

# INSPECTION REPORT

**LANESHAW BRIDGE COMMUNITY PRIMARY  
SCHOOL**

Colne

LEA area: Lancashire

Unique reference number: 119170

Headteacher: Mrs. E. Bleasdale

Reporting inspector: Dr. B. Blundell  
23868

Dates of inspection: 17<sup>th</sup>-18<sup>th</sup> March 2003

Inspection number: 247973  
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

School category: Voluntary Aided

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: Emmott Lane,  
Laneshaw Bridge,  
Colne, Lancashire.

Postcode: BB8 7JE

Telephone number: 01282 865996

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Appropriate authority: The Governing Body

Name of chair of governors: Mr J Staton

Date of previous inspection: March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      |
|--------------|-----------------|----------------------|
| 23868        | Dr. B. Blundell | Registered inspector |
| 9042         | Mr. R. Elam     | Lay inspector        |
| 29261        | Mrs. P. Ward    | Team inspector       |

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

### **INFORMATION ABOUT THE SCHOOL**

Laneshaw Bridge Community Primary School is a Beacon school for boys and girls, aged 4 to 11, situated in Colne, Lancashire. There are 151 pupils on roll with an approximately equal gender balance; the school is smaller than most primary schools. The ethnic background of the pupils is white with U.K. heritage, with a very small number of pupils having white with non-U.K. heritages. Whilst two pupils have English as an additional language, no pupil is at an early stage in the acquisition of English. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with a statement of special educational needs is well below the national average, and the proportion of pupils identified within the school as having special needs is below average. The nature of pupils' special needs includes moderate learning difficulties, emotional and speech difficulties and autism. Pupils' attainment on entry is average overall. Whilst pupil turnover is relatively low overall, there was a high turnover in the group of pupils age 11 who left the school in 2002.

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

The overall effectiveness of the school is very good. Standards in English, mathematics and science for pupils aged 11 generally exceed national averages by a considerable margin. The overall quality of teaching is very good, and leadership and management are excellent. The school provides very good value for money.

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

- Pupils by the end of Year 6 reach standards in English, mathematics and science that generally exceed national averages by a considerable margin.
- Pupils' attainment in the creative arts is very strong.
- Leadership and management by the headteacher, deputy headteacher and assistant headteacher are excellent; the school has a most clear educational direction.
- The overall quality of teaching is very good, with a high proportion of excellent teaching; pupils learn very well.
- Pupils' very good attitudes and behaviour, coupled with the excellent relationships that prevail in the school, promote very successful learning.
- Provision for pupils who are gifted and talented and those who have special educational needs is a strength of the school.

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

- No issues were identified.

*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 March, 1998. In that inspection, as in this one, no areas for improvement were identified. Standards in English, mathematics and science by the age of 11 have improved from being above average to generally well above average. The overall quality of teaching continues to be a real strength of the school; the proportion of very good or better teaching has significantly improved. The school has justifiable ambition to succeed further, and has the capacity to do so. The school has made very good improvement since the last inspection.

## 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 |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | A             | A    | A*   | A*              |
| mathematics     | A             | A*   | B    | B               |
| science         | A             | A    | D    | D               |

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

**Standards attained by pupils aged 11** in 2002 were very high in English, being in the top five per cent of schools nationally; in mathematics, standards were above average but in science, they were below average. The results were not helped by a relatively high turnover in that group of pupils, with the pupils joining the school being higher attainers in English than in mathematics or science. (Pupil turnover is low in the current Year 6 and inspection findings are that standards are well above average in all three core subjects. Compared to those attained in schools of a similar type, standards were again very high in English, above average in mathematics but below average in science. Over the three years from 2000 to 2002 taken together, pupils have left the school over one year ahead of pupils nationally in English, nearly one year ahead in mathematics and one term ahead in science. The school's targets are appropriately ambitious.

