

INSPECTION REPORT

FULWELL JUNIOR SCHOOL

Sunderland

LEA area: Sunderland

Unique reference number: 108763

Headteacher: Mrs B Handford

Reporting inspector: Mr J Donnelly
23637

Dates of inspection: 25 – 27 June 2001

Inspection number: 192632

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Sea Road Fulwell Sunderland
Postcode:	SR6 9EE
Telephone number:	0191 553 5566
Fax number:	0191 553 5563
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Hartnack
Date of previous inspection:	10 – 13 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23637	Mr J. Donnelly	Registered inspector
11358	Mrs V Lamb	Lay inspector
18170	P Houghton-Hill	Team inspector
14606	J Ford	Team inspector

The inspection contractor was:

Mr I H Jones
Staffordshire and Midlands Consortium
Kingston Centre
Fairway
Stafford
ST16 3TW

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fulwell Junior School caters for 373 boys and girls aged seven to eleven years. The school's catchment area includes a wide variety of residential housing. The two-storey building dates from 1908 and is situated in a busy residential and shopping area on the outskirts of Sunderland. The area is predominantly white. The number of pupils who claim free school meals is well below the national average at 7 per cent and the number of pupils with special educational needs at 8 per cent is also below the average of 19.7 per cent. There are no pupils with statements of special educational need. The pupils are all from a white UK heritage and there are no pupils with English as an additional language. Pupils' overall attainment upon entry into Year 3 from the local infant school is close to national averages, however a significant proportion of pupils achieve higher levels in the national tests at age seven.

HOW GOOD THE SCHOOL IS

Fulwell Junior is a very effective school. The school's very good ethos for learning, high expectation of pupils and commitment to improvement reflect the very good leadership and management at all levels. The leadership by the headteacher is excellent. Overall, the teaching observed during the inspection was very good. Teachers and pupils are happy and enjoy the work they do. This, together with pupils' very good behaviour and attitudes to learning, ensures that pupils of all abilities make good progress throughout the school. As a result levels of attainment are well above those found nationally by the time pupils leave at eleven years of age. The school provides very good value for money.

What the school does well

- Pupils of all ages and abilities make consistently good progress. By the age of eleven, standards in English, mathematics and science are well above average.
- Pupils' very good attitudes to learning, behaviour and relationships with each other and the staff make a significant contribution to their learning and achievement.
- Teaching of a consistently high quality ensures that effective learning takes place throughout the school.
- The headteacher, supported by the governing body and highly effective key staff, provides outstanding leadership and management.
- The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through careful evaluation of its performance. This leads to very effective action to secure improvement.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- Information and communication technology (ICT) to further support the administration of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in March 1997, the school has made very significant improvements in addressing the key issues. Very high standards have been improved further. The quality of teaching has now improved and is of a very good standard overall. The roles of the subject co-ordinators are now very effective. Schemes of work in all subjects have the necessary elements to ensure that pupils' prior learning is built upon in a systematic way. The schools improvement plan clearly identifies what needs to be done and what has been achieved. The school places its pupils in sets of varying ability in literacy and numeracy lessons in order to have a positive impact on the high standards achieved by all pupils. The school assesses its pupils throughout the school and uses the information very effectively to ensure work is matched well to the needs of all its pupils.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	B	A	A
Mathematics	A	B	A	B
Science	A	B	A	B

