

INSPECTION REPORT

**CHRIST CHURCH AINSWORTH CofE
PRIMARY SCHOOL**

Ainsworth

LEA area: Bury

Unique reference number: 105324

Headteacher: Mr D Gerrard

Reporting inspector: Miss K Manning
20267

Dates of inspection: 9th – 10th July 2002

Inspection number: 230738

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 controlled
Age range of pupils: 3 to 11
Gender of pupils: Mixed

School address: Tommy Lane
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Bolton
Lancashire

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Appropriate authority: Governing body

Name of chair of governors: Mr J Maudsley

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church CofE Primary School is a voluntary controlled school, which serves the local community. Its pupils come from a wide range of backgrounds, though the proportion who are eligible for free school meals is below the national average. A small number of pupils are from ethnic minority families but only two do not speak English at home. Since the previous inspection the school has gained two Achievement Awards in recognition of the high standards achieved by many pupils. The school is of average size. There are 216 pupils in classes from the reception to Year 6. Some of these classes have pupils from more than one year group. A further 36 children attend the nursery, either for part or all of the day. Most children have a wide experience of books and numbers when they join the nursery and their attainment on entry to the reception class is beyond what is typical of four-year-olds. The number of pupils who have special educational needs is lower than in most other schools. Thirty-five pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, one child in the nursery and four pupils in the main school have statements of Special Educational Needs.

HOW GOOD THE SCHOOL IS

Christ Church CofE Primary School provides its pupils with a good education. Strong leadership from the headteacher ensures that teachers have the skills and commitment needed to ensure that pupils do their best. Good teaching allows pupils to achieve high standards in English, mathematics and science. The high quality partnerships that exist between pupils, teachers, parents and governors have a very positive impact on pupils' learning and personal development. The school gives good value for the funding it receives.

What the school does well

- Good teaching ensures that, by the end of Year 6, pupils achieve high standards in English, mathematics and science.
- All pupils have the same opportunities to make progress and get a fair deal from the school.
- Teachers promote pupils' personal development well and consequently, pupils are keen to learn and behave very well.
- Through rigorous and systematic monitoring, staff and governors have a clear view of the strengths of the school and know what needs to be done to continue to raise standards.

What could be improved

- The school improvement plan contains too many targets to be managed realistically.

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 December 1997. All of the key issues identified in the previous report have been tackled successfully. Training and additional lessons in literacy have ensured that standards in writing have risen in the last year. The library has been relocated and is used regularly by pupils to research facts and information. The school's procedures for assessing and recording what pupils can do are greatly improved. They provide teachers with valuable information that enables them to plan work that meets the needs of all pupils and to let parents know how well their children are doing. Staff and governors now keep a close eye on the quality of teaching and learning. Other improvements to the school's provision include a wider and richer curriculum and improved standards in English, mathematics and science. The enthusiasm and willingness with which governors, the headteacher and staff set about this, place the school in a good position to continue to improve.

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	C	C	A	A
mathematics	A	A	B	B
science	A	A	B	A

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

Pupils make good progress from one year to the next and achieve the standards of which they are capable. By the end of the foundation stage, most children have achieved the early goals and skills expected for their age and are working towards the first levels of the National Curriculum. By the end of Year 2, most pupils achieve standards in reading, writing, mathematics and science that are above what is expected for their age. This is a similar picture to the results of last year's National Curriculum tests. Girls are better at reading and writing than boys. Teachers are doing all they can to reduce the gap but initiatives, such as buying books that will be of more interest to boys, have not had time to have an effect on how well boys achieve.

By the end of Year 6, pupils achieve standards that are above average in mathematics and science and well above average in English. Results are higher in English than mathematics because of the work that has gone into raising standards in writing. By the time they leave the school, the gap between boys' and girls' achievements in English has narrowed considerably. Standards reflect the results of last year's National Curriculum tests. The school's results are rising at a similar rate to the national trend. Last year the school matched the challenging target it had set for raising standards in English but did not meet its target in mathematics because two pupils were absent at the time of the tests. Pupils in Years 2 and 6 perform better in national tests than those in similar schools.

