

## INSPECTION REPORT

### **MANLEY PARK JUNIOR SCHOOL**

Whalley Range

LEA area: Manchester

Unique reference number: 105472

Headteacher: J M Ward

Reporting inspector: Mr O L Thomas  
16041

Dates of inspection: 2 – 3 July 2001

Inspection number: 197649

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	College Road Whalley Range Manchester
Postcode:	M16 0AA
Telephone number:	0161 8813808
Fax number:	0161 8810390
Appropriate authority:	The governing body
Name of chair of governors:	Sarah Cotterill
Date of previous inspection:	22 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is about the same size as other primary schools (234 pupils compared with 243 national average). The school is set in an inner city suburb of Manchester and the area contains a high percentage of people from ethnic minority groups, particularly of Pakistani origins – most live within a three quarter mile radius of the school. The percentage of pupils eligible for free school meals is above the national average at 33 per cent but this figure under represents the true picture as many Muslim families do not claim for free school meals who might be eligible. The percentage of pupils with English as an additional language (EAL) is 81 per cent, which is very high. Twenty seven per cent of pupils are on the school's register of special educational need, which is above the national average, and the percentage of pupils with Statements of special educational needs is 2.5 per cent, which is also above national average. Pupil mobility is high with 19 pupils who joined at a time other than normal admission and 13 left. Attainment of pupils on entry to the school is below what is usually found at the age of seven and national test scores confirm this.

### **HOW GOOD THE SCHOOL IS**

Manley Park Junior School is a very good school, which has strengthened the high quality education noted at its last inspection in 1997. The excellent leadership of the Headteacher and the high quality teaching are the reasons why this is a very successful school in challenging circumstances. From a low starting base pupils achieve well and attain at least national expectations in English, mathematics and science. This school offers a rich and stimulating curriculum, which meets the diverse needs of its pupils very well. High quality care and harmony pervade the daily life. The school gives very good value for money.

#### **What the school does well**

- Pupils' achieve well in all subjects by the age of 11 years, including those pupils with English as an additional language or special educational needs and some make startling progress.
- Excellent management and leadership by the Headteacher in partnership with key staff and governors married with judicious use of funding and resources to achieve the best for pupils and give very good value for money.
- Teaching particularly in literacy and numeracy is high quality, and enables all pupils to learn very well regardless of their ability, social background, ethnicity or gender.
- It engenders very good attitudes, behaviour and relationships between all groups of pupils.
- The provision for pupils' spiritual, moral, social and cultural development within the curriculum.

#### **What could be improved**

- The wider use of information and communication technology (ICT) to support other subjects and further the development of skills in ICT.
- The quality of Collective Worship.

*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 September 1997. Since that time, all key issues and other areas of need have been addressed well by the school; this has had a positive effect on standards and the quality of teaching. In addition the school continues to evaluate itself very well by identifying features, which could be improved even more within an ongoing cycle of review and improvement. For example, the school is ready to introduce the new Code of Practice for the education of pupils who have special educational needs and put in

place the use of its new computer suite for which teachers have already received training. The school has made good use of the national initiative "Excellence in Cities", through which it has used to make best use of specialist teaching and to improve pupils' attendance which is now satisfactory, and to prepare resources for gifted and talented pupils. Manley Park Junior School is very well placed to succeed in its pursuit for excellence in all areas.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E	B	A
Mathematics	D	D	B	A
Science	C	D	A	A

**Key**

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

The above table clearly shows how the school has raised standards in English, mathematics and science. Whilst the above results are good, they undervalue the school's true efforts because the similar schools' comparison is based on the percentage of pupils eligible for free school meals and does not take into account that many pupils speak little or no English on entry or the above average percentage of pupils with special educational needs and the below average attainment on entry; when these factors are considered the high levels of attainment are even more impressive.

The inspection supports this picture of high achievement given pupils' prior attainment and notes standards, which are at the very least in line with national expectations, in English, mathematics and science and also in aspects of ICT, religious education, history, geography, design and technology and art. No judgements are made on standards in music and physical education because of a low evidence base but there is no reason to assume they are less than expected. Subjects are well supported by good use of literacy skills. Recent improvements have been made in many aspects of information and communication technology, (ICT). Standards are above expectations in the communication strand of the subject and in line with expectations in data handling, control and modelling. All pupils, irrespective of gender, ethnicity and social background, receive similar very good opportunities and as a result they all achieve well and make good progress.

The trend of improvement is upward; a system of tracking pupils' progress has recently been introduced to check on the impact of teaching and learning.

## PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and learning. They are eager to take part in activities and show very good levels of concentration, especially the older pupils.

Behaviour, in and out of classrooms	Overall very good, with some exemplary behaviour and attitudes by pupils in Year 6.
Personal development and relationships	Very good. Pupils are now taking more responsibility for their work, aspiring to meet the high expectations of their teachers. Relationships between the several ethnic groups within the school are very good.
Attendance	Attendance is below average but is improving and this has been achieved through the school's support and monitoring procedures.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

During the inspection teaching was never less than good. Ten per cent was excellent, 50 per cent was very good and 40 per cent was good. Teaching has a very positive impact on standards. The most striking feature is the consistently high expectations for pupils to listen, understand and make progress in their work. The sound standards achieved in the basic skills enables pupils, including those with EAL and special educational needs to cope well with their other work and move forward in their learning even when not directly supervised by the class teacher or support staff. Progress is good and at times startling. This is due to the atmosphere in which they learn and the intense focus on acquiring basic skills, gaining confidence and being encouraged to think for themselves. Teachers expect the most from pupils and work hard to help them achieve. They are not often disappointed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets the needs of all pupils irrespective of gender, ethnicity or background. It fully meets statutory requirements. There are very good cross-curricular links. Extracurricular activities are wide ranging and of good quality.
Provision for pupils with special educational needs	Good provision. Very well supported by skilled staff.
Provision for pupils with English as an additional language	Provision is very good and well structured in order to support all pupils including the large number of pupils who enter and leave each term.
Provision for pupils' personal, spiritual, moral, social and cultural development	Spiritual development is very good but is not well supported by collective worship. Provision for moral and social development are both very good. Provision for cultural development is very good and helps produce a truly multicultural school community where respect for the culture, values and beliefs of others is celebrated.



How well the school cares for its pupils	The school provides very good care for its pupils. Assessment is used effectively to help plan learning opportunities for groups of pupils of differing abilities. The tracking and targeting procedures are still comparatively new and are not yet fully impacting on standards. Assessment is used well to check pupils' level of understanding of the work they do then set further work in order to extend learning.
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### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	The Headteacher and senior management team give excellent educational direction to the school. Subject coordinators are now beginning to make an impact on standards through their monitoring role.
How well the governors fulfil their responsibilities	Governors fulfil their roles as critical friends well and hold the school to account, having a positive effect on the quality of education the school provides.
The school's evaluation of its performance	The school examines its performances well against national standards. It sets realistic targets for its future and monitors success against measurable criteria.
The strategic use of resources	The very best possible use is made of a wide selection of grant aid, which has a very positive impact on teaching and learning across the whole school.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children enjoy school</li> <li>• That their children make good progress in school</li> <li>• That the teaching is good.</li> <li>• That the school is well led and managed</li> <li>• That children are expected to work hard and achieve well.</li> <li>• That the school helps their children become more responsible and mature</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given.</li> <li>• Information about their children's progress</li> <li>• The range of activities outside lessons.</li> </ul>

The inspectors agree with all the positive views of the parents. In respect of homework, it is appropriate and has a positive effect on the progress pupils' make. Annual reports are informative and parents have both formal and informal opportunities to discuss their children's progress with teachers. The teachers give of their time freely in order to provide for a wide range of extracurricular opportunities and a rich curriculum of high quality and interest.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils achieve well in all subjects by the age of 11 years, with those pupils for whom English is an additional language or having special educational needs often making startling progress.**

1. In the national tests for 11 year olds in the Year 2000, the proportion of pupils attaining the expected Level 4 or above was above the national average in English and mathematics and well above in science. When comparison is made with schools where pupils are from similar backgrounds, the picture is even more positive, as the school's results show them to be high for all three subjects. The percentage of pupils scoring the higher Level 5 in the three subjects was higher than the national average. The positive nature of these results is further shown when the low results for the same pupils at the age of seven are taken into account. Here, only a few pupils attained levels above national expectations and the percentage of those achieving the lower grade of Level 2c in both writing and mathematics, accounted for over 50 per cent of the year group. This proof of the very good progress pupils make at Manley Park, has also to be seen in the context of a backdrop of a high rate of mobility in the school. Pupils regularly join and leave during the year, with many of those pupils not having English as a first language or having other specific special educational needs.

