

INSPECTION REPORT

MOAT FARM JUNIOR SCHOOL

Oldbury, West Midlands

LEA area: Sandwell

Unique reference number: 103948

Headteacher: Mr C Evans

Reporting inspector: Gloria Hitchcock
2535

Dates of inspection: 17 & 18 October 2001

Inspection number: 195384

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
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Brookfields Road Oldbury West Midlands
Postcode:	B68 9QR
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Betty Hopkins
Date of previous inspection:	16 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moat Farm Junior School is a large junior school which takes pupils aged seven to eleven. Most pupils start at Moat Farm at the age of seven, but approximately a third of pupils start school at the age of eight, as they come from a school where pupils stay on until they are eight years old. It is about the same size as it was at the last inspection in June 1997. There are 480 pupils (249 boys and 231 girls) who are taught in 15 classes by 18 teachers, two of whom are part time. The average class size is 32. Twenty per cent of pupils are entitled to free school meals, which is above average. Eleven per cent of pupils come from minority ethnic backgrounds, which is above average; the greatest proportions are from Indian or Black Caribbean backgrounds. Eleven per cent of pupils speak English as an additional language, but they do not receive special help as they speak English fluently. Twenty three per cent of pupils are identified as having special educational needs, which is broadly average, and just over two per cent have statements of special educational need, which is above average. The main area of special educational need is learning difficulties. There are also a few children with physical disabilities. The school is situated in Oldbury, which is about four miles from the centre of Birmingham. Pupils come mainly from the surrounding housing, most of which is rented. They join the school with a wide range of attainment, but overall the standard of attainment is average.

HOW GOOD THE SCHOOL IS

This is an effective school that promotes good standards and quality. Pupils achieve well and have very good attitudes to school. The leadership and management of the school are good. The school makes good provision for pupils through good teaching, much of which is exciting and motivates the pupils to learn. Pupils make good progress during their time in school. All this is achieved at a cost per pupil that is broadly average. Consequently the school offers good value for money.

What the school does well

- Pupils achieve very good standards in speaking and listening.
- The leadership is good.
- Good teaching has a positive effect on pupils' learning.
- Pupils have very good attitudes to learning.
- Very good provision for information and communication technology in the specialist suites.

What could be improved

- Teachers' planning and the use of assessment information to help all pupils to improve.
- The extent to which the needs of all pupils are monitored and all pupils are included equally in all the school has to offer.
- The level of attendance, which is below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in June 1997. Teachers' planning and assessment of pupils' achievements was tackled and improved, but the school now correctly identifies the need for further improvements in these areas. Standards have risen and the school has been awarded Beacon status. The school is on course to meet its targets for 2002.

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	C	C	D	Well above average A above average B Average C Below average D Well below average E
Mathematics	B	B	B	B	
Science	A	A	A	A	

Pupils start school at the age of either seven or eight, depending on which school they come from, with a wide range of attainments, but overall standards are average. They make good progress and achieve well, due to the good teaching and to their very good attitudes to learning, so that by the time they leave school standards are above average. The national tests for 2000 show that standards in English are average when compared with all schools nationally and below average when compared with similar schools. However, there are particular strengths in pupils' standards in speaking and listening, which are not measured by the national tests. Standards in mathematics are above average and the Year 6 pupils' skills in working out number problems in their heads are particularly good. There are also strengths in science, where pupils attained standards that were well above average in the national tests for eleven-year-olds. These test results match the standards observed during the inspection.

