

INSPECTION REPORT

DEVONSHIRE ROAD PRIMARY SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105154

Headteacher: Mrs Margaret Gregory

Reporting inspector: Jean-Pierre Kirkland
4483

Dates of inspection: 16th – 17th September 2002

Inspection number: 246445

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
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Devonshire Road Bolton
Postcode:	BL1 4ND
Telephone number:	(01204) 333614
Fax number:	(01204) 333615
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Barbara Porter
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated about two miles west of Bolton town centre and has over 400 pupils on roll, making it significantly larger than the average primary school. It is a two-form entry school with 14 classes. A substantial number of pupils, over 30 per cent, come from ethnic minority backgrounds. Many, about ten per cent, have English as an addition to their own language, the principal ones being Punjabi, Gujerati, Farsi and Serbo-Croat. About one third of these pupils are at an early stage of language acquisition. Included in this is a small number of refugee pupils. The proportion of pupils with learning difficulties is approximately similar to the national average at about 20 per cent. Most of these pupils have specific learning difficulties such as dyslexia, but the school also has a small minority who have emotional and behavioural difficulties, autism and other problems. Eight pupils have statements of specific need, which is higher than the national average. The area the school serves is a mixture of local authority and housing association and private properties for rent, as well as owner occupied housing. The proportion of pupils entitled to free school meals is over 20 per cent. Attainment on entry to the school covers a wide range of ability; however, it is usually below what is expected from children of this age, although there are variations year on year. A significant number of pupils enter and leave at times other than the normal starting or leaving dates.

HOW GOOD THE SCHOOL IS

This is a very good and effective school. Pupils' achievements are very good. National test results are well above those found in similar schools and above the national average. There is good teaching overall, with many instances of very good practice. The school is very effectively led and managed, with very good teamwork involving all staff and governors. The school provides very good value for money.

What the school does well

- Pupils achieve very well, with above average standards reached in Year 6.
- Very good levels of teamwork by staff stem from very effective leadership and management.
- Staff make their teaching interesting by drawing on information from a wide range of sources.
- Behaviour is managed very well throughout the school.
- Parents receive a very good range of information about their children and about the school.

What could be improved

- The quality of writing in areas of the curriculum other than English, especially writing in a creative manner.
- The mental arithmetic sessions at the start of numeracy lessons.
- The overall quality of provision in information and communication technology (ICT).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good overall improvement since the previous inspection in 1997. Standards have risen throughout the school and pupils' achievements are significantly better. Overall, teaching has improved as has the quality of leadership and management. The key issues from the previous inspection have been put into place in full with very good support by the governing body. The curriculum is now taught in a more imaginative manner, with particular strengths in English, science and music. Provision for pupils with learning difficulties and those who have specific language problems has also improved, resulting in the very good achievement of all pupils. The school has recently acquired a new ICT suite, but as yet, this subject is not supporting learning as well as it might. There is good capacity for further improvement.

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	D	C	A	A
mathematics	D	D	C	B
science	C	E	B	A

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

Results in the 2001 national tests are above average overall but well above average when compared to those in similar schools with a like proportion of pupils entitled to free school meals. Since children enter the school with levels that are below those expected, and in some cases with levels well below those expected, overall achievement is very good. The more recent results, for which there is no national comparison as yet, are not as high as for 2001, but still represent very good achievement when compared to the levels of attainment on entry to the school seven years earlier. Inspectors found a similar situation with the current Year 6 pupils. They are still making very good progress given their starting points in reception, but standards, although above average in English and science, and broadly average in mathematics, are not as high as those recorded in 2001.

The national test results at the end of Year 2 in 2001 showed that pupils attained standards that were average in reading, below average in writing and well below average in mathematics. When compared to results in similar schools, results were above average in reading and writing but below average in mathematics. Teacher assessments in science showed standards to be broadly average. Since the attainment levels of most children are below those expected when they enter the school, and a significant minority has difficulties with language development, achievement is at least satisfactory, with many pupils making good progress. The rate of progress improves overall beyond Year 2 as many of the pupils with the initial language problems begin to overcome these and develop greater confidence in the use of English. Pupils' work shows steady and consistent improvement from reception through to Year 6.

