

INSPECTION REPORT

**HUYTON WITH ROBY CHURCH OF ENGLAND
PRIMARY SCHOOL**

Huyton

LEA area: Knowsley

Unique reference number: 104451

Headteacher: Mr M Cooper

Reporting inspector: Mr T W M Comer
15109

Dates of inspection: 13 –14 May 2002

Inspection number: 198520

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: Voluntary aided

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Rupert Road
Huyton
Merseyside

Postcode: L36 9TF

Telephone number: 0151 4778460

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Appropriate authority: The Governing Body

Name of chair of governors: The Rev Canon J Stanley OBE

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a large voluntary aided Church of England primary school for boys and girls aged 3 – 11. It has 425 pupils on roll in the 4 – 11 age range and a further 60 in its nursery unit. The school is situated in a district which has areas of significant social and economic hardship. The proportion of pupils entitled to a free school meal is above average. The overall attainment of the children on joining the school is below average although the proportions of pupils on the special educational needs register and of those with formal statements of need are both average. Just three pupils are from ethnic minority backgrounds and none is at an early stage of learning English. The school has very constructive ties with two Church of England parishes and works closely in partnership with the Borough of Knowsley Local Education Authority. The school participates in a new Excellence in Cities programme to improve provision for its gifted and talented pupils.

HOW GOOD THE SCHOOL IS

This is a very good school. It is a Christian, caring community which benefits from very strong and purposeful leadership. The school provides a high standard of education and an environment for learning in which all of the children can thrive, whatever their background or ability. The teaching is very good. The pupils achieve very well and standards are well above average by the time they leave at the end of Year 6. The school is very well managed; it is efficient and gives good value for money.

What the school does well

- The school's leadership and management are very effective
- Teaching and learning are very good and pupils achieve well above average standards by Year 6.
- The provision for pupils with special educational needs is very good.
- Pupils are happy in school, behave well and have very good attitudes towards their learning.

What could be improved

- Teachers should make more extensive use of the school's computers to enhance pupils' learning.
- Pupils would benefit from more opportunities for competitive team games out of school hours.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good overall improvement since the previous inspection in 1997. Standards have risen and the school has worked very hard with the issues for improvement raised by the previous inspection. In particular, the teachers stretch the higher attaining pupils more and these pupils achieve higher standards than previously. The school has improved its computer facilities and pupils in Years 3 – 6 achieve higher standards in information and communications technology (ICT) than before, although standards could be higher still.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	A	C	A	A	Well above average A Above average B Average C Below average D Well below average E
Mathematics	A	B	A	A	
Science	A	B	A	A	

Pupils achieve well in the Nursery and Reception classes. They begin the Nursery with below average overall attainment which rises to average by the time they are ready to leave Reception and join Year 1. The pupils presently in Reception classes are on target to achieve the standards expected for children of their age.

The results of national tests of Year 2 pupils are above average overall. In 2001, they were above average in reading and writing and average in mathematics. The results are improving in a similar way to the national picture. Pupils achieve well and their average overall attainment at the start of Year 1 rises to above average by the time they are ready for Year 3. Standards achieved by the present Year 2 pupils are above average.

Pupils achieve very well in Years 3 – 6 and overall standards of Year 6 pupils' work are well above average. Standards are well above average in each of English, mathematics and science and a high proportion of pupils exceed the standard expected for their age in each subject. The results of the national results in 2001 were well above average and in the top five per cent of all similar schools, nationally. The results were well above average in each of English, mathematics and science and in the top five per cent of similar schools in English and mathematics. The results are improving in line with the national trend and met the governors' target in 2001.

Pupils' literacy and numeracy skills improve strongly throughout the school and underpin the pupils' learning effectively in all subjects. Pupils with special educational needs make very good overall progress towards the standards expected for their age by Year 2 and Year 6. Some of these children exceed expected standards by Year 6. Gifted pupils make very good overall progress and reach their potential in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and enjoy lessons, joining in all activities enthusiastically.
Behaviour, in and out of classrooms	Good. Pupils comply with the school's high expectations of behaviour. Exclusions are very rare and there were none over the past year. The pupils have a reputation in the community for good behaviour out of school.
Personal development and relationships	Very good overall. Pupils take responsibility willingly, for example, as monitors and prefects. Relationships between pupils are very good. There is very little bullying and pupils feel safe. Pupils raise money for charities and are helping to build a primary school in Namibia.
Attendance	Average.