Pupils who receive specific help for special educational needs make good progress. However, there are not consistent whole school procedures to identify the needs of pupils of different races, lower ability pupils in the main class lessons and higher attainers. This restricts the standards these pupils could achieve. Standards have improved since the last inspection and this improvement has been above the national trend. The school met its targets for English and mathematics in 2001 and has set realistic targets for 2002, which it is on course to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and work hard. They take a pride in their work and strive to achieve well.
Behaviour, in and out of classrooms	Good, with examples of very good and sometimes excellent behaviour. Pupils are polite and courteous.
Personal development and relationships	Good. As they move up the school pupils take increasing responsibility, such as helping other pupils and acting as 'buddies' to share their subject knowledge with other pupils.
Attendance	Below the national average. The school takes active steps to follow up every absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	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 standard of teaching is good. There is a high proportion of very good and sometimes excellent teaching which has a direct influence on the progress pupils make as they move through the school. Key features are the enthusiasm, energy and vigour of many of the teachers, which have a positive effect on motivating the pupils and encouraging them to want to achieve well. This positive encouragement and the example set by the best teachers also has a direct influence on the pupils' very good speaking and listening skills. They are given ample opportunity to speak in front of small and large groups, as when Year 6 pupils presented an argument from the point of view of the wolf when preparing an computerised account of 'The Three Little Pigs'. Teachers expect pupils to listen carefully to what other children say, and pupils' positive response improves their learning and their listening skills.

Teachers use time very well and little time is wasted, which focuses pupils' attention on the importance of learning. They use the closing sessions of lessons well to consolidate pupils' learning and to check how well pupils have understood. However, this information is not used sufficiently well to plan for the needs of different groups of pupils or individuals. It is also not used sufficiently to adjust planning for the next lesson to take account of all the assessment information they have gained. In the small proportion of unsatisfactory teaching the pace is too slow and relationships with pupils are impaired by too many unnecessary reprimands.

The skills of literacy and numeracy are taught well and pupils with special educational needs benefit from the very good support they receive from learning assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school places strong emphasis on literacy and numeracy, but pupils' experience is also enriched by residential visits.
Provision for pupils with special educational needs	Good. Pupils receive effective support from teachers and learning support assistants. The support for pupils with physical disabilities is particularly good.
Provision for pupils with English as an additional language	The pupils who speak English as an additional language are fluent in English and consequently receive no specialist support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, especially the provision for moral and social development.
How well the school cares for its pupils	The school cares for pupils well. There are good procedures for looking after pupils who are ill or have an accident. Procedures for tracking the needs of each child are satisfactory.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has a very clear vision of what the school should be and is already moving the school forward rapidly. He is supported by the senior management team, staff and governors.
How well the governors fulfil their responsibilities	Governors are committed and supportive and fulfil their duties well.
The school's evaluation of its performance	Very good. In the short time the headteacher has been in the school a very effective system of monitoring has been introduced and effective action taken on the information this revealed.
The strategic use of resources	The school applies the principles of best value well. Funds for special educational needs and staff development are used well. Funds for Beacon School activities are used appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school helps children to become mature. • Children are expected to work hard. • Children make good progress. • Children like coming to school. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • The amount of homework (some parents think it is too much and some think it is too little). • The number of after-school activities.

The inspection team agreed with the parents' positive views. The amount of homework is within national guidelines and inspectors judged that it was used effectively. The range of after-school activities is about average.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very good standards in speaking and listening.

- 1 Standards in the 2000 national tests for eleven-year-olds in English were average when compared with all schools nationally and this matches the judgement on standards observed in English during the inspection. Pupils achieve high standards in speaking and listening, which are not measured in the national tests. This is mainly due to the good teaching they receive and partly to their very good attitudes to learning. Their eagerness to learn encourages them to 'have a go' and the positive reinforcement from teachers gives them the confidence to risk getting an answer wrong.
- 2 Pupils use words well and because teachers use technical language frequently to increase pupils' understanding of particular subjects, pupils draw on technical or subject specific words to enhance their discussions. For example, Year 6 pupils use terms such as 'numerator and denominator' freely as they talk about fractions. They draw on their work in literacy and numeracy to enrich their work in other subjects. In one Year 6 class one group responding to a challenge to devise their own equivalent fractions used language confidently to explain to the class how they had arrived at a difficult fraction. The numerator, or the top figure in a fraction, ran into thousands, rather than the tens that were expected, and the pupils enjoyed experimenting with words to explain their reasoning.
- 3 In a Year 3 lesson on poetry, pupils enjoyed sharing words such as 'thunderous, deafening and multicoloured' when talking about fireworks. Another example of pupils' confident use of technical language occurred in a Year 4 lesson when pupils stated 'heard is a common homophone'. Pupils are confident about speaking publicly, whether in small groups, to the whole class or even to the whole school in assembly. This is partly because pupils listen to each other extremely well. For example when five pupils were at the front of the hall taking part in an impromptu dramatisation of a story with a moral about healthy living, the whole school of almost five hundred pupils gave them the courtesy of listening quietly throughout. This helps build pupils' confidence and reinforces the importance of consideration for others.
- 4 By the time they are in Year 6 pupils are completely at ease in speaking before others. This was illustrated in a Year 6 history lesson where pupils were exploring popular culture in the 1960s. As a result of the teacher's humour and enthusiasm when playing extracts from music by the Beatles, pupils were keen and confident to 'audition' for a job as a chat show host.
- 5 Pupils' very good listening skills help them to concentrate and learn, which has a positive impact on their own progress, as well as giving other pupils the confidence to speak in public.

