

# INSPECTION REPORT

**GT ECCLESTON COPP C OF E PRIMARY  
SCHOOL**

Great Eccleston

LEA area: Lancashire

Unique reference number: 119549

Head teacher: Mrs C A Parsons

Reporting inspector: Miss K Manning  
20267

Dates of inspection: 29<sup>th</sup> - 30<sup>th</sup> April 2002

Inspection number: 198533

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:	4 to 11
Gender of pupils:	Mixed
School address:	Copp Lane Great Eccleston Lancashire
Postcode:	PR3 0ZN
Telephone number:	01995 670969
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend D Gaskell
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**

With 157 pupils on roll, Gt. Eccleston Copp Church of England Primary School is smaller than most. It is situated in an attractive rural village and serves the local community. The school is voluntary aided and has a strong Christian ethos and close links with the local church. The characteristics of the area have changed little since the previous inspection. Although there is a wide social mix, the proportion of pupils who have free school meals is well below the national average. Very few pupils start the school part way through their education and there are no pupils from minority ethnic groups.

At present the school has 79 boys and 78 girls who attend full-time and are taught in classes from reception to Year 6. When they start in the reception class, most children have the skills and knowledge that are expected of four-year-olds. The proportion of pupils who have special educational needs is lower than in most other schools. Nineteen pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, one pupil has a statement of special needs.

Since the previous inspection, the acting head teacher has become the head teacher. The school has continued to work on environmental projects and is proud of its status as an eco-school. It has also won two awards for achievement, which were gained as a result of its excellent performance in national tests.

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

This is a very good school. The leadership and management are very effective and consequently, the school is successful and provides good value for money. Teaching is good and often very good and ensures that pupils of all abilities and backgrounds achieve as well as they can and that by the end of Year 6, standards in English, mathematics and science are well above average.

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

- Good and very good teaching means that, by the time they leave the school, many pupils achieve standards in English, mathematics and science that are well above the national averages.
- The work that the school does on the environment has a tremendous impact on pupils' personal development and is helping them gain social skills and a strong sense of citizenship.
- Strong leadership and management ensure that the school runs smoothly and that high standards have been maintained.

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

- Though acceptable to parents, the written reports could give more information about what their children know and can do in English, mathematics and science.
- Lunchtime supervisors do a good job and their efforts could be improved with further training.

*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 improved at a good rate since it was last inspected in November 1997. All of the key issues identified in the previous report have been tackled successfully. A considerable amount of effort has gone into reviewing and improving planning, which is now detailed and thorough. Co-

ordinators have strengthened and extended their roles and now monitor the curriculum and the quality of teaching in a systematic way. Governors are far more involved in the work of the school and in setting targets for further improvement. As a response to criticisms in the previous report the curriculum committee monitors closely the work of the school, and has agreed an appropriate policy for teaching sex education. The staff have been particularly successful in widening the opportunities for pupils to learn about other cultures. They do this through subjects, such as geography, history and religious education and also through art, drama and music.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
mathematics	A*	A*	A*	A
science	A*	A*	A	A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Throughout the school, pupils achieve well and learn at a good rate. By the end of the foundation stage, children have achieved the skills and goals expected for their age and the most able are working towards the first levels of the National Curriculum.

Over the last four years, standards in Year 2 have varied, depending on the differing abilities of each group of pupils. Last year, test results showed that standards were above average in reading and well above average in writing and mathematics. Inspection findings are that many of this year's group of pupils are achieving standards that are beyond what is expected for their age.

The school's results in National Curriculum tests for 11-year-olds are a fair reflection of standards in the school. The high standards that pupils achieved in mathematics put the school in the top five per cent of all schools nationally. Standards are rising at a similar rate to most other schools and they are well above average when compared with similar schools. Last year, the school exceeded the targets it had set for raising standards in English and mathematics. A number of pupils who have special educational needs did well to achieve the levels expected for their age.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and are highly motivated to learn. They are extremely enthusiastic about lessons and other activities.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and when they are out of the classroom. They have a good understanding of what is right and wrong.
Personal development and relationships	Very good. Pupils are willing to take on responsibilities and show initiative. They form very good relationships with adults and respect themselves and other children.
Attendance	Levels of attendance are above average and reflect the fact that pupils enjoy their time in school.

Pupils are extremely proud of the work they do as an eco-school. They carry their duties out in a mature and responsible way and know that their efforts benefit the school and the community.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good and sometimes very good. Children get a good start to their education in the foundation stage. In Years 1 to 6 teachers make effective use of the National Literacy and Numeracy Strategies to teach English and mathematics. All pupils get a fair deal from the school and have equal access to the curriculum and equal opportunities to learn.

