. The headteacher provides clear and perceptive leadership and the school is managed very well by senior staff and governors. The gains pupils make in comparison to what the school spends represent good value for money.

What the school does well

- Standards are high and by the end of Year 6 pupils' attainment is well above average
- The school successfully enables all its pupils to achieve well
- The school provides pupils with a strong sense of self-worth which acts as an effective springboard for their learning and personal development
- Very good leadership and skilful management ensure that the school continues to provide a high standard of education

What could be improved

- A small number of minor issues were drawn to the attention of staff and governors but there were no areas of significant concern and the school's plans for development correctly address its immediate priorities

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997 it has made good improvement. The strengths found at that time have been maintained or built upon. Standards by the end of Year 6 have remained well above average. The attainment of Year 2 pupils in writing and mathematics has shown sustained improvement. Pupils' reading has also improved, although not to quite the same extent and results have tended to fluctuate. The school has extended the procedures for monitoring and evaluating the quality of teaching and learning and this issue from the last inspection has been addressed well. A second key issue

referred to the completion of schemes of work for all subjects. This has also been comprehensively addressed, in no small part through the school's effective response to the many national initiatives. The provision the school makes for pupils' learning in information and communication technology is stronger and pupils are achieving more. Despite a significant number of staff changes, including the appointment of a number of newly qualified teachers, a good quality of teaching has been maintained. The number and range of support staff have increased and these have enhanced pupils' learning. Performance management has been implemented effectively, helping the school to achieve Investors in People status. The Hearing Impaired Resource Base has come through a period of change and there are clear signs that it is returning to the level of effectiveness that was reported in 1997. The headteacher, staff and governors have a shared ambition for the school and effective strategies to improve further.

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	C	A	A
Mathematics	A	C	A	A
Science	A*	A	A	A

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

By the end of Year 6 standards of attainment are well above the national average. Almost all pupils attained the level expected for their age in last years' national English, mathematics and science tests and a significant proportion achieved the higher level. This pattern is continuing. The work of the pupils currently in Year 6 is of a high standard and they are achieving well. Pupils are able to write at length in a range of different styles, employing a wide range of vocabulary to enhance the text. They read very well both for enjoyment and to gain information. Pupils discuss, debate, answer questions and express ideas at a level well above that normally found at this age. The strength of pupils' mathematics is their ability to calculate mentally and to use what they know to solve problems. The school sets challenging targets for pupils' performance in the national tests for eleven year olds and often exceeds them. Year 6 pupils are on course to meet the current targets.

Children respond well to the very good provision teachers make in the nursery and reception classes and by the end of reception almost all attain or exceed the national targets for their age. Good progress is maintained in the infant classes, and by the end of Year 2 pupils attain standards in writing and mathematics that are well above average. Pupils' attainment in reading by the end of Year 2 is above average. The school's method of teaching is wholly appropriate but takes a little time to have full effect, hence the difference between this and the other subjects. Other subjects benefit from pupils' well-established literacy and numeracy skills, and in science, for example, standards are also high. Both infant and junior pupils show good knowledge and skills in information and communication technology and their attainment exceeds that normally found.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages enjoy school and are keen to learn. They work hard in lessons and have a very positive attitude to all the opportunities the school provides.
Behaviour, in and out of classrooms	Very good. Pupils are polite, communicative and well mannered. They are fully aware of the standard of behaviour the school and their parents expect and respond accordingly.
Personal development and relationships	Very good. Pupils mix well and acquire a strong sense of self-worth. They treat each other with respect and readily and effectively contribute to the life of the school.
Attendance	Excellent. Levels of attendance are very high and there is minimal unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 teaching is good overall and at its strongest in the Foundation Stage classrooms and in the upper junior classes. Two of the school's more experienced teachers are currently on maternity leave and there has been some need to reallocate teachers to classes. The school is employing two teachers relatively new to the profession, one of who has only been in post four weeks, and some pupils are still adjusting to the changes. In all classes teachers place strong emphasis on enabling pupils to think carefully, make decisions, investigate and discover for themselves. The bedrock of pupils' learning in all subjects is their ability to express themselves clearly, discuss topics maturely and in depth and explain their thinking fully and accurately.