**Standards reached by pupils aged seven** in the national tests in 2002 were above the national average in reading, and well above average in writing and in mathematics. Compared to that in schools of a similar type, pupils' attainment was below average in reading and well above average in writing and in mathematics. Over the three years from 2000 to 2002 taken together, pupils have left the infant phase with standards nearly two terms ahead of pupils nationally in reading, over two terms ahead in writing and nearly one year ahead in mathematics. **In the work seen during the inspection**, standards for pupils aged seven exceeded national expectations in reading, writing, mathematics and science. For pupils aged seven and 11, standards in information and communication technology were above national expectations. Pupils aged 11 were attaining standards well above national expectations in English, mathematics and science. Standards were above national expectations in the subjects allied to the creative arts. Whilst other subjects were sampled, there was too little evidence to judge overall standards. Children aged five are on course to meet the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.) Pupils' achievement is very good. Standards at the school are sufficiently high.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils' attitudes to the school are very good; they enjoy coming to school and are both proud of, and very enthusiastic about, their work.   |
| Behaviour, in and out of classrooms    | Behaviour, both in and out of the classrooms, is very good. Very good procedures are in place to promote good behaviour and attitudes, for example, the "I'm a grape worker" process in the infants, where pupils can be rewarded at the end of each week.   |
| Personal development and relationships | Pupils' personal development is very good; relationships are excellent both between pupils and with adults. Older pupils are given a variety of opportunities to take responsibility, for example, helping to run the library and manning 'Friendship Stops' in the playground for any pupils who feel lonely. |
| Attendance                             | Attendance is well above the national average. Unauthorised absence is below national averages.  |

Particular strengths in pupils' attitudes include their hard work and enjoyment of learning.

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Very good | Very good   | 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.*

The quality of teaching in English and mathematics is very good; the skills of literacy and numeracy are very well taught; there is an appropriately strong emphasis given to developing pupils' reading and writing skills. Particular strengths in teaching include teachers' very high expectations, excellent class management, planning and the sharing of learning objectives with pupils in lessons. Classroom support assistants work very well with teachers, and have their own lesson plans in which their own role in aiding pupils' learning is very clearly defined. The school meets the needs of all pupils appropriately. All pupils are fully included. Particular strengths in pupils' learning include their concentration, productivity and pace of learning.



## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The quality and range of the curriculum are very good throughout the school.   |
| Provision for pupils with special educational needs   | Provision for pupils with special educational needs is very good overall; learning support assistants support pupils well. The school provides very well for pupils who are gifted and talented.   |
| Provision for pupils having English as an additional language                               | This provision is very good. Although no pupils are at an early stage in the acquisition of English, they do need help with their range of vocabulary when English is not spoken at home. This is provided to a high standard.                                   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for pupils' personal development is very good. The school provides very successfully for pupils' spiritual, moral, social and cultural development. Assemblies are very uplifting occasions and accompanied by vibrant music and enthusiastic singing. |
| How well the school cares for its pupils  | The school looks after its pupils well, and has a very caring ethos. The way in which it tracks pupils' progress is very good.   |

The school works very well in partnership with parents and parents regularly help with the Home Reading scheme. All areas of the curriculum meet statutory requirements. The school's curriculum is enhanced by the provision of French from the age of seven, and there are many opportunities to extend their learning in the Creative Arts' provision through the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Leadership and management by the headteacher and deputy headteacher and assistant headteacher are excellent. The senior management team is very effective and committed to high standards.   |
| How well the governors fulfil their responsibilities             | The manner in which the governors fulfil their responsibilities is excellent. They bring a wide range of expertise to the running of this school. The chair of governors is a regular visitor to the school and governors monitor the way in which the curriculum is taught appropriately. |
| The school's evaluation of its performance                       | The school's evaluation of its performance is excellent. It analyses the pupils' work in external national tests, and uses the findings to improve standards appropriately.  |
| The strategic use of resources                                   | The strategic use of resources to support pupils' learning is excellent.   |

Particular strengths in leadership and management include the commitment of the headteacher and senior management team. The school's secretary is efficient and helps ensure the smooth running of the school. Lunchtime assistants help create a happy atmosphere at the mid-day

break. The accommodation is well maintained by the two site supervisors. The school makes the very best use of the accommodation that it has; nonetheless, the school hall is very small and limits the scope for indoor physical education. The school's application of the principles of best value is excellent; the school spends its money wisely.

