

## INSPECTION REPORT

**BLACKWOOD PRIMARY SCHOOL**

Streetly

Sutton Coldfield

LEA area: Walsall

Unique reference number: 104211

Headteacher: Mrs J M Cocken

Reporting inspector: Mrs Janet Edwards  
13205

Dates of inspection: 28<sup>th</sup> – 29<sup>th</sup> March 2000

Inspection number: 181875

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Blackwood Road  
Streetly  
Sutton Coldfield  
West Midlands

Postcode: B74 3PH

Telephone number: 0121 353 1876

Fax number: 0121 580 9569

Appropriate authority: The Governing Body

Name of chair of governors: Mr K Ivory

Date of previous inspection: 28<sup>th</sup> November – 1<sup>st</sup> December 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Blackwood Primary School is a large school for three to eleven year olds situated in pleasant surroundings. It serves the local community of Streetly and surrounding areas. There are 571 pupils on roll. Of these, fifty-five children attend the nursery part time. The pupils' attainment on entry to the nursery is broadly similar to that found nationally. A very small number of pupils come from other ethnic groups. Eight percent of the pupils have special educational needs and two pupils have statements; this is well below the national average. The pupils come from a range of backgrounds and supportive homes. Fewer pupils than usual are entitled to free school meals. The school is very popular and oversubscribed.

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

This school is very effective because the headteacher and staff have established high expectations. The teaching is good and, as a result, the pupils make good progress in their learning and achieve high standards. The school provides good value for money.

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

- The pupils achieve well above average in National Curriculum tests and high standards in their day-to-day work.
- The teaching is good overall. The teachers expect high standards of work and as a result the pupils make good progress in their learning.
- The school place strong emphasis on literacy and numeracy whilst maintaining a suitably broad curriculum.
- The headteacher, well supported by her deputy, provides strong leadership that is committed to maintaining high standards and continuing improvement. They are effectively supported in their work by the governing body.

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

- The school gives the parents a good level of information but it does not include an outline of the work to be undertaken each term.

*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 good progress. It has maintained the strengths highlighted in the last report and addressed the identified weaknesses. The good quality of the teaching has been maintained. The management of Key Stage 1 has been strengthened through the appointment of the Early Years/Key Stage 1 co-ordinator, who effectively oversees the provision of the curriculum at this key stage. Information technology is now playing an effective role in supporting the pupils' work in other curriculum areas. The curriculum co-ordinators have also become significantly more effective in their monitoring of the curriculum. Standards have improved in line with the national trends.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	A*	A	A	A
science	A	A*	A	A

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

The results of national tests taken by eleven-year-olds in English, mathematics and science are well above the national average. They are also well above average when compared with similar schools. The results achieved by seven-year-olds in reading and mathematics were in the top five percent nationally. Results in writing were also well above average. When compared to similar schools, attainment is well above average, except in writing where it is average.

Overall the rise in standards achieved by eleven-year-olds is similar to national trends. The school sets demanding targets and is successful in ensuring that a very high proportion of pupils achieve the expected levels in English, mathematics and science. Many also reach the higher levels in English and mathematics. In 1999, over half of the pupils achieved higher levels in science.

The quality of pupils' work seen in lessons and on classroom walls in art, for example, is also consistently of a high standard.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have positive attitudes to learning. Most show good levels of concentration and application.
Behaviour, in and out of classrooms	Good. Most pupils are polite and show respect for the environment.
Personal development and relationships	Most older pupils show a mature attitude and willingly take on responsibilities in the classroom and around the school.
Attendance	Good.

Pupils behave well in lessons. They listen well to teachers and apply themselves to their work. Many are eager to contribute to discussions, and they answer their teachers' questions confidently. Behaviour around the school and in the playground is good. The school is an orderly community.

Relationships are mostly good with children showing respect for each other and their teachers. Older pupils show maturity in the way that they manage the responsibilities given to them. Some pupils take responsibility for the telephones during the lunch hour. Others provide friendship through buddy groups for pupils who may be new to the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
25 lessons seen overall	Good	Good	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 generally good throughout the school. In seven out of ten lessons seen, the teaching was good or better while it was very good in two out of ten lessons. One lesson seen was judged as being unsatisfactory.