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

Pupils make good progress and attain standards well above those expected for their age by the time they are eleven. Overall, the standards attained in national assessments by pupils aged eleven have remained well above the national average in the core subjects of English, mathematics and science. Compared with the performance of similar schools, pupils' performance overall has been well above average. The results of the latest national test (2000) were well above average in English, mathematics and science and in comparison to similar school were above average. Standards of work seen during the inspection reflected these high standards. So do the provisional results of the 2001 national assessments. The skills of literacy and numeracy are developed well as pupils move through the school. The good progress made by both boys and girls of all abilities as they move through the school reflects not only their very good behaviour and attitudes but also the very good teaching they enjoy. The rate of progress is particularly good in the upper junior classes as a result of the very good foundation laid in Years 3 and 4. The school is making good progress towards meeting the realistic and appropriately challenging targets it has set for pupils' academic achievement this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. Older pupils bring a particularly mature approach to their learning. Pupils are keen to learn and succeed.
Behaviour, in and out of classrooms	Pupils' behaviour is very good reflecting the consistently high expectation of all the staff. Pupils are courteous, friendly and helpful. Their behaviour contributes significantly to their rate of learning.
Personal development and relationships	Pupils' personal development and relationships are very good. Pupils happily accept responsibility for their learning and make a good contribution to school life. They work well together and display a confidence that equips them well for the next stage in their learning.
Attendance	Attendance is satisfactory. A significant number of pupils take holidays in term time and so miss lessons. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 inspectors visited the school over two days and observed 22 lessons. All class teachers were observed teaching at least once. Teaching is very good overall. The teaching of English and mathematics was observed in all year groups. Although teaching was observed in only some of the other subjects of the curriculum, of the few lessons seen, teaching reached an equivalently high standard. During the inspection 45 per cent of teaching was judged to be good, 41 per cent very good and 5 per cent excellent. There was no unsatisfactory teaching seen. Teachers have consistently high expectations of what pupils will achieve and as a result, pupils learn well in lessons. This high quality teaching promotes very effective learning and, as a result, pupils achieve levels of performance well above the national average. The teaching of literacy skills is good overall with pupils learning the skills of writing creatively, improving their spelling and punctuation effectively. The teaching of mathematics and especially of numeracy skills is of similarly good quality. During the teaching of other subjects of the school's curriculum, teachers effectively develop pupils' literacy and numeracy skills. Pupils also enjoy their learning as a result of interesting activities and they settle down to work enthusiastically and with determination. Teachers show enjoyment in, and enthusiasm for, their work and challenge pupils' learning. The teaching of pupils with special educational needs is very good. The school is effective in meeting the needs of all pupils including the higher attainers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities provided by the school are very good. The clubs before, during lunchtime and after school are of a very high quality.
Provision for pupils with special educational needs	The systems and provision for pupils with special educational needs are good. Pupils have full access to the rich curriculum provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral, social and cultural development. Pupils' opportunities to make decisions and evaluate their own work are very good.
How well the school cares for its pupils	The school gives high priority to pupils' welfare and maintains very good procedures and practices in relation to meeting statutory requirements and health and safety issues. It is a safe and secure environment. Teachers know their pupils well and, as a result, provide individual and appropriate support and challenge.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The school's continuing success is based on a thorough knowledge of its strengths and weaknesses and how these can be built upon. The headteacher is particularly effective in developing strong teams. She is very well supported by a hard-working and committed staff.
How well the governors fulfil their responsibilities	The governors provide very good support for the school and fulfil their statutory responsibilities well. They are very committed and provide a good balance of challenge and support to the work of the school. As a result, they are effective in helping to improve provision and maintain high standards.
The school's evaluation of its performance	Very good. The school knows its strengths and weaknesses. This work is supported by effective targets for the school and each class to raise standards further.
The strategic use of resources	The school makes very good use of its available resources. However, the use of ICT to support the administration of the school is a weakness.

The school uses the principles of best value to ensure the finance available is very well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school expects children to work hard and achieve their best. • Teaching is good. • Children make good progress. 	<p>Some parents feel that:</p> <ul style="list-style-type: none"> • there is not an interesting range of extra-curricular activities provided; • the school does not provide sufficient information about progress or work closely with parents; • the mobile building is unsuitable for use by children when eating packed lunches.

The inspection team endorses the positive views of parents. Inspectors consider that the school is committed to working closely with parents and has a very good range of procedures in place to facilitate this. Information on pupils' progress is good. The arrangements for eating lunches, both packed lunches and school dinners, are satisfactory and the range of extra-curricular activities is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils of all ages and abilities make consistently good progress. By the age of eleven, standards in English, mathematics and science are well above average.

