

# INSPECTION REPORT

**ST PETER'S SMITHILLS DEAN CE (VA)  
PRIMARY SCHOOL**

Smithills, Bolton

LEA area: Bolton

Unique reference number: 105228

Headteacher: Mrs V A Skinner

Reporting inspector: Mr Jean-Pierre Kirkland

4483

Dates of inspection: November 25<sup>th</sup> – 26<sup>th</sup> 2002

Inspection number: 246479

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Limefield Road  
Smithills  
Bolton  
Lancashire

Postcode: BL1 6LA

Telephone number: 01204 333500

Fax number: 01204 333502

Appropriate authority: Governing body

Name of chair of governors: Councillor Roger Hayes

Date of previous inspection: 29<sup>th</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This voluntary aided Church of England primary school has 218 pupils on roll, making it broadly average in size nationally. It is situated about two miles to the north of Bolton town centre in an area of favourable economic circumstances. However, the school draws its pupils from a much wider region, including areas of less favourable circumstances. The proportion of pupils known to be entitled to free school meals is low. Attainment on entry to the school is broadly average, but with some who are higher attainers as well as children identified with special educational needs. The school has just over 20 per cent of its pupils identified with special educational needs which is broadly average. Most have learning difficulties with a very small proportion having medical problems. Two per cent have a statement of special educational need, which is broadly average. There is a small number of pupils with English as an additional language, although none has specific linguistic problems. The school is full, and there is little movement in or out at times other than the normal starting and finishing times. The school has recently achieved a Quality Mark and, earlier this year, a School Achievement Award and Investors in People award.

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

This is a very good school with many excellent features. Pupils make very good progress, achieve well and reach well above average standards by Year 6. Teaching and learning are also very good. The quality of leadership and management is excellent. Overall, the school provides very good value for money.

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

- The school enables pupils to make very good progress and reach well above average standards in English and science by Year 6, with very high standards in mathematics.
- The school provides pupils with high challenges in lessons, with very good planning for effective learning.
- Learning is made fun and enjoyable, with excellent relationships between staff and pupils, greatly accelerating the pace of learning.
- Teachers and support staff use their very specific and detailed knowledge of pupils to set them meaningful and achievable targets.
- Leadership is characterised by excellent vision with outstandingly good teamwork by staff to support pupils' learning very effectively.

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

- There is insufficient detail on progress and imprecise targets on pupils' reports.

*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 very good improvement since the school was last inspected in 1998. Both the key issues have been addressed and successfully met. There has also been a significant improvement in the use of assessment when teachers plan their lessons. This is responsible for helping to drive up and sustain the high standards, which have improved since 1998. The proportion of pupils gaining higher levels in the national tests has been a significant improvement. Teaching is also substantially better now, with a significant increase in the proportion of very good and excellent lessons where the pace of learning is rapid. The school is guided by outstandingly good management and led in an excellent fashion. The school has the capacity, energy and commitment to improve even further.

## 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	C	D
mathematics	A	A*	C	D
science	B	A	C	D

**Key**

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

A\* indicates very high attainment.

The 2002 national test results for Year 6 pupils showed a marked fall on those of previous years. This was due to the larger than normal proportion of pupils with learning difficulties in that year group, including a significant minority with severe learning difficulties. These results placed pupils in the school as average nationally, and below average for similar schools. Achievement of these pupils since they took the national tests four years ago was satisfactory overall. Previous results in 2000 and 2001 had been consistently high with very high attainment in mathematics in 2001. Inspectors found that standards had returned to well above average levels for the current Year 6 pupils in English and science with very high standards in mathematics. This represents very good achievement overall. The proportion of pupils gaining better than expected levels in national tests has improved significantly since the previous inspection, especially for the higher-attaining pupils in the school. Pupils with learning difficulties and the gifted and talented pupils make very good progress throughout the school. The overall challenging targets set by staff and agreed by governors are attainable and are reached each year.