The teaching of the youngest children is well organised and effectively managed. In Key Stages 1 and 2 very good planning supports the teachers well and provides clear focus for what they want the pupils to learn. The activities are demanding and in many lessons the teachers adapt them to provide appropriate levels of challenge for different groups of children. The teachers are particularly good at stimulating the pupils' interest through visits or through projects, such as the Mathematics 2000 project in which 2000 pieces of mathematics were produced and displayed throughout the school. In the lesson that was not effective, the teacher was not sufficiently explicit in her expectations of what she wanted the pupils to do. Moreover, noise levels are occasionally allowed to become too high before they are checked and children are brought back onto task. The teaching of English and mathematics is strong in the school and, as a result, the pupils make good progress in the development of their literacy and numeracy skills. The teachers make good provision and the teaching is effective both for pupils who are higher achievers and for those with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, which is enriched through visits linked to what pupils are learning.
Provision for pupils with special educational needs	Well managed. Individual education plans provide clear targets and the pupils are well supported in lessons and when working in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The pupils' spiritual development is well fostered in assemblies and through religious education lessons. Their moral development is a strong feature of the schools' ethos. Cultural awareness is very effectively developed through interesting lessons, particularly in art, history and geography. The pupils' social development is effectively catered for.
How well the school cares for its pupils	The school provides a caring environment where the pupils' progress and achievements are carefully monitored. A particular strength is the way in which assessment information is passed from teacher to teacher and then used successfully in the planning of subsequent lessons. As a result, high standards are achieved in all areas of the school's work.

The curriculum provided by the school meets the statutory requirements and is well organised. Information technology, which was identified as an area for improvement in the last inspection, is now well integrated into the curriculum and is used effectively to support work in other subjects. There is a strong emphasis on English and mathematics and the school incorporates all aspects of the literacy and numeracy strategies within its teaching programmes. The school is successful in providing a broad curriculum. It makes extremely good use of visiting artists, visits and projects, such as The Millennium Project and the Art Project 1999, to ensure that the pupils acquire a balanced knowledge and develop a good range of skills through well taught activities. The curriculum for the youngest children is carefully planned to provide a wide range of opportunities to meet the early learning goals of the foundation curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by her deputy, provides strong leadership. The management systems are implemented successfully by the head and the senior management team. All staff have a shared commitment to improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities effectively. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school effectively monitors its performance. It analyses the results of tests and uses the information well to set targets for improvement, particularly in regard to the pupils' attainment. The teaching and learning are successfully monitored.
The strategic use of resources	The school makes maximum use of its resources. The school budgets well for future needs and the financial management is very good.

The planning for improvement and the monitoring of the quality of the teaching and learning are good features of the school's management. The school's formal systems for self-evaluation are in an early stage of development. The governors apply the principles of best value, so that all new facilities and equipment are of 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"> <li>• The school expects the children to work hard and achieve high standards.</li> <li>• Parents feel comfortable in approaching the school with concerns or problems.</li> <li>• They think that children are making good progress in school.</li> <li>• They appreciate the strong leadership and management of the school.</li> <li>• The children like school.</li> <li>• The teaching is good.</li> <li>• The school is helping the children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of homework set.</li> <li>• The way the school works with parents.</li> <li>• Information provided by the school about their child's learning and progress.</li> </ul>

The inspection team agrees with the positive comments made by parents. Some parents expressed concern about the pressure placed on the school by national initiatives and its consequent effects on the pupils. Other parents felt that the emphasis on literacy and numeracy had reduced opportunities for the 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. The quality of work in art, for example, is of a high standard.

Although the great majority of parents agree that their children get the right amount of homework, others expressed divergent views. The inspectors found that homework was used effectively to extend the learning in lessons.

The school provides the pupils with a wide range of opportunities to participate in visits to places of interest and there is an adequate range of clubs and activities for the older children.

