

# INSPECTION REPORT

## IRBY PRIMARY SCHOOL

Irby

LEA area: Wirral

Unique reference number: 105025

Headteacher: Mrs J. Vance

Reporting inspector: Mr F. Carruthers  
21285

Dates of inspection: 23<sup>rd</sup> – 24<sup>th</sup> September 2002

Inspection number: 246432

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Coombe Road Irby Wirral
Postcode:	CH61 4UR
Telephone number:	0151 648 2944
Fax number:	0151 648 2944
Appropriate authority:	The governing body
Name of chair of governors:	Mr G. Barley
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

There are 214 pupils on roll aged from four to 11. Very few are from minority ethnic heritages and none is learning English as an additional language. Pupils mainly come from the local area where there is a mixture of council and privately owned housing. Statistical information indicates that the prosperity of families range from average to above average when compared to families nationally. There are 23 pupils on the school's register of pupils with special educational needs. Some have specific or moderate learning difficulties and a few have emotional and behavioural or physical difficulties. On entry to school, assessments indicate that the range of attainment among the children is broad but overall it is average: their attainment is better in early reading skills than it is in early number skills.

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

The school provides a good education for its pupils. Because the school is very well led and the quality of teaching is good, pupils achieve well. The school sustains the pupils' personal and social development very well. Improvement since the last inspection has been good and, although the cost of educating a pupil at the school is above the average of schools nationally, the school provides good value for money.

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

- Pupils make good progress overall and achieve well, because teaching is good and the school makes very effective use of staff.
- The school provides a very rich variety of learning experiences for pupils, including visits out of school, visitors to school who contribute to their lessons, as well as a very wide range of activities outside lessons. As a result, pupils are motivated to learn and they achieve good standards.
- The school supports very well the pupils' welfare and personal development. Pupils display good attitudes to their work and have very good relationships with staff and with one another.
- Parents make a strong contribution to the standards that pupils achieve, to activities in school and levels of resourcing.
- The school is very well led by the headteacher and governing body, so that the school is successful in achieving its aims.

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

- The progress that junior-aged pupils make in writing, so that they use in their own pieces of work more of the skills that they are taught in lessons.
- A unified approach to assessing how well pupils are doing in subjects and setting them targets to improve.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1998. Since then improvement has been good. The pupils continue to achieve well, and the quality of the provision, for example teaching, has been maintained. The leadership by the headteacher and governing body has improved despite staffing difficulties in recent years. The school set about tackling the key issues identified for improvement with a very well planned and thorough action plan. The issues related to two subjects, information and communication technology (ICT) and parts of the curriculum for physical education. The quality of teaching, levels of resourcing and the standards that pupils achieve have improved very well in both subjects as a result of action taken.

## 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	B	A	A	A	well above average A above average B average C below average D well below average E
Mathematics	B	B	A	A	
Science	A	A	B	B	

The table above illustrates the high achievement of pupils at the end of Year 6 in recent years. Children enter school with average levels of attainment and achieve well over time. During the reception year, the children make very good progress in reading and good progress in mathematics, as measured by a standardised assessment. By the end of Year 2, almost all pupils achieve the expected levels or better in reading, writing, mathematics and science. A good proportion of them reach the higher level (Level 3) in each subject. This good progress is maintained in the junior years so that in most years, the school's results are above or well above those of similar schools. The proportion of pupils achieving expected levels in tests taken in 2002 at the end of Year 6 was not as high as the previous year. Factors that account for this are the above average proportion of pupils with special educational needs in that year group and several changes of teacher because of illness, which affected adversely the continuity of learning. A scrutiny of the work that these pupils did in the last school year indicates good standards in science and English. However, in their own pieces of writing, pupils were not consistently using the skills and techniques they are being taught. Overall standards in mathematics in that year group were average. The school is keen that the targets set for pupils to achieve match accurately what their teachers know about their individual potential. Sometimes pupils do better in tests than their predicted scores. Pupils with special educational needs make good progress and this is because of the good support they receive in smaller teaching groups for English and mathematics in the junior years. Standards in art and design, design and technology, geography, history and music are above average. Standards of work in ICT and physical education have improved well since the time of the last inspection and are average overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and enjoy lessons.
Behaviour, in and out of classrooms	Good. Pupils pay good attention in lessons and listen to their teachers well. They play with others in the playground very well. Poor behaviour is infrequent and there have been no exclusions.
Personal development and relationships	Very good. Pupils readily take on responsibilities in school and have very good relationships with staff and with each other. Older pupils especially enjoy helping younger ones.
Attendance	Very good. Levels of attendance are well above the national average and indicate how much pupils enjoy coming to school.