In Year 2, the national tests have shown continual improvement over the last few years. Results showed pupils to be well above average in reading and mathematics and average in writing. The school does not do as well as similar schools in writing, largely due to the significant number of pupils each year who have learning difficulties, especially in literacy. However, achievement is very good for all pupils between Years 1 and 2. Children enter reception with broadly average levels in reading and mathematics and make consistently good progress in Years 1 and 2. Most children are ready to start the National Curriculum when they leave the reception class. Teacher assessment of science attainment in Year 2 shows continued improvement, with pupils now gaining above average results. Standards were also judged to be above average in the other lessons sampled in information and communication technology (ICT), design and technology, geography, history and music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent – pupils love their school and their teachers. This has a significantly positive impact on learning.
Behaviour, in and out of classrooms	Very good. There have been no exclusions in the last 20 years. Pupils play and learn in a harmonious atmosphere free from racial tensions or bullying.
Personal development and relationships	Excellent and a great strength in promoting high quality learning throughout the school. There is no shortage of pupil volunteers looking for jobs to do.

Attendance	Very high when compared to all primary schools. Pupils are nearly always punctual.
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## 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.*

Teaching is very good throughout the school with many excellent features. This is an outstanding improvement since the previous inspection. There was no unsatisfactory teaching seen during the inspection. The most successful teaching leads to rapid learning because:

- Staff have very positive relationships with pupils who see the fun in learning and enjoy the lessons
- Pupils are being challenged and they enjoy this – expecting to be made to think and work things out for themselves
- Teachers and support staff plan very interesting and stimulating lessons which capture pupils' imagination from the outset

Teaching in the reception class is very good. Support staff are used very effectively to work with small groups and provide a very wide range of learning experiences. Elsewhere in the school, teachers are very skilled at helping pupils to learn the basic skills in literacy and numeracy. Some lessons are outstanding because staff use language very effectively, they set high targets for pupils to reach and they make the lessons exciting and fun. There is very good support from classroom assistants for pupils with learning difficulties. Concentrating effectively on their targets, learning is also rapid and progress over time very good. Gifted and talented pupils are given lots of additional work which challenges their thinking effectively and leads to very good progress being made.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The very broad and well-balanced curriculum fully meets statutory requirements. Provision for improving literacy is very good and for numeracy it is excellent. The range of extra-curricular activities is very good and makes a significant contribution to pupils' learning throughout the school.
Provision for pupils with special educational needs	Very good. Pupils are very well supported and make very good progress.
Provision for pupils with English as an additional language	Very good. No pupils are in need of additional specific linguistic support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a strong Christian ethos with excellent personal development provision. The staff ensure that pupils have many regular opportunities to contribute to the smooth running of the school.
How well the school cares for its pupils	Very good. Child protection procedures are very good and understood by all; there are no health and safety concerns. Assessment is now a strength of the school in improving the rate of learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher has a very clear vision of high standards and excellence in all that the school aims to achieve for its pupils. Management is effectively geared to this and all staff support this very effectively through outstandingly good teamwork.
How well the governors fulfil their responsibilities	Very good. The governors know their school well and support it very effectively in every respect. They fulfil their statutory obligations to the letter of the law.
The school's evaluation of its performance	Excellent. There is a thorough and realistic diagnosis of the school's performance, including its spending decisions. As a result, learning and achievement are fully supported and are being improved upon year on year. The high budget surplus is fully accounted for in current spending plans.
The strategic use of resources	Very good. There have been major improvements to the interior and exterior of the school, enhancing the opportunities for learning. Support staff make a very valuable contribution to learning in classrooms.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents were very positive about all aspects of the work of the school, including standards, progress, teaching and leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like to see a greater range of extra-curricular activities.</li> </ul>

Inspectors agree wholeheartedly with parents' positive views; this is a very good school with many excellent features. Inspectors disagree with parents over the range and provision of extra-curricular activities. These were judged to be very good for a school of this size, providing very good opportunities for pupils of all ages to further their learning. Inspectors also judged that the school has developed a very good partnership with its parents overall who make a significant contribution to children's learning.

