

## INSPECTION REPORT

**Robin Hood Primary School**

Hall Green

LEA area: Birmingham

Unique reference number: 103386

Headteacher: Mr David Broadfield

Reporting inspector: Mr Keith Edwards  
21190

Dates of inspection: 10 -12 January 2000

Inspection number: 187851

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Pitmaston Road Hall Green Birmingham
Postcode:	B28 9PP
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Fax number:	0121 733 7018
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Joy Pinder
Date of previous inspection:	7 – 11 May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Robin Hood Primary is a two-form entry school located in Hall Green, a socially mixed area of south Birmingham. Its pupils are drawn from a wide range of backgrounds, some living in housing association or municipal accommodation whilst a small minority of households are owner-occupied. There are currently 405 pupils in Key Stages 1 and 2 and a further 71 children who attend the nursery on a part-time (0.5) basis. There is a similar number of boys and girls. Numbers on roll have risen dramatically in the recent past; there are now more than 80 additional pupils on roll than at the time of the last inspection. Over half of the children in the reception year are under five. Ninety pupils are eligible for free school meals. Currently, almost half of the school population is drawn from minority ethnic communities and approximately 36 per cent of pupils have English as an additional language.

Pupils are admitted into the nursery in the year that they are four. The range of ability in each class is broad. The attainment of pupils on entry to the school is below average. There are 55 pupils, (14%), on the school's register of special educational needs, two of whom have a statement. The pupils are taught in 15 classes in discrete year groups.

The school aims to be a "learning school" where staff and pupils see themselves as learners. It aims to develop pupils to become self-assured, confident, independent and successful learners with a strong sense of self-worth and self-discipline. In order to achieve this, the staff have striven to create a school and classroom environment which assists in the achievement of these goals.

The school 's immediate priorities include:

- to continue to raise standards in reading
- to fully implement the Numeracy Strategy
- to plan for the successful introduction of citizenship education

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

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

- The overall quality of teaching is very good.
- The excellent leadership and management of the school provide a clear sense of direction and high expectations.
- Pupils achieve standards of attainment in the core subjects that are very high in comparison to similar schools.
- The school is very successful in enabling its pupils to become highly motivated, independent learners.
- Computers are used very effectively to support the curriculum and standards of achievement in information technology are very high.
- The attitudes and behaviour of the pupils are exemplary.
- The use of assessment to meet the learning needs of all of the pupils is excellent.
- The provision for the moral development of the pupils is excellent.
- The school provides very good value for money.

### What could be improved

- Standards of presentation in the pupils' written work could be better.
- Music is not used effectively to enrich the life of the school. There are further weaknesses in the curriculum such as the range of visits and the provision for the under-fives in the reception classes.
- The school carries forward too large an underspend at the end of each financial year.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected between the 7 - 10 May 1996.

The school has successfully addressed the issues from the last inspection. Pupils are trained to be independent learners from the day they start school and the youngest pupils in Key Stage 2 have the necessary skills to use the library for independent research and study. Success criteria are now built into the school development plan and progress towards specific targets is monitored. The cost effectiveness of spending decisions is carefully evaluated. Through shrewd financial planning, the school has improved the fabric of the environment through initiatives which have enhanced the external recreation areas and the classroom accommodation.