## 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.*

Teaching is good throughout the school and a particular feature which helps the pupils to achieve well is the very effective use made of all staff, both teaching and support. For instance, two part-time teachers help the school to operate smaller class sizes in the junior age range in subjects such as English and mathematics. Groups are composed according to the pupils' prior attainment and this leads to well-focused teaching that helps to meet the needs of pupils. In addition, by effective use of support staff, the size of teaching groups in the computer suite is halved, allowing each pupil time to practise skills more thoroughly at one computer each. The school also addresses very well some of the challenges created by the need to have mixed age classes. For instance, staff teach a subject such as science to distinct year groups formed from the mixed Years 1 and 2 classes.

Teaching in the reception class is good. At the time of the inspection, the children were settling in very well to classroom routines, thanks to the very good support that the staff provide for the children as they leave the pre-school playgroup and start school, some initially on a part-time basis.

Relationships between staff and pupils are very good and as a result, pupils want to learn. Lessons proceed at a good pace and pupils get through a lot of work in the time available. Skills of literacy and numeracy are taught well and the school makes effective use of programmes such as *early literacy support*. Pupils' skills are used well in other subjects, such as design and technology, when pupils measure and calculate, and in history, when they write accounts. Links between computer skills and work in art and design, geography and history are good. Pupils with special educational needs benefit from the favourable adult / pupil ratios in the smaller classes described above, and they receive good support to achieve the targets in their individual education plans. There are examples of good practice in the marking of pupils' work, but there are inconsistencies and sometimes marking does not match closely enough the school's policy.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a rich range of learning opportunities for pupils. This includes the content of lessons, the teaching of musical instruments, visitors to school, visits and residential experiences. There is a very good range of activities outside lessons, covering sport, music, art, the environment and other subjects. The school takes part in a wide variety of projects that give the pupils the chance to excel. The school has achieved the <i>Activemark (Gold) Award</i> for sport and is aiming to gain awards in environmental issues and in art.
Provision for pupils with special educational needs	Good. Pupils make good progress because of the good support that they receive from teaching and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's mission statement focuses on promoting the potential of all aspects of children's development, both academic and personal. The school is very successful in this.
How well the school cares for its pupils	Very well and this is a key strength of the school. The staff give high priority to pupils' welfare and personal development. Current procedures to assess how well pupils are doing feature in the school's current development plan. There are a number of pilot initiatives at the time of

	the inspection and as yet the school has not developed a whole-school approach to assessment.
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Information that the school provides for parents is very comprehensive and parents feel confident approaching staff about concerns. Parents give very good support to their children, for example in helping younger children to read, giving time helping in school and raising funds for resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and governing body provide very good leadership for the school. Recent staffing changes have led to changes to school and subject managerial roles. At the time of the inspection, a new deputy headteacher, with very good expertise, had taken up post and a new senior management team was being established.
How well the governors fulfil their responsibilities	Very well. Governors have a clear understanding of their roles and responsibilities and carry them out very effectively.
The school's evaluation of its performance	Good. Governors and senior staff consult with relevant agencies, compare the effectiveness of services and resources, and evaluate the school's achievements well in relation to local schools and schools nationally.
The strategic use of resources	Very good. All aspects of funding are clearly used for the benefit of pupils and very effective use is made of funding for such projects as the training needs of staff and the development of ICT in school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school and make good progress.</li> <li>• Behaviour in school is good and the pupils are helped to become mature.</li> <li>• Teaching is good and there are many out-of-school activities.</li> <li>• The school is well led and managed and parents feel comfortable approaching the school with concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Information about how well pupils are getting on.</li> </ul>

Inspectors fully support the positive views of parents. Parents' views on homework as expressed at the meeting with parents and in written responses vary. Some parents feel satisfied with the amount set; others disagree and consider more or less is appropriate. Inspectors note that the policy on homework calls for appropriate amounts to be set regularly and that, from examples seen, it makes a satisfactory contribution to the pupils' progress. It consists of a variety of activities, including spellings, tables, written and mathematical work, as well as project work for older pupils to complete independently. Staff report that a minority of pupils do not complete homework regularly, however. The school has agreed to monitor how consistently homework is set and seek improvements in how well it is completed. Inspectors find that the information that parents receive about their children's progress is very good. There are termly meeting for parents, an open-door policy on meeting with teachers, as well as written, annual reports of good quality.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils make good progress and achieve well, because teaching is good and the school makes very effective use of staff**

