

INSPECTION REPORT

BOURNVILLE JUNIOR SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103445

Headteacher: Mrs S Barratt

Reporting inspector: Mr M F Bucktin
15484

Dates of inspection: 8th – 9th October 2001

Inspection number: 194927

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:	Voluntary aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Linden Road Bournville Birmingham
Postcode:	B30 1JY
Telephone number:	0121 472 1259
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R J Cadbury
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bournville Junior School lies in a suburb three miles from the centre of Birmingham and was founded as a voluntary aided school in 1906 by George and Elizabeth Cadbury. It has 385 pupils on roll. This is almost exactly the same as at the time of the previous inspection and the school remains bigger than most other primary schools.

Almost all pupils are of white UK heritage and live close to the school in privately owned housing or housing owned by the Bournville Village Trust. The area is well-established and most pupils are from secure family backgrounds. When they start school aged seven, pupils' attainment is better than normally expected of pupils of that age.

Around 15% of pupils are eligible for a free school meal, which is broadly in line with the national average. Nineteen percent of pupils are on the school's register of special educational needs, again in line with the national average but an increase since the time of the previous inspection. The majority of pupils have moderate learning difficulties. Four pupils have a statement of special educational need.

The school has recently become a Beacon School and is providing support to a number of other local schools through this government-funded scheme.

HOW GOOD THE SCHOOL IS

Bournville Junior School is an excellent school and provides very good value for money.

Under the excellent leadership of the headteacher and with the support and commitment of staff and governors, the previous inspection has been used as the basis for a sustained and highly successful programme of improvement. An imaginative programme of professional development has centred on the quality of teaching and learning and has paid dividends. Everyone is clear and confident in what they do and the quality of teaching is now very good. Pupils are very well supported through a broad, balanced and enriched curriculum, which goes well beyond the statutory requirements. They make the most of these opportunities, becoming confident learners with excellent attitudes to their work.

As a result 11 year old pupils' standards of attainment are now very good and have been sustained at an impressively high level since 1999.

What the school does well

- Pupils' standards of attainment are high and they make good progress.
- The school is very well led. The headteacher has successfully inspired and motivated a dedicated staff that continually strives to achieve the highest standards possible.
- The quality of teaching and learning is very good.
- There is an enriched curriculum.
- The rigorous programme of professional development has equipped staff with a wide range of skills which has significantly improved the quality of teaching.

What could be improved

- There are no significant areas of weakness

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection, in May 1997, noted strengths across many aspects of the school's work and judged it to be good overall. The school has not rested on its laurels and has systematically improved its already good practice. The outcome has been much better progress than might reasonably have been expected. Results rose markedly in 1999 and have been maintained at an impressively high level since then. Consequently, the overall trend in results since 1996 has been well above the national trend and the school has been given a DfES Achievement Award in recognition of its success.

The quality of teaching has also improved. In the previous inspection it was good and it is now very good. This is because the proportion of very good or excellent teaching has increased dramatically. In 1997, only one lesson in eight was so judged; now it is up to almost three lessons in five. To achieve this degree of teaching quality is a notable achievement and is the reason why results have improved so significantly.

There were four main areas for improvement identified in the previous inspection. All have been successfully addressed. Most significantly, a teaching and learning policy was drawn up and used to guide the improvement in teaching. The use of formally recorded assessments, pupils' capacity for personal study and the programme for monitoring the work of the school are all very good and the school makes the best use of its accommodation.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	A	A	A*	Well above average A
Mathematics	A	A	A	A	Above average B
Science	C	A	A	A	Average C
					Below average D
					Well below average E

Note: A indicates that standards are very high.*

When they start school at the age of seven, pupils' attainment is better than normally expected. Pupils make good progress until, as shown in the table above, 11 year-olds achieve standards that are well above the national average and the average achieved by similar schools. Indeed, results in English are in the highest 5% of that group of schools. Many 11 year-old pupils achieve standards that are better than expected. In English and science, three out of five pupils do so and in mathematics it is two out five. Early indications from the Key Stage 2 tests for 11 year-olds in 2001 suggest that these high standards have, with slight variations, been maintained.