### 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	C	A	A	A*
Mathematics	A	A*	A	A*
Science	A*	A	A	A*

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

This is a very impressive set of results as the attainment of the pupils on entry to the school is below average. Evidence from the inspection confirms these high standards for the eleven-year-olds. Results in the national tests for seven-year-olds are not as high, although the pupils' standards in writing are consistently well above average. Overall their achievements are very favourable when compared to pupils from similar schools. Pupils make good progress in each key stage and very good progress overall. The school consistently reaches its agreed targets for groups of pupils and the results have improved markedly since the last inspection. Standards in information technology are very high. By the time they leave school, the pupils, including those with special educational needs and those who have English as an additional language, have achieved as well as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils show very positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school and rate of exclusions is extremely low.
Personal development and relationships	The pupils benefit from a carefully structured programme which promotes independent learning. Their personal development is very good. Relationships are very good between staff and pupils and pupils and their peers.
Attendance	Attendance is satisfactory and almost all pupils are punctual.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
	Good	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 overall quality of teaching is very good. It makes a significant contribution to the pupils' progress throughout the school. Assessment is used very effectively to ensure that pupils of different abilities are enabled to make very good progress overall. In all of the lessons observed, the teaching was satisfactory or better. In forty-four per cent of lessons, the teaching was very good and in seven per cent of lessons it was excellent. The overall quality of teaching in the nursery is very good. The overall quality of teaching in Key Stage 1 is good and helps the pupils to make good progress in the core subjects of English, mathematics and science. In Key Stage 2 the quality of teaching is consistently very good, especially in literacy and numeracy lessons. Computer skills are very well taught throughout the school and teachers are confident in their use of information technology to support learning across the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has very effective strategies for teaching the basic skills of literacy and numeracy. It has outstandingly good provision for teaching its pupils the skills of information technology and enabling these to be used extensively across the curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs overall is very good. The special needs co-ordinator provides very good support for colleagues and very effective management. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils with English as an additional language	The ethos of the school strongly supports equality of opportunity and the needs of pupils with English as an additional language are very well met.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for the pupils' personal development is very good; they are encouraged to have a mature, independent and reflective approach to learning. The provision for the moral development of the pupils is excellent. Provision for the cultural and spiritual development is good. More could be done in assemblies to enhance the spiritual dimension.
How well the school cares for its pupils	This is a strong area of school life. The monitoring of the pupils' academic progress is very good and their independence is well fostered. Child protection arrangements and procedures to ensure health and safety are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from excellent leadership from the headteacher and his deputy, and a dedicated and enthusiastic staff.
How well the appropriate authority fulfils its responsibilities	The governing body is very supportive of the work of the school and provides an effective role in monitoring its work. It has a clear view of future developments and complies with statutory requirements.
The school's evaluation of its performance	There is a strong commitment to high standards and to raising expectations. The culture of reflection and evaluation is at the heart of the school.
The strategic use of resources	The school makes excellent use of its staffing and accommodation. All staff are given training to improve their expertise and both the external and internal facilities are subject to a programme of improvement. The school makes excellent use of time and information technology, but carries forward too much money from one year to the next.

## 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 their children to work hard and achieve their best.</li><li>• Their children like school.</li><li>• The teaching is good.</li><li>• Their children are making good progress in school.</li><li>• The school is well led and managed.</li><li>• The school is helping their children to become mature and responsible.</li><li>• Behaviour in school is good.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons.</li><li>• The homework provision.</li></ul>

The parents strongly support the work of the school. Parents regard the school as an approachable institution that produces good standards of achievement, good behaviour and good progress. They very much appreciate the quality of the information received from the school and the dedication of the staff. The inspection team agree with the parents in that the strengths of the school far outweigh the weaknesses. The inspectors agree that the school enables the pupils to make good progress and that standards of attainment and behaviour are very high. There is scope for enriching the curriculum and improving the homework arrangements.

## **PART B: COMMENTARY**

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

**Pupils in their final year achieve standards of attainment in the core subjects that are very high in comparison to similar schools.**

1. Whilst the school caters for a wide range of abilities, the children's attainment on entry is below average. Pupils make very good progress in relation to their prior levels of attainment and achieve standards that are well above average in the National Curriculum tests in the core subjects at the age of eleven. An analysis of the school's 1999 performance data shows that the performance of the pupils was well above the national average in English, mathematics and science, and was very high compared to pupils from similar schools. Pupils with special educational needs, and those with English as an additional language, are sensitively supported and successfully helped to reach their potential.
2. The school is committed to raising standards through its central philosophy of nurturing the learning skills of all of its pupils. Furthermore, the school carefully monitors the impact of new initiatives such as the introduction of the National Literacy Strategy. At the age of seven, pupils have already developed literacy skills that will serve them well in Key Stage 2. Group discussions are encouraged in lessons and the maturity with which they are conducted is a tribute to the consistent approach of the staff. For example, groups of Year 6 pupils are able to sensibly challenge each other and seek further clarification on their suggested ethical codes in a particularly stimulating religious education lesson.
3. When reading, pupils are able to adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. When reading aloud, they use expression and are sensitive to the finer nuances of the text. They use their reference skills confidently and accurately when seeking information from books and computer software. Their literacy standards enable them to work readily in subjects where they need to use their reading skills. They have a good command of subject specific vocabulary which they use with confidence and to good effect. Their skills in writing are well above average at the end of both key stages. Pupils write confidently and fluently for a range of purposes such as playscripts and poetry.
4. Results in the 1999 Key Stage 2 National Curriculum tests in mathematics were well above those achieved by pupils attending similar schools. In these tests, which provide a fair reflection of the pupils' achievements, 45 per cent of pupils attained the higher grades. The good standards reported in the last inspection have been maintained and improved, and the school is very well placed to sustain this progress. Pupils respond well to the high quality teaching and make good progress, particularly in acquiring and using a mathematical vocabulary. Pupils respond well to the emphasis on mental mathematics and are making good progress in calculations involving decimals, fractions and measurement. They apply their skills in numeracy very effectively in other subjects such as science and geography.
5. Standards of attainment in science are well above average by the time they leave school. The curriculum is carefully structured and there is a strong emphasis on practical work and first-hand experience. In the 1999 National Curriculum tests at the end of Key Stage 2, 94 per cent of pupils achieved or exceeded the national standard, which was well above the national average; over half of these pupils achieved a higher level. In comparison with all schools nationally and with similar schools, the pupils' performance at the end of Key Stage 2 was very high. Younger pupils engage in practical investigations and can classify materials according to whether they are man-made or natural. Pupils check the validity of their predictions and know how to apply the concept of a fair test. By the end of Key Stage 2, pupils engage in elaborate investigations and apply sound scientific methods to ensure secure conclusions.