The targets set by the school are realistic year on year, being based on very good knowledge of pupils' capabilities. Targets are sufficiently challenging and are achieved annually. Over time, the school's results have improved significantly and, for pupils in Year 6, they are much better than when the school was previously inspected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like their school and work hard.
Behaviour, in and out of classrooms	Very good. The school has clear and high expectations of good behaviour and achieves this. There were three exclusions for short periods of time last year.
Personal development and relationships	Good. All pupils, irrespective of their backgrounds, get on well with each other in a calm and orderly manner.

Attendance	Close to the national average. Pupils arrive for lessons on time.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Very good

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

Teaching is good overall, although most of the best teaching was observed in Years 3 to 6. Although satisfactory in Years 1 and 2 overall, there are examples of good and very good teaching as well. Children make a satisfactory start to their education in the reception classes. For all of the reception children, the inspection took place on their first full day in school and it was too soon to make detailed judgements about their learning. Children settle in well in their classes and begin to use language and counting appropriately.

Elsewhere in the school, the best teaching is characterised by:

- very well prepared lessons covering a wide range of topics and drawing on a wide range of sources of information – for example, history teaching using mathematics and geography to help pupils learn more effectively;
- high challenges, where staff fire rapid and relevant questions at the pupils who are challenged to think before answering;
- using resources very effectively to aid learning – for example in music, providing all pupils with the opportunity of playing an instrument during the lesson;
- very good support for those pupils who need it, either because they have learning difficulties, or because they are at an early stage of language development. Their rate of learning improves significantly due to the very good support they receive.

No teaching was less than satisfactory and therefore there are no major areas of weakness. The satisfactory lessons are generally a little slower in pace and there is sometimes too much time spent in listening rather than doing. The overall quality of teaching, however, has improved since the previous inspection and there is effective learning throughout the school. Teaching and learning in literacy are good overall, with some examples of very good practice. Not all teachers extend pupils' literacy skills sufficiently highly in other subjects, such as history, geography or religious education. In numeracy, the mental arithmetic at the start of sessions is not always used to best advantage, so that these activities are too brief or not all pupils have an opportunity to contribute. However, the rest of the lessons are good, with work very well matched to pupils' capabilities so that they are effectively challenged and learn well. Staff manage those pupils who have difficulty behaving or concentrating very well and this is a further strength of the teaching. Appropriate amounts of homework are set and these enhance learning adequately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school fully meets statutory requirements and has a broad and balanced curriculum, with especially good provision in music. Provision in ICT is in its early stages of development.
Provision for pupils with special educational needs	Very good. Support is very effective in helping pupils move towards achieving their targets.
Provision for pupils with English as an additional language	Very good. There is full and effective support for the pupils most in need of help and those with language difficulties are helped effectively to overcome their problems.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. A particular strength is in the provision for social development. This starts at an early age in reception and continues throughout the school. All pupils are encouraged to mix with each other, to share and to co-operate.
How well the school cares for its pupils	Good. There are good child protection and health and safety procedures in operation throughout the school. Staff know their pupils well and ensure they are looked after well.
How well the school works in partnership with parents	Very good. This is a strength of the school; parents receive very good levels of informative materials on a regular basis. Annual pupil reports are also very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Staff work together as a strong team with a clear lead from senior management. This leads to clearly defined responsibilities in all areas with appropriate action being taken to drive up standards.
How well the governors fulfil their responsibilities	Very good. Governors are part of the team. They know and understand their school very well and are keen to work on the areas identified for improvement. They fulfil their statutory duties effectively.
The school's evaluation of its performance	Very good. The school has a clear view of its strengths and areas in need of improvement. This is reflected in a very good school improvement plan which takes full account of obtaining the best value for money in all aspects of spending.
The strategic use of resources	Good. Staff use resources very effectively, although the use of ICT to enhance learning is in its early stages.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Progress is very good and standards are high.• Teaching is very good.• The school is well led and managed.• Problems are resolved with a minimum of fuss.• Pupils are enabled to become mature and sensible.	<ul style="list-style-type: none">• Communication between school and home.• Homework.• Extra-curricular activities.