### Strengths in teaching and learning:

- Teachers' good knowledge of how to teach the basic skills of literacy and numeracy, increases pupils' understanding and is one of the reasons why learning is good in English and mathematics.
- A strength of the teaching is that teachers ensure that pupils who have special educational needs get all the help they need to achieve well over time.
- Teachers' clear understanding about where pupils are up to with their learning ensures that they provide work that meets pupils' needs.
- Teachers plan work that is challenging and interesting and makes pupils work hard. This is one of the key reasons why pupils achieve extremely well and standards are very high in English, mathematics and science.
- Very positive and supportive relationships between teachers and pupils encourage pupils to do their best.
- Teachers are very good at marking pupils' work. The helpful comments they make ensure that pupils know how well they are doing and what they need to do to improve.

- A very good feature of the teaching is the way that teachers promote pupils' personal development through their work on the environment.
- Teachers ensure that pupils have plenty of opportunities to revise, practice and consolidate their understanding and knowledge in English, mathematics and science. This is a major factor in why pupils achieve well in national tests.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets statutory requirements for pupils in Years 1 to 6 and follows the recommended guidelines for children in the foundation stage. It is enriched by the school's efforts on behalf of the environment and its close links with the community. The school ensures that all pupils have equal opportunities to learn and make progress.
Provision for pupils with special educational needs	Good. The school ensures that all pupils with special educational needs get the help they need to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. Their spiritual development is promoted well through lessons and assemblies. Very good provision is made for their moral and social development in lessons, and in the day-to-day work of the school. Pupils are given many opportunities to learn about their own and other cultures.
How well the school cares for its pupils	Very good. Staff ensure the health, safety and welfare of pupils and take good care of them when they are in school. The school has good procedures for monitoring pupils' academic progress in English, mathematics and science.

The school has maintained the very good relationship it has with parents. They are encouraged to help their children at home and a number help out in the school. Their involvement has a significant impact on the standards achieved by pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher is a strong and conscientious leader who provides firm educational direction for the work of the school. The leadership and management of subject managers are good and help the school run smoothly.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory duties and supports the school well.
The school's evaluation of its performance	Good. Clear evaluations of the school's performance are based on careful analyses of pupils' progress, monitoring the quality of teaching and learning, and systematic examination of aspects of its provision.
The strategic use of resources	The school makes good use of the resources available. Grants have been used wisely to provide classroom assistants and additional support for pupils who have special educational needs.

The head teacher does extremely well to manage the school to such a good level, while at the same time teaching for more than half of the week. This is a reflection of her dedication and commitment

and the way that the whole staff work as a team for the benefit of pupils. The school's staff and governors work hard to ensure that goods and services represent best value for the pupils.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Parents are pleased that their children like school.</li> <li>• They believe that their children make good progress in school.</li> <li>• They are glad that their children are expected to work hard and do their best.</li> <li>• Parents feel that the school is well led and managed.</li> <li>• The school helps their children become mature and responsible.</li> <li>• They think that most of the teaching is good.</li> <li>• Parents believe that their children behave well in school.</li> <li>• Parents are extremely supportive of the school's work on the environment and make their own contributions to many of the projects.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no aspects of the school's work that parents would like to see improved.</li> </ul>

The school is held in high regard by parents and these views are confirmed by inspection findings. Children enjoy their time in school and make good progress in their academic and personal development. The teaching is good and teachers expect children to work hard and do their best. Teachers provide many opportunities for children to gain in independence and this helps them behave in a mature and responsible manner. Parents are right about the good leadership and management of the school. It is one of its strengths.

## **PART B: COMMENTARY**

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

**Good and some very good teaching means that, by the time they leave the school, many pupils achieve standards in English, mathematics and science that are well above the national averages.**

1 The main reasons why standards in English, mathematics and science are well above average by the end of Year 6 is that the teaching is good and the methods used by teachers work well.

2 In the reception class, children are given daily opportunities to read, write and use numbers and to gain knowledge and understanding of the world. One of the strengths of the teaching is that children read and write for a wide range of purposes. They read and listen to stories each day and take books to read at home. The classroom has many interesting books that are linked to children's work in other areas of learning. For example, there are information books about plants in the garden centre area of the classroom and menus in the café. The teacher encourages children to write for an equally diverse range of purposes. As well as writing stories and accounts of events they write recipes for making bread and about the visits they have from special people, such as the nurse. A good feature of the teaching of mathematics is that the work is of a practical nature. Children learn about number by counting and sorting. Later, they apply their mathematical knowledge to solve simple problems, such as which of two sets contains the most or least objects. The teacher ensures that children gain the foundations of their later scientific knowledge in the reception class. They are encouraged to observe closely and record what they see as detailed pictures, sometimes with labels. For example, in their work on 'ourselves' children labelled the major parts of the body and drew pictures of themselves exercising in order to keep healthy.