## **PART B: COMMENTARY**

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

**The school enables pupils to make very good progress and reach well above average standards in English and science by Year 6, with very high standards in mathematics.**

1. Standards have continued to rise since the previous inspection. Pupils' current attainment is well above average in English and science and very high in mathematics in Year 6. Although the national test results dipped in 2002, this was due very much to the larger than average proportion of pupils with learning difficulties in the group that year, including a small number with severe learning difficulties. Results dropped to average, but work and lessons show that standards have risen back again to their previously high standards.
2. In mathematics, pupils have an excellent grasp of number. Many are working successfully on problems involving subtraction and multiplication that are very complex for their age. Pupils' ability to understand the relationship between decimals and fractions is very well developed. In lessons in English, pupils write clearly and neatly. They use a wide range of very expressive language. For example, a Year 6 pupil writing about war stated: *'Screeching men stumble to the muddy ground in immense pain.....the air is green as fresh grass – the gas has hit – the worst is upon us'*. Writing such as this is of a very high standard and well above the level normally found in pupils in Year 6. Pupils also speak very clearly and with expression. In assemblies, they read prayers in front of the whole school. In Year 5, individuals have the confidence to explain the strategies they have used when solving problems. Pupils learn very good technical language in science lessons, in Year 3 when learning the concept of fair testing, and in Year 6 when learning a wide range of new terms associated with disease, such as contagious, micro-organism and antiseptic. In lessons seen during the inspection in design and technology, geography, history, ICT and music, standards were above average in all classes. There has been a significant improvement in ICT since the previous inspection. Pupils are confident and competent. They learn the skills of control in reception using robotic toys, develop skills in handling the keyboard in Years 1 and 2 and make good progress in recording data and word processing throughout the school.
3. Children enter the school with levels of attainment that are broadly average. Initial testing and observation show that there is a very wide spread of ability on entry to the reception class. Teaching incorporates very careful planning to ensure that children learn at a rate which challenges them, yet does not overpower them. For example, children who need help controlling their pencils and holding them appropriately are given tasks that enable them to learn names and features but also require the skill of accuracy. Learning new knowledge and skills therefore go hand in hand. These early skills are built on gradually and progressively in the high quality numeracy and literacy lessons in Years 1 and 2. By the end of Year 2, last year's national test results showed that pupils reached well above national average standards in reading and in mathematics. Inspection findings confirm these well above average standards. Teacher assessments in science at the end of Year 2 show that standards are well above average and inspection findings confirm this. Pupils have very good technical knowledge. They know about plants and animal habitats. They record their work neatly and make simple predictions. Standards were broadly average in writing in the national tests last year – accounted for by the proportion of pupils who enter the school with relatively low levels of literacy and poor letter formation. However, inspectors found that

the standard and quality of writing are improving; the school has focused much of its attention recently to good effect on improvements in this area.

**The school provides pupils with high challenges in lessons with very good planning for effective learning.**

4. Teaching and learning throughout the school are very good. Ninety-two per cent of teaching observed was judged as at least very good or excellent, with 17 per cent judged as excellent. This is an outstanding improvement since the previous inspection. Lessons are extremely well planned with a very clear focus on improving what pupils will learn session by session. Staff are very clear from the outset about the aims for each lesson. As a result, pupils know exactly what they are going to do, and how they are going to do it. Routines in classrooms are very well established. For example, in a Year 6 lesson in design and technology no time was wasted because pupils knew exactly where all the resources they needed were to be found. Teachers ensure that the widest range of resources possible is used to enhance learning, including the pupils themselves. For example, in a Year 2 history lesson, one pupil had researched the life and times of Florence Nightingale, had dressed up for the part, and then was 'hot-seated' in the classroom while the rest of the class fired questions at the famous historical figure. In order to enhance learning further, pupils were given the role of reporters, so they had a specific task in mind throughout.
5. Planning of lessons for children in the reception class is of a very high standard. The teacher, very capably supported by her learning assistants, plans for the very wide range of ability in the class. Higher attainers are soon making very good progress in literacy, by learning new language and vocabulary from the staff, and by repeating the sounds of words made by the teacher. Children with learning difficulties also progress very effectively as the teacher introduces 'Lofty the puppet' as a visual aid when pronouncing new words. All the class begin to understand the context of each new word as it is fitted into the story of 'Mrs Wishy-Washy'. The techniques used in this and other lessons in reception, plus the carefully detailed planning and constant use of good quality resources, accelerates the learning of all pupils effectively.
6. The excellent planning continues into Years 1 and 2. For example, in Year 1 numeracy, currants on a gingerbread man were used very effectively to enable pupils to discover pairs of numbers that make ten. Higher up in the school, the levels of challenge continue, much to the delight of the pupils. In Years 3 and 4 in science and mathematics, pupils got very enthusiastic when the teacher mentioned the word 'challenge' – as some pupils remarked: 'This is going to be great!' In Year 5 mathematics, a very brisk and carefully planned mental session engaged pupils from the start. When pupils were asked to explain their strategies for solving problems, almost every hand shot in the air. The consequent session on further problem solving enhanced learning greatly when the teacher introduced the word 'rudely' to help them learn the processes of solving a problem – 'r' standing for 'read the question', 'u' standing for 'underline the important facts' and so on.