1. Teaching is good throughout the school and helps the pupils to achieve well. The teaching benefits from very effective use of staff, both teaching and support. The school makes very effective use of specialist skills of teachers. For example, one English lesson observed was taught not by the class teacher but by a specialist member of staff whose skills were used particularly well to help the pupils to focus on improving their writing. A further example of specialist teaching also takes place in mathematics, involving another member of staff teaching both Years 4 and 6. Again, the very good knowledge and expertise of the teacher helps more than one class of pupils.
2. One of the two part-time teachers in school helps in a team-teaching role to teach English lessons and also takes groups for part of the *Literacy Hour* for group work in a separate classroom. This helps to provide more individual attention for pupils, especially those with special educational needs. They receive good support to achieve the targets in their individual education plans. Both part-time teachers help in this way to reduce class sizes in the junior age range in subjects such as English and mathematics. Classes can therefore be composed according to the pupils' prior attainment and this leads to well-focused teaching that helps to meet the needs of pupils, especially those with special educational needs. The school makes good use of its accommodation, including two mobile classrooms, so that there are sufficient rooms for these groups to be taught separately.
3. In addition, by effective use of support staff, the size of teaching groups in the computer suite is halved, allowing each pupil time to learn and practise skills thoroughly at one computer each. Very good use of the classroom assistant in a Year 3 lesson allowed the class teacher to teach research skills using the *Internet* to half the class, while the remainder were taught history by the assistant in an adjacent room. After break, the groups were exchanged so that all had the same opportunities. In another ICT lesson, pupils in Year 6 learnt how to use graphics software to compose a picture based on *The Snail* by the artist, Matisse. Here again, the size of the teaching group was halved, so that effective use of teacher and classroom assistant helped the pupils to gain good hands-on experience.
4. The school very effectively overcomes some of the challenges created by the need to have mixed age classes. For instance, a subject such as science is taught to distinct year groups composed from the two mixed Years 1 and 2 classes. This allows pupils to have more opportunities to carry out investigations and older pupils to reach the requirements of the higher Level 3 in the subject by the end of Year 2. Similar organisational adjustments help teaching in the two mixed Years 5 and 6 classes.
5. Relationships between staff and pupils are very good and as a result, pupils want to learn. Pupils have good levels of concentration, lessons proceed at a good pace and pupils get through a lot of work in the time available.
6. Skills of literacy and numeracy are taught well and the school makes effective use of teaching and support staff to teach programmes such as *additional literacy* and *early*

*literacy support.* These skills are used well in other subjects, such as design and technology and history. As a result, the standards that pupils achieve in these subjects, evident in samples of their work and on display, are above average. Similarly, teachers plan to teach computer skills well through linking them to work in art and design, such as graphics, in geography and history, such as researching information.

**The school provides a very rich variety of learning experiences for pupils, including visits out of school, visitors to school who contribute to their lessons, as well as a very wide range of activities outside lessons. As a result, pupils are motivated to learn and they achieve good standards.**

7. At the time of the last inspection, inspectors judged there was a good range of curricular experiences for pupils but ICT was seldom taught effectively through other subjects. There have been significant improvements in the teaching of ICT as a result of a thorough post-OfSTED Action Plan, and the overall learning experiences that the school now offers its pupils are very good.
8. Coverage of the National Curriculum subjects is good and pupils study topics in subjects such as geography and history in depth. Links between subjects are forged so that topics are taken further by skilful use of ICT, art and design, and design and technology. The school makes effective use of its own grounds, for instance in its organic vegetable garden, and of the local area to support the curriculum. An assembly during the inspection focused on team work and made its point by reference to the involvement of parents, staff, pupils and outside specialist advisers in the success of the school garden, produce from which was later cooked by meals staff and served with school lunch.
9. When topics such as *The Rain Forests* are taught, the school looks for ways to stimulate the children's imagination by inviting specialist visitors to give demonstration lessons. As a result, the geographical elements of the topic are enriched by an insight into the culture of the people of the Amazonian rain forests, including their lifestyle, beliefs and distinctive music. There are interesting visits planned to a local multi-cultural centre to accompany work in geography and religious education. The school seeks as many opportunities as possible to benefit pupils by joining in weeks of activities organised nationally or locally, for example sports, music and drama festivals, a *Book Week* and *Geography Action Week*. This has focused on environmental issues concerning the local coastline as well as the cultural diversity of British society today. In addition there is a valuable residential visit for older pupils annually which promotes the pupils' personal and social development very well.
10. Music is a strength of the school and pupils have the opportunity to learn a variety of instruments individually as well as to join a choir, school orchestra and recorder, keyboard and guitar clubs. As a result of this high profile and the good reputation the school has earned over the years for its standards in music, the school was selected from other county schools to take part in preparations for the recent Commonwealth Games. Pupils, including younger infant pupils, met athletes from overseas and had the opportunity to sing at the spectacular team welcoming ceremony in Manchester.
11. There is a very wide range of activities outside lessons and all pupils in junior classes are encouraged to take part. There are *Top Play* activities for infant pupils run by Year 6 pupils. When appropriate teachers or parents can be found, some foreign languages are taught. There are a number of inter-school activities involving sports and music, and pupils take part in regular music and drama productions, many of which are written