These high standards are achieved due to two main factors. First, the school sets challenging targets for pupils and tracks their progress towards achieving them. Second, using this information, lessons are taught very well, enabling pupils to learn well and so reach high standards. In 1999 and 2000, the school has achieved the targets it has set for itself. The 2001 results appear to be in line with the school's targets and the targets for 2002 are appropriately challenging.

Work in lessons indicates that the school is on course to meet these targets. Even at this early stage in the school year, significant numbers of pupils are attaining higher than expected standards. Indeed a few pupils are working at levels in English and mathematics more usually associated with 14 year-olds.

Pupils' standards in information and communication technology are particularly good. Work on display in subjects such as art, history and geography also suggests that most pupils' standards are likely to exceed nationally expected levels by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have particularly positive attitudes, they are keen to do well and involve themselves in a wide range of activities.
Behaviour, in and out of classrooms	Very good. Pupils conduct themselves well, both in lessons and around the school.
Personal development and relationships	Excellent. Pupils are aware of their responsibilities to themselves and others. They respond well in class and to the opportunities the school gives them.
Attendance	Good.

Pupils are very interested and involved in what they do. They enthusiastically take part in lessons and activities outside class. Pupils' behaviour is very good and ensures a calm and purposeful atmosphere. Relationships are very positive with pupils gaining a strong sense of respect for the feelings, values and beliefs of others. Through the School Council, pupils take on high levels of responsibility. Attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 has improved since the previous inspection and a high proportion, nearly three lessons in five, are very good or excellent. English and mathematics are taught well and the Literacy Hour and the daily mathematics lesson are very well organised. All lessons are taught with confidence and authority and the effects of recent training are readily apparent. Teachers clearly understand how pupils learn best and work is planned with this in mind. Even at this early stage of the school year, teachers know

their pupils well and match the work well to their needs.

Pupils respond well. They are keen to learn and contribute, particularly in oral work, and produce work of a high standard. They are aware of their own learning and what they need to do to improve further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. There is a broad, balanced and enriched curriculum that gives all pupils many opportunities to do their best.
Provision for pupils with special educational needs	Very good. There are well-understood procedures for assessing and monitoring progress that are very well co-ordinated and ensure that pupils' needs are met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social development is excellent with well thought out opportunities for pupils to learn and understand about living alongside others.
How well the school cares for its pupils	Very good overall. Procedures for assessing pupils' attainment and progress are excellent, enabling the school to support the academic and personal development of its pupils very well.

The curriculum has been carefully and thoughtfully developed and, with the inclusion of a modern foreign language, thinking skills and citizenship, goes well beyond statutory requirements. Visits, residential trips and extra-curricular activities all play their part in providing a very rich experience for all pupils. As a result, pupils' spiritual, moral, social and cultural development, highlighted as a strength in the previous inspection, continues to be so. The school cares for its pupils very well. There are excellent procedures for tracking pupils' academic progress that enable teachers to know pupils well and support them in achieving high standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide excellent leadership and are very well supported by a committed and hard-working staff who work together as a team.
How well the governors fulfil their responsibilities	Very good. The governing body is well organised, recognises the strengths of the school and is keen to ensure it maintains its standards.
The school's evaluation of its performance	Very good. The school has a clear view of its strengths and weaknesses and takes appropriate action based on this information.
The strategic use of resources	Excellent. The school has taken wise decisions based on careful financial planning to enable pupils to gain maximum benefit.

The headteacher provides inspirational leadership. She has a clear vision which is focused on high standards of teaching and learning. This has forged a strong collective spirit amongst the staff. They work hard, are committed to the success of the school and strive to improve upon what they already do well. Staff with management responsibilities are clear about their role and how it contributes to the overall success of the school. The strength of the school has been recognised in it becoming a Beacon School with a well-planned programme aimed at sharing its expertise with other local schools. The governing body is well-organised and fulfils its responsibilities well, ensuring that the school achieves very good value for money and applies the principles of best value well.