2. Whilst there is bound to be differences in cohorts of pupils, the school has shown year on year improvements in science and mathematics over the last three years. Improvements in English have been quite startling over the last year. Improvements are as a direct result of the improvements in teaching and the very good attitudes of the pupils. The school has made very good use of the national strategies for both literacy and numeracy and as a result the strongest features of teaching such as planning, the teaching of basic skills and excellent management skills, have had a very real impact on the quality of learning. In an excellent mathematics lesson in Year 5, planning by both the class teacher and the additional specialist supporting those for whom English was not a first language, was very good and meant that all pupils had equal opportunities to make progress. As a result they made very good progress in understanding how to use co-ordinates and how to improve their mental and oral skills in mathematics. In a very good English lesson in Year 6, the precision and focus of the teaching ensured that pupils made very good progress in their language skills.

3. The marking of work is very good and as a result pupils are able to understand clearly what it is they need to do to make progress. At the same time their work is highly valued by teachers. Displays around the school are of a very high quality, which not only reflects the standard of pupils' work but also encourages them through gaining self-esteem and having aspirations to achieve what their teachers expect of them. This drives standards up.

4. Although not all subjects in the wider curriculum were observed during the inspection, evidence in the scrutiny of work and in class displays confirms that high achievement, based on pupils low point of entry to the school, permeate all areas of work. Particularly noteworthy is the work in art and design, design and technology, geography, history and aspects of information and communication technology. In art and design, good use has been made of specialist teaching to support the rise in standards, especially in the work in ceramics. In design and technology the school's approach to the subject is all encompassing with pupils having a complete view of the design, making and evaluation

process. In geography and history, good use is made of the vibrant multicultural mix of pupils in the school to further knowledge and understanding. In information and communication technology, communication skills are above expectations while other strands of the subject show standards in line with national expectations.

**Excellent management and leadership by the Headteacher in partnership with key staff and governors married with judicious use of funding and resources to achieve the best for pupils and give very good value for money.**

5. One of the main reasons for the school's success is the outstanding leadership provided by key staff and governors, and especially the Headteacher and assistant Headteacher. The Headteacher's clear vision of what the school should be and his excellent leadership and communication skills have built, inspired and motivated a high quality team of staff. They have been extremely successful in raising standards through the provision of high quality teaching, support and the delivery of an appropriate curriculum for the pupils irrespective of their ethnicity, gender, social background or academic ability.

6. The system of whole-school review and planning are strengths. The school knows itself well. This is in great part due to the team spirit which pervades the school. Staff have common beliefs and they work well together; doing the best for the pupils drives their sense of purpose. The school development plan is rightly and properly directed at improving standards. The governors who are actively involved in the planning process, contribute significantly to the life of the school and are well informed to fulfil their role as critical friend and to hold the school to account. There is a clarity and intensity to the school's work and rigour to how it is monitored and evaluated. This ensures that pupils achieve their best and aspire to do better in responding to the high expectations of the Headteacher and staff. Everything the school does strives for high quality, which is valued by the parents. An overriding quality in the leadership and management by the Headteacher has been the appreciation of the stress that may be generated of many initiatives for staff and pupils. The management of change has been handled well with the demands on personnel being considered thoughtfully. The careful selection of initiatives to be pursued and the depth to which they are delivered has been excellent. Management systems to put policy into practice are detailed, but not overly complex and recognize that time must be given for staff to reflect and to evaluate what has been achieved before deciding on future priorities. In order to support staff in meeting the demands put upon them considerable investment has been made in their training and in developing their understanding of the pupils' learning, behaviour and attitudes to safeguard their personal development. Time allocated to the Assistant Headteacher to fulfill his role as Special Educational Needs coordinator, to subject coordinators to review current practice and to prepare action plans has been well spent and made a valuable contribution to the school enhancing its already strong position in providing high quality education.

7. Financial planning is very good. The principles of 'best value' are an integral part of the process of strategic planning by which expenditure is securely linked to agreed priorities. For example, the school has had a significant budget surplus and over the last two years has effectively used this to enhance staffing, non-contact time for teachers and improve the quality of the environment for pupils. The projected surplus for the forthcoming year is designated for extension of classrooms, to improve cloakroom facilities and to provide sports facilities with changing facilities.

8. Considerable attention has been given to the analysis of test and assessment information. The school has recognized the importance of target setting and tracking pupils' progress, which is systematically incorporated into its review and development procedures.

The process has been further refined in that the information is used to determine how best additional funding is used to maximum effect to raise standards. For example, 'Excellence in Cities' grants have been well used; to develop specific strategies for pupils to carry out personal research including homework packages, both of which were identified as weaknesses in the previous report and to purchase ICT software to promote cross-curricular materials for Year 5 and 6 pupils. All of which has helped to raise attainment and progress, particularly of the higher attainers.

