

INSPECTION REPORT

BALSALL COMMON PRIMARY SCHOOL

Balsall Common, Coventry

LEA area: Solihull

Unique reference number: 104059

Headteacher: Mr T Davies

Reporting inspector: Mr C Parker
11897

Dates of inspection: 20th – 21st March 2000

Inspection number: 181853

Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Balsall Street East
Balsall Common
Coventry

Postcode: CV7 7FS

Telephone number: 01676 532254

Fax number: 01676 533314

Appropriate authority: Governing Body

Name of chair of governors: Mr R Hubbard

Date of previous inspection: 7th – 11th November 1994

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|---------------------|----------------------|
| Mr C Parker | Registered inspector |
| Mrs C Murray Watson | Lay inspector |
| Mr H Protherough | Team inspector |
| Mrs J Underwood | Team inspector |

The inspection contractor was:

St Mary's Strawberry Hill Inspection Unit
Waldergrave Road
Strawberry Hill
Twickenham
TW1 4SX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

PART A: SUMMARY OF THE REPORT

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

| | |
|---|---------|
| The pupils achieve high standards in their work and their personal development. | 1 - 7 |
| The teaching is very good. The teachers consistently expect high standards of work and behaviour and set the pupils challenging tasks. | 8 - 11 |
| The school provides the pupils with an interesting curriculum that is enriched by a wide range of activities outside of lessons and very good opportunities for personal development. | 12 - 15 |
| The headteacher and senior staff provide outstanding management and leadership that is committed to maintaining high standards and continuing improvement. | 16 - 21 |

WHAT COULD BE IMPROVED

| | |
|---|---------|
| Annual written reports to parents do not consistently and clearly convey the progress made by the pupils or the standards they achieve. | 22 - 23 |
|---|---------|

| | |
|--|-----------|
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 24 |
|--|-----------|

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Balsall Common Primary School is a very large school for three to eleven year olds. It has recently expanded to accommodate the 646 pupils on roll. A very small proportion of the pupils comes from other ethnic groups and a few pupils join the school from other European countries. Attainment on entry is above average. Approximately one in ten of the pupils is on the special educational needs register and two pupils have statements of special educational need; this is well below the national average. The pupils come from a range of social backgrounds, and very supportive homes. Fewer pupils than usual take free school meals. The school is very popular and over subscribed.

HOW GOOD THE SCHOOL IS

The school is highly effective because the headteacher and senior staff have established a demanding yet supportive approach to teaching and learning. As a result, the teaching is very good and the pupils achieve high standards. The school provides very good value for money.

What the school does well

- The pupils achieve high standards in their work and their personal development.
- The teaching is very good. The teachers consistently expect high standards of work and behaviour and set the pupils challenging tasks.
- The school provides the pupils with an interesting curriculum that is enriched by a wide range of activities outside of lessons and very good opportunities for personal development.
- The headteacher and senior staff provide outstanding management and leadership that is committed to maintaining high standards and continuing improvement.

What could be improved

- The annual written reports to parents do not consistently and clearly convey the progress made by the pupils or the standards they achieve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1994 it has made very good progress. It has maintained the strengths highlighted in the last report and addressed the weaknesses through an established and highly effective programme of school improvement. The school now has a comprehensive religious education syllabus that has been implemented with additional professional development for teachers. The teachers now encourage the children to be more independent in their learning so that in many lessons the pupils evaluate the extent of their own achievements and identify where they need more practice. The teachers plan interesting activities for the pupils and in many lessons they modify them so that the more able pupils are challenged. Consequently, many pupils are now achieving beyond the levels expected for their age. The spiritual and cultural development of the pupils is fostered through well-planned acts of collective worship and appropriate opportunities within the curriculum.