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 • Children make good progress • Behaviour is good • Teaching is good • The school is approachable • The school has high expectations of work and behaviour • The school is well led and managed • Children are helped to become mature and responsible • There is an interesting range of activities outside lessons 	<p>No significant concerns were raised through the questionnaire returns or at the meeting for parents.</p>

The inspection team's findings fully endorse the views of parents who have great confidence in the school. They are fully justified in being pleased with the way the school achieves high standards of work and behaviour.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' standards of attainment are high and they make good progress.

1. The previous inspection in May 1997 judged 11 year-old pupils' standards of attainment in the core subjects of English, mathematics and science to be above the national average. Since then the school improved even further.
2. In 1997, results in English and science were in line with the national average, results in mathematics were above the national average. In 1998, mathematics results improved and were well above the national average. In 1999, improvements extended through to English and science so that all three core subjects were well above the national average. In the 2000 National Curriculum tests for 11 year-olds, this position was consolidated and, again, in all three subjects, results were well above the national average. Early indications from the 2001 tests suggest that the position has again been maintained. To improve on already good standards is an impressive achievement. To then maintain results at that high level is still more impressive.
3. In addition, the school recognises that it is important to challenge more able pupils to go beyond expected levels of attainment. In 2000, almost three in every five pupils attained higher than expected standards in English and science and just over two in every five pupils did so in mathematics. This is well ahead of what most other schools achieve.
4. The work of the current Year 6 pupils suggests that these standards will at least be maintained. At this early stage of the school year, significant proportions of pupils are working at levels ahead of what is expected of typical 11 year-olds. Indeed, a few are expected to go well beyond these. Discussion with the English and mathematics co-ordinators indicates that the school has identified pupils who are capable of attaining very high standards. Evidence from work in lessons suggests that the school will be successful enabling them to do so. For example, in a mathematics lesson for high attainers, pupils constructed graphs with a variable gradient showing the product of square numbers. They then interpreted what 3.5^2 would be. They went on to interpret information from other such graphs, for example, the rate at which liquid is discharged from a tanker. This represents levels of attainment more normally associated with 14 year-olds than 11 year-olds.
5. The school recognises that achievement is more than just attainment in the core subjects. Standards in information and communication technology are high reflecting the priority the school has given this subject and the work done by staff to ensure they have the appropriate skills to teach it well. The quality of the work on display suggests that pupils also achieve high standards in subjects such as history, geography and art. Displays are also carefully mounted indicating the value and respect that pupils' work is given.
6. As well as achieving high standards of attainment, the school encourages pupils' personal development in its wider sense. Pupils' achievements, both in school and beyond, are regularly celebrated in school assemblies and they like the opportunity to talk about their work. They are fully involved in what the school offers them. In and around the school, they show a growing sense of maturity by taking responsibility for themselves and recognising their responsibilities to others. This is best shown by the work of the School Council. All pupils understand the reasons for having a School Council and how it represents their views. Those elected to the School Council take

their responsibility very seriously and clearly understand their role. As one member said, "You mustn't be afraid to say what you think." The list of projects they have undertaken and completed is striking. It includes work with a local councillor and parks committee to improve the local park, organising fund raising activities including sponsoring a member of staff to run in the London Marathon and they have helped to re-design the school playground.

The school is very well led. The headteacher has successfully inspired and motivated a dedicated staff that continually strives to achieve the highest standards possible.