1. A considerable amount of pupils' work, from the current school year, was available for the inspectors to examine. This, together with the observation of lessons, talking to pupils and reviewing teachers' records, provided clear evidence of pupils' progress and attainment on which secure judgements could be based.
2. Pupils make good progress in their learning during the next four years, with a particularly good rate in the final years, due to the very high standard of teaching which pupils experience. This has a significant impact on the standards they attain. Over the last four years, standards in English, mathematics and science in national assessments of pupils' aged eleven have remained typically very high compared with the national average. In the Year 2000, results in English, mathematics and science were well above the national average. Most pupils gained the level expected nationally (Level 4) in each subject. Many pupils achieved the higher Level 5. Compared with the performance of similar schools, the school's standards were well above average in English and above in mathematics and science. The work of the current Year 6 pupils indicates that these high standards are being maintained.
3. The school's attention to the needs of boys in literacy is successful in that boys attain standards similar to girls in English, as in other subjects. Nationally they do less well than girls. Pupils now in their final year, for example, use vivid images, "her blood-red cloak" and personification, "the trees sighed and moaned as she crept through the forest" to create character vulnerability and an atmosphere of suspense.
4. Pupils with special educational needs are well supported and make good progress towards the targets set for them, some achieving standards similar to pupils of average ability. Learning is a priority within a fully supportive atmosphere in classrooms. Staff know the pupils well as individuals and as a result, the pupils learn well and move forward at a good rate towards attaining the high standards the school maintains. There is a climate of mutual respect; pupils collaborate well together on tasks; for example, in discussing the words they might use in order to improve the quality of a short passage they are drafting together. On such occasions, they listen carefully to each other and are sensitive in the way they suggest improvements. They work hard for teachers whom they know are working equally hard for them. Pupils grasp readily the opportunities given them to take on additional responsibilities within the school, such as preparing the hall for assemblies and providing a musical accompaniment should this be needed. The school council provides an appropriate forum for pupils to demonstrate their understanding of citizenship. By the time pupils leave the school at the end of Year 6, they are confident, articulate, self-assured young people, well prepared for the next stage in their learning.
5. Pupils have a very positive attitude to their work. They work well, showing maturity and confidence. When they find tasks difficult they remain on task and keep trying. The revised

“House System” has had a positive impact on pupils in that they value the use of house points to support positive achievement and effort.

6. Behaviour in and around school is very good with teaching and learning time being maximised as pupils move efficiently between classrooms and activities. At playtime behaviour is orderly with no instances of inappropriate behaviour. Ball games are allowed and those playing them take account of the needs of others and so these do not dominate the use of the area. Although staff expect good behaviour, they do not take it for granted and give praise readily to support these expectations.
7. Pupils are given, and readily take, opportunities to demonstrate their personal development. In literacy, Year 4 pupils give mature responses in discussion which reflect their development as critical readers. Year 6 pupils use their target and evaluation books to reflect thoughtfully on their work and demonstrate a desire to improve it further, explaining how the setting of targets support this. Pupils are taught to reflect on questions before answering them and to take ownership of the presentation of their work. This ensures pupils are on task and learning well.

Teaching of a consistently high quality ensures that throughout the school effective learning takes place.

8. Teaching and learning in the lessons observed is very good. This is directly responsible for much of the good practice in the school, such as high quality learning and good progress over the key stage. In the limited time available, inspectors focused on the teaching of English and mathematics, and of the skills of literacy and numeracy. Although teaching was observed in only some of the other subjects of the curriculum, this sample does provide a clear picture of the overall quality of teaching in the school. The examination of pupils work and teachers’ records provided evidence of the longer-term impact of teaching on pupils’ learning and achievements.
9. Teaching seen was of very good quality overall. Just under a half of all lessons were very good or excellent. No teaching seen was judged to be unsatisfactory. The school has given priority to improving the quality of teaching by providing training for staff on what represents effective teaching and learning. Senior staff, together with subject co-ordinators, monitor teaching throughout the school to ensure that teachers’ practice reflects the guidance and support made available. This process has been very effective in developing a common understanding of what makes effective teaching. Teachers have consistently high expectations of what pupils will achieve. Most of the very good or excellent teaching of pupils occurred in the later years. This high quality teaching promotes very effective learning and, as a result, pupils achieve levels of performance well above the national average.
10. The teaching seen of English and literacy skills was good overall. The teaching of mathematics, and especially of numeracy skills, was of similarly good quality. During the teaching of other subjects of the school’s curriculum, teachers effectively develop pupils’ literacy and numeracy skills. Teachers in Years 3 and 4 give particular attention to speaking and listening skills. Teachers show enjoyment in and enthusiasm for their work, and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of pupils with special educational needs is good, and ensures that some achieve nationally expected levels of performance. The challenges offered to pupils of average and higher ability, particularly

at the end of the junior years in Years 5 and 6 enables many of them to attain standards that are well above average. The school is effective in meeting the needs of all pupils.

11. Teachers plan their teaching to a common format that includes very precise lesson objectives and activities well chosen to achieve the lesson's purpose. Thanks to teachers' very clear explanations, pupils are equally clear about not only what they have to do but also why they are doing it. For example, the teacher made very effective use of the final ten minutes in a Year 3 history lesson, when pupils explained to each other what they had been doing and what they had learned as a result. Constant repetition and review of learning objectives ensure that effective learning takes place. Through their skilled use of questions, teachers challenge pupils' thinking, never accepting less than a thoughtful and considered response. The subject knowledge of the teachers of Year 6 pupils is used well. They are able to help pupils acquire knowledge, skills and understanding at a level normally expected in the early years of secondary school. This promotes pupils' understanding. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do. For example, in an art and design lesson, assessment of what pupils have learned was used very skilfully to plan pupils' future learning opportunities, and enabled the teacher to provide suitable challenge for pupils of all abilities.
12. The teaching of ICT is good and an improvement since the school was previously inspected. Of particular value is the teaching of basic ICT skills in the purpose built suite. However, there are too few opportunities for pupils to apply and practice their skills in other subjects of the curriculum. Teachers do not regularly build such opportunities into the planning of lessons.

