

INSPECTION REPORT

ST ANDREW'S CE PRIMARY SCHOOL

Eccles

LEA area: Salford

Unique reference number: 105934

Headteacher: Mrs Bea Schouten

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 7 - 8 July 2003

Inspection number: 246540

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Barton Lane Eccles Manchester
Postcode:	M30 0FL
Telephone number:	0161 789 4853
Appropriate authority:	Governing body
Name of chair of governors:	Mr B Carter
Date of previous inspection:	December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This urban Church of England primary school takes pupils from three to 11 years old, and is maintained by the Salford Metropolitan Council. At the time of the inspection there were 206 full-time pupils in eight classes. Many pupils start school with standards of attainment well below those usually found. The percentage of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils identified as having special educational needs is also well above the national average. There is an above average proportion of pupils from ethnic minorities or for whom English is an additional language. Pupil mobility is high. At the time of the inspection the new headteacher had been in post for a few weeks only, and three of the eight members of staff were about to leave.

HOW GOOD THE SCHOOL IS

This an improving school where standards of attainment have risen recently and are now well above those in similar schools at the end of Years 2 and 6. The standards result from the quality of teaching in those years. Progress is not consistent across the school, and the pace and challenge of teaching in other classes need be higher. Pupils' attitudes and behaviour are generally good in class. The new headteacher is already making a significant impact on the school. There have been serious weaknesses in the school's financial management in the past that have left it with a considerable budget deficit. This adversely affects the quality of education that can be provided, and, in this situation, the school cannot provide good value for money.

What the school does well

- Standards of attainment in English, mathematics and science are well above those in similar schools at the end of Years 2 and 6. These standards have been promoted by some very good teaching in those years.
- The school building has been developed to provide an attractive environment.
- There are good systems for tracking pupils' progress and setting targets for learning.
- The new headteacher is already making a significant impact on the school.

What could be improved

- The pace and challenge of many lessons need to be higher to make pupils' progress consistent.
- Pupils' behaviour in the Year 3 to 6 playground and in some classes needs improving.
- The school needs to strengthen its partnership with parents.
- There have been serious weaknesses in the management of the budget and the governing body's oversight of the school's finances that have left the school with a very large budget deficit.

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

Steps have already been taken to improve financial management and the governors' oversight of the budget. The new headteacher has already recognised the need to take action on the other matters.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997 and has made unsatisfactory progress since then in several important areas. Financial planning was raised as a key issue by the

previous inspection, but management deteriorated and the budget was mishandled. Standards of attainment fell after the previous inspection, but have improved significantly over the last two years at the end of Key Stage 2, and are now similar to those found by the previous inspection. Pupils' attitudes and behaviour remain good in class. The quality of teaching is satisfactory overall rather than good. In terms of the previous key issues, clearer targets for attainment are now being set, standards in geography have improved at Key Stage 2, and teaching in the nursery has improved. Although progress over the last five years has been unsatisfactory, the school is now being well led by its new headteacher and has a good capacity 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. Although the 2003 tests had been completed at the time of the inspection, the national comparative figures were not available. This is why there is no column for 2003.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	C	A
Mathematics	C	E	C	A
Science	E*	E	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5%	E*

The school's scores in national tests for Year 6 pupils in 2002 were in line with the national average in English and mathematics and above the national average in science. These scores were well above the average of similar schools. Inspection evidence and scores in the 2003 tests confirm that these standards have been maintained and are likely to remain well above the average of similar schools in all three subjects.

Standards in national tests for seven year olds were well below the national average in 2001 and 2002, but rose significantly this year. Inspection evidence confirms that standards in mathematics are in line with the national average, standards in reading are above the national average, and standards in writing are well above average. These standards are well above those in similar schools in all three aspects, and particularly high in writing.

Pupils' progress is not consistent across the school, and standards are not as high in other classes as they are in Years 2 and 6. Pupils make appropriate progress through the nursery and reception classes, and through Years 1 to 6, but progress is particularly rapid in Years 2 and 6.

Pupils for whom English is an additional language make good progress. Pupils with special educational needs make appropriate progress in terms of their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. Most work well in lessons and are keen to learn.
Behaviour, in and out of classrooms	Pupils generally behave well in lessons, but behaviour in the Year 3 to 6 playground and in some classes is nowhere near as good.
Personal development and relationships	Relationships between pupils are generally good and many are thoughtful and considerate. Some pupils have few strategies for dealing with conflicts when they arise outside of classrooms.
Attendance	The rate of attendance is well below the national average.