In mathematics, which is taught well, teachers expect pupils to work mentally as far as possible, to remember number facts to help them calculate quickly and to use a range of strategies. This helps pupils to develop independence and the confidence to try different ways of working. English is also taught well. Teachers build on the strong foundation of language that is laid in the nursery and reception classes by providing regular opportunities for pupils to express themselves in speech and writing. This extends beyond the daily English and mathematics lessons and good use is made of subjects such as science to extend pupils' literacy and numeracy skills.

The quality of the teaching in Years 1 to 6 varies between satisfactory and very good. Creativity is the key to the most productive lessons. In these lessons teachers use imaginative and stimulating techniques to involve pupils and to put across key principles and ideas. This results in lively classroom interactions and very good levels of understanding on the part of the pupils. Lessons that are satisfactory rather than good or very good often have inconsistent pace because some of the activities are not as challenging as others and pupils are not as clear about what they have to achieve.

When planning lessons, teachers pay close attention to the differing needs of all the pupils in the class. Strong and effective teamwork between teachers and support staff ensures that pupils with special educational needs have work that is wholly appropriate, and access to the help they require to participate fully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum comprehensively covers the national requirements and strikes an appropriate balance between the different subjects. It is extended very well through visits, visitors and extra-curricular activities.
Provision for pupils with special educational needs	Very good. Staff, including those employed in the Hearing Impaired Resource Base, plan carefully for pupils' learning and support them very well.
Provision for pupils with English as an additional language	Very good. The school monitors the development of the small number of pupils who speak English as an additional language carefully to ensure that the education it is providing is appropriate to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school caters very well for all aspects of pupils' personal development. Pupils are encouraged to take on responsibilities and moral and social issues are raised and discussed in sensitive and constructive ways. Staff provide encouragement to pupils to help them appreciate their own capabilities and raise their self-esteem. Careful provision is made for pupils' cultural development and for preparing them for life in a multi-cultural society.
How well the school cares for its pupils	Very good. This is a school which very openly and effectively puts the well-being of pupils first. Arrangements for ensuring the welfare and protection of pupils are fully in place although it is four years since all staff had training in child protection matters.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides the school with a strong sense of direction and purpose. Senior staff support the headteacher very well and together they form a very effective management team.
How well the governors fulfil their responsibilities	Very good. The school has a hard-working body of governors who are actively involved in the life of the school. They have a clear understanding of the school's strengths and work well with staff to promote its further development.
The school's evaluation of its performance	Very good. A wide variety of information is used to monitor different aspects of the school including the quality of teaching and learning. Regular evaluations help ensure that staff and governors have a clear understanding of the outcomes.
The strategic use of resources	Very good. The funding made available to the school is spent carefully and efficiently to promote pupils' learning.

The school applies the principles of best value well: senior staff and governors make concerted efforts to consult all those with a vested interest in the pupils' education and to obtain good value for the money the school spends. They regularly compare how well the school is doing with the national picture and have a challenging programme of continuing development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased with the quality of teaching children receive and with the progress they make. • Children like school, behave well and are expected to work hard. • Parents feel that the school listens to them and that they can readily approach staff with questions or concerns. • There is a good range of extra curricular activities and the school helps children grow into mature and responsible young people. 	<ul style="list-style-type: none"> • A minority of parents had concerns about the amount of homework children are given; some thought there was too much and others not enough. • Some parents find the language used in pupils annual reports a little too technical and difficult to understand.

Parents have very positive views of the school and are pleased with the education it provides for their children. Inspectors share parents' opinions and agree that this is a very good school. The amount of homework provided is appropriate and similar to that given in most primary schools. Some reports contain language which is difficult to understand and not all contain sufficient points for development. The school appreciates parents' concerns and has firm plans to review the style and content of the reports.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and by the end of Year 6 pupils' attainment is well above average