Pupils' attitudes to learning and their personal development are important reasons for their very good achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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 teaching meets the needs of all of its pupils effectively. Pupils with special educational needs are very well taught and make very good progress, mostly reaching, and sometimes exceeding, standards expected for their age by the end of Year 6. The school identifies its most gifted pupils, especially in English, mathematics and science, and ensures that they reach high standards.

The teaching is consistently good throughout the school and very good in Years 3 – 6. Overall, it is very good and accounts for the pupils' very good overall achievement. The strengths of the teaching are the consistently good quality seen in lessons, the teachers' high expectations of their pupils, and the effectiveness of their lesson planning and preparation. Pupils learn effectively and make very good overall progress – from below average attainment at the start of the Nursery to well above average by the end of Year 6. Pupils rise to the teachers' high expectations of them. They work hard; they complete the tasks set for them and have a clear idea of their own progress, gained through teachers' discussion with them and the clear and helpful marking of their written work. The teaching of English and mathematics is very good throughout the school and the basic skills of literacy and numeracy are well taught through all subjects. The teaching of ICT has improved since the previous inspection but teachers need to apply and extend pupils' computing skills still more through all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All legal requirements are met. The range of extra-curricular activities is satisfactory although pupils would benefit from more opportunities for competitive team games after school.
Provision for pupils with special educational needs	Very good. The school's procedures ensure that pupils' difficulties are identified early and pupils are supported well throughout the school. These pupils are set measurable targets, which they understand and can achieve.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Spiritual, moral and social development are all especially good.
How well the school cares for its pupils	Very good. The teachers assess and monitor pupils' progress, their personal development, their behaviour and attendance effectively. They intervene when necessary to ensure that the pupils make best progress. The school has a good partnership with parents.

This is a caring school which looks after its pupils very well. The school's provision for pupils with special educational needs is a particular strength of the school and enables these pupils to make very good progress and to achieve well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Very good. The school is very well managed. The leadership is very strong and provides purposeful direction for the school. The

headteacher and other key staff	management of subjects and of the provision for special educational needs, is also very good. The teaching and support staff work together very effectively and confidently as a team and their morale is high.
How well the governors fulfil their responsibilities	Very good. All statutory requirements are met in full. The governors understand the school's qualities well and play a significant role in shaping the school's distinctive Christian character.
The school's evaluation of its performance	Very good. The governors and senior staff apply the principles of best value rigorously when comparing the school's performance with that of others, and when placing contracts for goods and services.
The strategic use of resources	The school's finances are managed very well. Money is spent wisely in support of the school's aims and priorities. However, there are intrusions out of school hours and incidences of vandalism. A high proportion of the school's resources are spent on security measures.

The school's very effective leadership and very good management at all levels are chief reasons for the school's success.

The school is very well staffed. Resources for learning are very good and the resources for ICT have greatly improved. The accommodation is cramped – there is insufficient space for teaching small groups and the library is too small.

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. • Their children are well taught and make good progress. • The provision for children with special educational needs is very good. • The school is well led and managed. • The school listens to parents and is approachable. 	<ul style="list-style-type: none"> • A quarter of parents who responded to the questionnaire appeared to be dissatisfied with the provision for out of school activities. This was explored at the meeting with parents, when it was made clear that they would like to see more opportunities for competitive team games.

Parents have very positive views of the school and the inspectors agree with their opinions. The inspectors listened carefully to what the parents say about extra-curricular activities and investigated the position. The teachers work very hard to plan and prepare lessons, assess children's work and monitor their personal well-being and progress. In fact, the school already has a range of valuable extra-curricular activities; for example, children take part in drama and choral singing; the school has a thriving 'stay-and-play club' and a homework club. It is true that there is little competitive sport at present although a school football team, mainly but not exclusively boys, does play in a school league. The school has recognised that opportunities could be wider and plans to broaden the range of extra-curricular provision further and would gladly welcome help from interested parents to help supervise games and to coach the children.

PART B COMMENTARY

WHAT THE SCHOOL DOES WELL

The school's leadership and management are very effective

1. The school is very well managed. The headteacher and senior staff exercise very strong leadership and provide clear direction for the school. The vast majority of parents are very satisfied with the school's work.