The response to the parents' meeting and to the questionnaire was low considering the large number of pupils at the school. Inspectors looked carefully at the areas that a few parents had drawn to their attention. Inspectors agree with the parents' positive views of the school. Homework and extra-curricular activities were judged to be satisfactory overall and similar to what most other schools provide. Inspectors disagreed with parents over communications between the school and home. These were judged to be of very good quality, such as newsletters and information regarding forthcoming events. Three parents' evenings per year provide parents with regular opportunities to discuss issues with staff and the annual reports sent home on children's progress were also judged to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well, with above average standards reached in Year 6.

1. Pupils make very good progress throughout the school and overall achievements are very good when pupils reach Year 6. Attainment on entry to the school is generally below average. An average proportion of pupils are identified as having learning difficulties, although for some years, this figure is above the national average. There is also a significant proportion, about a quarter, who have English as an additional language. Of these, a small minority is at a very early stage in learning English. During their initial years, such factors slow down the progress that pupils are able to make, despite the very good levels of support provided by the school. However, progress is good overall, but accelerates later as pupils develop more confidence. All pupils - whether they display learning difficulties, have language problems at first, or are in the higher attaining bracket - make very good progress over time and achieve very well. Standards have continued to rise since the previous inspection. In English, mathematics and science, on the basis of inspection evidence, overall standards are above average nationally and well above the standards reached by pupils from similar backgrounds. In music and history, standards were also observed to be above average by Year 5 and Year 6.
2. In all aspects of English, achievements are very good. Pupils develop good listening skills, enhanced in other subject areas such as music, when they listen carefully to the pulse and rhythm of melodies. They learn to speak clearly and with good levels of articulation. They express their views assertively, stating quite specifically which are their favourite subjects or what they like most about their school. In lessons, they are eager to answer questions, often replying in full sentences. Reading develops well, with higher attaining pupils in Year 6 learning to enjoy Shakespeare, for example. Writing also develops very well, with joined up script being encouraged prior to the end of Year 2. Punctuation is generally good and letters are accurately formed. When given opportunities in extended literacy sessions, pupils in Years 5 and 6 write good quality stories.
3. Mathematical and scientific understanding also develops well, although progress in mathematics has not been as good as in science or English. Nevertheless, achievement is still good, given the low numeracy levels of pupils when they join the school. By Year 6, the pupils perform better in the national tests than their counterparts in similar schools and achievement has been good. Pupils are particularly good at solving problems and doing sums, which are tackled in classes with enthusiasm. Also, especially in Year 6, pupils record their experiments in science in great detail, laying out their work neatly and imaginatively.

Very good levels of teamwork by staff stem from very effective leadership and management.

4. A great strength of the school is its work as a whole team. Motivated by very effective leadership and management, involving the governing body, staff pull together towards a common aim and purpose. Focusing on raising and sustaining high standards and progress, the school improvement plan has clear priorities for development. Priorities are identified firstly by class teachers, fed into senior management and then discussed with governors. Planning of the curriculum is undertaken by teams of staff, so that there is clear progression in pupils' learning. Work is matched effectively to meet pupils' needs. Whenever appropriate, the curriculum is modified for individuals or groups to ensure that it is challenging without being too hard or too easy.
5. The headteacher and deputy head, supported by a strong senior management team and the governors, have set clear targets for improving the performance of teachers. There is regular and effective observation of lessons and staff discuss ways of improving their teaching techniques. Staff with subject responsibilities work hard to ensure that standards are sustained and raised in their respective areas. Government guidelines on the curriculum have been adopted and adapted

(amended to suit the needs of the pupils). Learning is thus effective and under constant review. Any issues where changes might be made are first discussed between year teams, then taken to senior management. If improvements are needed, for example in resources, these are highlighted in the school improvement plan and appropriate action taken. As a result, inspectors found a very well resourced school, with adequate materials and equipment enhancing learning in all areas.