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

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• The school expects their children to work hard.</li> <li>• Their children like school.</li> <li>• Children are making good progress.</li> <li>• Parents feel that the school sets high expectations.</li> <li>• They are very happy with the way that the school is led and managed.</li> <li>• They judge the overall quality of teaching to be good.</li> <li>• Parents feel that the school helps their children to mature and be responsible.</li> <li>• They are happy with behaviour at the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Some parents would like to see a greater range of extra-curricular activities.</li> </ul> |

The inspection team agrees with parents' positive views. It finds that the range of extra-curricular activities is appropriate.

## **PART B: COMMENTARY**

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

#### **Pupils by the end of Year 6 reach standards in English, mathematics and science that generally exceed national averages by a considerable margin**

1. Results of national tests for pupils aged 11 in 2002 show standards in English that were very high, being in the top five per cent of schools nationally. Results in mathematics were above average, but results in science were below average. Compared to schools of a similar type, results were again very high in English, being in the top five per cent of such schools, above average in mathematics and below average in science. In that group of pupils, there was a relatively high turnover, with approximately one third joining during the junior phase. An analysis of their results shows their performance to be less good than the rest of the class, especially in science. Pupils who had been at Laneshaw Bridge throughout their junior education scored highly in the national tests, with all attaining at least Level 4 (the nationally expected level).
2. Over the years from 2000 to 2002 taken together, pupils have left the school, on average, over one year ahead of pupils nationally in English, nearly one year ahead in mathematics and one term ahead of pupils nationally in science. Girls have performed slightly better than boys in English, with the reverse being the case in mathematics and science.
3. Pupils currently aged 11 are attaining standards that are well above national expectations in all three subjects, with girls and boys performing broadly similarly.
4. In English, the skills of reading, writing, speaking and listening of pupils currently aged 11 are all well above national expectations, due to the very good teaching and the great emphasis that the school gives to teaching reading and writing. Laneshaw Bridge pupils receive extra reading and extended writing sessions in place of one literacy lesson each week and this is bearing fruit very well indeed. Pupils in Year 6 engage very well in discussion on the work of both established and new authors. They use effective vocabulary such as 'splendour' and 'gingerly' in their writing. Pupils take part successfully in 'Book Quiz' competitions against other schools.
5. In mathematics, pupils aged 11 are extremely clear and concise in their mental strategies, and are able to explain how they arrive at their answers very confidently. They show excellent understanding of terms such as mean, median, mode and range, realising that to calculate the median, numbers can be written in either ascending or descending order. Seven year olds recognise simple number sequences and extend them appropriately. They understand the key words in problems. Pupils in the school have excellent recall of their multiplication tables, and this is helping their learning.
6. In science, pupils aged 11 carry out investigations well, on topics as diverse as forces, light and shadow. In an investigation into the laws of reflection, they measure the angles of incidence and reflection to one degree of accuracy, using protractors. They understand the life cycles of plants. Seven year olds group

materials according to their properties well. Pupils use correct scientific vocabulary throughout the school, and this practice is having a very positive impact on pupils' learning.

### **Pupils' attainment in the creative arts is very strong**

7. Pupils attain high standards in the creative arts throughout the school. In Year 6, pupils undertake high quality animation in their film-making, adding appropriate music and dialogue for the characters that they have created. Pupils put in appropriate bids to be producer, camera-person and so on. Recently they won a competition at the National Film Centre in London for their work.
8. Year 5 and Year 6 pupils manipulate digital images to a very high standard. They create 'bird book' albums with turning pages, adding appropriate, high-quality text and showing very good awareness of the 'layer nature' of pictures. Pupils are able to change the hue of pictures, add shadowing to text and vary the angle of shadowing according to the direction of the lighting.
9. In dance and drama, pupils develop body awareness very well and co-operate appropriately in problem solving. Pupils are very imaginative in their movements, creating, for example, 'bacon sizzling in a pan'. They are adept at evaluating their performances, as was seen when groups compared a variety of ways of simulating 'popcorn popping'. Because the school hall is quite small, the school makes regular use of a local dance studio. The school puts on regular large performances in another local hall; recent productions include 'Cinderella', 'Joseph and the Amazing Technicolour Dreamcoat' and 'The Sound of Music'. Standards in music are above national expectations, with vibrant singing in assemblies, a school choir and many violin and recorder players.
10. Pupils also benefit from the provision of lessons in critical thinking skills, and this is having another most positive impact on standards. Learning in mind mapping is of a high standard, as was seen when pupils, having performed exercises to 'join' the two sides of their brains, proceeded to discuss and evaluate poetry. This all stems from teachers who have particular expertise in these areas.