9. The accommodation and resources are well used by the staff and pupils, which has a positive effect on the quality of learning. Improvements have been made to the library and research materials generally both of which were areas of concern at the time of the previous inspection. Routine administrative and day to day duties are effectively and efficiently handled by the school's administrative assistant who has well established and supportive routines which benefit both the staff and pupils. The building is maintained to a very high level of cleanliness, which further adds to the overall ethos of quality and well being.

10. Given the below average attainment on entry, the attainment and progress made by the pupils including those with EAL and special educational needs, the high quality of teaching and the broad curriculum, the school gives very good value for money.

**Teaching particularly in literacy and numeracy is high quality, and enables all pupils to learn very well regardless of their ability, social background, ethnicity or gender.**

11. Improved standards in literacy and numeracy have been as a direct result of the very good teaching in these areas of study. Very good planning, teaching of basic skills and excellent management skills ensure that no time is wasted. High expectations and appropriate challenges drive learning forward for all groups of pupils. The partnership between classteachers, Ethnic minority achievement support (EMAS) staff and other support staff give high quality provision to all pupils including those with EAL and special educational needs and ensures they make similar progress to other pupils. Teachers use subject specific vocabulary very specifically and this supports the high quality teaching of basic skills. Improvements have been made to the teachers' subject knowledge, which has gained momentum and depth with recent use of specialist teaching in ICT and physical education, singing and art and design. Marking shows considerable improvement. Critical comments help pupils understand how they can improve, although specific targets are not then written for pupils to keep and relate to at regular intervals. Best use is made of time to develop all elements of lessons. Plenary sessions are of particular value in checking levels of understanding, whilst involving pupils in evaluating their work. These assessments are used well in re-planning subsequent work and making specific teaching points. Homework is now used well to consolidate learning and support partnership with parents. Teaching and the good achievements in this school are inextricably linked.

**It engenders very good attitudes, behaviour and relationships between all groups of pupils.**

12. The quality and range of the imaginative curriculum are a significant stimulus for the high level of motivation and enthusiasm that pupils display and the positive relationships between all groups of pupils. Pupils have very positive attitudes; they behave very well and clearly enjoy their learning. They are eager to contribute to classroom discussions and work hard to achieve high standards of presentation. They display appropriate levels of maturity and responsibility and in their personal relationships are courteous and friendly. Although attendance is satisfactory, this is only achieved through significant monitoring and

support by the school. This includes funding for a support role dedicated to the monitoring and follow-up of absences. The issue of attendance is not a reflection of the high regard the children have for their school. The quality of pupils' behaviour is very good with some exemplary examples in Year 6. The pupils understand the implications of bullying and oppose such conduct, confident of the support and advice available from their teachers. The ethos of the school and the quality of its environment are testimony to the very positive standards of behaviour and attitude which, pupils' display and the high regard in which they hold their school.

### **The provision for pupils' spiritual, moral, social and cultural development within the curriculum.**

13. The pupils' spiritual development is supported across the curriculum with pupils revealing their sense of awe and wonder in their high quality artwork of flower paintings and abstract paintings in which they relate the colours to moods and feelings. In science, they have marveled at how electricity works and used their knowledge in design and technology when making models. Through the school's own steel band, the pupils enjoy a rich appreciation of music and in religious education they have made comprehensive study of the main world religions. The pupils have a clear sense of right and wrong and reveal good moral judgement appropriate for their age. The very good and consistent behaviour management of staff and encouragement of pupils through the celebration of their good work and achievement are significant factors in maintaining the high standards of behaviour that prevail. The school exhibits a strong sense of community and the broad multicultural mix of pupils and staff is used effectively to enhance and strengthen this bond. In lessons and activities the pupils are seen to co-operate and engage together in completing tasks or enjoying recreation. Visitors are made to feel welcome. The pupils derive significant benefit in the development of their cultural values through the broad ethnic and cultural mix of the school. Through their relationships and in lessons where the different customs and beliefs are celebrated and studied the pupils gain unique insight into the variety of ethnic and cultural differences from around the world. Pupils from the school have corresponded with pupils at school in an African village with whom they have compared school life and exchanged information on life style and customs. Their studies in religious education have included Bible stories from the Old Testament and stories from the life of Jesus. In history they have studied the ancient Greeks, the influence of the Romans on early Britain and looked at the disparity of life styles for people in Victorian times.