The headteacher, supported by the governing body and highly effective key staff, provides outstanding leadership and management.

13. The headteacher provides excellent leadership. Aims and values of the school are exemplified in her rigorous yet supportive approach which focuses on a high quality education for all pupils. The recently appointed deputy headteacher provides effective support and makes a positive contribution to all aspects of school life.
14. The headteacher's vision for the school's continuing success is based on a thorough knowledge of its strengths and weaknesses, and how these can be built on. She is a source of ideas and initiatives intended to promote effective learning and maintain high standards. She provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school's own identified priorities.
15. The headteacher is particularly effective in managing the staff, developing a strong sense of team and a commitment to improvement. Her thorough knowledge of the particular talents of each member of staff enables her to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group.
16. In the previous inspection, the school was judged to have insufficient clarity in relation to the rules and responsibilities of the senior management team and curriculum leaders. There has been good progress in relation to these issues and both the senior management team and subject leaders now make very positive contributions to developing, monitoring and evaluating standards and teaching and learning.

17. The detailed planning for the school's improvement provides considerable information about developments planned for the next academic year but does not yet focus sufficiently on long-term, financially based priorities. The headteacher is currently seeking to adapt the plan further to ensure that governors and the senior management team can be provided with information needed to analyse the cost-effectiveness of planned developments, thus improving the school's approach to best value.
18. The governors provide very good support for the school, and fulfil their statutory responsibilities well. Established systems of communication ensure that they have an appropriately up to date overview of the school's work and achievements. This information, together with their successful employment of the principles of best value, enables them to make informed decisions on the school's behalf. Within the governing body, there is a good breadth of expertise and experience that places governors in a strong position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and integrity, coupled with her flair for leadership and strong management ability. They recognise that she and the staff are crucial factors in the school's achievements.
19. There is imaginative use of the school's budget to support pupils' attainment and personal development; for example, the employment of part-time teaching staff for the 'before and after' clubs for mathematics and English. In addition, an excellent research project examining attainment and progress during Year 3 was financed sufficiently to enable the school to improve standards overall.
20. The budget has also been well used to improve the building: new carpets in classrooms have improved sound insulation, a library has been established and additional teaching spaces set up for group work in literacy and numeracy ability groups and helped to raise standards through focused teaching.

The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through evaluation of its performance. This leads to very effective action taken to secure improvement.

21. This is a school that knows its strengths and weaknesses well. It has very effective arrangements for getting a detailed and accurate picture of its performance, and for analysing the information. Challenging but realistic targets for individual pupils and for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure these targets are met.
22. The school has focused on developing whole-school procedures for the analysis of its performance data collection and the regular examination of pupils' work. The evidence gained is put to good use in evaluating how well the school is performing in relation to the national picture, the performance of similar schools and, most importantly, its own previous achievement. Detailed profiles of individual pupils' achievements are based on class teachers' twice-yearly assessments of each pupils' progress towards the targets set for them in English, mathematics and science. The school makes good use of statutory and optional national tests to inform these

assessments. The examination of pupils' work in other subjects, carried out effectively on a yearly basis, provides similarly focused evidence of standards across the curriculum.

23. Alongside this process, the school has successfully established a programme for the regular observation of teaching and the examination of teachers' planning and record-keeping procedures. The headteacher and subject co-ordinators ensure that all staff have a clear, corporate view of the strengths and weaknesses in the school's teaching. This open climate reflects mutual professional respect and confidence in the school's leadership. All staff feel a keen sense of ownership of what is achieved and a shared commitment to improvement.
24. There is a clear sense of purpose in the school: teachers, pupils, non-teaching staff, governors and most parents take pride in the school. Although results in national tests compare favourably with other schools, staff are not complacent and there is a clear commitment to continued development.
25. The views of parents staff and pupils are sought regularly; for example, pupils' views were recently assessed in relation to after-school mathematics and English clubs and modification to the programmes followed. These evaluations help to ensure that staff, parents and pupils feel that their views are valued and important.
26. Data analysis is very thorough and is used to inform target setting. Pupils' performance over time is carefully tracked and there is a clear focus on pupils achieving their potential. Comparisons with pupils nationally and locally are used to inform data analysis. In this way the school is beginning to use the principle of best value in self-review and school management.
27. There is clear acknowledgement of areas of strength but also targets for development. Paired observation is also used so that teachers can benefit from seeing other colleagues at work. Pupils' work is regularly monitored and pupils are beginning to be involved in setting their targets for development with their teachers. This is working well in mathematics and will be extended to include English in the next academic year.