### **Leadership and management by the headteacher, deputy headteacher and assistant headteacher are excellent; the school has a most clear educational direction**

11. The headteacher, deputy headteacher and assistant headteacher are leading the school skilfully in a very clear educational direction. As head of a Beacon school, the headteacher has ensured that the school sets very high standards. The school is well placed for even further improvement. The school's priorities for further development are most appropriate, and the current priorities of improving extended writing in literacy and pupils' skills in tackling investigative work in science are already bearing fruit.
12. The senior management team is very effective and its members work very well together. The deputy headteacher, who is also the junior phase co-ordinator, is an excellent role model for the school and leads by example. He is an excellent numeracy coordinator, monitoring teaching throughout the school. The assistant

headteacher, who is also the infant phase and Foundation Stage co-ordinator, is a most competent teacher and excellent literacy coordinator. The senior management team is a most powerful force in driving the school forwards. Teaching and learning throughout the school have been monitored by the headteacher, giving teachers very constructive written and verbal feedback, with areas for improvement indicated where appropriate.

13. The governing body is very committed indeed and brings an excellent range of expertise to the school. It is effective in its function as a critical friend. Governors have an appropriate understanding of the strengths and weaknesses of the school. The chair of governors liaises informally but regularly with the headteacher. Governors monitor the way in which the curriculum is taught appropriately.

**The overall quality of teaching is very good with a high proportion of excellent teaching; pupils learn very well**

14. The overall quality of teaching throughout the school is very good, with examples of excellent teaching being seen in every phase of the school. Overall, teaching was excellent in 45 per cent of lessons, very good in 45 per cent of lessons seen and good in ten per cent of lessons. Teaching standards have further improved since the time of the last inspection. Pupils' learning mirrors the vitality and effectiveness of the teaching throughout the school.
15. Pupils know and understand the precise purpose of their lessons. At the outset, teachers explain in appropriate language what the learning objectives are for the lesson. At the end of each session, the learning objectives are looked at again to see how far they have been achieved. This was a particular feature of all literacy and numeracy lessons observed, including those in the Foundation Stage, and such practice is very effective in increasing the rate of pupils' learning.
16. The pace of lessons is brisk and businesslike. Time is used very well indeed in lessons, because everybody realises what they have to do. This was particularly evident in an excellent numeracy lesson for pupils in the infant phase, where no time was lost as pupils tackled their problems against the large egg-timer!
17. Planning is very effective at this school. Teachers of pupils in mixed-age classes plan very well. Teachers manage their classes very efficiently indeed; expectations are very high in terms of both behaviour and standards of work for all pupils, including those with special educational needs.

**Pupils' very good attitudes and behaviour, coupled with the excellent relationships that prevail in the school, promote very successful learning**

18. Pupils' attitudes are very good. They behave very well and really want to learn. Their interest and enthusiasm mirrors that of their teachers; they really enjoy coming to school.
19. Pupils take part in question and answer sessions eagerly, as in a Year 6 numeracy lesson on means and medians. They are keen to explain what they are doing, and demonstrate their thorough understanding of mental strategies.

20. Relationships both between pupils and with adults are excellent. The adults in the school treat pupils respectfully; this respect is reciprocated by the pupils. Pupils help around school, with the older ones, as monitors, for example, looking after younger children, hearing them read, running the school library and ensuring that no pupils are left alone at playtimes.