3 A good deal of time is spent on both English and mathematics because teachers regard literacy and numeracy as being crucial to pupils' academic success. Throughout the school, pupils get an hour of English each day and almost an hour of mathematics. Teachers use the National Literacy and Numeracy Strategies effectively to plan lessons.

4 The methods that teachers use to teach English are effective and they make good use of the National Literacy Strategy to plan lessons that are lively and interesting to pupils. For example, pupils in Year 3 thoroughly enjoyed writing letters to the wicked 'Dr Splosh' and tried hard to persuade him that they needed a playtime. The lesson worked well because the activity was fun and as a result, pupils produced good examples of persuasive writing. A good feature of the teaching of English is the way that teachers place great emphasis on handwriting and spelling. In some classes, teachers plan short periods when pupils are given the time to practise their handwriting skills and all pupils are given spellings to learn at home. These methods work well and are significant factors in why standards are well above average by the end of Year 6.

5 In mathematics, the real strengths of the teaching are the way that work is planned and assessed. In Years 1 to 6, pupils' work is planned carefully so that they are given work at the right level of difficulty. Higher attaining pupils are given the chance to work on more challenging tasks and slower learners benefit from extra help provided by support staff and volunteers. Consequently, by the end of Year 6, pupils use all four number operations confidently and their calculations are mostly accurate. Many pupils work at a level higher than that expected for their age and are quick to spot pattern and relationship in number, which they use to check their work. Teachers assess what pupils can do on a daily basis; as they mark work and through skilful questioning that helps them find out what pupils have remembered from previous lessons and where they need more practice. Lessons are

adjusted or changed to take account of this; for example, pupils in Year 5 were grouped according to how well they had learned in the previous lesson. This meant that pupils who did not need help could forge ahead with their work and those who needed it got extra attention from the teacher.

6 One of the main reasons why pupils do so well in national tests in English and mathematics is the extra support provided for lower attaining pupils and those with special educational needs. Throughout the school, good teaching of pupils with special educational needs ensures that they achieve as well as they can and some do very well to reach the levels expected for their age. Lower attaining pupils also benefit from the extra attention and help they get with reading and writing. In Year 6, small groups of pupils who need extra help are given weekly 'booster classes' in literacy and numeracy. The teachers' good knowledge of how to teach the basic skills of literacy and numeracy ensures that pupils who may be just a little way below the level expected for their age are helped to achieve as well as they can in national tests.

7 In science, the main reason for standards being well above average is the emphasis given to experimental and investigative science. Pupils get off to a good start in the reception class with lots of energetic and imaginative practical work. In Years 1 to 6, teachers plan effective opportunities for them to experiment and investigate. Their work shows that in Years 1 and 2 teachers have guided pupils through the processes of setting up experiments and predicting what will happen. Consequently, by the time they are in Year 6 pupils understand that scientific ideas are based on evidence and set up their own fair experiments and tests. For example, pupils in Year 4, carried out a successful investigation of seeds that involved observing how they grew and making detailed drawings of each stage of growth. This helped them focus closely on the process of growth but also helped them revise the stages that need to be followed when setting up a scientific investigation. Much of the teaching is focused on learning scientific facts and pupils have a broad knowledge of the areas they study. Alongside this they widen their scientific vocabulary and use this when talking about their work. For example, pupils in Year 2 used the terms 'roots' and 'stem' when describing the parts and functions of a plant.

8 A considerable amount of time is devoted to practising and consolidating what pupils know in English, mathematics and science. This is a key factor in why pupils do so well in national tests. In the final part of many lessons teachers go over work and assess what pupils have learned. Sometimes the last five minutes is spent revising and preparing for the next lesson. This happened in Year 2 when the last activity of the lesson was to use clocks to show the time in hours.

**The work that the school does on the environment has a tremendous impact on pupils' personal development and is helping them gain social skills and a strong sense of citizenship.**

9 Staff and pupils are rightly proud of the awards the school has gained for its work on the environment. It is something that makes the school different from many others and provides exceptionally good opportunities for pupils to work with and on behalf of the local and wider community.