TEACHING AND LEARNING

The quality of teaching is satisfactory overall, and is often very good in Years 2 and 6. A small, but significant, number of lessons were unsatisfactory during the inspection. It is the very good teaching in Years 2 and 6 that has raised the standards in national tests for seven and 11 year olds.

In the best lessons, there are clear learning objectives that set high challenges for the pupils. These lessons focus very well on the precise requirements of the National Curriculum, and build well on what pupils have already learned. They stimulate pupils' interest and give them good opportunities to discuss their learning. This quality is not consistent across the school, and in many lessons the expectations and pace of learning could be higher. Lesson introductions are often far too long, and some lessons, such as literacy and numeracy, are allocated too much time. The school intends to alter the pattern of the day; this will help ensure that appropriate time is given for different subjects and there is greater variety within a day.

In the few lessons where teaching was unsatisfactory, the focus of lessons was not clear, management of pupils was unsuccessful and insufficient learning took place.

The teaching of literacy and numeracy is generally effective. There is appropriate support for pupils with special educational needs and for those for whom English is an additional language. Teaching assistants give some good support for learning and the role of the learning mentor is particularly effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, with good enhancement from a programme of visits and visitors. There could be a greater focus on speaking and listening and on giving pupils more independence in learning. There is a limited range of extra-curricular activities, and the new headteacher is planning to increase this.
Provision for pupils with special educational needs	The school makes appropriate provision for these pupils. Individual education plans vary in quality with some that are particularly good.

Provision for pupils for whom English is an additional language	Support for these pupils is provided directly from the local education authority. Support is generally appropriate but is not always well integrated with the work pupils do in school.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. The school is intending to develop its programme for 'circle time' (where pupils discuss matters of personal and social interest) in order to address issues such as behaviour at lunchtimes.
How well the school cares for its pupils	There are some good procedures for assessing pupils' attainment and tracking their progress. There are appropriate arrangements for ensuring pupils' health, safety and welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has already developed a good overview of the school and is setting clear priorities for action. She sets a very good tone for the school and has already impacted positively on its work. The role of the deputy head and other senior staff has been very narrow, and is now being developed.
How well the governors fulfil their responsibilities	There have been serious weaknesses in the governing body's oversight of the school's finances over a number of years. The governing body has been restructured but it needs to ensure that it maintains a rigorous overview of the school's work and budget.
The school's evaluation of its performance	The new headteacher is introducing some effective systems for monitoring and evaluating the school's performance. Pupils' progress is tracked, but attainment has not been analysed rigorously in terms of features such as ethnic origin. The new headteacher is already addressing this issue.
The strategic use of resources	There have been serious weaknesses in the planning and management of the school's budget over the last three years. These have left the school with a very large budget deficit. The staffing of the school is having to be reduced to pay for this deficit, and scope to develop the school is restricted. New systems, and a new headteacher, are in place to ensure that the budget will now be managed effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Teaching is good. • Parents feel comfortable approaching the school. • Children are expected to work hard. • Progress is good. 	<ul style="list-style-type: none"> • The partnership between parents and school. • The range of extra-curricular activities.

Parents were happy with the quality of teaching and the progress being made by their children, but a significant number feel that the partnership with the school could be much closer, and that there could be more extra-curricular activities. The new headteacher is already taking steps to improve the partnership with parents, and these were certainly necessary. Parents are correct in pointing out that the range of extra-curricular activities is much narrower than usual.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in English, mathematics and science are well above those in similar schools at the end of Years 2 and 6. These standards have been promoted by some very good teaching in those years.

1. The school's scores in national tests for seven year olds in 2003 were much higher than in previous years. Although national comparative figures are not available at the time of writing this report, these scores are likely to be in line with the national average in mathematics, above average in reading and well above average in writing. Compared to similar schools, these scores are well above average, and in the top five per cent in writing. Inspection evidence confirms that the standards in class are as high as the scores suggest. This is a significant achievement for the pupils.
2. The school's scores in national tests for 11 year olds rose last year after several years of being well below average. These higher standards have been maintained this year. As with the tests for seven year olds, national comparative figures are not yet available, but it is likely that the school's scores are in line with the national average in English, mathematics and science. These scores are well above the average of similar schools and so represent very good achievement for the pupils. Inspection evidence confirms the high standards.
3. In both classes, the high standards have been promoted by some very good teaching that has engaged the pupils' interest and which has focused very well indeed on the requirements of the National Curriculum. The teachers have been very clear in identifying the learning needs of different groups within their classes, and ensuring that teaching focused precisely on those needs. Lessons have been practical and have given pupils good opportunities to explore ideas and try out different methods. There has been plenty of time for pupils to discuss things without over-long explanations from teachers. Above all, it has been the very close focus on clear learning objectives together with some very effective learning strategies that have promoted the high standards. For example, in a very good Year 6 English lesson where pupils were writing in an autobiographical style, the pupils were asked to check each other's work against the list of features that should be present in autobiographical writing, such as: writing in the first person, informal in style, and written in past tense. This was a very clear focus on the required features. It also involved the pupils well in their own learning and required them to co-operate. It is lessons like this that have promoted the high standards.
4. Standards of reading are well above the average of similar schools in both Year 2 and Year 6. Most pupils in Year 2 read well and with interest. This has been fostered well by a good range of literature within the class and by a close attention to the skills required by the higher level (Level 3) such as the structure of stories. Standards in Year 6 are also well above the average of similar schools, and most pupils not only read fluently and with interest (the latest 'Harry Potter' book maintaining great popularity) but the very good teaching has ensured that pupils have developed a good understanding of the literary features of stories such as those related to autobiographical writing. The close attention to reading has had the desired effect of improving the standard of pupils' writing.