Throughout the school, pupils who have special educational needs and the very small number who speak English as an additional language make good progress and also achieve their full potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to learning. They try hard to do their best in lessons and other activities.
Behaviour, in and out of classrooms	Pupils' very good behaviour helps them to work attentively without disturbance during lessons and to enjoy the time they spend together in the playground and at lunchtimes.
Personal development and relationships	Pupils forge very good relationships with teachers and other pupils. They work co-operatively and show their independence and maturity in the way that they help around the school.
Attendance	Pupils are eager to come to school and consequently, attendance is well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Teaching is good overall and more than a quarter of the lessons were taught very well. There is very good teaching in each of the three stages of education. One of the main strengths of the teaching is that the activities provided are generally exciting and interesting. As a result, pupils are highly motivated and keen to get on and learn. The teaching of English, mathematics and science is often very good and is one of the key reasons why pupils achieve well. As a result of continued training, teachers are particularly good at teaching the basic skills of literacy and numeracy. In these subjects, pupils make good progress from the time they start in nursery to the time they leave the school at the end of Year 6. Teachers' expectations of pupils are very high, which is one of the reasons why the work in pupils' books is almost always neatly presented and completed and why pupils behave well. Teachers ensure that all pupils have equal opportunities to learn by ensuring that work is pitched at the right levels for pupils of all abilities. Teachers also make extremely good use of classroom assistants. They often provide the help and support that is necessary to ensure that pupils with special educational needs and those who speak English as an additional language make good progress. Throughout the school, teachers are skilful at asking questions in order to assess what pupils know and to deepen their understanding. In addition, the helpful comments that teachers make when marking books ensure that pupils know how well they are doing and what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum meets statutory requirements and is enriched by a wide range of after-school activities, educational visits and visitors and strong links with the community. Children in the foundation stage have a curriculum that is appropriate for their age. All pupils have equal access to what the school offers.
Provision for pupils with special educational needs	Good. The work, guidance and resources provided for pupils who have special educational needs help them to make good progress towards their personal targets. Pupils' learning also benefits from the well-managed teaching they receive in small groups from skilled classroom assistants.
Provision for pupils with English as an additional language	Good. These pupils are helped to settle into school and quickly learn to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' spiritual, moral and social development makes a very positive contribution to pupils' attitudes, behaviour and relationships. The school makes satisfactory provision for pupils' cultural development. They are taught about their own heritage but there are not enough opportunities to study other cultures.
How well the school cares for its pupils	The school takes good care of pupils' well-being and is very good at maintaining harmonious behaviour. Very close partnerships with parents provide an effective basis for pupils' learning and personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership and firm educational direction for the work of the school. Staff work together well as a team and this has helped bring about significant change and improvement since the previous inspection.
How well the governors fulfil their responsibilities	Governors fulfil all of their statutory responsibilities very ably. Through their commitment, they help give direction to the work of school. They make sure that the school is always striving for improvement.
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. There are too many targets in the school improvement plan to be achieved realistically.
The strategic use of resources	All of the school's resources are used to help pupils reach high standards. Support staff and volunteers make a significant contribution to the quality of teaching.

Pupils' performance in tests is compared with local, similar and all other schools. The school does this well. Decisions about teaching and the curriculum are constantly reviewed to see if they are effective in maintaining high standards. Governors and the senior management team keep a close eye on spending to ensure that they get the best possible value for money and that pupils have good quality resources to help them learn. Parents' views about the school are sought regularly. They play an active part in shaping decisions about issues such as the policy for behaviour.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased that their children like school. They feel that children in the school behave well. They are glad that their children are expected to work hard and do their best. Parents believe that the school is led and managed well. The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> There are no aspects of the school's work that a significant number of parents would like to see improved.

The school is held in high regard by parents and these views are confirmed by inspection findings.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching ensures that, by the end of Year 6, pupils achieve high standards in English, mathematics and science.

1. Throughout the school, teachers have a thorough knowledge of how to teach the basic skills of literacy and put this to good effect in lessons that are lively and interesting. As a result, pupils of all ages enjoy English lessons and put their skills in reading and writing to good use in other subjects. For example, they write detailed accounts of the topics they study in geography and history.

2. Children in the foundation stage get a good start to their learning of literacy, numeracy and knowledge and understanding of the world. Each day, children have many opportunities to read books and listen to stories. In the nursery, children were enthralled by the story of Mr Magnolia who had only one boot. This was because the classroom assistant and other adults acted it out. In reception classes, children are asked to write about themselves and their work. A strength of the teaching of literacy is that children are taught the sounds of letters, which helps them with both reading and spelling. Number and counting is also part of everyday activities and once again, the activities planned by teachers are always exciting. For example, children in the nursery learned to make reasoned estimates of how many bugs they could squash into different sized boxes. Throughout the foundation stage, children gain a good grounding in scientific skills. One of the ways they do this is through studying the growth of plants and animals and drawing what they see.