The leadership is good.

- 6 The headteacher had only been in the school for a short time before the inspection, but is already having a very positive effect and is helping the school to move forward rapidly. He has a very clear vision of what the school should be. He is supported strongly by the senior management team, most of whom have been given new, increased responsibility. Members of the senior management team described the rapid change as 'a challenge, but we really feel energised to tackle the new challenges'. This is mirrored in the support of the governing body and teachers are responding very professionally. Support staff, including the site manager and administration staff, make a positive contribution to the smooth running of the school.

- 7 Some of the priorities that have been established include:
- regular checking of classroom teaching (which has already been established);
 - introducing a more consistent approach to managing pupils' behaviour (which is beginning to have a positive effect);
 - improving the quality of planning;
 - improving the use of assessment information.
- 8 As a result of the thorough checking of classroom teaching that has been introduced, all staff have had the opportunity to observe a literacy and a numeracy lesson given by colleagues. This has already had the effect of beginning to share good practice amongst staff. One element that was identified as needing improvement generally is the system of planning, which does not identify sufficiently clearly what different groups of pupils need to learn. There is also not enough use of the information teachers gain about what different pupils know, so that the next lessons can be adapted. Teachers have agreed with this and there are good plans to improve these elements in the near future.
- 9 The revised plans for the school's improvement set out clear priorities that have been agreed by staff and governors. The governing body makes a positive contribution to the leadership and management of the school. Examples of their contribution include their clear views on what they needed from a headteacher when they were appointing the new head, one of which was the need for more creative activities in the curriculum.
- 10 The last inspection judged the leadership to be excellent. It is difficult to make direct comparisons as there was no permanent headteacher for two terms and the new headteacher is comparatively new to the school, but the new leadership is moving the school forward rapidly and positively. A key element is the fact that the headteacher values the views of all members of the school community and is providing useful opportunities for them to develop their skills and abilities.

Good teaching has a positive effect on pupils' learning.

- 11 The teaching is generally good, but there is also a high proportion of very good and sometimes excellent teaching. This has a positive influence on the good progress pupils make during their time in school. In many lessons there is a lively atmosphere, created by the high level of energy and enthusiasm of the teachers. This is transmitted to the pupils who are highly motivated and eager to learn. For example in a Year 6 lesson the teacher worked at a fast pace, checking pupils' understanding of fractions and using pupils to teach the class briefly. This was a very effective way of checking pupils' understanding. Consequently pupils were eager and receptive and drew on their learning in the last lesson to help them. One pupil said 'You must do the same to the numerator and the denominator' when working on patterns in fractions.