The most significant improvement since the last inspection is in the quality of teaching. It is now very good, and there is a far greater level of consistency in the approaches and strategies used by the teachers.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|----------------------|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | A | A | A | A | well above average A |
| mathematics | A | A | A | A | above average B |
| science | A | A | A | A | average C |
| | | | | | below average D |
| | | | | | well below average E |

The results of national tests taken by seven and eleven year olds are consistently well above the national average. They are also well above the average when compared with similar schools except in writing at the end of Key Stage 1 where the results are in line with the average.

Over the last few years, the results achieved by eleven-year-olds have continued to improve. The school sets demanding targets and is successful not only in ensuring that a very high proportion of pupils achieve the expected level but also that many attain higher levels. In 1999 almost half of the pupils achieved higher levels in English and mathematics.

The quality of the pupils' work in lessons seen in, for example, information technology, religious education, music and physical education is also consistently above average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | The pupils have very positive attitudes to learning. They show particularly good levels of concentration and application. |
| Behaviour, in and out of classrooms | Very good. The pupils show respect for their teachers and respond positively to their high expectations of behaviour. |
| Personal development and relationships | Many older pupils have very mature attitudes and take full advantage of the responsibilities given to them. |
| Attendance | Well above average. |

The pupils are very well behaved in lessons. They listen carefully to their teachers and to each other. Many contribute willingly to discussions and are keen to answer the teachers' questions. Relationships within the school are very good and securely based on mutual respect.

Behaviour on the playground is generally very good. Although there is a large number of pupils they behave well and respect the rules and strategies that have been put in place to make lunchtimes and playtimes run smoothly.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 25 lessons seen overall | 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 teaching is very good throughout the school. The quality of teaching in the lessons seen was almost all good or better and in six out of ten it was either very good or excellent. There was no unsatisfactory teaching. There is a high level of consistency in the teaching that represents a significant step forward from when the school was last inspected.

The teaching of the youngest children is highly organised and very effectively managed. In Key Stages 1 and 2 the teachers plan their lessons very thoroughly and set out clearly what they want the children to learn. The tasks the teachers set for the pupils are interesting, often demanding and in many lessons modified to set an appropriate level of challenge to different groups of pupils. The teaching of English and mathematics is particularly strong and as a result the pupils' make good progress in the development of their literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The school provides the pupils with an interesting curriculum that is enriched by a wide range of activities outside of lessons and very good opportunities for personal development. |
| Provision for pupils with special educational needs | Very well managed. Individual education plans provide clear targets and pupils are well supported in lessons and when working in small groups. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The pupils' spiritual and cultural development are very effectively fostered through collective worship. The teachers plan other interesting opportunities in lessons. Moral and social development are strong features of the school's ethos. |
| How well the school cares for its pupils | The school provides a caring environment where the pupils' progress and achievements are carefully monitored and rewarded. |

The curriculum provided by the school meets the statutory requirements and is well organised. It gives appropriate priority to the teaching of English and mathematics and incorporates all aspects of the literacy and numeracy strategies within its teaching programmes. It is successful in providing the pupils with a broad curriculum that allows sufficient time for the pupils to develop a balanced knowledge and a good range of skills through very well taught activities. The curriculum for the youngest children is carefully planned to provide them with a wide range of opportunities to meet the learning goals for their early education.

The school offers the pupils a wide range of opportunities for them to participate in sporting, musical, cultural and craft activities outside of lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Outstanding. The highly effective management systems are implemented with drive and enthusiasm by the headteacher and his senior staff. They generate a very strong team approach that is evident throughout the school. As a result high standards are promoted in all aspects of the school's work. |
| How well the governors fulfil their responsibilities | The governing body fulfils its responsibilities effectively through a well-established committee structure. The governors set the headteacher precise targets and review his progress towards them every month. |
| The school's evaluation of its performance | The school uses a comprehensive range of measures and strategies to evaluate its own performance. Consequently, it has a clearly focussed plan for continuing improvement. |
| The strategic use of resources | The school makes maximum use of its available resources. The very good facilities are subsidised by significant fund raising and sponsorship. |