10 Teachers provide many excellent opportunities for pupils to develop self-confidence and independence through their work on the environment. Pupils are encouraged to adopt a planter for a year, to take responsibility for polishing the brass plaque in the millennium garden and, in the past, pupils have designed the arch and sun shelter in the school grounds. Once one project is completed, pupils and staff consider what could be tackled next. Recently, pupils have worked hard to plant spring bulbs around the perimeter of the schoolyard and they talked animatedly about the 'great snowdrop raid' in the vicarage garden.

11 An 'eco-team,' made up of a number of pupils, organises and manages the environmental work very efficiently. To become a member pupils have to attend regular meetings after school and make a formal application in writing. It requires a high level of commitment over a number of years, with members having their own particular responsibilities and tasks, as well as sharing the more satisfying day-to-day jobs such as crushing cans by stamping them flat for easier storage. In working as a team pupils learn to negotiate and overcome problems through discussion and a democratic approach and recognise the need to listen to the opinions of others. The pupils on the committee are extremely proud of their work and recognise the importance of what they do. They talk knowledgeably about the difference between aluminium and tin cans and what can and cannot be recycled. Most of all, pupils enjoy what they do and the school benefits from the additional funds raised through their efforts.

12 The many community and environmental projects that form part of the school's work enrich the curriculum significantly and play a crucial part in pupils' personal development. Projects, such as monitoring how efficiently the school uses resources of water and electricity help promote pupils' social and moral development and they learn that their actions can have a global effect on the world's resources.

13 One of the good features of all of the work done on the environment is that it has a high profile in the school and local community and is promoted worldwide on the school's web site. All around the school there are signs and plaques stating who has designed a feature or adopted a planter, pupils on the eco-team have badges and the school flies its European Eco-School flag. The school makes good use of the community to bring its projects to fruition and to promote pupils' learning. For example, inmates from a nearby prison built the sun shelter and arch and a local business allowed pupils to carry out an environmental audit of the way it worked. The school's website promotes its environmental work extremely well and is an excellent promotion for the school. All of this contributes to pupils' understanding of how the community is dependent on the wider world and can in turn have an impact on changing and improving the environment. The high profile given to this aspect of the curriculum also means that pupils know their efforts are valued.

**Strong leadership and management ensure that the school runs smoothly and that high standards have been maintained.**

14 The head teacher leads and manages the school very well, despite having less than half of each week to carry out her managerial duties. Strong leadership is based on her ability to maintain high standards by:

- motivating and securing the commitment of teachers, governors and support staff,
- providing an effective model of good practice by working as a part-time teacher,
- continuing the close partnerships with parents, the church and the community that have a positive impact on pupils' learning.

15 Through regular and systematic reviews of the schools' procedures for planning work, and assessing and recording what pupils know the head teacher has an accurate idea of what the school does well and what could be improved. In this way she is able to manage the school so that it runs smoothly by:

- tackling issues raised from the monitoring of teaching and learning,
- using performance management to raise standards while also supporting teachers' professional development,

- providing training so that teaching continues to improve,
- managing the school's finances to get the best value from limited resources,
- delegating responsibilities so that the heavy workload that comes from working in a small school is shared.

16 Governors do a good job for the school and fulfil all of their statutory responsibilities. For example, they set targets for the work of the head teacher and for raising standards in English and mathematics in National Curriculum tests. Governors meet in a variety of committees to examine aspects of their designated roles in greater detail and are not afraid to challenge decisions about spending and curriculum. They ensure that the school competes for best value for money and the very capable administrative officer keeps a close eye on spending. At the end of each year, governors compare critically the school's results in tests with other schools and look particularly to see whether there are any differences between the attainment of boys and girls before reporting their findings to parents. Following the previous inspection governors drew up a clear plan of action to show how they would tackle each of the issues highlighted in the report. As a result, the school has made good progress in dealing with each of these.

17 Staff with leadership and managerial roles continue to contribute to the effective management of the school. Subject co-ordinators provide informal advice for colleagues and more formal training in their subjects. As a result, there is a strong sense of shared purpose and teamwork in the school, which is evident in the support teachers give to one another and their willingness to work hard to continue to raise standards. In addition, subject co-ordinators monitor the curriculum rigorously and analyse the results of National Curriculum tests in English, mathematics and science very thoroughly. In this way they keep a close check on standards and are able to identify any gaps in teaching and learning. As a direct result of co-ordinators observing teaching and looking at pupils' books, teachers have been able to improve the way they mark work and have agreed standards for how this should be done.