by the subject leader for music. Recognition of the work done to promote sport is evident in the school achieving the *Activemark (Gold) Award*. Pupils have been featured on a video promoting *Sport England*. The school continually strives to improve the wider curriculum and is currently aiming to achieve the *Artsmark* and *Key Skills Award* as well as to open *Before and After School Clubs*.

**The school supports very well the pupils' welfare and personal development. Pupils display good attitudes to their work and have very good relationships with staff and with one another.**

12. The support that the school provides for pupils' welfare and personal development is very good and a key strength. The school puts these aspects at the heart of its mission statement, *Education..is more than academic study..It involves learning about yourself, good manners, feeling secure..working happily with others in a multi-cultural society*. Parents appreciate the value that the school attaches to these aspects and many choose the school because of them. At the meeting with inspectors, several parents described their reasons for choosing the school when they moved into the area and how they have not been disappointed since. Parents of pupils with special educational needs report how well the school has helped their children and how much progress they have made.
13. Relationships between staff and pupils are very good and help the pupils to feel valued and confident to ask for help. The children's personal, social and emotional development is a key priority for staff in the reception class. The children settle very quickly into classroom routines and show good levels of concentration and attention. Pupils in Years 5 and 6 are very keen to support the new children in the reception class and those in the pre-school playgroup on site. This has a very positive impact on relationships between older and younger pupils.
14. There are good systems in place to reward pupils for their good behaviour and older pupils readily take on responsibilities around school as monitors helping staff and organising equipment. As a result, pupils enjoy coming to school, poor behaviour is infrequent and there have been no exclusions.
15. Provision for pupils' spiritual, moral and social development is very good. There are opportunities in subjects such as religious education, art and design and English for pupils to reflect on the beauty of the world, their own part in preserving it and helping others less fortunate than themselves. Staff spend time explaining to pupils the consequences of their actions. Problems are frequently raised in *Circle time*, which are whole-class sessions when pupils have the opportunity to talk about moral and social issues directly relating to their own experience. Levels of attendance are well above average and parents report pupils do not want to miss school.

**Parents make a strong contribution to the standards that pupils achieve, to activities in school and levels of resourcing.**

16. As found at the last inspection, parental involvement in the life of the school has a very positive impact on standards of achievement and the quality of provision. A large proportion of parents regularly help the children with their reading and with homework assignments. Many come into school to help in classrooms and to help with projects such as the school garden, landscaping areas of the grounds for better use, as well as to accompany classes on visits out of school. The school issues pamphlets and holds well-attended meetings for parents which aim to inform them about the content and

methods of teaching subjects, so that parents are in a better position to help their children. Further meetings are planned to help parents understand methods used to teach numeracy.

17. There is a thriving parents' association, which has for many years raised money to provide extra funding for pupils for equipment and to add to activities out of school hours. A number of hard working parents provide the energy for the association and this is warmly appreciated by staff.

**The school is very well led by the headteacher and governing body, so that the school is successful in achieving its aims.**

18. The school benefits significantly from the very good leadership provided by the headteacher and governing body. They have a shared drive and vision for the school, which is exemplified in the school's mission statement. The quality of the leadership provided by the headteacher is acknowledged by parents, colleagues and governors. Parents report how much time she will take to canvas their views and to explain the reasons behind actions and the complexities of many issues the school faces. Staff appreciate how her leadership gives priority to their professional and personal development and supports them in improving the quality of their teaching. She has a strong commitment to making best use of funding to employ classroom assistants of high quality, to reduce class sizes and to sharpen the quality of teaching. The outcomes are evident in the school achieving and retaining *Investors in People* status since 1998. Governors know they receive clear information about the school's performance so that they can make informed decisions.
19. Governors show a very high level of expertise and commitment. Leadership by the chairperson is very good and he has fostered a very effective team approach to carrying out the work of the governing body. Governors have good awareness of the school's strengths, because their curriculum committee has monitored over a number of years the introduction of new initiatives. Members of the committee regularly visit school to join lessons and discuss developments with subject managers, who also make written and verbal reports to them. The committee then reports to the whole governing body on their findings. As a result, governors carry out their role of holding senior staff to account and acting as critical friend very well. Individual members of the governing body have very good expertise to support the school in making plans and bidding for grants for projects involving maintenance, buildings and the grounds. They have supported the development of ICT in school very well through the expertise of individual members. The governors compare the performance of the school closely with other local schools and with schools nationally and they analyse the value they are receiving from services and purchases. Governors have joined other local schools in seeking advice on best value for some of the routine services they pay for. Decisions about library service, catering and cleaning are made on their effectiveness and efficiency.