Provision for pupils' spiritual, moral, social and cultural development is very good.

28. There is good provision for spiritual education. Opportunities for reflection on pertinent issues are provided during acts of worship. Teachers plan the work in music and art and design to give opportunities for pupils to consider their response to a wide variety of works produced by artists and musicians from a range of historical periods and cultures. Teachers do not avoid challenging issues; for example, the pupils in Year 6 listened to a holocaust survivor's story and wrote with maturity about his experiences.
29. Provision for moral education is very good. There are very high expectations of good behaviour and teachers provide very good role models. The introduction of work on citizenship into the curriculum is enabling pupils to have good opportunities to discuss issues such as 'choices and consequences'
30. Provision for social education is very good. Pupils understand the need for school rules and treat each other well. Many lessons provide opportunities for pupils to work together in pairs or

in groups to share ideas and solve problems. The personal, social and health education programme, which includes drugs awareness education and sex education, provides a good programme for pupils to consider a range of relevant issues about taking responsibility in society. The recently formed school council helps pupils to understand how decisions can be made and change effected. Residential visits provide a different environment for pupils to work together. The school's very good programme of self-evaluation seeks out pupils' and parents' views on a range of issues and is an extremely effective way of raising pupils' self-esteem.

31. Provision for cultural education is good. Pupils find out about their own tradition and culture when considering life in Sunderland from the demise of coal mining and ship building to the introduction of new industry. Other cultures are considered when pupils undertake comparisons between England and a country such as Egypt. In literature, books from different cultures are shared; for example the effective teaching of the story *Journey to Jo'burg* helps Year 5 pupils understand some of the situations facing children in different parts of the world.

WHAT COULD BE IMPROVED

The use of information and communication technology (ICT) support the administration of the school.

32. The school is aware of the need to review its administration arrangements to improve the efficiency of its work. The chair of governors recognises that the updating of the administration facilities to provide a more efficient system is a priority. The data collected on standards across the school is not readily available to senior staff in the current arrangements. Better use could be made of teachers' time in analysing the outcomes of this data collection rather inputting this data in their own time away from school. The school is reviewing the time made available for the administration staff in the light of the planned developments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to raise standards further the headteacher, senior management team and governing body should:
- (i) improve the use of ICT in supporting the administration of the school.
(see paragraph 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	41	45	9	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	Y3 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	373
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

Special educational needs	Y3 – Y7
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	47	31	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	45	50
	Girls	31	31	31
	Total	72	76	81
Percentage of pupils at NC level 4 or above	School	92	89	95
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	42	50
	Girls	31	29	31
	Total	78	71	81
Percentage of pupils at NC level 4 or above	School	92	84	95
	National	70	72	79

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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	372
Any other minority ethnic group	0

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	3	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: Y3 – Y7

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	24.9
Average class size	31.1

Education support staff: Y3 – Y7

Total number of education support staff	2
Total aggregate hours worked per week	34

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	669802
Total expenditure	647568
Expenditure per pupil	1741
Balance brought forward from previous year	39195
Balance carried forward to next year	31429

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	374
Number of questionnaires returned	238

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33.0	56.0	8.0	2.0	0
My child is making good progress in school.	37.0	59.0	3.0	1.0	0
Behaviour in the school is good.	33.0	56.0	4.0	3.0	4.0
My child gets the right amount of work to do at home.	24.0	58.0	13.0	4.0	1.0
The teaching is good.	36.0	60.0	3.0	0	2.0
I am kept well informed about how my child is getting on.	23.0	50.0	21.0	6.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	38.0	44.0	11.0	6.0	1.0
The school expects my child to work hard and achieve his or her best.	51.0	45.0	2.0	0	1.0
The school works closely with parents.	16.0	48.0	27.0	8.0	2.0
The school is well led and managed.	28.0	56.0	5.0	3.0	8.0
The school is helping my child become mature and responsible.	33.0	55.0	8.0	2.0	3.0
The school provides an interesting range of activities outside lessons.	15.0	34.0	25.0	13.0	13.0