2. In their teaching and other professional work, the senior staff set a clear example for others to follow. Consequently, teachers and support staff are confident in the school's leadership, work effectively as a team and their morale is high.

3. The senior staff, together with the governors, have established an effective ethos for learning based on the school's Christian principles and values, and care for pupils' welfare, personal development and their progress. The governors are confident in the headteacher and senior staff and support the school effectively. Two of the governors are priests who exercise a pastoral role regarding pupils, their parents and staff. These governors make a strong contribution to the life and work of the school, for example, by taking assembly.

4. The governors discharge their responsibilities very well; statutory requirements are met in full and the governors maintain an oversight of the daily work of the school and pupils' welfare. Regular meetings of the Governing Body's committees provide governors with a clear overview of the school's performance and an understanding of its strengths and of what could be improved. The school's staff and parents are well represented on the board of governors. The governors' targets for the national tests in English and mathematics are challenging but are consistently achieved, as they were in 2001.

5. The school's system of performance management ensures that the work of all teachers is regularly appraised and that targets for improvement are set annually for each class. The lessons of all teachers are regularly observed by the headteacher and deputy headteacher as part of the school's system of performance management, and points for improvement are linked to further professional development when necessary. The headteacher and deputy headteacher also monitor pupils' learning through inspection of samples of written work

6. Middle management responsibilities are carried out very effectively by the subject leaders. The co-ordinators for the provision for pupils with special educational needs manage the provision for these pupils very well. All of these managers exercise key roles in the work of the school, including the monitoring of teaching and learning, policy-making, curriculum planning, provision of training and of resources for their particular areas of responsibility.

7. The school's plan for development includes whole-school priorities appropriate to the school's needs, costing, and accountability for achieving the plan's objectives. The present priorities include improvement in the teaching of information and communication technology and extending the range of extra-curricular activities.

8. The staffing is very good. Newly qualified teachers are introduced to the work of the school and their role very effectively. The headteacher deploys the teachers carefully to ensure that the teaching is consistently good throughout the school so that pupils make continuously good progress.

9. The school is very clean and in good repair; nevertheless, the accommodation is unsatisfactory at present. The library is too small and this adversely affects pupils' independent learning. There is insufficient room for work with small groups of children, for example, those with special educational

needs, and some teaching therefore takes place in the staffroom and also in a converted cloakroom. However, plans are in place to make the necessary improvements. Learning resources are very good in terms of textbooks and equipment. The ICT resources are good and the school has spent considerable sums of money on new computers.

10. The school is efficient and its financial management is very good. Funds are spent on their intended purposes. The school compares its performance continually with that of others to ensure maximum effectiveness and value for money. The staff and governors consult parents about the quality of education provided and how it could be improved. Governors maintain an oversight of finances and ensure that money is spent in accordance with the principles of best value, which are rigorously applied when placing contracts and when making major spending decisions. The total expenditure per pupil in the financial year 2000-2001 was above the average for primary schools, nationally but the school gives good value for money.

11. The school has made a good improvement since the previous inspection. Well above average standards have been maintained and continue to rise in line with the national trend. Governors and teachers have worked hard and successfully at the key issues for action raised at the time of the previous inspection.

Teaching and learning are very good and pupils achieve well above average standards

12. The teaching was found to be consistently effective in lessons throughout the school. There was no unsatisfactory teaching and nearly three-quarters of lessons were good, very good or excellent. Pupils' written work shows that they learn effectively and make very good overall progress. Boys and girls achieve similar standards. Inspectors attribute this to the quality of the teaching and to pupils' very good attitudes to their work. Taking the full range of inspection evidence into account, the quality of teaching is judged to be very good overall and it meets the needs of all pupils effectively. Consequently, pupils achieve very well.

13. The teaching of English and mathematics is very good throughout the school. The children make particularly good progress in literacy and numeracy because these are very well and imaginatively taught and because the school's provision for these important skills is very efficiently managed by the subject leaders for English and mathematics.

14. Good literacy and numeracy skills underpin the pupils' learning in all subjects. The quality of pupils' writing is very high by Year 6 and is well developed throughout the school, not only in English and literacy lessons, but also in other subjects. Handwriting is very well developed as the pupils' written work shows, as for example in the Year 4 pupils' accurate recording of their science investigations.