The school's improvement planning, self-evaluation and monitoring of the quality of teaching are very strong features of the management of the school. The governors apply the principles of best value, so that, for example, considerable research was carried out to ensure the resources for the new computer suite were of both high quality and good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • High standards achieved by the pupils and the good progress they make. • The good teaching. • The strong leadership and management of the school. • High level of parental involvement. • The range of opportunities offered to pupils. | <ul style="list-style-type: none"> • Poor behaviour at lunchtime because of inadequate space. • Information about how pupils are getting on. |

The inspectors agree with the many positive comments made by parents. Some parents who attended the meeting expressed concerns about the pressure placed on the school by national initiatives and the consequent pressure transferred to pupils. Other parents felt that the emphasis on literacy and numeracy had reduced opportunities for pupils to enjoy a wider curriculum. The inspectors found that the school uses the time allocated to literacy and numeracy very effectively and that the school is successful in providing a well managed and broad curriculum within the remainder of the school day. In the lessons seen by the inspectors the teachers moved the pupils' learning along at a good pace. There was no evidence of pupils being placed under unacceptable pressure and in many instances they displayed considerable enjoyment of, for example, quick fire mental arithmetic activities. Moreover, the inspectors found little evidence of either poor behaviour on the playground or that the pupils are unhappy with the playtime arrangements. The available playground space is well organised to provide areas for both quiet and active play.

The parents expressed divergent views about homework. The school encourages considerable parental involvement and provides parents with very good general information and regular opportunities to discuss their child's progress. Commendably, it shows considerable flexibility in its approach to this matter, notably towards those parents who disagree with homework. The questionnaire responses indicate that most are happy with current arrangements. Nevertheless, 15 per cent of those responding to the questionnaire did not agree that they were kept well informed about how their child is getting on. The inspectors found that annual written reports to parents are not always as clear as they should be about the progress the pupils are making from year to year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve high standards in their work and their personal development.

1. The combined results of the national curriculum tests in all subjects taken by the eleven-year-olds in 1999 were in the top five per cent when compared to schools nationally. The results achieved by pupils in English, mathematics and science were well above both the national average and the average for similar schools. The school sets demanding targets and is successful not only in ensuring that a very high proportion of pupils achieve the expected level but also that many attain higher levels. In 1999 almost half of the pupils achieved higher levels in English and mathematics, and six out of ten pupils achieved higher levels in science. Over the last few years, the results have not only been consistently well above average but have also continued to improve in line with national trends.
2. The results of national tests taken by seven year olds, in reading, writing and mathematics, are also well above the national average. The results also compare very favourably with similar schools, with reading and mathematics being well above average and writing being similar to the average. Although standards in writing are well above the national average the school is nevertheless determined to raise its standards in comparison to those of similar schools. Through its well-established school improvement strategy it has put into place a programme of staff development, monitoring and evaluation to encourage further improvement.
3. The inspection findings resulting from the observation of lessons and scrutiny of a sample of the pupils' work also show standards to be high in English, mathematics and science. These high standards result from well-structured lessons that move along at a good pace and present the pupils with an appropriate level of challenge and demand.
4. The youngest pupils in the nursery are developing very good listening skills because, for example, their teacher tells them a story without showing them pictures and then skilfully questions them to retell parts of the story. In the reception class, pupils are spelling simple words phonetically and writing simple descriptive phrases. By the age of five, most pupils are exceeding expectations. By the end of Key Stage 1 the pupils speak confidently, read accurately and write well. As they move through the year, they become increasingly adventurous in the language they use in their writing. As the pupils progress through Key Stage 2 the quality of their written English develops well and there are many examples of high quality work displayed throughout the school. By the age of eleven the pupils make very telling use of language in their writing. In their poetry, for example, expressive phrases such as, 'trees with twisted branches crying out with anguish,' are commonly featured. The oldest pupils write for a range of purposes, for example to argue a case for and against factory farming. Their work is well structured and mature both in its content and approach. Taken overall the quality of the pupils' work in English is well above average.
5. In mathematics the youngest children develop their mathematical vocabulary through activities such as making sandwiches. They were not only able to count the number of sandwiches they made, but also acquired an early understanding of halving and the names of shapes, such as triangle and rectangle. In the reception class the pupils are capable of counting upto and beyond 100. Many can count in multiples of 2, 5 and 10 and can also make estimations when carrying out simple calculations. Overall, standards achieved by the pupils exceed those expected of five-year-olds. Many of the mathematical activities set for pupils throughout the school, are both demanding and set within realistic contexts. For example, the pupils in Year 2 were able to ascertain what day April Fool's Day would fall on by using the March calendar. The more able pupils could also answer a wide range of questions based on the calendar for the year 2000. By the end of Key Stage 2 the pupils' mathematical skills are well developed and the most able apply them to solve problems. For example, they can calculate the number of cars a company could buy for its workforce on a particular budget. Standards in mathematics are well above average.
6. Throughout the school the pupils concentrate on their work. They show a good deal of enjoyment in many lessons and are willing to contribute to discussions and answer the teachers' questions