## **WHAT COULD BE IMPROVED**

### **The wider use of information and communication technology to support other subjects and further the development of skills in information and communication technology.**

14. The school has made considerable recent progress in its teaching of ICT. The subject coordinator is released from her classroom duties on regular occasions in order to support colleagues as they teach new aspects of the curriculum in this subject. A very effective example of this was noted in a Year 4 lesson. This is having a positive effect on teachers' confidence and ability to teach all areas of the required work. This work needs to be further developed and continued so that all teachers can address ICT issues within their own classes and in their own planning.

15. The creation of an information technology suite has meant that skills can now be directly taught to pupils in whole-class groups. However, there are still a number of issues remaining for the school to address.

16. Whilst pupils are able to learn and practise new skills in the computer suite, there are insufficient opportunities for these skills to be used in conjunction with other subjects in order to give pupils further usage of the skills. For example, little use was seen of ICT during literacy or numeracy lessons. Opportunities to use computers arise in each lesson, when pupils are given group tasks to accomplish. However, these are rarely used, and as a result neither skills of English or mathematics are supported as they would be by ICT.

17. The school now needs to plan more consistently the links between subjects and ICT in order that they give each other mutual support and development. Whilst there are individual good examples of links with subjects through the school's use of the "Excellence in Cities" initiative, this has not yet had a more general impact on the subject through the school. Work in Year 4 shows pupils preparing personal projects on animals, making good use of computer skills. Work in Year 4 also shows pupils making good use of "Super logo" programs with which they give instructions for shapes to be drawn on screen. A lesson observed in Year 6 shows good links with literacy, as pupils use their persuasive writing skills to create a brochure advertising the beauties of a holiday in St Lucia. The coordinator for the subject now needs the opportunity to monitor planning which must detail how teachers are overtly planning to use ICT skills to enhance other subjects. In this way, the very good start made by the school over the last year can be built upon and developed to the advantage of all subjects on the curriculum.

### **The quality of Collective Worship**

18. Although the school's provision for Collective Worship meets requirements, it does not make a major contribution to the pupils' spiritual development and this is a similar situation as at the time of the previous inspection. The Collective Worship observed during the inspection was not used effectively to support the pupils' insight into the formal concept of faith. Reflection time was brief and there was little mystery and wonder.

## **WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER?**

**The governors, Headteacher and staff now need to:**

**Further the development of information and communication technology (ICT) skills and widen the use of ICT to support other subjects by ensuring that:**

- teachers' planning specifically includes the use of ICT to support the work in other subjects;
- the inclusion of ICT skills in pupils' learning is monitored and evaluated;
- the planned in-service training for staff is implemented and monitored for effectiveness.

**Improve the quality of Collective Worship by ensuring that:**

- planning for Collective Worship mirrors the good quality, structure and breadth found in religious education;
- worship is given a higher profile in assemblies;
- pupils are encouraged to take more time for reflection and prayer.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

1

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	50	40	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	234
Number of full-time pupils known to be eligible for free school meals	n/a	77

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	6
Number of pupils on the school's special educational needs register	n/a	65

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	191

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	91.4
National comparative data	94.4

#### Unauthorised absence

	%
School data	1.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	32	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	27
	Girls	26	24	28
	Total	48	47	55
Percentage of pupils at NC level 4 or above	School	80 (63)	78 (63)	92 (75)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	25
	Girls	26	26	29
	Total	49	49	54
Percentage of pupils at NC level 4 or above	School	82 (54)	82 (63)	90 (65)
	National	70 (68)	72 (69)	79 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	6
Black – other	1
Indian	16
Pakistani	159
Bangladeshi	3
Chinese	0
White	20
Any other minority ethnic group	14

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	20
Average class size	29.75

**Education support staff: Y3 – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	44

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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*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	2000/2001
	£
Total income	516,339
Total expenditure	465,951
Expenditure per pupil	1,910
Balance brought forward from previous year	83,870
Balance carried forward to next year	134,258

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	236
Number of questionnaires returned	113

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	14	3	4	1
My child is making good progress in school.	52	41	1	4	3
Behaviour in the school is good.	53	33	5	2	7
My child gets the right amount of work to do at home.	46	31	12	6	4
The teaching is good.	65	26	5	1	3
I am kept well informed about how my child is getting on.	47	27	16	7	3
I would feel comfortable about approaching the school with questions or a problem.	71	20	3	3	4
The school expects my child to work hard and achieve his or her best.	70	23	3	1	4
The school works closely with parents.	58	23	9	5	5
The school is well led and managed.	71	21	0	1	7
The school is helping my child become mature and responsible.	65	27	3	3	4
The school provides an interesting range of activities outside lessons.	50	27	9	7	6