- 12 In one Year 4 lesson when pupils were writing a play script of Cinderella, the teacher captured the interest of pupils by joining in the acting, which motivated the pupils to strive for greater achievements. Many teachers build pupils' confidence by encouraging them to talk briefly to their neighbours to help them understand, as in a Year 4 mathematics lesson. There was a pause when the teacher asked pupils to describe a polygon. She said 'Talk briefly amongst yourselves' and as a result all the pupils were involved in trying to solve the problem.
- 13 Another feature of the good teaching is teachers' use of challenging questions. Teachers are particularly good at asking pupils to explain how they work out their answers, which has the effect of making all pupils think more carefully about how they will solve problems. This is particularly noticeable in Year 6 where pupils' ability to work out numbers in their heads is very good. For example, one teacher continually questioned pupils trying to identify different fractions that had the same value, saying 'How did you get your answer?' and 'Why are they the same?'
- 14 Teachers' positive feedback to pupils also has a positive effect on their achievements and the progress they make, as they gain sufficient confidence to have a go at problems and not to be afraid of ridicule if they are wrong. For example in the lesson on polygons, pupils who were hesitant at the beginning, gained sufficient confidence to join in with the whole class calling out answers to the teachers' challenge as she held up pictures of the names of two dimensional shapes with different numbers of sides.
- 15 A comparative weakness in the teaching is the occasions where this positive feedback is outweighed by too many unnecessary reprimands, which has a negative impact on pupils' confidence and the progress they make. Occasionally a few teachers can be heard raising their voices inappropriately, which undermines the positive atmosphere and the new approach to behaviour management adopted in the school. In some lessons the work is not well matched well enough to what the pupils can achieve, and there is not enough checking of the needs of different groups of pupils, such as the less able in the main class lessons, ethnic minority pupils and the more able. This has a negative effect on what these pupils can achieve and also on the overall standards the school achieves.
- 16 Teachers have high expectations of pupils, who respond positively. For example, in a Year 6 information and communication technology (ICT) lesson the teacher set all the pupils a problem to consider as they walked down the corridor to the ICT suite. This resulted in the pupils being ready for work the instant they entered the room. Teachers very effectively encourage pupils to speak confidently and to listen to each other carefully, which has a positive impact on the very good skills pupils develop in these areas. For example, in this same ICT lesson all the pupils had to listen carefully to two pupils reading out their work based on looking at the story of 'The Three Little Pigs' from the point of view of the pigs. Pupils responded by really concentrating, and then developed some of the ideas that they had heard to produce original and creative ideas of their own to write a letter from the point of view of the wolf.
- 17 In another ICT lesson for Year 4, the teacher asked a pupil to come to the front to 'teach' the others how to use the 'bold' facility on the computer. He joined the class on the floor and the pupils responded to his expectation of high concentration and good behaviour by listening carefully to the 'teacher'. This had a positive effect on pupils' listening skills and encouraged all of them to contribute ideas and suggestions.

Pupils' very good attitudes to learning.

- 18 Pupils are well motivated and have very good attitudes to learning, which makes a strong contribution to the good progress they make and the standards they achieve. Pupils love learning and respond eagerly to the challenges teachers set them. They are particularly keen on learning when their teacher combines a fast pace and high level of challenge with giving positive feedback to pupils.
- 19 The pupils' attitudes to learning, and their behaviour in class, are linked directly with the quality of teaching. For example, in one Year 4 mathematics class, the teacher used a system where pupils put counters into a group pot when the table answered questions successfully. They loved getting the right answer and all concentrated fiercely, which had a positive effect on their learning. This system was made more effective by giving pupils the responsibility for deciding when they deserved a counter. In addition to influencing their learning, this also had a positive effect on their sense of responsibility, and it was not abused. In lessons where pupils are not given this positive feedback and trust, the level of concentration and behaviour is adversely affected.
- 20 A striking feature of pupils' attitudes to learning at Moat Farm is the way they collaborate and help each other out when they are working. In one Year 4 class where pupils were using the software package 'Clip Art' a pupil helped another who was stuck by saying 'If you can't find the picture you want in that category, try another category'. This collaborative attitude has a positive influence on pupils' confidence and eagerness to learn.

Very good provision for information and communication technology (ICT) in the specialist suites.

- 21 The school has two large computer suites as well as a small suite next to the library. This provides very good facilities for the pupils, who love ICT and use the facilities confidently. The provision has a positive impact on the standards pupils achieve, as when a Year 4 class used computers to create a play script from the story of Cinderella. Year 6 pupils use computers confidently to write letters and are able to organise information, improve and present it in a variety of ways.
- 22 A drawback in the ICT provision is that classrooms are not equipped with computers, mainly due to the fact that they are somewhat cramped. The school already has good plans to improve this by installing laptop computers in each class, so that pupils can have easy access to ICT at all times.

WHAT COULD BE IMPROVED

Teachers planning and the use of assessment information to help all pupils to move forward.