thoughtfully. The opportunities offered to pupils to take responsibility within their own classes and for older pupils to take on school responsibilities result in their having a respect for, and a pride in, their school. Consequently, behaviour and relationships are very good.

7. The pupils' work is of good quality right across the curriculum. Information technology is playing an increasing role as the school's impressive new computer suite is integrated into both teaching and learning. The structure and organisation of the broad curriculum, the very effective teaching, the high expectations that permeate the school and the pupils' positive attitude all make a significant contribution to the high standards achieved by the pupils.

The teaching is very good. The teachers consistently expect high standards of work and behaviour and set the pupils challenging tasks.

8. The teaching is very good throughout the school. The quality of teaching in the lessons seen was almost all good or better and in six out of ten it was very good or excellent. There was no unsatisfactory teaching. This high level of consistency in the teaching represents a significant step forward from when the school was last inspected.
9. The teaching of the youngest children is highly organised and very effectively managed. In the nursery the children work with their teacher and the nursery nurses on a wide range of carefully planned activities that are successful in developing the children's intellectual, physical and social skills and abilities. Every opportunity is taken to enhance and extend the children's learning through, for example, role-play, games, conversation, questioning and use of large play equipment.
10. In Key Stages 1 and 2, the teachers plan their lessons very thoroughly and set out clearly what they want the children to learn. The pupils are always told what is expected of them and what they are going to learn. Often the targets for the lesson are displayed in the classroom. The tasks the teachers set for the pupils are interesting, often demanding, and in many lessons modified to set an appropriate level of challenge to different groups of pupils. The teachers are able to do this because they always take time at the end of lessons to ask the pupils to evaluate the extent of their own progress. They also question the pupils to make their own assessment of whether they need more practice or are ready to move on to the next stage of learning. All lessons move along at a good pace and the teachers effectively support the pupils, who are generally confident to ask for further help when they need it. Relationships between the children and their teachers are very good. In many lessons there is a quiet working buzz with pupils completely involved in the tasks and activities they have been set, for example, when the oldest children were planning and writing a science fiction story.
11. There is a strong commitment to teamwork and professional development. This is very evident in the consistent approaches and strategies used by the teachers in many lessons. All members of the teaching staff are currently undertaking training on the school's information technology equipment so that they can make maximum use of it to enhance teaching and learning across the curriculum.

The school provides the pupils with an interesting curriculum that is enriched by a wide range of activities outside of lessons and very good opportunities for personal development.