**Learning is made fun and enjoyable, with very good relationships between staff and pupils, greatly accelerating the pace of learning.**

7. All lessons in the school are characterised by pupils enjoying their learning which is made fun for them in an interesting and stimulating manner. The relationships established between pupils and staff in all classrooms are second to none. Staff are able to relax and share experiences with pupils without having to worry about behavioural issues. Pupils show great respect and love the work they are doing. In Year

4 music, pupils were exceptionally creative following a lesson which took them through the world of dance, advanced vocabulary and counting to produce very high quality poems or stanzas, set against the sound and rhythm of a Chopin e'tude. Rapid learning took place that encompassed a range of skills and subjects. In another music lesson in Year 1, pupils became very interested and focused when making their long and short sounds out of sight, having to guess and identify the instruments used. In a Year 2 literacy lesson, the teacher greatly enhanced the learning of plurals in the final session of the lesson. By playing a game that meant identifying whether a word added 's' or 'es', the teacher consolidated and reinforced what had been learnt in an enjoyable and relaxed manner.

8. The excellent relationships between pupils and teacher in Year 6 contribute greatly to learning. In literacy and numeracy, carefully tempered humour, high yet attainable challenges, and frequent opportunities to work in groups enable pupils to work purposefully while feeling secure and fully supported. As pupils in that year said: *"The teacher makes lessons come alive for us"*. Other pupils said: *"Teachers treat us like adults and are nice; we feel very well supported and teachers make us believe we can do the hard stuff"*. Such respect and rapport are key factors in raising the rate of learning and overall achievement. In a Year 3 music lesson, pupils were learning to recognise the difficult concept of the difference between rhythm and pulse. The teacher encouraged pupils to mimic the animals in step with the rhythm so that learning became enjoyable but very informative. The pupils loved the experiences provided. Equally in other classes, the calm yet assertive manner of staff, their very good subject knowledge, and the way they use resources so effectively all combine to provide pupils with a first-class learning environment.

**Teachers and support staff use their very specific and detailed knowledge of pupils to set meaningful and achievable targets.**

9. The school now has very good procedures for assessing the progress pupils make, and for recognising the standards reached. Staff meet regularly to go through the work produced in class and at home, asking themselves the question "Is this good enough?", a question frequently echoed by the senior management team. This, plus other information gathered from analysing the national test results and other forms of testing, plus the staging of exhibitions of samples of a whole year's work for every class in a subject, e.g. Design and Technology, all helps teachers to plan the next stages of learning. This aspect of the work of the school, which is shared by all staff, including the teaching assistants, is a significant improvement since the school was previously inspected. One direct effect has been the increase in the proportion of pupils making very good progress and achieving above expected levels by Year 6. This excellent use of assessment has been instrumental in raising standards and improving the rate of learning and achievement for all pupils.
10. The level of challenging work has increased, with teachers constantly looking at new ways of extending and enhancing pupils' learning. One very effective method is the imaginative way in which many lessons are taught. This results in pupils learning a wider range of skills than normal. For example, in reception, children learn about the world of animals, while counting and while learning new vocabulary, all interlinked. Older pupils learn connections between science and mathematics, or between rhythm in music and dance, and rhythm in poetry.
11. Pupils with learning difficulties are completely involved in the planning process. Early identification and close observation of progress take place from the very start. Once the specific problem has been identified, very precise and clear learning targets are written

which are shared with parents as partners in the process. Gifted and talented pupils are given many complex and extensive tasks to complete. Detailed records of progress are kept so that pupils are being constantly moved on. In all lessons seen, higher-attaining pupils were given good quality, challenging work, especially but not exclusively, in English, mathematics and science throughout the school. Targets set are realistic and are based on a secure understanding of all pupils' capabilities. Tracking of pupils' progress and setting realistic targets are now prominent features built in to the whole planning process.