6. The governing body is not only very supportive of the school and its work, but it is also very aware of the strengths and areas for improvement. Many governors attend courses regularly so that they may do their respective jobs more effectively. They liaise frequently with staff, offering support, while ensuring that new initiatives are fully implemented. This has resulted, for example, in the full implementation of the new requirements for children with learning difficulties and other special educational needs. It also means that parents are kept fully aware of new developments in this field through newsletters, the prospectus and the governors' annual report to its parents.

Staff make their teaching interesting by drawing on information from a wide range of sources.

7. Teaching is good throughout the school and has improved since the previous inspection. Over a third of lessons were very good or better and over two thirds at least good. As a result, learning is good across the school, with many examples of very good learning in some lessons. Very good learning takes place in music, in some literacy and numeracy lessons, as well as in some history lessons. Pupils' work shows steady progression over time in the development of the skills of writing, mathematics, analysis in science and investigation in history. Staff generally have good subject knowledge. They use this effectively to teach pupils a wide range of important vocabulary as well as to make constant reference to learning in other subject areas.
8. Staff are very good at bringing together materials from a range of subjects to make learning more interesting for their pupils. In history when studying the ancient Greeks in Year 6, pupils soon understood the need for a navy when they examined the geography of the country with its many inlets and islands. They rapidly understood the significance of the greatness of the Greek civilisation as they worked out on a time line that the Greeks were at their height 3,500 years ago. Learning in numeracy is further enhanced as pupils in Years 4 and 5 learn to count accurately in music as they play instruments or join in singing. Staff teaching Year 3 pupils make good relevant connections on healthy eating in both science and personal and social education lessons. Language, especially spelling, were very well reinforced when pupils used a lesson in ICT to label diagrams. In a Year 2 literacy lesson, when planning how to write a letter, pupils were encouraged to draw on their mathematical knowledge of sequencing to drive home the point. Good integrated activities in reception classes fuse learning from pictures of currant buns with counting and speaking.
9. In other lessons, staff display lists of key words on the board and point to them when they are used in explanations or when summarising the learning at the end of the lesson. This constant reinforcement of language is particularly beneficial to those pupils whose first language is not English. It helps them with word recognition and pronunciation. The rate of improvement for those pupils at an early stage of language development is significantly increased as a result. Other pupils are made aware of quite sophisticated vocabulary earlier than is expected for their age. Pupils in Year 6 have begun to grasp the meaning of words such as 'thrice' when studying Shakespeare. Pupils in Year 4 know, understand and can explain technical terms in music, such as 'ostinato', 'pulse' and 'dynamics'.

Behaviour is managed very well throughout the school.

10. Behaviour throughout the school is very good. Children in the reception classes who have only just joined the school settle down well in their lessons and play harmoniously together in the playground. Careful induction procedures have helped greatly to smooth the transition into the school from nursery or straight from home. In other classes, pupils are given firm guidance and clear expectations from the teacher. In a Year 5 literacy lesson, for example, the teacher ensured

all pupils sat up straight and listened appropriately, and that they understood the requirements of writing neatly and underlining headings. When pupils are given very clear instructions about what to do – ‘come out and choose an instrument and stand in front of the class’ – they are clear about expectations, do as they are told and are ready to learn more effectively. When Year 1 pupils went around the school to investigate their five senses, due to good control by the teacher, they practised good restraint and self-control, keeping on task as a result. In a Year 1 ICT lesson, praise was used effectively to sustain pupils’ attention and maintain good levels of control. The school admits a number of pupils each year with emotional and behavioural difficulties, and in classes where these pupils were present, there was minimum disruption. In fact, many of the other pupils showed great tolerance and respect, understanding the problem, but not letting this distract them from their learning.