## **WHAT COULD BE IMPROVED**

**Though acceptable to parents, written reports could give more information about what their children know and can do.**

18 The school meets statutory requirements to report to parents at the end of each year and to let them know what levels their children achieve in National Curriculum tests at the end of Year 2 and Year 6. Since the previous inspection, teachers have changed the way they report to parents. They have also consulted with parents, who say that they are happy with the present format. However, in a school that prides itself on the quality of information it gives to parents and the public the current format is not as useful to parents as it could be.

19 With one glance at a ticked chart, parents can see whether their children are performing well or otherwise in English, mathematics and science. However, they do not always have supporting information about what their children can and cannot do. Sometimes, the spaces beneath the boxes are empty and at other times they give only general comments. In addition, teachers do not always set specific targets for pupils so parents cannot know how to help their children at home. The information that parents are given about their children's attainment in other subjects is more detailed and useful as is the summary of their children's attitudes towards learning.

**Lunchtime supervisors do a good job and their efforts could be improved with further training.**



20 Lunchtime supervisors do a good job for the school and are popular with pupils. The ratio of supervisors to pupils is high and pupils benefit from having the extra care and attention. Supervisors keep a close eye on children during lunch and are quick to spot children who may not be eating well. When this happens, pupils are encouraged to eat sensibly and teachers are informed. The relationship between supervisors and pupils is very friendly and lunchtimes are pleasant, social occasions where pupils have time for a leisurely chat to friends and adults. As a result, pupils say that they enjoy lunchtime. Following lunch, there are several supervisors outside in the yard. They ensure that pupils are safe and secure and help to promote good behaviour. Any incidents of poor behaviour are dealt with firmly and supervisors follow the same approach as teachers. In this way they help to promote pupils' social and moral development.

21 The head teacher is right that with further training, lunchtime supervisors could play a bigger part in promoting pupils' cultural development. For example, the old fashioned games of 'cats cradle' is extremely popular at the moment. With further training, the role of the lunchtime supervisors is likely to be extended. This will give them more opportunities to have an influence on pupils' personal, social and cultural development.

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

22 Governors, the head teacher and staff should:

- (1) Improve the quality of information that is given to parents by providing more detailed information about what pupils know and can do in English, mathematics and science.  
(Paragraphs 18 and 21)
- (2) Enable lunchtime supervisors to play a greater part in the cultural development of pupils by providing them with further training.  
(Paragraph 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	11

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	5	0	0	0
Percentage	0	12	56	31	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	157
Number of full-time pupils known to be eligible for free school meals	8

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

#### **Authorised absence**

	%
School data	5.0

#### **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	-	-

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	15	14
Percentage of pupils at NC level 2 or above	School	100% (88%)	100% (88%)	93% (94%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	14	15
Percentage of pupils at NC level 2 or above	School	100% (94%)	93% (94%)	100% (94%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Where the number of boys or girls is 10 or less, figures are omitted

### 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	23	-

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	-	-	-
	Total	30	30	31
Percentage of pupils at NC level 4 or above	School	91% (91%)	91% (91%)	94% (100%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	22
	Girls	-	-	-
	Total	29	29	29
Percentage of pupils at NC level 4 or above	School	88% (83%)	88% (91%)	88% (91%)
	National	72% (70%)	74% (72%)	82% (79%)

*Percentages in brackets refer to the year before the latest reporting year*  
*Where the number of boys or girls is 10 or less, figures are omitted*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	136
Any other minority ethnic group	0

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	22

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	71

### ***Financial information***

Financial year	2000/01
	£
Total income	317,323
Total expenditure	309,579
Expenditure per pupil	1,865
Balance brought forward from previous year	27,911 <sup>1</sup>
Balance carried forward to next year	35,655

### ***Recruitment of teachers***

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

*FTE means full-time equivalent.*

<sup>1</sup> The high carry forward is to maintain levels of staffing.

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

### **Questionnaire return rate**

Number of questionnaires sent out	157
Number of questionnaires returned	124

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	6	0	0
My child is making good progress in school.	64	34	2	0	1
Behaviour in the school is good.	61	38	1	0	0
My child gets the right amount of work to do at home.	44	49	6	0	1
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	61	36	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	1	0
The school expects my child to work hard and achieve his or her best.	82	17	2	0	0
The school works closely with parents.	56	41	2	1	0
The school is well led and managed.	74	24	1	0	1
The school is helping my child become mature and responsible.	65	33	2	0	1
The school provides an interesting range of activities outside lessons.	48	43	7	1	2