15. The teaching of science is also very good and is very well managed. Practical science is very well developed throughout the school; pupils learn the principles of a 'fair test' which they apply effectively in their experimental work. Pupils acquire a very good understanding of difficult ideas such as forces and their effects, as was seen in a very good Year 4 lesson, when pupils tested different fluids to compare the effectiveness of these substances as lubricants.

16. The main strengths of the teaching are its consistency and reliability, the effective planning of lessons, and teachers' high expectations of effort and achievement. The teaching ensures that pupils learn effectively and achieve very well by the end of Year 6. The strengths of the pupils' learning are the consistently good rate of progress in lessons throughout the school, the pupils' co-operation with their teachers, very good attitudes towards their learning, and their hard work.

17. At the start of the Nursery, the children's literacy and numeracy skills are well below average although their social development is average for their age. By the end of the Reception Year, the children's attainment is broadly average and they achieve the early learning goals expected in each of the areas of learning specified for five-year-olds

18. Pupils continue to make good progress in Years 1 and 2, reaching above average standards by the time they are ready to join Year 3. By this time, standards are above average in English and average in mathematics. The results of national tests of Year 2 pupils in reading vary from one year to another but were above average in 2001 and well above the average for similar schools. The national test results for writing were similar to those for reading. The mathematics results were average although above the average for similar schools. Boys and girls achieve similar results in these tests, which are improving in line with the national picture. There are no national tests in science but the teachers' own assessments indicated slightly above average standards.

19. Imaginative planning and use of resources is a feature of the teaching. For example, the Year 2 teachers had made an ice cream stall, a bookshop and a fast food take-away for the children to use in lessons on money and giving change. The children greatly enjoyed the shopping activity and some of them could add sums such as £1.99 and £3.45 correctly in their heads – an unusually advanced accomplishment for seven-year-olds and which testifies to the school's effective implementation of the National Numeracy Strategy.

20. Pupils continue to make very good progress through Years 3 – 6, achieving well above average standards by the time they are ready for secondary school. Standards are well above average in English, mathematics and science. These standards are reflected in the consistently good results of national tests taken by Year 6 pupils. In 2001, the results in English and mathematics were well above average and in the top five per cent of all schools taking pupils from similar backgrounds. The science results were also well above average and well above the average for similar schools. Results are improving in line with the national trend. The Year 6 pupils' results consistently meet the targets set by governors.

21. Teachers take great care to ensure that pupils know the progress that they are making and that they understand their National Curriculum levels. The teachers achieve this by explaining carefully to the pupils and by marking their written work, consistently showing the pupils how to improve.

The provision for pupils with special educational needs is very good

22. Provision for pupils with special educational needs is very good and is a strength of the school. The management of the provision is very effective and is monitored rigorously. The school follows the national code of practice rigorously and the provision is overseen by one of the governors.

23. The school's procedures ensure that pupils' difficulties are identified early and that pupils are supported well in lessons so that they can catch up with others. These pupils are often taught in small groups, which enables teachers to ensure that the tasks set for them match their attainment levels, interest them and challenge them. The pupils are very well taught and make very good progress towards the standards expected for their age by Year 2 and Year 6. Some of these children exceed expected standards by Year 6.

24. Records and other important documentation are very well organised. The pupils' individual education plans are drawn up in consultation with parents, who attend regular reviews of their children's progress, and parents are very confident of the quality of provision. The targets set for pupils in their plans are achievable and measurable. Pupils help to set their own targets and understand the progress that they are making.

Pupils are happy in school and have very good attitudes towards learning

25. Pupils enjoy school and have very good attitudes to school and their work. This factor, and the effectiveness of the teaching, are the main reasons for pupils' very good achievement. Pupils enjoy their lessons and take part enthusiastically in morning assemblies and out of school activities. They adopt the school's Christian values and say that they approve of them.

26. Pupils behave well in lessons and around the school. Occasional naughtiness in lessons is easily controlled by the teachers' sensible and consistent application of the code of conduct. The school has a very good reputation locally for the good behaviour of its pupils when out of school. There have been no exclusions in the past year.

27. Pupils care for the school's environment. The very attractive school gardens are planted by the pupils and are beautifully kept. Pupils keep the grounds and playground free of litter.

28. Relationships between pupils are very good. Rare incidences of bullying or aggression are handled swiftly and effectively by staff. Pupils care for, and support one another; they learn to give and to accept praise graciously when it is due and spontaneously applaud the good work of others in lessons. Pupils learn to be considerate towards others and to be generous towards those who are less fortunate than themselves; for example, they are raising money to help to build a primary school in Namibia. Recently pupils raised £900 for a national children's charity.