11. Support staff play a very important part in classroom management. They have clear roles and follow the lead from the teacher. Often, they explain clearly to pupils what is being said, emphasising important points which may not always be understood first time. In small groups, classroom assistants work with individuals to simplify or modify the task, or just to de-mystify the language complexities. Pupils are kept on task and progress is improved. In other areas of school life, pupils are well behaved. They enter and leave the hall before and after assemblies in an orderly fashion. At the start of the day, pupils are sensible when lining up and entering the school, which they do in an orderly and calm manner. They conduct themselves sensibly around the school, not running or shouting. They treat musical instruments, classroom resources and other equipment with care and respect. As a result, there is a positive learning environment created and very little time is wasted on correcting poorer behaviour.

Parents receive a very good range of information about their children and about the school.

12. Despite a few parents’ concerns, the overall quality of information reaching parents was judged to be very good. Parents are kept fully informed of their children’s progress through termly opportunities to come and meet staff formally. Informally, teachers and support staff are always available at the start and end of the day. Reports going home annually to parents are also of very good quality. They contain information on what has been learnt and what needs to be done in order to improve. Reports fully meet requirements and in fact go further. Very good clear targets show pupils exactly where they need to focus their attention to improve their work. For example, a Year 5 target allows parents to monitor progress against the target of ‘making handwriting joined, clear and forming letters of consistent size’. The school also provides parents with the results of the additional optional tests annually, in addition to the standard tests at the end of Years 2 and 6. Poor attendance is commented upon; parents and pupils are given space to respond to the reports, which also contain good quality summaries by the class teacher and headteacher. Well-informed parents are thus in a strong position to help their children learn more effectively.
13. The school prospectus is of very good quality, being clearly written and easy to understand. For example, there are clear procedures for explaining absence, or on how parents can help their children in their work. The setting arrangements in numeracy and literacy are clearly explained. A further section gives very clear information on how teaching is organised. Similarly, the governors’ annual report to parents is clear and is written in a manner making it easy to read. Parents are provided with clear home-school agreements and there is an excellent document to remind parents about school routines and expectations. The welcome pack contains very good guidance, especially for children coming into the reception classes for the first time. Overall, parents are very well informed about the school and a productive dialogue is encouraged at all times. Some pupils commented favourably on the way their parents helped them learn, particularly with regard to reading. Parents are left in no doubt about the expectations and routines of the school and how they can help in the process.

WHAT COULD BE IMPROVED

The quality of writing in areas of the curriculum other than English, especially writing in a creative manner.

14. In many of the pupils' folders and books, there is a preponderance of worksheets and very little evidence of imaginative or creative writing in subjects across the curriculum. The school has used time in literacy, or extended that time, to help develop writing and this has been effective in raising standards. However, these opportunities are not extended in subjects other than English, where worksheets demand only one-word answers, or short phrases in many cases. Pupils are not writing up their experiments in detail in many science lessons; there is little descriptive writing in history or geography or religious education. This currently restricts the creativity of pupils.

The mental arithmetic sessions at the start of numeracy lessons.

15. Standards in mathematics are not as high as they are in English and science by the end of Year 6. Although the national test results did show some improvement for higher attaining pupils in 2002, pupils' attainment lags behind their attainment in the other two main subjects. Inspectors found that coverage of the work was good and that no area was being neglected. However, in some lessons, there was a lack of 'spark', especially at the start of the session. The National Numeracy Strategy expects staff to focus on raising awareness through brisk and stimulating mental sessions for around ten minutes. Inspectors found that the practice was not as good as it should be. Some staff were only spending a couple of minutes on this activity; others were not involving the majority of pupils in the session. As a result, not all pupils were fired up for further learning when it came to the more practical sessions following on. Sometimes resources such as number fans or individual whiteboards were not put to best use so as to include all the pupils in the session. Currently, a significant number of pupils are not full participants in this important section of the lesson and they are not as alert or keen later in the lessons. This dampens overall enthusiasm and learning. Several pupils commented that they did not find mathematics lessons particularly interesting, which is contrary to what pupils are saying in many other schools.