12. The curriculum provided by the school meets the statutory requirements and is well organised. The school gives appropriate priority to the teaching of English and mathematics and has incorporated all aspects of the national literacy and numeracy strategies within its teaching programmes. The school is successful in providing the pupils with a broad curriculum that allows sufficient time for them to develop a balanced knowledge and a good range of skills through very well taught activities. The curriculum is currently being further enhanced by the increased integration of information technology. For example, the pupils are now using the new computer suite to develop their data handling skills in mathematics.
13. The senior management team and those teachers who work with the youngest children have planned and developed an interesting curriculum with appropriate learning goals for the children's early education. This is now working very well through carefully and thoughtfully planned activities. The children's achievements are frequently recorded to aid the teacher's assessment of their progress and future needs.

14. The school offers the pupils a wide range of opportunities to participate in sporting, musical, cultural and craft activities outside of lessons. Although many of the activities are for pupils in Key Stage 2 the pupils in Key Stage 1 are involved in swimming activities after school and music clubs at lunchtimes. The older pupils are heavily involved in sporting and musical activities but there are other diverse opportunities such as the recently formed embroidery club. The pupils are also frequently involved in dramatic and musical performances. The school makes very good use of visits to places of interest and visitors to the school, such as the recent visit of the author Kaye Umansky.
15. Opportunities for the pupils to develop their spiritual, moral, social and cultural development are very good. The teachers plan these opportunities as part of their weekly preparation. The pupils' spiritual and cultural development are also very effectively fostered through collective worship, where the pupils are, for example, currently reflecting on the important features of the Islamic faith. Moral and social aspects of the pupils' development are also strong features of many lessons and activities. The importance of mutual respect for all is the cornerstone of the school's ethos and the pupils' personal development.

The headteacher and senior staff provide outstanding management and leadership that is committed to maintaining high standards and continuing improvement.

16. The headteacher and senior staff lead and manage the school with vision, clarity of direction and energy. They have established a strong teamwork approach that permeates the whole school and involves all members of the teaching and non-teaching staff. This generates considerable commitment from the teachers to continuing improvement. The headteacher communicates his vision for the school both to the staff and parents very effectively.
17. The school improvement planning process is long established and highly effective. It sets out all the priorities for development and improvement and is based on rigorous evaluation of previous plans. The work of phase leaders and subject co-ordinators is very well managed through the four yearly cycle of the school improvement plan. The assistant head teachers play a very important role in establishing priorities, facilitating development and monitoring and evaluating improvements. Recent developments in the school's assessment and recording strategy have involved one assistant headteacher working with subject co-ordinators to set out procedures that will be both manageable and provide clear information for the teachers. This has been achieved through effective leadership and teamwork. Similarly, the management of professional development is very good because it addresses the needs of the school and of individual teachers in tandem.
18. The senior management team undertakes comprehensive monitoring of the quality of the teaching throughout the school. For instance, during a recent review of the teaching of numeracy twenty-four lessons were observed and the pupils' work was also scrutinised. A resulting report on the teaching of numeracy was then produced and will subsequently provide information for school improvement and professional development. This is one example of the schools' well-established and very effective processes for evaluating its own performance. Similar exercises take place across the curriculum and contribute significantly to the high level of consistency that has been established within the teaching.
19. The subject co-ordinators are given the opportunity to play a full part in the management of the school. The headteacher encourages both experienced and recently qualified teachers to play an active role in this process. For example, the physical education co-ordinator has been given considerable support early in her career to enable her to take on management responsibilities. Likewise the information technology co-ordinator has risen to the considerable responsibility of managing the installation of the impressive new computer suite and is training the teachers to make full use of it. Working with the headteacher and governors he utilised the principles of best value to ensure the resources purchased by the school were of high quality and provided good value for money.
20. The governing body has a well-established committee structure. The governors work closely with the headteacher and senior staff. The governors are well informed and set the school and the headteacher precise targets. A group of governors meet each month with the headteacher to assess the extent of progress made towards meeting the targets they have set. Governors are also involved in analysing the school's results by tracking test results and comparing the school's performance with other school's locally, regionally and nationally. These mechanisms illustrate the governors' commitment to further improvement, and to ensure that they are fully aware of the work of the headteacher and the school's performance.