**The overall quality of teaching is very good. The teachers' use of assessment to meet the learning needs of all of the pupils is excellent.**

6. The overall quality of teaching is very good. In all of the lessons observed, the teaching was satisfactory or better. In forty-four per cent of lessons, the teaching was very good and in seven per cent of lessons it was excellent. The quality of teaching in the nursery is very good and the quality of teaching for the children who are under five years of age in the reception classes is good. In Key Stage 1, it is good and helps the pupils to make good progress in the core subjects of English, mathematics and science. In Key Stage 2 the quality of teaching is consistently very good, especially in literacy and numeracy lessons. Computer skills are very well taught throughout the school and teachers are confident in their use of information technology to support learning across the curriculum. For example, in a particularly innovative lesson computer technology and multimedia facilities were used very effectively to help pupils in Year 2 to refine their understanding of punctuation.
7. There is a unity of purpose amongst the staff. Teachers have a secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. They have high expectations of their pupils' achievements and their standard of behaviour. All of the teachers are good role models and maintain very good standards of discipline. They ensure that their lessons are conducted with pace and challenge. They use a range of strategies for their lessons to maintain the interest of the pupils and, in particular, they encourage pupils to develop a mature and independent approach to their learning.
8. Assessment is used very effectively to ensure that pupils of different abilities are enabled to make very good progress overall. Teachers are very skilled in their questioning techniques to establish exactly what the pupils understand and to help deepen their pupils' knowledge. The quality of the teachers' marking is very good and it enables the pupils to understand what they need to do to improve. Formal assessment results are used to identify groups of pupils of different abilities and to prepare work which is closely matched to their developing understanding. Learning targets are shared with pupils and when goals have been achieved, the event is duly celebrated, thus reinforcing good working habits.
9. In the nursery, the teacher uses her support staff very well; they form a very effective team. This example is maintained well throughout the school, especially in Key Stage 1. Teaching assistants are involved in the planning of lessons and are well briefed about what is expected of them. For example, in an art lesson in Year 2, the assistant helped the pupils to explore texture and pattern inside the school, whilst the class teacher helped her pupils to carry out wax rubbings in the grounds.

**Computers are used very effectively to support the curriculum and standards of achievement in information technology are very high.**

10. Information technology is a significant factor of the Beacon Status of the school. It is an outstanding strength of the school and is well integrated into the curriculum. It underpins much of the work of the pupils, especially the older ones. Pupils of all ages understand that information technology is an integral element of their learning, just as much as a book or a pencil. The teachers' planning ensures that information technology is used to enhance the pupils' learning in the core subjects as well as the humanities and art. The results of the pupils' use of graphics programs and the creative ideas of the staff are evident in the exciting displays of pupils' artwork throughout the school.
11. By the time pupils leave Robin Hood Primary, most have a knowledge and understanding of information technology that is well above average. The pupils respond well to the systematic teaching of information technology skills in the computer suites and benefit from the opportunities to apply their skills in a variety of situations. Pupils in Year 6 make the most of their privilege of being able to use the "Infinity and Beyond" computer suite before the start of the school day and work independently and carefully on their personal records of achievement, producing sophisticated multimedia portfolios.