The overall quality of provision in ICT.

16. The school has recently acquired a new ICT suite and is now beginning to use this facility. There has been some staff training, but so far it has not been sufficiently appropriate to meet all needs. Inspectors found very little evidence from work undertaken last year of ICT being used to enhance learning. Areas where this might have occurred in science and geography, for example, included plotting co-ordinates on maps, or reproducing graphs. These were all hand-drawn. There is little evidence of pupils using the Internet for researching topic work. There is no use of word processing in the books to enhance presentation. The school improvement plan makes it clear that this is an area for development and the new teaching plans and areas of study, which are just beginning to be taught, meet the requirements laid down by law. New resources, such as software, are on order. There are plans to improve staff expertise. Currently, however, the school is some way behind the standards in the majority of schools nationally in its provision and pupils' standards, especially of basic ICT skills, are not as good as they should be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (i) Ensure that all staff provide pupils with more regular and frequent opportunities, where appropriate, to write creatively and imaginatively in subjects other than English, relying less heavily on worksheets (*paragraph 14*).
- (ii) Where appropriate, extend the mental arithmetic session at the start of the numeracy lessons so that:
- all pupils are fully involved;
 - resources are used more effectively.

(*paragraph 15*)

(iii) Use ICT more effectively to enhance learning in all subjects where relevant by:

- ensuring that lesson planning incorporates the use of ICT across the curriculum;
- providing more opportunities for staff training.

(paragraph 16)

The current school improvement plan already contains details of proposed action to improve numeracy and ICT.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	7	9	0	0	0
Percentage	4	32	28	36	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	405
Number of full-time pupils known to be eligible for free school meals	82

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	102

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.2

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	23	35	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	23
	Girls	30	24	30
	Total	50	43	53
Percentage of pupils at NC level 2 or above	School	86 (80)	74 (71)	91 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	23	19
	Girls	28	31	25
	Total	47	54	44
Percentage of pupils at NC level 2 or above	School	81 (70)	93 (75)	76 (75)
	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	25	37	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	23
	Girls	33	27	36
	Total	51	46	59
Percentage of pupils at NC level 4 or above	School	82 (79)	74 (67)	95 (73)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	21
	Girls	27	28	31
	Total	40	45	52
Percentage of pupils at NC level 4 or above	School	65 (63)	73 (61)	84 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

No of pupils on roll
234
0
16
1
6
2
0
33
46
0
0
2
2
3
0
0
0

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
3	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	23.3
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	13.0
Total aggregate hours worked per week	263

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	3.0

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

Financial information

Financial year	2001/2002
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	£
Total income	789,493
Total expenditure	773,529
Expenditure per pupil	1,920
Balance brought forward from previous year	27,136
Balance carried forward to next year	43,100

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	405
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	5	0	0
My child is making good progress in school.	60	23	10	7	0
Behaviour in the school is good.	33	50	12	0	5
My child gets the right amount of work to do at home.	35	37	18	10	0
The teaching is good.	53	40	7	0	0
I am kept well informed about how my child is getting on.	52	25	13	10	0
I would feel comfortable about approaching the school with questions or a problem.	60	30	10	0	0
The school expects my child to work hard and achieve his or her best.	68	23	8	0	0
The school works closely with parents.	42	35	20	3	0
The school is well led and managed.	50	38	10	2	0
The school is helping my child become mature and responsible.	48	42	10	0	0
The school provides an interesting range of activities outside lessons.	17	30	20	18	15