The inspectors found that parents are well provided with information about their children's progress. However, they agree that the school does not provide enough information about what is to be taught each term.

## **PART B: COMMENTARY**

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

#### **The pupils achieve well above average in National Curriculum tests and high standards in their work.**

1. The results of national tests taken by eleven-year-olds in English, mathematics and science in 1999 were well above the national average. They were also well above average when compared with similar schools. The school sets demanding targets and is successful in ensuring that a very high proportion of pupils achieve the expected levels in these three core subjects. Many also reach the higher levels in English and mathematics, and in 1999 over half of the 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 the national tests taken by seven-year-olds in reading and mathematics were in the top five- percent nationally. The results in writing were also well above average. When compared to similar schools, attainment is well above average, except in writing where it is average.

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 and mathematics. These high standards are a direct result of well-structured lessons that move along at a good pace and present the pupils with appropriately challenging tasks and activities.

4. The youngest pupils in the nursery are developing very good speaking and listening skills. This is because, for example, the adults skilfully question them about their work, expecting and getting full answers, and extending the pupils' vocabulary during the activities. In the reception classes, the 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. It is clear that they turn readily to pencil and paper to record their thoughts, ideas and important information. As 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' work is of a consistently high standard. For example, their personal autobiographies demonstrate that pupils take an obvious pride in building up a picture of their lives, family, friends, hopes and fears for the future. The oldest pupils write for a range of purposes, for example to identify issues that effect people in different parts of the world. One pupil wrote, "One problem in particular is not necessarily a human fault but somewhat more natural. This problem is the floods in Mozambique." Their work is well structured and mature 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 sweets. They are able to count the number of sweets in their presentation boxes and acquire some understanding of names of some of the shapes such as circles and squares. In the reception classes the pupils are capable of counting up to 100. Many count in multiples of 2, 5 and 10. 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 demanding and set within exciting contexts. For example, 2000 pieces of work were completed and displayed as part of the Mathematics 2000 Project. In Year 2, pupils are able to use both analogue and digital measures to tell the time. The more able pupils are secure in the use of the four rules in solving simple problems. By the end of Key Stage 2 the pupils' mathematical skills are well developed. The most able pupils work accurately with decimals to two places, adding, subtracting and multiplying them. They see the relationships and patterns in numbers and are able to predict the numbers within the patterns. They apply themselves well to solve problems. Standards in mathematics are well above average.

6. The pupils in both key stages have a good attitude towards their learning, and they are keen and eager to come to school. Pupils behave well in lessons. They listen well to their teachers and apply themselves to their work. They show interest and are mostly enthusiastic about their involvement in a range of activities. Many are eager to contribute to discussions and answer the teachers' questions confidently. Most pupils have a good sense of responsibility and are keen to use their

initiative to undertake tasks around the school. Their behaviour around the school and in the playground is good. The school is an orderly community. Relationships are good with children showing respect for each other and their teachers. Older pupils show maturity in the way that they manage the responsibilities given to them. Some pupils take charge of the telephones during the lunch hour. Others provide friendship through buddy groups for pupils who may be new to the school. Behaviour and relationships are good.

7. The pupils' work is of good quality right across the curriculum. Information technology plays an integral part in supporting the work in other subjects. The quality of pupils' work seen in lessons and on classroom walls, for example, in art, is also consistently of high standard. These high standards achieved by the pupils derive from many strong features of the school. They include the structure and organisation of the broad curriculum, the good teaching, the high expectations that permeate the school and the pupils' positive attitudes. All these factors play a significant part in the school's success.

**Teaching is good overall. The teachers expect high standards of work and as a result pupils make good progress in their learning.**

8. The teaching is good throughout the school. Almost all teaching seen was at least satisfactory, and seven out of every ten lessons were good or better. Two out of every ten lessons seen were very good. As a result, the pupils throughout the school are making good progress in their learning right across the curriculum in lessons that are often stimulating and always well matched to their needs. The school has maintained the good quality teaching that was seen in the last inspection.