**The school is very successful in enabling its pupils to become highly motivated independent**

**learners.**

12. Independence is systematically developed as part of school policy and ethos. Pupils are encouraged to become investigative and curious about the world around them. They are encouraged to ask questions. From their very first days in the nursery class, the children are encouraged to develop a sense of independence. For example, children there are encouraged to prepare a breakfast for Goldilocks using cereals, milk and sugar. In a reception class, the teacher uses infinite patience whilst her children are charged with the responsibility of distributing the morning snack of fruit and squash and collecting the used cups. In lower Key Stage 2, pupils are dispatched to work independently in the library to conduct their research into owls, and others use a computer suite independently to advance their skills of addition and subtraction. The pupils show very positive attitudes to learning.
13. The school is consistent in rewarding the successes of its pupils through the distribution of certificates and the acknowledgement of achievement in key stage assemblies. Relationships are very good between staff and pupils and between pupils and their peers. The pupils feel valued and know exactly what to do to improve their performance. They know that their voice is listened to and that their opinions are valued. Their personal development is further enhanced through good opportunities for them to take responsibility, such as buddy readers and a range of tasks such as librarians and environment officers, "The Quad Squad", when the pupils reach Year 6. Peer tutoring is a strong feature of learning in information technology whereby pupils have the opportunity to share their skills and knowledge.

**The provision for the moral development of the pupils is excellent and the attitudes and behaviour of the pupils are exemplary.**

14. The pupils at Robin Hood Primary clearly understand the difference between right and wrong. The school has equality of opportunity at the heart of its ethos and ensures that all pupils are aware that racial abuse, sexual stereotyping and bullying will not be tolerated. Assemblies and "circle times" are used effectively to promote positive images of good conduct and to discourage inappropriate behaviour. In this, the school is clearly very successful.
15. The parents strongly approve of the standards of behaviour which are maintained at the school. The school is a very orderly community. Pupils move around the school in a purposeful manner and remain on task in class. They are universally polite and courteous and very helpful to visitors. They are mature and confident in their dealings with adults. Their good behaviour is maintained in the playground and when out of school on excursions to the local swimming pool.

**The excellent leadership and management of the school provide a clear sense of direction and high expectations.**

16. The school benefits from excellent leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. The school management plan, determined through consultation between staff, governors and pupils, clearly defines a programme for further improvement. The school is both reflective and evaluative and has a clear sense of purpose.
17. The ethos of the school is excellent. The school is very successful in meeting its aims. There is a positive, caring ethos which promotes high standards of academic attainment and personal development. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.
18. The headteacher and his deputy who have been in post since the school opened ten years ago, have a shared vision of helping their pupils to achieve "more than they think possible". They have established effective management structures and have empowered and motivated their colleagues to continue to strive for higher standards. There is a strong team spirit that is based on commitment to an open evaluation of their professional practice to achieve further school improvement.

19. Since the last inspection, the school has been particularly successful in raising standards of attainment in English, mathematics and science at the end of both key stages. At the end of Key Stage 2, pupils attain standards in these subjects that are very high in comparison to pupils from similar schools. There has also been a significant improvement in the quality and expectations of the teaching that is now judged to be very good. The school has increased its information technology capability significantly and pupils are involved in weekly lessons in the recently established suite to develop their skills. Pupils attain standards in information technology that are well above average. The potential of information technology to support the curriculum has been fully realised and the class-based computers and computer suites are being used both imaginatively and effectively.
20. The school has successfully introduced the Literacy and Numeracy Strategies. It has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The pupils themselves are models of good behaviour, are highly motivated and strive to improve.
21. The school has recently been awarded "Beacon Status" in recognition for its outstanding work in information technology and has also achieved international recognition; for example, Robin Hood is part of the European network of innovative schools (ENIS) and is a BECTA focus school. Locally it has the status of a centre of excellence in the Birmingham Grid for Learning. In addition, the school has seen a further significant rise in the number of pupils on roll. A parent observed with pride that the developing reputation of the school had lifted the esteem of the whole community.