5. Standards of writing in Year 2 are particularly high, and result from the well-thought-through approach taken by the teacher. The use of a wide range of good quality literature as models for the pupils' writing has been very successful and has resulted in pupils picking up the form and rhythms of good writing in their own work. For example, one Year 2 pupil captured rhythm and a literary style particularly well in the sentence, "He chased him through the midnight streets and through the wild woods." The repeat of the word 'through' was key here to maintaining the rhythm and capturing a literary style. A similarly well-focused approach in Year 6 has produced some very good quality writing here as well. For example, in their writing in an autobiographical style, one pupil found an eloquent way of expressing the feeling of a new pupil in a school, "My grandmother had left me alone in the school. The teacher, Miss Foster, held on to my arm, and as I first stepped through the door I saw rows of blank faces looking at me. I could feel the tears burning in my eyes". The phrase "held onto my arm" shows good imagination (or recall!) and is particularly evocative.
6. The very good teaching has also promoted high standards in mathematics. Again, it is the sharp focus of the teaching on the higher expectations of the National Curriculum that has ensured high challenge within lessons and so very good progress for the pupils. For example, a very good Year 2 mathematics lesson required pupils to draw graphs in which each square represented a group of units. This is the expectation for the end of Year 4, but the pupils were able to cope well because the teacher's explanations were very clear (and short) and the learning was placed in a good practical context that enhanced pupils' understanding. Expectations were also high in a very good Year 6 lesson where, in the opening 'mental' session, pupils were counting on in steps of 1.8, working out complicated sequences with these numbers, and finding the factors of three digit numbers. The pace of this lesson was very brisk and ensured that learning was rapid. Both of these lessons made very good use of individual whiteboards to allow pupils to respond individually to the teachers' questions; this significantly increased involvement and learning. Many teachers use these whiteboards, and this is a very positive feature of the school's teaching.

The school building has been developed to provide an attractive environment.

7. Teachers have worked hard to make the building into an attractive learning environment. This is not always easy in an old building with such high ceilings. The building is bright and colourful, and there are many attractive displays of pupils' work and other items that stimulate pupils' interest and involvement. The displays of pupils' work have the effect of valuing their efforts and raising their self-esteem. All of this impacts positively on pupils' attitudes to school. Some Year 6 pupils were talking about what they would miss when moving on to their new secondary school and said, "We'll miss the building. It's so bright and colourful here and there's always interesting things to see".
8. Having said that, the size and shape of classrooms vary enormously, and some offer much better accommodation than others. This requires flexibility on the part of the school to ensure that classes are in the most appropriate room each year. The part of the building that has been developed in recent years is the office and a seldom-used entrance. This cost a great deal of money but has had little direct impact on the quality of education for the pupils. The library within this part of the building does not allow easy access for the pupils and is in urgent need of development to make it suitable for primary school use. The covered area created for the nursery is a very useful additional learning space. This now needs to be developed like the school

building to make it colourful and attractive, and to provide a really stimulating variety of learning experiences. The new headteacher is already intending to develop the playgrounds to provide a greater variety of recreational facilities.

There are good systems for tracking pupils' progress and setting targets for learning.

9. A significant influence on the standards attained is the school's systems for tracking pupils' progress and using the information gained to set targets for individuals and groups. This is particularly effective in Years 2 and 6. The results of national and non-statutory tests are analysed to keep track of progress and to see which areas of learning need re-enforcing. This allows teachers to create groups within class to teach specific things to different pupils and so make teaching more effective. It also allows targets to be set for classes and so keep the expectations high.
10. The school is extending and strengthening this system through the use of computer programs to sort and analyse the information. This will help the school to set targets for all classes and year groups, and to focus teaching more precisely on the needs of different groups to ensure maximum progress.