**Provision for pupils who are gifted and talented and those who have special educational needs is a strength of the school**

21. The school has a clear policy for gifted and talented pupils, with an emphasis on early identification in all spheres, both academic and non-academic. Teachers' lesson plans contain extension work for gifted and talented pupils. The school has been successful in entering 11-year old pupils for Level 6 in English and mathematics. (Level 4 is the nationally expected level for that age group).
22. Provision for pupils with special educational needs is a strength of the school. The coordinator for special needs manages this area of school life very effectively.
23. Pupils have very clear individual educational plans with specific targets for improvement. The targets are reviewed regularly. The quality of the plans for these pupils means that teachers and support staff can tailor their teaching more accurately to meet the needs of these pupils. This leads to the pupils making good progress.

**WHAT COULD BE IMPROVED**

*No issues for improvement were identified*

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

*No issues were identified*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

8

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 9         | 9         | 2    | 0            | 0              | 0    | 0         |
| Percentage | 45        | 45        | 10   | 0            | 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 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)      | 0       | 151     |
| Number of full-time pupils known to be eligible for free school meals | N/a     | 18      |

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 |         | 20      |

#### English as an additional language

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

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5            |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.3 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| 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 | 10   | 12    | 22    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *       | *           |
|   | Girls    | 12      | 12      | 12          |
|   | Total    | 19      | 20      | 21          |
| Percentage of pupils at NC level 2 or above | School   | 86(100) | 91(100) | 95(100)     |
|   | National | 84(84)  | 86(86)  | 90(91)      |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *           | *       |
|   | Girls    | 12      | 12          | 12      |
|   | Total    | 20      | 20          | 20      |
| Percentage of pupils at NC level 2 or above | School   | 91(100) | 91(100)     | 91(100) |
|   | National | 85(84)  | 89(88)      | 89(88)  |

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

\*Detailed results are not given when pupil numbers are below ten.

### 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 | 9    | 14    | 23    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 23      | 21          | 22      |
| Percentage of pupils at NC level 4 or above | School   | 100(95) | 91(100)     | 96(100) |
|   | National | 75(75)  | 71(72)      | 87(85)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 23      | 21          | 22      |
| Percentage of pupils at NC level 4 or above | School   | 100(86) | 91(100)     | 96(100) |
|   | National | 72(70)  | 74(72)      | 82(79)  |

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

\*Detailed results are not given when pupil numbers are below ten.



**Ethnic background of pupils****Exclusions in the last school year**

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 125                         | 0  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 3                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0  | 0                                     |
| Mixed – White and Black African                     | 1                           | 0  | 0                                     |
| Mixed – White and Asian                             | 0                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Indian                     | 2                           | 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   | 0                           | 0  | 0                                     |
| Any other ethnic group                              | 1                           | 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) | 7.6  |
| Number of pupils per qualified teacher   | 19.9 |
| Average class size                       | 21.6 |

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

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 53 |

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years     | 0.0 |
| Number of teachers appointed to the school during the last two years | 0.0 |

|  |     |
|--|-----|
| Total number of vacant teaching posts (FTE)  | 0.0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0.0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2001-2002 |
|----------------|-----------|

|  |         |
|--|---------|
|  | £       |
| Total income                               | 383,661 |
| Total expenditure                          | 395,085 |
| Expenditure per pupil                      | 2,548   |
| Balance brought forward from previous year | 11,576  |
| Balance carried forward to next year       | 152     |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 151 |
| Number of questionnaires returned | 105 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 69             | 30            | 0                | 1                 | 0          |
| My child is making good progress in school.  | 70             | 28            | 2                | 0                 | 0          |
| Behaviour in the school is good.   | 66             | 31            | 0                | 1                 | 2          |
| My child gets the right amount of work to do at home.                              | 49             | 40            | 7                | 3                 | 1          |
| The teaching is good.  | 80             | 19            | 0                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 50             | 43            | 6                | 1                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 61             | 26            | 9                | 4                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 82             | 18            | 0                | 0                 | 0          |
| The school works closely with parents.   | 48             | 35            | 11               | 3                 | 3          |
| The school is well led and managed.  | 66             | 24            | 4                | 5                 | 1          |
| The school is helping my child become mature and responsible.                      | 68             | 30            | 1                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 40             | 39            | 12               | 4                 | 5          |

No other issues were raised by parents.