1. The performance of Year 6 pupils in the national English, mathematics and science tests is often well above the national average and results fully reflect what pupils know, understand and can do. The strength of pupils' attainment lies in their ability to think for themselves and to apply their knowledge in an ever-widening range of contexts. This is achieved because, from the outset, teachers place a high level of emphasis on pupils discussing, explaining and articulating their thinking. In the nursery and reception classes, well-formulated activities covering all areas of learning provide opportunities for pupils to use their imagination and encourage them to talk to each other and to adults about what they are doing, why they are doing it and what they are discovering. Children respond well to this stimulating environment and a secure foundation for future learning is laid.
2. This very positive start is built upon throughout the rest of the school with teachers continually encouraging pupils to share ideas, make choices, consider different options and express opinions. In mathematics lessons, pupils are taught to work mentally as much as possible and to learn, retain and use number facts to help them calculate quickly. During a lesson about money a Year 2 pupil explained that he had to picture the numbers in his head, which he was very successfully able to do. This constructive teaching promotes pupils' confidence so that they enjoy manipulating numbers and acquire the mental dexterity to use a range of different strategies to solve mathematical problems. Standards in mathematics are well above average because pupils understand how numbers and mathematical operations relate to each other and can think flexibly when faced with a new problem. When investigating the internal angles of a quadrilateral higher attaining Year 6 pupils were quickly able to conclude that they always added up to 360 degrees and were able to go on to use this and other information to calculate the angles in a shapes puzzle.
3. Standards in English are also well above average. Pupils write competently in a wide range of different styles, not only in English lessons but across the curriculum as a whole. In science, for example, Year 2 pupils provide detailed explanations of why materials are used in certain ways, such as plastic for Wellington boots because it prevents the water getting in. It is in pupils' writing where the benefits of the school's emphasis on the development of effective communication skills are most evident. Pupils write as they speak, mostly in complete and detailed sentences which present information clearly and effectively. A typical piece of news from a Year 2 pupil started "The next day which was Sunday I woke up". By Year 6 the imagery in pupils' compositions is generally excellent and vivid sentences such as "The wild storm rages like an angry giant, flashing lightning bolts through the sky like fiery weapons" are often found in their writing.
4. The school does not have a formal reading scheme but teaches reading using what is termed 'real books', that is books chosen from a wide range of sources for the interest they generate and love of reading they stimulate. This way of working does not enable pupils to establish the mechanics of reading as early as a structured scheme might do. Consequently when pupils sit the national tests at the end of Year 2, the school's results tend to be a little lower in reading than in the other subjects. However, the decision the school has taken to teach reading in this way is correct for

these pupils and the benefits are felt fully as pupils grow older. By Year 6 pupils read a wide range of fiction and non-fiction texts fluently, confidently and with understanding. They read because they enjoy books and value the enrichment to their lives that they provide. The positive effect this has on pupils' learning was illustrated well in a lesson about parody in which pupils were writing their own nonsense poems after looking at a range by famous authors and poets. The originality of their word combinations and rhythmic flow of the poems demonstrated a depth of understanding well above that normally found at this age.

5. Levels of attendance at school are excellent and this has a very positive effect on standards. Pupils' regular attendance provides a continuity of learning which is reflected in the security of their knowledge, understanding and skills and in the confidence they show when faced with something new. It is clear when speaking to pupils, particularly the older juniors, that with the help of the well-structured curriculum the school provides, pupils systematically build a broad range of ideas and skills as they move through the school.

The school successfully enables all its pupils to achieve well

6. Although the majority of pupils attending the school have above average basic skills there is a wide spectrum of attainment. Some pupils are very able and have the capacity to attain standards that are well above the norm for their age. There is also a small but significant number of pupils who find certain aspects of learning difficult or have disabilities which present obstacles to their learning. The school caters well for the diverse nature of its pupils and enables all to achieve well in relation to their differing needs and capabilities.
7. The teaching in the school is at its strongest in the Foundation Stage classrooms and in the older junior classes. Here the creativity employed by the teachers generates high levels of interest and enthusiasm among pupils and encourages their desire to learn. In the nursery and reception classes this is achieved by providing children with a wide range of carefully conceived play activities, each of which has a clear learning objective. In the upper junior classes teachers bring important ideas to life in interactive lessons to which pupils are expected to make a major contribution. Prior to learning how to draw circuit diagrams, Year 5 pupils were taught the standard symbols they would need to use through an initial discussion followed by a lively team game in which they had to exchange the actual component for its symbol. By the end of the lesson, pupils' grasp of what the symbols meant was secure, their learning was complete and they were ready to move on.
8. Teachers plan lessons carefully, building systematically on what has gone before. Activities are varied around the same theme to allow for the differing attainment of the pupils. This helps to ensure that although pupils are experiencing the same aspects of a subject they are learning at an appropriate pace and encountering new ideas at a suitable level of complexity. Higher attaining pupils are required to make many decisions for themselves. This stretches their mental capabilities and helps ensure that new horizons are continually being set for their learning. Teachers' expectation of the quality of work all pupils will produce is often high although in a minority of lessons the level of challenge is not uniformly maintained and pupils do not make as much progress.
9. The school has effective systems in place for identifying pupils with exceptionally high levels of attainment and those who are having difficulties in learning. Very high attainers are generally given work which extends beyond that of others in the class