7. The headteacher has a very clear vision for the school and has successfully communicated this to everyone associated with it. She recognised that, whilst the previous inspection praised most aspects of the work of the school, it was capable of more. She also recognised that the key to achieving higher standards was improving the quality of teaching. She put in place a clear programme of professional development using skilful management to translate the vision into practice. The school operates as a united professional community with a strong sense of purpose and direction.
8. In recognising and promoting that the key to improvement lay in the quality of work in the classroom, the headteacher placed great emphasis on the staff of the school. They responded very well to this challenge and took opportunities to refine their work. Senior staff take responsibility for particular areas. The Assistant Headteacher, who makes a considerable contribution to the school's work, has developed very good systems for tracking pupils' progress through the school and enabling teachers to be clear about what needs to be done to move pupils on. She has also, with the English Co-ordinator, ensured that the national strategies for Literacy and Numeracy have been carefully implemented. The science co-ordinator has tremendous enthusiasm for the subject and provides excellent support for other teachers. For example, she worked with a teacher to prepare model periscopes prior to a Year 6 lesson on light. The information and communication technology co-ordinator, who recently left the school for a more senior position, has ensured the school is well placed to take advantage of new technologies. Pupils achieve good standards in this subject because teachers are clear about what pupils need to learn and are confident in their abilities to teach the required skills.
9. The staff responds very well to this purposeful leadership. They value the clarity and direction that guide their work and work hard to ensure that they teach to a high standard. Members of staff are clear about their contributions and know that they are valued. For example, a committee of staff drawn from each year group supports the co-ordinators of the core subjects. They discuss developments and review practice. Teamwork such as this demonstrates a collective will to succeed that extends across the whole of the staff.
10. So, in every sense, the school is more than just the sum of its parts. It is confident in what it does but ever ready to develop new skills and approaches to improve still further. For example, national standards have been used to guide its work in teaching basic skills and the school has been awarded the Quality Mark from the Basic Skills Agency. It next intends to gain recognition as an Investor in People, a national standard based on the quality of training and development for staff. The school has also recently been awarded Beacon Status by the DfES. This recognises the good practice within the school and offers it to other schools locally. It also illustrates the new challenges the school seeks for itself in broadening the work it does.

11. The governing body also makes a significant contribution to the school's success. It is well organised and knows the strengths of the school well and supports its further improvement. Each year governors review the improvement plan with the senior staff and identify key priorities for the coming year. Sub-committees receive reports and members question key staff regarding developments. In this way it holds the school to account well and ensures that the principles of best value are applied to its work.

The quality of teaching and learning is high

12. The previous inspection judged teaching to be good overall but identified the need for a policy for teaching and learning to achieve greater consistency. The school has accomplished this with a great deal of success. The staff eagerly grasped the opportunity to consider the characteristics of effective teaching and develop the policy with careful consideration. Its impact on the teaching of the school has been very significant. In 1997 around half of lessons were judged to be good with one in eight being very good or excellent. A similar proportion of lessons was judged to be unsatisfactory. The position now has significantly improved. Close to nine out every ten lessons are good and nearly three out of every five lessons are very good or better. None of the lessons seen during this inspection had any significant shortcomings.
13. Teachers have very good knowledge of the subjects they teach. For example, in a Year 6 mathematics lesson for higher attaining pupils the teacher drew on work more normally done in a secondary school. This enabled the pupils to attain well beyond nationally expected standards. In an information and communication technology lesson for Year 6 pupils, the teacher guided pupils in creating a "PowerPoint" presentations with visual effects, sounds, movement and including the use of hyperlinks. A Year 6 science lesson on light took pupils well beyond expected standards because the teacher explained concepts such as the angle of incidence and the angle of reflection. This ability to challenge and inspire is why many pupils attain higher than expected standards.
14. Lessons are very well planned and organised. The Literacy Hour and the daily mathematics lesson are taught briskly and with purpose. Teachers understand the principles behind them and apply them very well. For example, the oral/mental starter to a Year 3 mathematics lesson generated a lot of enthusiasm as pupils counted on and back in tens. The lesson also included a high level of challenge as the teacher extended the work to include counting back into negative numbers. In a Year 6 English lesson, pupils gave reasons for their preferences and explored the use of Shakespearean comic language in "A Midsummer's Nights Dream". Again, the teacher expected a lot from the pupils as they developed a real feel for the language. As a result, behaviour in lessons is very good and pupils work very productively.
15. Teachers prepare resources well and encourage pupils to exercise responsibility and initiative. For example, in a Year 5 science lesson, pupils chose appropriate resources to conduct a fair test to discover the best conditions for growing seeds. Pupils delight in the outcomes of their work. In a Year 6 science lesson, pupils made simple periscopes to show that light travels in straight lines and clearly enjoyed using their models.
16. Teachers assess pupils' work well. Marking in books often includes comments, which identify where improvements are required and, during lessons, teachers are quick to spot potential mistakes and step in to correct them. For example, in a Year 5 mathematics lesson, the teacher spotted that pupils were not grasping the idea of