The new headteacher is already making a significant impact on the school.

11. The new headteacher had only been in post for a few weeks at the time of the inspection, but had already developed a good overview of the school and was setting good priorities for action. She was already aware of the need to ensure that teaching and progress are consistent across the school, and that pupils' behaviour is improved in the Year 3-6 playground. She has already started to improve the school's partnership with parents. She sets a very good tone for the school and had already impacted positively on its work.

WHERE THE SCHOOL COULD IMPROVE

The pace and challenge of many lessons need to be higher to make pupils' progress consistent.

12. Although teaching is satisfactory overall and good in about half of lessons, teaching is not consistent across the school. The level of challenge needs to be higher and the pace brisker in many lessons in order for them to be good rather than satisfactory. In the small number of lessons where teaching is unsatisfactory, the pace and challenge are too low for effective learning to take place.
13. In many lessons, teachers spend too long giving explanations to pupils before they engage on tasks. Pupils do not always learn well through sitting and listening, and on many occasions they lose interest and behaviour deteriorates. In the most effective lessons, explanations are short and to the point and pupils are rapidly involved in practical tasks. Teachers then work with different groups to add to their explanations, or stop the class to make a more general point. Pupils often find that the explanations make much more sense once they have had some practical experience.
14. Some lessons are timetabled for much longer than the learning involved needs to take. For example, the literacy hour lessons are often timetabled for an hour and a quarter. Making the lessons longer does not necessarily increase the amount of learning, it more usually decreases its pace. The new headteacher is already intending to adjust the timetable so that an extra lesson can be created in the morning.
15. In other lessons where teaching is satisfactory rather than good, the expectations of learning are not high enough, and the learning objectives are not always clear and challenging. In the best lessons, teachers have a very clear focus on the expectations of the National Curriculum and consider how they can best build on what different groups of pupils have already learned. Examples have been given above of lessons focusing clearly on elements that would enable pupils to attain the higher expected level for their age group. This was also the case in a Year 5 science lesson looking at photosynthesis where clear teaching enabled the pupils to gain a basic understanding of this complex process.
16. In the best lessons, children learn in a variety of ways and have independence to use a variety of methods and materials as required by the National Curriculum. This is not always the case, and there is a prevalent approach in some classes of the teacher's explanation followed by pupils writing which does not always enthuse or inspire them. Progress is best in those lessons where learning activities are interesting and exciting so that pupils are actively involved in learning. For example, a good Year 1 science lesson gave pupils a wide variety of opportunities to experiment with a range of equipment and situations to do with forces, such as toy cars rolling down slopes.

Pupils' behaviour in the Year 3 to 6 playground and in some classes needs improving.

17. Pupils behave generally well in class and in formal situations, such as assemblies, and in many classes behaviour is very good. Pupils move round the school sensibly and generally get on well with each other. However, behaviour is not always this good in the Year 3 to 6 playground, where some children are not thoughtful of others and

play can sometime border on the aggressive. Pupils do not always pay sufficient attention to the mid-day supervisory assistants.

18. The new headteacher is already planning to improve facilities in the playground to give pupils more to do and so reduce incidents. She plans to link this with a positive approach to behaviour management through the use of 'circle time' discussions with pupils to address the playground ethos. The use of the School Council in considering playground developments is a valuable way of involving pupils and ensuring that they have 'ownership' of the playground.

The school needs to strengthen its partnership with parents.

19. Parents have not been fully involved in the life and work of the school. The school does not have systems for consulting parents or taking their views into account, and there is no parent-teacher association or similar body where parents can meet with the school. There is some written information about the curriculum to help parents contribute to their children's education, but there have been few open days or workshops where parents can find out practically about the work of the school. A significant number of parents replying to the questionnaire felt that the school does not have a close relationship with parents. Some pointed out that the new headteacher is already improving things.
20. Some parents help in school, and their contribution is very valuable. The school also runs some courses for parents and these have been very successful. The school is intending to increase both of these, and this will be a valuable development. There are newsletters telling parents about events in school, but the language and format are not always easily accessible, and some parents do not feel well informed. This is a particular issue for those parents for whom English is an additional language. Teachers usually go out into the playground with their pupils at the end of the day, but need to mingle more with parents in order to make themselves available for conversation.

There have been serious weaknesses in the management of the budget and the governing body's oversight of the school's finances that have left the school with a very large budget deficit.