and which requires considerable thought and reasoning. Consequently they develop skills and processes more associated with much older pupils and the confidence to tackle complex problems.

10. Pupils with special educational needs achieve very well because they are given work that is closely matched to their needs and provided with very good quality support to enable them to succeed. The school has a highly effective team of support staff who have a thorough understanding of the needs of the pupils. Teachers and support staff work in close unison, continually sharing perceptions and ideas of how best to promote the pupils' learning. This unified approach results in a blanket of support which encourages pupils to try hard even when they are finding the work difficult.
11. Deaf pupils and those with hearing loss who attend the school because it has resources for the hearing impaired spend three quarters of their time in classes working alongside other pupils. In general, the provision made for these pupils' learning is very good. Staff from the Hearing Impaired Resource Base work alongside the class teacher, using sign language to give the pupils access to the lesson. This works very well, enabling pupils to participate at a level appropriate for their attainment and to achieve at a similar rate to other pupils. Some of the time the pupils spend in the resource base is not as productive because on occasions they do not find the work as stimulating.

The school provides pupils with a strong sense of self-worth which acts as an effective springboard for their learning and personal development

12. This is a school which listens to and actively seeks the views of all its pupils and acts upon what they are saying in an appropriate way. There is a school council on which pupil representatives from all classes from reception upwards come together regularly to discuss and make suggestions about the way things are done. It is attended at times by a variety of staff and governors but is quite correctly seen by the pupils as their forum, particularly since it was instigated at their suggestion. Feeling they have a voice and that their opinions are valued does much for pupils' self-esteem and helps them become mature and self-confident individuals who enjoy school. A parent summarised the school's approach to pupils' personal development with the phrase "They are allowed to be children", something that is appreciated and valued by parents in general.
13. Displays around the school celebrate pupils' successes. The care with which their work is presented demonstrates clearly to all the pupils that their efforts are highly valued by the staff. This mutual respect is a cornerstone of the very good relationships which exist between adults and pupils, something viewed by older pupils as one of the things they like most about the school. Subsequently the atmosphere in lessons is friendly and relaxed with a regular buzz of pupils sharing their thoughts and ideas in a sensible and productive way. Pupils have the confidence to ask questions and to make contributions without always having to be prompted to do so. They develop a respect for differing opinions and listen to each other with interest.
14. Some pupils have very specific and relatively rare disabilities. The school goes to considerable lengths to obtain as much information as it can about the conditions affecting these pupils and how they can be best supported. The positive effect that this has on the pupils' education is considerable, enabling them to participate fully in lessons and all other aspects of school life. Working alongside disabled pupils enriches the quality of experience for all pupils. They follow the very positive model that staff set and show sensitivity and respect to those who have to overcome, in

some instances, considerable difficulties, while at the same time regarding them as equals in learning situations.