9. The teaching of the youngest children is well organised and effectively managed. In the nursery, the children work with the nursery nurses on a wide range of carefully planned activities that are successful in developing their intellectual, physical and social skills and abilities. Good opportunities are created to enhance and extend the children's learning through, for example, role-play, games, conversation, questioning and the use of play equipment.

10. In Key Stages 1 and 2, very good planning supports the teachers well and provides clear focus for what they want their pupils to learn. The activities are demanding and in many lessons the teachers adapt them to provide appropriate levels of challenge for different groups of children. They are knowledgeable and show real enthusiasm for the subjects they teach, and draw out pupils' understanding through the good use of questions. For example, in a Year 6 history lesson, the pupils developed an understanding of what they would need to operate a successful leather business. In the lesson that was not effective, the teacher was not adequately explicit in her expectations of what she wanted the pupils to do. Moreover, noise levels are sometimes allowed to become too high before they are checked and children are brought back onto task. On occasion the teacher does not wait while pupils settle and attend to what she is saying. As a result, they do not make the progress in the lesson that is expected of them.

11. The teachers are particularly good at stimulating their pupils' interest through visits or through projects, such as the Mathematics 2000 project in which 2000 pieces of mathematics were produced and displayed throughout the school. Relationships between children and their teachers are good. In most lessons, there is a purposeful ethos in which the children are completely involved in the tasks and activities they have been set. This was evident, for example, when the youngest children were programming the Roamer in the work on control technology and when the oldest children were designing and making their leather goods.

12. The teaching of English and mathematics is strong in the school, and as a result the pupils' make good progress in the development of their literacy and numeracy skills. The teachers make good provision for those pupils who are higher achievers. Their teaching is also effective for those pupils with special educational needs.

**The school place strong emphasis on Literacy and numeracy whilst maintaining a suitably broad curriculum.**

13. The curriculum provided by the school meets the statutory requirements and is well organised. There is a strong emphasis on English and mathematics and the school incorporates all aspects of the new literacy and numeracy strategies within its teaching programmes. It is also successful in providing a well-managed and broad curriculum within the remainder of the school day. Consequently, the pupils develop a balanced knowledge and a good range of skills through well taught activities.

14. Information technology, which was identified as an area for improvement at the last inspection, is now well integrated into the curriculum and is used effectively to support work in other subjects. For example, children in Year 1 select images and use the appropriate tools to create repeating patterns. By Year 6, their skills are such that they are able to create sophisticated greeting cards where text is produced in a circle.

15. The school makes extremely good use of visiting artists, visits and projects, such as The Millennium Project and the Art Project 1999. A comprehensive programme of visits to museums is planned for pupils throughout the school. The curriculum is also well supported through purposeful visits linked to their work. For example, in Year 6, the pupils recently visited a leather works. As a result of this very well planned link with local industry and focused teaching, these pupils have a comprehensive understanding of what is needed to develop a successful business in the leather industry.

16. The curriculum for the youngest children is carefully planned to provide a wide range of opportunities to meet the early learning goals of the foundation curriculum. A particular strength of the school is the way in which assessment information is passed from teacher to teacher and then used successfully to plan subsequent lessons. Consequently, high standards are achieved in all areas of the school's work.

17. Opportunities for pupils to develop their spiritual, moral, social and cultural development are good. The pupils' spiritual development is well fostered in assemblies and through religious education lessons. Moral development is a strong feature of the schools' ethos. Cultural awareness is very effectively developed through interesting lessons, particularly in art, history and geography. The pupils' social development is also effectively catered for.

**The headteacher, well supported by her deputy, provides strong leadership that is committed to maintaining high standards and continuing improvement. In turn, they are effectively supported in their work by the governing body.**

18. The headteacher and the deputy headteacher provide strong leadership and clear direction for the school. The school has clear aims and values that underpin its drive for improvement. The management systems are implemented successfully by the head and the senior management team. All staff have a shared commitment to improvement.