3. In Years 1 to 6, a strength of the teaching comes from well planned opportunities for speaking and listening. Teachers generally plan some time at the end of lessons when pupils are encouraged to talk to the class or small group about their work. This happens in many lessons, not just in English. As a result, pupils learn to listen attentively to what others have to say. As they get older, pupils talk confidently about their work and use a widening and more adventurous vocabulary. For example, in a good science lesson, pupils in Year 5 used the word *reflected* to describe how light travelled from one mirror to another.

4. The National Literacy Strategy has helped to improve the quality of teaching in the past few years and teachers are good at teaching the basic skills of reading and writing. Pupils in Years 1 and 2 are taught to use a range of strategies to help them to read unfamiliar words. As a result, average attaining seven-year-olds read fluently and make few mistakes. When they cannot read a word they sound out the letters or look at the pictures and in this way manage a wide range of texts. The most able pupils are fluent readers, who put expression into their reading and have a firm understanding of the main points of the stories they read. By the end of Year 6, pupils have their own favourite authors and are confident readers who enjoy chatting about the books and poetry that they have read.

5. Teachers are good at teaching writing. Once again, it starts in the reception class where children are taught to form their letters correctly. Pupils in Years 1 and 2 practise their skills in handwriting lessons and at home. Those in Years 3 to 6 are expected to produce writing of a good standard and generally do so. In Years 1 and 2, pupils learn spellings each week and this ensures that by the end of Year 2, average and higher attaining pupils spell many difficult words correctly. Lower attaining pupils and those with special educational needs often spell words as they sound for example, *sed* rather than *said*.

6. Teachers looked carefully to see why girls in Years 1 and 2 are generally better at reading and writing than boys. They found that the difference begins as early as the reception class. In response to this, teachers have devised a number of strategies for interesting boys more in reading and writing. For example, they have bought more books that are likely to appeal to boys and teachers in the foundation stage are working hard to ensure that boys engage in activities aimed at strengthening their physical control of pencils. The co-ordinator is confident that this is beginning to pay dividends in improving reading and writing, although some of the strategies have not been in place long enough for them to have had a marked effect on the results of national tests.

7. In mathematics, teaching is made more effective because of the good balance of whole-class teaching and time for pupils to practise and consolidate what they have learned. Mental mathematics sessions are punchy and fast and as a result, pupils have to stay alert if they are to keep up. Following the mental mathematics sessions, there is generally a short time when teachers work with the whole class to introduce new concepts or move pupils on in their thinking. These times work well for two main reasons. Teachers have a thorough knowledge of the National Numeracy Strategy and how to teach mathematics. This means that their explanations are clear and help pupils to understand about number, shape and space. Teachers are also very good at questioning pupils to find out what they know. Higher attaining pupils are asked more challenging questions and gentle probing often helps lower attaining pupils and those who have special educational needs to move forward in their thinking. Teachers ensure that pupils have time to practise or apply what they have learned. For example, after learning about percentages, pupils in Year 6 were asked to purchase furniture for their bedrooms from a catalogue giving discounts on all of its prices. Pupils thoroughly enjoyed this task and set to work at once.

8. Strengths in the teaching of literacy and numeracy include the many opportunities teachers plan for pupils to read, write and use number in other subjects. Consequently, by the time they are in Year 6 pupils write in a variety of styles and use words to lively effect in some of their writing. For example, pupils in Year 6 wrote poetry in the style of the poem *Hiawatha* and used phrases such as *forthly he went unto the fir tree*. In Year 4, pupils used their knowledge of databases to classify plants and animals and very quickly grasped the idea of a decision tree diagram.

9. One of the strengths of the teaching in science, which leads to high standards, is that teachers plan many opportunities for pupils to experiment and investigate for themselves. Teachers plan investigations that are exciting and challenging for pupils. Making an electrical circuit was a task that younger pupils were very keen to talk about. Older pupils are taught how to set up their own fair tests and experiments and carry these out in a systematic and sensible way. In Year 6 pupils tested a range of materials to determine how they altered when mixed with water and whether the changes were reversible or not. Their books show that they worked logically and sequentially, first making their predictions and determining how to set up the experiment and then recording their results and observations as the investigation proceeded.

All pupils have the same opportunities to make progress and get a fair deal from the school.