21. Taken overall, the leadership and management are outstanding.

WHAT COULD BE IMPROVED

Annual written reports to parents do not consistently and clearly convey the progress made by the pupils or the standards they achieve.

22. The school provides the parents with a very good range of general information and also organises meetings for them to find out more about the curriculum. The parents feel welcome in the school and know they can approach the headteacher or class teachers at anytime to discuss their child's progress. The school also organises formal consultation meetings where parents can talk to the teachers about the progress their child is making. These meetings are very well attended. Nevertheless, as shown above, 15 per cent of parents responding to the questionnaire felt they were not kept well informed about how their child was getting on at school.
23. The annual written reports for parents vary in the quality of information they contain. Some clearly set out the extent of the progress made by the child and outline succinctly their achievements. However, others contain comments that relate solely to how much the child has enjoyed work in a particular subject without any indication of either the knowledge or skills the children have acquired and the extent of the progress they have made.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The governors, headteacher, senior staff and teachers should continue to implement the well-established and highly effective school improvement plan. Additionally they should:
- (1) Ensure all annual written reports consistently and clearly inform parents about the extent of the progress and achievements made by the child.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 25 |
| Number of discussions with staff, governors, other adults and pupils | 12 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 16 | 44 | 36 | 4 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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) | 30 | 616 |
| Number of full-time pupils eligible for free school meals | 0 | 8 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 2 | 62 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 15 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 28 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.6 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| 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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 42 | 45 | 87 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 38 | 36 | 42 |
| | Girls | 43 | 44 | 45 |
| | Total | 81 | 80 | 87 |
| Percentage of pupils at NC level 2 or above | School | 93(98) | 92(96) | 100(98) |
| | National | 82(80) | 83(81) | 87(84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 40 | 42 | 42 |
| | Girls | 45 | 45 | 45 |
| | Total | 85 | 87 | 87 |
| Percentage of pupils at NC level 2 or above | School | 98 | 100 | 100 |
| | National | 82 | 86 | 87 |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 38 | 44 | 82 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 34 | 36 | 38 |
| | Girls | 42 | 43 | 43 |
| | Total | 76 | 79 | 81 |
| Percentage of pupils at NC level 4 or above | School | 93(88) | 96(87) | 99(93) |
| | National | 70(65) | 69(59) | 78(69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 35 | 35 | 38 |
| | Girls | 42 | 40 | 41 |
| | Total | 77 | 75 | 77 |
| Percentage of pupils at NC level 4 or above | School | 94 | 91 | 94 |
| | National | 68 | 69 | 75 |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 4 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 2 |
| White | 607 |
| Any other minority ethnic group | 3 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, 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) | 23.8 |
| Number of pupils per qualified teacher | 616 |
| Average class size | 25.9 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 76 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 30 |

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 71 |

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | 7.5 |
|--------------------------------|-----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 1998/99 |
|----------------|---------|

| | £ |
|--|-----------|
| Total income | 949814.00 |
| Total expenditure | 948323.00 |
| Expenditure per pupil | 1539.48 |
| Balance brought forward from previous year | 13166.00 |
| Balance carried forward to next year | 14658.00 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 646 |
| Number of questionnaires returned | 277 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 58 | 37 | 4 | 1 | 0 |
| My child is making good progress in school. | 55 | 42 | 2 | 0 | 2 |
| Behaviour in the school is good. | 53 | 44 | 1 | 0 | 3 |
| My child gets the right amount of work to do at home. | 42 | 41 | 14 | 1 | 1 |
| The teaching is good. | 65 | 34 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 42 | 43 | 14 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 65 | 32 | 4 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 75 | 23 | 2 | 0 | 0 |
| The school works closely with parents. | 54 | 38 | 7 | 1 | 0 |
| The school is well led and managed. | 71 | 29 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 63 | 36 | 1 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 58 | 33 | 6 | 0 | 3 |