equivalent fractions and took them through a series of practical activities to help them understand better. The teacher's very supportive attitude also emphasised that mistakes are a natural part of learning and that everyone makes them. This lesson was one of several taught by two teachers working together. The quality of joint planning and the manner in which the teachers co-operated was very good and gave a strong model of collaborative work to pupils. It also meant that teachers could work with particular pupils and help them make good progress.

17. The consistently high standard of teaching helps pupils to become confident learners. They work with intense concentration when required such as in English and mathematics lessons. They make very good progress in acquiring new knowledge and skills and, above all, are able to think and learn for themselves.

There is an enriched curriculum.

18. The school curriculum is broadly based and balanced with the subjects of the National Curriculum taught in line with requirements. The school has also gone beyond statutory requirements and offers all its pupils a wide and rich experience. So, for example, a modern foreign language is taught to pupils in Year 6 recognising the educational, social and cultural benefits that learning another language brings. There is a wide range of extra-curricular activities that provides many opportunities for pupils to pursue their sporting, musical and artistic interests. Trips and residential visits are a regular feature and serve to widen pupils' experiences, for example Year 4 pupils visit Bell Heath.
19. The school has a strong belief in helping pupils to be aware of their own learning so that they not only increase their knowledge, they also "learn how to learn". This occurs across the curriculum. For example, in a Year 4 science lesson pupils explored sounds, predicted what might happen and tested out their predictions. Year 6 pupils can judge the value of what they read, enter into mature discussion and have confidence in their opinions. The school also directly teaches thinking skills and allocates specific time for this purpose. For example, a Year 3 lesson provided exercises in justifying particular conclusions. Pupils responded well. They readily discussed the particular problems, offered solutions and were prepared to re-consider. As one pupil noted, "We need to do that again, it can't be in that order". The rest of the group was prepared to go back over their work until they all agreed. This indicates very mature attitudes given the age of the pupils. A further example was in a Year 6 lesson on memory and recall which went through particular strategies for improving these skills. Again the pupils responded well and the teacher skillfully extended the lesson to show the benefits to be gained from working collectively.
20. The school has also enthusiastically embraced the emphasis on citizenship in the National Curriculum and helps pupils to become informed, active and responsible members of the community. The School Council provides a strong practical example of how democracy works in a way pupils readily understand. Pupils and staff take it very seriously and it is a key feature in the life of the school. Specific lessons are taught covering a broad range of issues. For example, a Year 4 lesson took the theme "A Confident Me" and encouraged pupils to express opinions about the issue of walking to school. Pupils quickly recognised there are a number of issues they need to consider and that coming to an opinion was not straightforward. Two teachers have developed the scheme of work that the school follows and it has been published nationally for other schools to use. One of them co-ordinates the school's teaching of citizenship.

The concepts of citizenship are also threaded through other subjects as well as being taught in specific lessons.

The rigorous programme of professional development has equipped staff with a wide range of skills which has significantly improved the quality of teaching.