10. One of the strengths of the school's provision is that all pupils have equal access to the curriculum and equal opportunities to make progress. This is planned for carefully and is something of which the school is justifiably proud. Teachers ensure that pupils of different abilities are given work that meets their needs. In lessons, pupils are generally asked to work on similar topics.

11. Throughout the school, teachers ensure that the most able pupils are given challenging and stimulating work. Very often they are set more difficult tasks, which require them to use what they have learned to solve problems. For example, the most able pupils in a Year 6 class had to work out discount at 17½ per cent, while other pupils worked out a ten per cent discount. In most lessons, teachers plan a range of tasks for pupils of different abilities and this ensures that everyone succeeds at their own level.

12. Pupils who have special educational needs get a good deal from the school. The work, guidance and resources provided help them to make good progress towards their personal targets. Their difficulties are diagnosed very early in the foundation stage and prompt intervention, using initiatives such as *early literacy support lessons* means that many pupils catch up with reading and writing. Further up the school, pupils in Year 6 are given the extra push needed to help them do as well as they can in National Curriculum tests through *booster* classes which focus on English and mathematics. One of the most effective methods used to support pupils who have special educational needs and those who speak English as an additional language is that they are given extra help from skilled classroom assistants. They benefit considerably from working in small groups led by competent and knowledgeable classroom assistants or the class teacher. The school caters very well for those pupils who have specific statements of their need, ensuring that the provision and help they receive is appropriate and that they too have equal opportunities to make progress. Governors' decision to spend extra money on providing classroom assistants has paid dividends in that the school's provision for pupils with special educational needs is good.

13. The small number of pupils who speak English as an additional language are given all the help they need to learn to master the language in their first years in school. Teachers ensure that they settle quickly into school and they plan a specific programme of learning for each child. Until their mastery of English improves, these pupils are given extra help from classroom assistants and from language specialists who visit the school. Parents are involved in helping their child at home and are invited to attend all meetings where their work is planned. A consequence of these efforts is that pupils make rapid progress and often achieve the levels expected for their age in national tests.

14. Teachers also ensure that pupils who start the school other than in the nursery are helped to settle quickly and are set work at the right level. Where there are records from other schools, teachers use these as a starting point for setting work. Where these are not available, teachers quickly make their own assessments through careful observations and skilful questioning and in this way are able to pitch work at the right level.

Teachers promote pupils' personal development well and consequently, pupils are keen to learn and behave very well.

15. Teachers place great emphasis on pupils' personal development. The warm and friendly relationships they have with pupils start in the nursery. Further up the school, teachers share the aims of lessons with pupils so that they know what they should be learning. A feature of the warm relationship between pupils and adults is the way that teachers are prepared to joke with pupils. Pupils respond to these times in a mature way and are often spurred on to greater effort because of them. For example, pupils in a class in Year 6 laughed when the teacher's mobile phone rang, with an imaginary message from a local store, which was planned as part of the lesson.

16. Teachers also make sure that pupils behave well and do as they are told. They are firm and fair when dealing with pupils who have done wrong and because everyone has the same approach, pupils know exactly what to expect. However, pupils try hard because they like their teachers and enjoy the work that they do in school and not just because they want to

gain praise or merit. Pupils are aware of the expectations for high standards of behaviour, and have the self-discipline to meet these. Children in the foundation stage know that they must share toys and equipment and generally do so without fuss. Pupils in Years 1 to 6 concentrate on their work and rarely need reminding to get on. The activities provided are often exciting and pupils respond with enthusiasm. For example, pupils in Year 5 could hardly wait to investigate how they could reflect their names using mirrors. They quickly become absorbed in what they are doing and were thrilled when they realised that by using two mirrors the names would appear the right way up.

17. Throughout the school, teachers respect pupils' points of view and listen to what they have to say. Pupils' comments are valued and sought out in lessons. For example, pupils in Year 1 talked about space food, astronauts and flying to the moon as part of their history topic. The questions that pupils asked of one another showed a good level of maturity and interest in the subject and they enjoyed the lesson. Pupils are also reminded to listen to what others have to say and this has a significant impact on their relationships with other pupils and adults. In all of the school's day-to-day activities pupils play together amicably and there is no bullying or harassment.

Through rigorous and systematic monitoring staff and governors have a clear view of the strengths of the school and know what needs to be done to continue to raise standards.