21. The school has overspent its budget in each of the last three years. At its greatest, the deficit was nearly £90,000 which is almost a quarter of the school's annual budget and so very difficult to pay back. The deficit was accrued through mis-management of the budget. The school was amply funded, and there was no reason why it had to overspend. Some of the payments made were of an unusual nature, and some of the items of income were not traceable in the school's account.
22. It is the responsibility of the school's governing body to oversee the school's budget and ensure that it is managed effectively. The fact that the mis-management occurred over a long period indicates that there were serious weaknesses in carrying out this role. As it is the governors' legal responsibility to oversee the budget, the responsibility for paying off the deficit lies with the school. A recovery plan to do this was drawn up by the acting headteacher and the local education authority (LEA) along with the governors. This requires a reduction in the number of teachers until the deficit is paid off in five years time. Such a reduction will inevitably adversely affect the quality of education that can be offered to the pupils.

23. The structure of the governing body has now been altered and improved, and a new headteacher has been appointed. The new systems should ensure that the budget will be handled effectively from now on. However, the school is still left having to pay off a debt that was incurred through previous mis-management. This will curtail the new headteacher's ability to develop and improve the school.
24. The governors accept their share of the responsibility for failing to exercise proper oversight of the budget over the last three years. However, they feel that the LEA should also bear some responsibility because the school's accounts were audited by the LEA, and LEA advice was given on a regular basis about the budget. Concerns about financial practices were also raised with the LEA at the beginning of the period in question. The LEA has an oversight of the school along with the governors, but did not pick up the unusual patterns of expenditure. The governors intend to seek further discussions with the LEA about the apportionment of the deficit to reflect this. It is not the role of this inspection to make a judgement on such matters.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE

25. In order to make standards consistent across the classes, the school needs to:

- 1) improve the pace and challenge of lessons so that:
 - expectations of learning are high;
 - learning objectives are clear and challenging;
 - children learn in a variety of ways and have independence to use a variety of methods and materials as required by the National Curriculum;
 - learning activities are interesting and exciting so that pupils are actively involved in learning;
 - introductions to lessons are short, and the pace of learning is brisk;
 - the times allocated to lessons are appropriate;

(paragraphs 12-16)
- 2) improve pupils' behaviour in the Year 3 to 6 playground and in some classes by:
 - clarifying expectations of behaviour;
 - making behaviour management consistently positive;
 - developing the playgrounds to provide a greater variety of play opportunities;
 - using the personal development programme to address these issues;

(paragraphs 17-18)
- 3) strengthen the partnership with parents by:
 - developing systems for consulting parents' views;
 - ensuring that written communication is easily accessible to all parents;
 - ensuring that parents can play a full part in the work of the school;

(paragraphs 19 – 20)
- 4) ensure that the governing body carries out its duties effectively by:
 - being rigorous in its scrutiny of the school's work and finances;
 - working with the new headteacher to set a clear strategic direction.

(paragraphs 21-24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	10	3	0	0
Percentage	0	17	29	41	13	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)	26	180
Number of full-time pupils known to be eligible for free school meals	9	77

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	68

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	7	7
	Girls	6	6	10
	Total	17	13	17
Percentage of pupils at NC level 2 or above	School	61 (79)	46 (71)	61 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	8	10
	Girls	6	7	7
	Total	17	15	17
Percentage of pupils at NC level 2 or above	School	61 (67)	54 (71)	61 (83)
	National	85 (85)	89 (89)	89 (89)

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
	2002	10	14	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	13	13	13
	Total	17	19	20
Percentage of pupils at NC level 4 or above	School	71 (69)	79 (52)	83 (69)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	6
	Girls	11	12	13
	Total	14	16	19
Percentage of pupils at NC level 4 or above	School	58 (72)	67 (69)	79 (72)
	National	73 (72)	74 (74)	82 (82)

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	118	2	2
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	8	0	0
Asian or Asian British – Bangladeshi	28	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	3	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	22	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

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	22
Average class size	25.8

Education support staff: Y1 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	227.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/3
Total income	552,980
Total expenditure	578,785
Expenditure per pupil	2,823
Balance brought forward from previous year	-32,579
Balance carried forward to next year	-58,384

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	20	3	3	0
My child is making good progress in school.	60	31	6	3	0
Behaviour in the school is good.	37	46	9	0	9
My child gets the right amount of work to do at home.	49	31	11	3	6
The teaching is good.	63	31	6	0	0
I am kept well informed about how my child is getting on.	57	29	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	3	3	0
The school expects my child to work hard and achieve his or her best.	71	26	3	0	0
The school works closely with parents.	49	31	20	0	0
The school is well led and managed.	40	57	3	0	0
The school is helping my child become mature and responsible.	46	49	6	0	0
The school provides an interesting range of activities outside lessons.	37	20	34	3	6