Very good leadership and skilful management ensure that the school continues to provide a high standard of education

15. The headteacher provides the school with purposeful leadership based on a clear vision of what the school is striving to achieve and how it should be setting about the task. This is shared by other senior members of staff and together they work cohesively to promote the school's aims and objectives. The strength of purpose and shared philosophy is a key factor in the school's success and is evident in all aspects of school life, from the time pupils enter the nursery to when they leave to continue their education at the high school. The result is a happy school which nurtures all aspects of pupils' growth and development and enables them to attain high standards, something appreciated by pupils and parents alike.
16. In recent years a large number of national initiatives have been introduced. Their implementation has been managed carefully and constructively so that they have enhanced what was already in place and taken the school forward. The National Strategies for Literacy and Numeracy are running smoothly and building on the good practice that was already in place, such as the strong emphasis on mental work in mathematics. The national guidelines for the Foundation Stage have been adopted and nursery and reception classrooms fully reflect the philosophy of educational play upon which the guidelines are based. Skilful use of the funding and training opportunities provided for information and communication technology have considerably improved both the resources and pupils' learning in this rapidly developing subject. What was a very ordinary subject at the time of the last inspection has been brought to life and further improvements are in the pipeline. The positive approach that the school's management team takes to such initiatives has a marked effect on standards and on the quality of pupils' education.
17. An equally positive approach has been taken to the implementation of performance management, and the mechanisms for objective setting and review have been integrated into school's comprehensive systems for monitoring performance. The school has recently achieved the Investors in People award, further recognition of the support for staff development that senior management provides. There have been a significant number of staff changes since the last inspection, often due to teachers gaining promotion in other schools. New teachers have been brought in, many of them newly qualified. The induction and mentoring these teachers have received have been very successful, and they have become an effective and integral part of the school's teaching staff. Changes have also taken place to the number and responsibilities of support staff. Well thought out arrangements have been made to enable support staff to provide continuity of provision. Many of the support staff are also employed as lunchtime supervisors, effectively extending the care provision the school makes for its pupils. Two of the classroom assistants also act as learning mentors for part of their time in school. Such management decisions help promote the ethos of care that is at the heart of the school.
18. Governors are fully involved in the life of the school and discharge their statutory responsibilities diligently. Many visit the school regularly and have clear perceptions of the school's strengths and what it needs to do to continue its development. Members of the curriculum committee, for example, periodically spend an afternoon monitoring a particular subject alongside the co-ordinator. As a result of this and other information gathering procedures, governors are able to make well-formulated

decisions based on clear and comprehensive information. They question rigorously and are able to suggest amendments to the school development plan if they feel that targets are unrealistic. Sharpening some of the criteria the school development plan contains would make evaluation of success somewhat easier than it is at present. The school's budget is carefully managed and a good level of consultation helps ensure that the finances are spent on the things that are of most importance to the pupils' education.

WHAT COULD BE IMPROVED

19. The inspection team drew the attention of the headteacher and governors to a number of small issues but there are no areas of significant concern and the school has correctly identified the priorities for its further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	6	0	0	0
Percentage	0	35	35	30	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 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)	26	244
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	1	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0.0

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	23	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	23
	Girls	18	19	17
	Total	39	40	40
Percentage of pupils at NC level 2 or above	School	89 (84)	91 (84)	91 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	18	17	19
	Total	39	40	42
Percentage of pupils at NC level 2 or above	School	89 (84)	91 (88)	95 (91)
	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	19	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	93 (84)	93 (75)	97 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	24	26	26
Percentage of pupils at NC level 4 or above	School	83 (84)	90 (84)	90 (84)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. The breakdown of girls and boys attainment has been omitted because the number of girls assessed was very small.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	2
White	204
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	23
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	94

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	1
Total number of education support staff	3
Total aggregate hours worked per week	40
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
	£
Total income	588188
Total expenditure	584322
Expenditure per pupil	2176
Balance brought forward from previous year	32780
Balance carried forward to next year	36646

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	54	44	1	1	1
Behaviour in the school is good.	47	47	2	0	3
My child gets the right amount of work to do at home.	40	45	11	0	2
The teaching is good.	54	44	1	0	1
I am kept well informed about how my child is getting on.	43	49	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	58	36	3	0	2
The school works closely with parents.	51	42	6	0	1
The school is well led and managed.	55	36	2	2	4
The school is helping my child become mature and responsible.	62	36	0	0	2
The school provides an interesting range of activities outside lessons.	58	35	2	0	5

Other issues raised by parents

At the meeting held before the inspection a number of parents stated that they found some of the language used in pupils' annual report somewhat difficult to access.