## **WHAT COULD BE IMPROVED**

**The progress that junior-aged pupils make in writing, so that they use in their own pieces of work more of the skills that they are taught in lessons.**

20. A detailed analysis of samples of pupils' writing by senior staff has highlighted areas for improvement as well as recognising strengths. The inspection team made similar independent judgements on a sample of last year's work. The progress that pupils made in Years 3 and 4 was not good enough in aspects such as developing the structure of their sentences from simple to more complex. They have not been using in their own writing skills they are taught about the form of different types of writing and the readership that they are intended for. More challenging work is required in the junior years, so that by the end of Year 6, pupils can draw on a wide range of techniques to write better descriptions, narratives, persuasive pieces and poems. The new subject manager is pursuing the school's development plan for the subject well, focusing on raising the staff's awareness of these shortcomings and teachers giving more guidance for pupils in the craft of writing.

**A unified approach to assessing how well pupils are doing in subjects and setting them targets to improve.**

21. There is a satisfactory range of assessments made, especially in English and mathematics. Records are kept and targets are set for pupils to improve. Overall, however, there is inconsistency of practice across the school and it is unclear how key objectives, assessments, day-to-day marking and targets together form a unified approach to evaluating pupils' progress. Some assessments are well established and include standardised tests, optional and national tests; others, such as ongoing evaluations in mathematics, are being tried out in some classes. A whole-school approach is required so that teaching is better focused on teaching gaps in pupils' skills, for instance in writing. The school is aware of shortcomings and these elements feature as a priority for improvement in the current school development plan.

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

22. The school should pursue improvements to:
- (1) Pupils' writing in the junior years – so that the pupils use in their own writing the techniques and skills they are taught in lessons. (Paragraph 20)
  - (2) Assessment procedures to set targets for pupils and to keep track of how well they are achieving, so that they are part of a unified approach and consistently implemented. (Paragraph 21)

These two issues feature in the school's current development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	12	7	0	0	0
Percentage	0	10	57	33	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 almost five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	214
Number of full-time pupils known to be eligible for free school meals	n/a	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	20

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	13
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.5

#### 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	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	18	18	18
	Total	33	33	34
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (96)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	18	17	18
	Total	33	31	34
Percentage of pupils at NC level 2 or above	School	97 (100)	91 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	22	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	19
	Girls	22	18	21
	Total	40	35	40
Percentage of pupils at NC level 4 or above	School	98 (88)	85 (78)	98 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	18
	Girls	19	15	19
	Total	33	28	37
Percentage of pupils at NC level 4 or above	School	80 (75)	68 (75)	90 (84)
	National	72 (70)	74 (72)	82 (79)

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



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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	190	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

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

### ***Financial information***

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

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	26.1
Average class size	30.6

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

Total number of education support staff	6
Total aggregate hours worked per week	95

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Financial year	2001
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	£
Total income	524 480
Total expenditure	513 217
Expenditure per pupil	2121
Balance brought forward from previous year	25282
Balance carried forward to next year	36545

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate 51.1%

Number of questionnaires sent out	219
Number of questionnaires returned	112

### 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	4	1	0
My child is making good progress in school.	39	48	7	2	4
Behaviour in the school is good.	42	52	2	0	3
My child gets the right amount of work to do at home.	32	41	21	2	4
The teaching is good.	40	47	6	2	4
I am kept well informed about how my child is getting on.	33	38	21	5	3
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	0
The school expects my child to work hard and achieve his or her best.	58	36	4	0	2
The school works closely with parents.	43	44	12	1	1
The school is well led and managed.	57	32	4	3	4
The school is helping my child become mature and responsible.	49	37	5	0	9
The school provides an interesting range of activities outside lessons.	52	30	7	3	8

Percentages are rounded to the nearest integer and may not total 100.

### Any other issues raised by parents

None