## **WHAT COULD BE IMPROVED**

### **Standards of presentation in the pupils' written work could be better.**

22. Although the pupils take great pride in their work, especially in art and subjects where their output is generated through information technology, there are weaknesses in the standard of their presentation in their exercise books. Pupils in Key Stage 2 do not consistently use their skills of joined script even though they have been taught the skills. They are prone to unsightly crossings out when they make mistakes. Not all teachers set good examples when using the board to display information. In subjects such as science and mathematics, when precision and accuracy are important disciplines, pupils present their work poorly, simply by not using a ruler and by working with blunt pencils.
23. **Music is not used effectively to enrich the life of the school. There are further weaknesses in the curriculum such as the range of visits and the provision for the under-fives in the reception classes.**
24. Although art is a prominent feature of the school and it is used very effectively to enhance the quality of the environment, music does not enjoy a similar high profile. Only a very small percentage of the weekly timetable is allocated to music and there are few opportunities for pupils to develop their musical skills in extra-curricular activities.
25. Opportunities are missed for the sharing of music and for the pupils to experience the richness of musical traditions from around the world. For example, in assemblies there is very little music and pupils barely have the chance to sing and respond to music together. The school ensures that it complies with statutory requirements with regard to the daily act of worship, but these events rather lack a sense of occasion.
26. Furthermore, although a range of visitors, such as poets and prominent figures from the world of sport, are invited into the school, there are very few opportunities for the pupils to visit places of interest to enrich the curriculum. There is a programme of residential visits planned for pupils in Upper Key Stage 2, but there is very little else for pupils between the ages of six and ten.

27. The provision in the nursery class is very good. The curriculum is carefully planned to enable the children to work towards the desirable learning outcomes and the quality of their learning experiences is very good. However, at any point in the school calendar, there are a significant number of children who are under five years of age in the reception classes, who are provided with the more formal strictures of the National Curriculum at a very young age.
28. The children are well taught and handled with sensitivity but the curriculum is inappropriate for a significant minority of children.

**The school carries forward too large an underspend at the end of each financial year.**

29. Robin Hood Primary provides very good value for money as it is a very effective school. However, it consistently carries forward a contingency fund in its budget which is well in excess of government guidelines of five per cent. The governors are aware that staffing costs are set to rise year on year as the teachers become more experienced; however, its current planned underspend, which is greater than £100,000, is unacceptable.

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

The school should now:

1. Develop strategies to ensure that the pupils take greater pride in their standards of presentation in their written work.
2. Refine the curriculum to:
  - Enhance the status of music
  - Broaden the range of visits available to the pupils
  - Give greater emphasis to the desirable learning outcomes for the under-fives in the reception classes.
3. Strategically plan to reduce the underspend currently maintained in the school's budget.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	44	41	7	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

	No of pupils
Number of pupils on the school's roll	440.5
Number of full-time pupils eligible for free school meals	90

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	0	55
Number of pupils with English as an additional language		157

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	19

## Attendance

### Authorised absence

	%
School data	6.3
National comparative data	5.4

### Unauthorised absence

	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	22	37	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	18
	Girls	33	36	32
	Total	51	56	50
Percentage of pupils at NC level 2 or above	School	86 ()	95 ()	85 ()
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	33	30	34
	Total	50	47	52
Percentage of pupils at NC level 2 or above	School	85 ()	80 ()	88 ()
	National	82 (81)	86 (85)	87 (86)

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	24	27	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	23
	Girls	22	21	25
	Total	40	39	48
Percentage of pupils at NC level 4 or above	School	78 (88)	76 (84)	94 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	17
	Girls	19	20	20
	Total	33	38	37
Percentage of pupils at NC level 4 or above	School	65 (71)	75 (70)	73 (86)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	<b>15</b>
Black – African heritage	<b>4</b>
Black – other	<b>0</b>
Indian	<b>66</b>
Pakistani	<b>59</b>
Bangladeshi	<b>10</b>
Chinese	<b>0</b>
White	<b>274</b>
Any other minority ethnic group	<b>43</b>

### ***Exclusions in the last school year***

	<b>Fixed period</b>	<b>Permanent</b>
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	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	26
Average class size	29

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

Total number of education support staff	12
Total aggregate hours worked per week	247.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998\99
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	<b>£</b>
Total income	<b>779,559</b>
Total expenditure	<b>747,706</b>
Expenditure per pupil	<b>1,703</b>
Balance brought forward from previous year	<b>130,180</b>
Balance carried forward to next year	<b>162,033</b>

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	476
Number of questionnaires returned	126

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	1	0
My child is making good progress in school.	66	32	1	2	0
Behaviour in the school is good.	60	34	2	1	2
My child gets the right amount of work to do at home.	47	34	13	2	4
The teaching is good.	75	23	1	2	0
I am kept well informed about how my child is getting on.	54	37	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	32	6	1	1
The school expects my child to work hard and achieve his or her best.	77	21	2	0	1
The school works closely with parents.	53	37	8	2	1
The school is well led and managed.	72	22	0	2	3
The school is helping my child become mature and responsible.	69	27	0	2	2
The school provides an interesting range of activities outside lessons.	36	29	12	9	14

### Other issues raised by parents

Parents expressed their concern about road safety and parking outside the school gates.