18. Since the previous inspection, staff and governors have worked extremely hard to ensure that the monitoring they carry out has a positive effect on improving the quality of teaching and learning. They have succeeded in making what was seen to be a weakness of the school into one of its strengths.

19. The headteacher and senior management team have led the way in monitoring the quality of teaching. Together with subject co-ordinators, they have devised clear and rigorous procedures for observing teachers at work. This is done systematically, teachers agree a time and a focus for the observation and they are given a verbal and written report of their performance after the lesson. This is working well and has helped increase the amount of good and very good teaching since the previous inspection. It has also helped teachers have a more relaxed view of being watched by colleagues and other professionals. Careful monitoring by the head teacher, followed up by appropriate help and guidance, has also helped a teacher make the difficult change from teaching in secondary school to teaching in primary school.

20. The system is strengthened and becomes more useful by the fact that staff link the procedures with their professional development and training. For example, last year, teachers' close monitoring of lessons and pupils' books resulted in them focusing their efforts on raising standards in writing. This paid dividends and the results of National Curriculum tests showed a marked improvement, particularly in Year 2.

21. Following criticisms in the previous report, governors have grasped opportunities to improve their performance, through training and a far greater involvement in the school's work. Today, they are a powerful force for change and are fully aware of what goes on in the school. They understand the need to gain and provide best value for money and do this prudently and systematically. One of the ways they do this is by comparing the school's results in National Curriculum tests with those of other schools, locally and nationally. In this way they know how well pupils are performing and know what needs to be done to continue to raise standards. Governors also keep a close check on finances and spending is targeted to where it will have the best impact on standards. Recently, a substantial amount of money has been ploughed into furnishing and equipping the computer suite. Although this has not

been in use for very long, governors are already seeking to determine what effect it has had on raising standards in information and communication technology. Governors are also very much involved in setting targets for the continued development of the school through performance management and the school improvement plan. They have very definite ideas about what needs to be followed up. For example, they are keen to continue to monitor the differences in performance of boys and girls in reading and writing.

WHAT COULD BE IMPROVED

Although extremely detailed, the school improvement plan contains too many targets to be managed realistically.

22. The school's plans for future development and improvement are thorough and detailed. The headteacher ensures that governors, senior managers and staff are all involved in reviews and target setting and as a result everyone is pulling in the same direction and working hard to try and maintain high standards and good teaching. Planning is simple but effective. There is a long-term overview that sets out a shared vision of where the school should be in several years time. Following this, there are targets for the present year, which are reviewed and rewritten each term. This is the aspect of planning that the headteacher agrees is in most need of further reform. The co-ordinators identify the areas that they feel need improving in each subject and produce very detailed plans of how they intend to bring about the necessary changes. In addition, there are targets and equally detailed plans relating to other aspects of the school's work. All of this adds up to an unrealistic number of targets when considering how much work staff can undertake successfully in one year. The school's first priorities are not clear and progress towards important targets is slowed as teachers try to achieve too much.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. Governors, the headteacher and staff should

(1) Make the school's plans for future improvement more manageable by

- a. reducing the number of targets to a realistic level
- b. making sure that the targets relate to the school's highest priorities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	13	3	0	0	0
Percentage	4	26	57	13	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	216
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	3	32

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.1

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	18	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	17
	Girls	16	17	17
	Total	32	31	34
Percentage of pupils at NC level 2 or above	School	91 (93)	89 (86)	97 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	16	16	17
	Total	31	32	35
Percentage of pupils at NC level 2 or above	School	89 (93)	91 (97)	100 (97)
	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	13	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	13
	Girls	10	7	11
	Total	20	18	24
Percentage of pupils at NC level 4 or above	School	83 (84)	75 (90)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	10	8	11
	Total	19	19	24
Percentage of pupils at NC level 4 or above	School	79 (84)	79 (90)	100 (94)
	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	178
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)	9
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	2
Total aggregate hours worked per week	42.5
Number of pupils per FTE adult	7.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	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	2001/2002
	£
Total income	492,508
Total expenditure	493,059
Expenditure per pupil	2192
Balance brought forward from previous year	1900
Balance carried forward to next year	1349

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	238
Number of questionnaires returned	99 (41.6%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	68	29	1	1	1
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	43	47	8	2	0
The teaching is good.	76	22	0	2	0
I am kept well informed about how my child is getting on.	70	24	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	0	2	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	74	23	2	1	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	77	23	0	0	0
The school provides an interesting range of activities outside lessons.	70	18	4	0	8