29. Pupils learn independently and get on with their work without need for constant supervision. They willingly take responsibility, for example, as prefects, librarians or class monitors.

WHAT COULD BE IMPROVED

The school could make better use of its computers to enhance pupils' learning.

30. At the time of the previous inspection, standards in ICT (information and communications technology) were average in Years 1 and 2, but below average by the end of Year 6. Since that time, the governors, senior staff and class teachers have worked hard to raise standards, especially in Years 3 – 6. A considerable amount of money has been spent on new computers and on the conversion of offices to provide a new and well-equipped computer suite, which is an asset to the school.

31. Overall standards in ICT are still average in Year 2 and have improved to become average in Year 6. However, there is still room for improvement. As at the time of the previous inspection, ICT is taught mainly in the context of other subjects but, in all of them, teachers do not yet make enough use of computers to enhance the pupils' learning. In English, pupils use computers for word-processing, to enhance text and to present their work attractively, for example, by using clip-art for illustration. However, pupils rarely use word-processing to draft and re-draft their written work, which would help to raise standards even further. In mathematics, computers are used to handle and to present data in tabular and graphical form. However, they are not yet used enough to explore important aspects of the subject, such as patterns in number and geometry. The potential of the Internet is not yet harnessed enough in any subject for pupils to apply their good ability to learn independently and find out information for themselves, for example, in history and geography.

Pupils would benefit from more opportunities for competitive team games out of school

32. Parents say that they would appreciate more opportunities for their children to take part in competitive team games after school. The school already has a range of valuable extra-curricular activities. Musical activities include drama, choir and instrumental work. Pupils and parents appreciate the school's thriving 'stay-and-play club' and homework club. It is true, however, that there is little competitive sport apart from football, and the school has recognised this in its development plan.

33. The teachers are very busy after school with planning and preparing lessons, assessing pupils and marking their written work. The school has a good working partnership with parents, many of whom already provide valuable support and help for the teachers in lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to raise standards and improve the education provided still further, the governors, headteacher, staff and parents should take the following action.

- (1) Plan for more opportunities to use computers to extend pupils' learning in all subjects, making better use of the Internet for research, for example, in history and geography. (*paragraphs 30 and 31*)
- (2) Consider how the range of out of school activities could be extended through providing more opportunities for competitive team games. (*paragraphs 32 and 33*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	16	10	0	0	0
Percentage	6	18	47	29	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	30	425
Number of full-time pupils known to be eligible for free school meals		87

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	142

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	37	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	25
	Girls	36	35	33
	Total	60	58	58
Percentage of pupils At NC level 2 or above	School	95 (89)	92 (91)	92 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	23
	Girls	36	35	35
	Total	60	60	58
Percentage of pupils At NC level 2 or above	School	95 (89)	95 (94)	92 (92)
	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	32	30	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	31
	Girls	28	26	28
	Total	56	54	59
Percentage of pupils At NC level 4 or above	School	90 (84)	87 (86)	95 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	28	28
	Girls	27	26	27
	Total	51	54	55
Percentage of pupils At NC level 4 or above	School	82 (77)	87 (77)	89 (86)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	482
Any other minority ethnic group	0

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)	17.5
Number of pupils per qualified teacher	24.3
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	337.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	3
Total aggregate hours worked per week	67.5
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

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

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	883598
Total expenditure	840865
Expenditure per pupil	1731
Balance brought forward from previous year	40851
Balance carried forward to next year	83584

Results of the survey of parents and carers

Questionnaire return rate.

Number of questionnaires sent out	425
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	73	23	3	1	0
Behaviour at the school is good	69	23	5	0	3
My child gets the right amount of work to do at home.	54	31	13	1	1
The teaching is good.	75	22	3	0	1
I am kept well informed about how my child is getting on.	48	39	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	7	1	1
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	54	34	12	0	0
The school is well led and managed.	63	31	3	2	1
The school is helping my child become mature and responsible.	54	34	9	0	3
The school provides an interesting range of activities outside lessons.	15	60	23	1	2

Other issues raised by parents

At the meeting held with the registered inspector, some parents said that the provision for children with special educational needs is a particularly good feature of the school's work.