19. The school development plan provides a clear framework for continual improvement of the school. The headteacher and governors are clear about the school's strengths and weaknesses, particularly in the teaching and in the standards achieved. The governors are well informed by the headteacher and co-ordinators and they are increasingly involved in evaluating the school's performance. The governing body fulfils its responsibilities effectively.

20. The planning for improvement and the monitoring of the quality of the teaching and learning are good features of the school's management. The school monitors its performance effectively. The headteacher and senior management team analyse and make very good use of national and other tests to monitor the performance of the pupils and the school, and to set targets for improvement, particularly in regard to the pupils' attainment. The teaching and learning are also successfully monitored.

21. The Governing Body has a well-established committee structure. The governors work closely with the headteacher and senior staff. The school's formal systems for self-evaluation are in an early stage of development. However the Governing Body is beginning to establish procedures for setting targets for the headteacher and deputy headteacher to achieve in the development and evaluation of school improvement. The school makes maximum use of its resources. The school budgets well for future needs and the financial management is very good. The governors apply the principles of best value so that all new facilities and equipment are of high quality and give good value for money.

## **WHAT COULD BE IMPROVED**

**The parents are given a good level of information, but it does not include outlines of the work that the children will be doing each term.**

22. The school provides the parents with a good range of general information. It also organises meetings for them to find out more about how the school organises the learning in different classes and at different stages of their child's education. Most parents feel welcome in the school and know that they can approach both the headteacher and class teachers to discuss their child's progress. The school also organises formal consultation meetings where parents can talk to teachers about the progress their child is making. These meetings are well attended. However, 17 percent of parents responding to the questionnaire felt that they were not kept well informed about how their child was getting on at school. Currently, the school provides information about what the child has learned through the annual report to parents. These are mostly informative and provide an accurate picture of pupils' attainment and progress. However, the school does not provide enough information about what is to be taught each term. As a result, the parents are not fully informed about their child's studies and do not feel fully involved.

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

23. The governors, headteacher, senior staff and teachers should:

- 1 Ensure that the school provides sufficient information to parents about what is to be taught each term.

## 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	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	43	28	4	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)	28	543
Number of full-time pupils eligible for free school meals	0	5

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	1	52

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	16

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	6.0
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	47	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	41	41
	Girls	46	47	47
	Total	86	88	88
Percentage of pupils at NC level 2 or above	School	97 (98)	99 (99)	99 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	41	41
	Girls	46	47	47
	Total	86	88	88
Percentage of pupils at NC level 2 or above	School	97	99	99
	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	28	35	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	25
	Girls	34	32	35
	Total	58	56	60
Percentage of pupils at NC level 4 or above	School	92 (88)	89 (85)	95 (95)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	23
	Girls	33	33	33
	Total	56	56	56
Percentage of pupils at NC level 4 or above	School	89	89	89
	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	4
Black – African heritage	0
Black – other	0
Indian	14
Pakistani	3
Bangladeshi	0
Chinese	1
White	489
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

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

Total number of qualified teachers (FTE)	21.4
Number of pupils per qualified teacher	28
Average class size	28.6

**Education support staff: YR– Y6**

Total number of education support staff	9
Total aggregate hours worked per week	133

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	14

*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	1998/99
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	£
Total income	833412
Total expenditure	790772
Expenditure per pupil	1425
Balance brought forward from previous year	87422
Balance carried forward to next year	130062

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	571
Number of questionnaires returned	222

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	0
My child is making good progress in school.	45	50	4	0	1
Behaviour in the school is good.	37	56	2	0	4
My child gets the right amount of work to do at home.	26	47	17	3	7
The teaching is good.	52	44	2	0	3
I am kept well informed about how my child is getting on.	31	52	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	5	0	1
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	29	51	14	1	4
The school is well led and managed.	53	41	2	0	4
The school is helping my child become mature and responsible.	50	46	2	0	2
The school provides an interesting range of activities outside lessons.	18	32	29	8	14

### Other issues raised by parents

One parent was concerned about the provision for pupils with special educational needs. He felt that pupils who did not have supportive parents did not have their needs fully met.