21. The quality of planning in the school is particularly good. The school has thoughtfully drawn up the action plan following the previous inspection and the school's own plan for improving and developing its work. There are very good procedures for identifying what knowledge, skills and attitudes need to be developed. The school provides a wide variety of training ranging from courses to job shadowing, mentoring and research. All staff accept that, whilst many aspects of their work are successful, there is always something that could be better. This very strong will to improve is readily apparent and the school correctly sees itself as one that is ready to learn and to accept initiatives and challenges in a considered way. For example, one teacher who recently left the school, gained recognition as an Advanced Skills Teacher and two members of the current staff are putting themselves forward for recognition.
22. Recent training has had a significant impact. The staff have studied ways different pupils learn best and put it into practice very effectively. For example, at the start of new work, pupils "map" what they already know giving the teacher a clear basis for extending their knowledge and understanding. In lessons, teachers take every opportunity to ensure that pupils are relaxed, alert and motivated. They have high expectations and challenge pupils whilst ensuring that they feel confident in their abilities to succeed.
23. There has also been training to develop effective systems for monitoring and evaluating the impact of teaching. The assessment co-ordinator has introduced procedures for collating and analysing pupils' assessment and performance data. As a result, teachers know the progress that their pupils are expected to make and plan appropriate work for them. For example, work for pupils with special educational needs is well targeted and many of them go on to achieve nationally expected standards. Teachers regularly observe others at work and are observed themselves. They discuss the strengths and weaknesses of the lessons and plan improvements. An external assessor recently judged these arrangements for managing performance to be particularly well advanced.
24. School based research has been a regular feature through the school's links with the local higher education institution. Three staff have undertaken advanced study to benefit both themselves and the school. Their work has covered the role of inspection in promoting school improvement and the role of the subject leader. There is current work on studying how children can mediate and resolve issues and concerns.
25. As result of these various initiatives, there is a strong ethos of learning amongst staff as well as pupils. The school amply demonstrates all the characteristics of a "learning school" and is well placed to gain recognition as an Investor in People. The recently acquired status as a "Beacon School" also indicates its willingness to share its practice with other schools. It recognises that this process will also challenge itself as other schools examine the reasons why it is successful.

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	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	7	3	0	0	0
Percentage	5	45	36	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	382
Number of full-time pupils known to be eligible for free school meals	N/A	58

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	72

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.6
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 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	52	44	96

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	47	48
	Girls	41	43	40
	Total	84	90	88
Percentage of pupils at NC level 4 or above	School	88 (91)	94 (83)	92 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	49	49	50
	Girls	41	43	41
	Total	90	92	91
Percentage of pupils at NC level 4 or above	School	94 (92)	96 (88)	95 (94)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	4
Bangladeshi	0
Chinese	2
White	343
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	24
Average class size	32

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	132.5

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	2000/2001
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	£
Total income	824,527
Total expenditure	839,017
Expenditure per pupil	2,157
Balance brought forward from previous year	62,671
Balance carried forward to next year	48,181

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	385
Number of questionnaires returned	173

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	1	1	0
My child is making good progress in school.	50	41	5	1	3
Behaviour in the school is good.	54	42	2	0	2
My child gets the right amount of work to do at home.	36	48	11	2	4
The teaching is good.	56	37	3	0	4
I am kept well informed about how my child is getting on.	35	46	11	2	6
I would feel comfortable about approaching the school with questions or a problem.	62	33	3	0	2
The school expects my child to work hard and achieve his or her best.	65	33	1	0	2
The school works closely with parents.	45	46	7	1	2
The school is well led and managed.	57	38	1	1	4
The school is helping my child become mature and responsible.	56	36	2	0	5
The school provides an interesting range of activities outside lessons.	51	45	3	0	1

Summary of parents' and carers' responses

As the table above indicates, there are high levels of support for almost all aspects of the school's work. Evidence gathered by inspectors strongly endorses the views of parents. They are fully justified in being very pleased with the way the school enables their children to reach high standards of work and behaviour.