- 23 Teachers know their pupils well and assess what they have learnt during each lesson well. However this information is not used sufficiently effectively to identify what individuals or groups need to do to improve further. Consequently in some classes lower attaining pupils who do not understand something in one lesson are just as likely not to understand in the next. Equally there are instances where higher ability pupils find the work easy, but are not stretched by being given harder work. This has an adverse effect on the progress these pupils make and the overall standards the school achieves.
- 24 The school has already identified this as a result of the monitoring of teaching carried out this term. There are detailed and effective plans to improve the use of assessment in order to help

pupils to progress further. There are good plans to set targets for all pupils according to their needs and abilities, and to share these targets with the pupils.

- 25 Linked to this, teachers' planning is not sufficiently detailed or flexible to enable teachers to adapt their lessons either to fit in with the information that their assessments of pupils have discovered or to adjust lessons according to how well the previous lesson has gone. This has also been identified in the monitoring carried out this term and is now one of the priorities in the plans for the school's improvement.

The extent to which the needs of all pupils are monitored and all pupils are included equally in all the school has to offer.

- 26 The attention paid to the extent to which all pupils' varying needs are considered is patchy. Pupils with special educational needs and those with physical disabilities are catered for well. Those with statements of special educational need receive very effective one-to-one support. The school has monitored the different attainments of boys and girls and recognised that boys do not achieve as well as girls.

- 27 However there is not enough monitoring of the needs of all pupils, including those from minority ethnic backgrounds, less able pupils in general class lessons and the higher ability pupils. This has an adverse effect on the progress these pupils make and the standards they achieve. There are also occasions when some pupils miss lessons such as design technology or music in order to have extra reading lessons. This means that they do not have the same experiences as others in their class. The school has now recognised this and it forms a priority in the plans for the school's improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 28 In order to improve the standards of attainment and quality of education further, the governors, headteacher and staff should :
- 1 Improve teachers' planning and the use of assessment information to help all pupils to move forward by :
 - ensuring that the information gathered from teachers' assessments of what pupils know and can do is used to help them to improve;
 - developing a whole school approach to planning that identifies what is to be taught to different groups of pupils;
 - ensure that planning is sufficiently flexible to respond to what pupils have learned in the previous lesson.
 - 2 Ensure that the needs of different pupils and groups of pupils are met and that they are included equally in what the school has to offer by:
 - monitoring the needs of different groups of pupils and planning to meet those needs;
 - making sure that pupils do not miss some lessons regularly when they receive extra help with literacy and numeracy.
 - 3 Strive to improve the level of attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	9	7	2	0	0
Percentage	11	25	32	25	7	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 more than three percentage point.

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	480
Number of full-time pupils known to be eligible for free school meals	N/A	91

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	11
Number of pupils on the school's special educational needs register	N/A	112

English as an additional language

	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	64	62	126

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	48	52	55
	Girls	49	53	58
	Total	97	105	113
Percentage of pupils At NC level 4 or above	School	77 (77)	83 (80)	90 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	48	51	52
	Girls	50	52	58
	Total	98	103	110
Percentage of pupils At NC level 4 or above	School	78 (77)	82 (79)	87 (90)
	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	10
Black – African heritage	0
Black – other	0
Indian	57
Pakistani	6
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y2– Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	26.9
Average class size	26.9

Education support staff: Y2 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	106

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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
	£
Total income	883,946
Total expenditure	917,768
Expenditure per pupil	1,893
Balance brought forward from previous year	-21,317
Balance carried forward to next year	-55,139

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	480
Number of questionnaires returned	185

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	58	38	1	0	3
Behaviour in the school is good.	61	35	2	1	2
My child gets the right amount of work to do at home.	30	46	15	3	6
The teaching is good.	63	34	2	0	2
I am kept well informed about how my child is getting on.	43	48	3	1	6
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	0	1
The school expects my child to work hard and achieve his or her best.	77	22	1	0	1
The school works closely with parents.	40	54	3	1	3
The school is well led and managed.	58	37	1	1	1
The school is helping my child become mature and responsible.	58	39	0	0	3
The school provides an interesting range of activities outside lessons.	43	42	8	3	5