**Leadership is characterised by excellent vision with outstandingly good team-work by staff to support pupils' learning very effectively.**

12. The headteacher provides outstanding leadership. Her vision for the future of the school is crystal clear. Her staff share this completely and put it into action in every classroom and in their planning in a consistent manner throughout the school. There is a wholehearted commitment to strive for the best for the pupils. Targets in the school improvement plans make this explicitly clear. Staff, in their discussions with inspectors, echoed this aim also very clearly. Their intricate and detailed lesson planning, their attention to detail in the classroom when teaching, their very strong focus on what pupils will learn and their high degree of professionalism are all witness to this shared commitment and vision.
13. Governors support the school in similar vein. They not only recognise the talents of the headteacher and the staff, they too are keen to support and involve themselves in the search for excellence. They fulfil all their legal obligations fully; they support in classrooms; they use finances effectively to plan for improvements in a creative and realistic way, focusing their decisions on how they will benefit the pupils. The recent spending on an adventurous playground facility for reception children has greatly enhanced the opportunities for learning. There are now better and more challenging opportunities for physical development, leading to greater progress in this area. The recent focus on improving the ICT facilities through the mobile computer suite has resulted in higher standards and better learning for all pupils throughout the school.
14. Teamwork is a key word in the school. Staff plan and share together. They meet formally and informally on a regular basis with a view to improving the teaching and learning and general educational provision. Management of subjects is excellent, with frequent observations and checking of standards; the headteacher supports this very effectively by observing lessons and giving very positive yet critical feedback on the quality of teaching. All staff undertake their responsibilities with determination and vigour, eager to provide pupils with the very best. This extends to homework which is carefully planned to meet the needs of all pupils and extend the learning effectively beyond the classroom.

## **WHAT COULD BE IMPROVED**

**There is insufficient detail on progress and imprecise targets on pupils' reports.**

15. Pupils' reports are of good quality overall, but they are not up to the very high standards of educational provision found elsewhere in the school. The reports fully meet legal requirements and give a lot of detail on what pupils know, can do, and understand in all areas of the curriculum. There are, however, gaps and inconsistencies, especially in the degree of information that parents receive about progress. This is often implicit rather than being explained and stated explicitly. For example, reports often state phrases such as '...has developed a good understanding of....', rather than 'Progress has been good...' (and then giving an example). In other cases, the targets set are often very vague. In this format, they are not measurable and therefore cannot be assessed as having being reached. An example seen a number of times is 'continue to build on the progress made so far'. Unfortunately, the progress made so far has not always been clearly stated, and 'continue to build' gives no indication of a specific goal to be reached by a particular date. There are some clear and achievable targets in some reports, and progress is sometimes specifically outlined for parents. This is not, however, consistent across the school.

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

16. In order to improve educational provision and raise standards further, the school should now:

(1) Bring the good standards of pupils' reports up to the very high standards elsewhere by:

- Stating the progress made by pupils very specifically in subject areas in the reports, and
- Setting precise targets so that parents are clear about how they might help their children achieve these and so enhance the quality of learning further. (paragraph 15)



## 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	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	1	1	0	0	0
Percentage	17	75	4	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.6

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	12
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (87)	100 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	12
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (81)	100 (94)
	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	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	75 (90)	81 (90)	84 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	81 (90)	85 (90)	85 (94)
	National	73 (72)	74 (74)	82 (82)

*\* denotes numbers falling below ten pupils in some cases so actual figures not quoted  
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	185	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	3	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	1	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	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	24.1
Average class size	31

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

Total number of education support staff	8
Total aggregate hours worked per week	139

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	481,626
Total expenditure	473,827
Expenditure per pupil	2,174
Balance brought forward from previous year	80,094
Balance carried forward to next year	87,893

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	103

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	51	43	1	0	5
Behaviour in the school is good.	48	48	2	0	3
My child gets the right amount of work to do at home.	39	43	14	1	4
The teaching is good.	64	31	1	0	4
I am kept well informed about how my child is getting on.	41	46	8	2	4
I would feel comfortable about approaching the school with questions or a problem.	70	23	6	0	1
The school expects my child to work hard and achieve his or her best.	64	31	0	0	5
The school works closely with parents.	50	42	7	1	1
The school is well led and managed.	64	30	1	0	5
The school is helping my child become mature and responsible.	57	36	2	0	5
The school provides an interesting range of activities outside lessons.	29	38	17	4	13