

INSPECTION REPORT

OAK COTTAGE PRIMARY SCHOOL

Solihull

LEA area: Solihull

Unique reference number: 104056

Headteacher: Mrs C Twilton

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 23rd – 24th January 2001

Inspection number: 195387

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Greswolde Road
Solihull
West Midlands

Postcode: B911DY

Telephone number: 0121 704 9123

Fax number: 0121 704 9123

Appropriate authority: The governing body

Name of chair of governors: Mr M Trzcinski

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a slightly above average sized primary school with 257 pupils aged between four and eleven years serving an advantaged community in Solihull. There is a nursery class catering for 30 children who attend part-time from the age of three.

Less than one per cent of pupils is eligible for free school meals, well below the national average. The majority of pupils are white with about ten per cent of pupils from Indian or Pakistani backgrounds. Slightly less than ten per cent of pupils have English as an additional language although no pupils are at an early stage of acquiring English and none receives specific support. The other main languages spoken are Urdu, Panjabi and Gujarathi.

There are about six per cent of pupils on the special needs register; none has a statement of special educational needs, this is well below the national average. Most of the pupils on the register have moderate or specific learning difficulties.

Attainment on entry is consistently above the national average and the most recent intake is well above average. There are very few children whose skills and understanding are below average when they enter school.

HOW GOOD THE SCHOOL IS

Oak Cottage is a good school. It is a successful, popular school and provides pupils with a good quality education. Standards of attainment are consistently above or well above the national average. Overall, good class teaching ensures that the great majority of pupils achieve standards that reflect their abilities. The school is particularly effective in promoting pupils' personal development. The school is effectively led by the head teacher working closely with the governing body. The school provides good value for money.

What the school does well

- The majority of eleven-year-olds achieve high standards in mathematics and science.
- Throughout the school pupils achieve high standards in aspects of the creative arts.
- Pupils have very positive attitudes, behave well and form constructive relationships.
- The curriculum is rich, broad and balanced.
- There is very good provision for pupils' personal development and welfare.

What could be improved

- The rigour with which monitoring and evaluation procedures are applied and the effectiveness of the action taken to address weaknesses.
- Standards in some aspects of information and communication technology (ICT).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then high standards have been maintained and in some subjects improved. Pupils continue to be positive about the school and behave well. The quality of teaching is similar to the last inspection

Some of the issues identified in the last report have been successfully addressed; development planning is more secure and includes all aspects of the schools' work. Work is well matched to the abilities of most pupils, except for some of the lower attaining six and seven year-olds. However, some weaknesses remain in the deployment of teachers.

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*	A*	A	B
mathematics	A*	A*	A*	A
science	A*	A*	A*	A

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

The school has consistently attained very high standards in the National Curriculum tests for eleven year-olds. Over the past three years results have regularly been in the top five per cent of all schools nationally. In comparison with similar schools results in English are also above average and in mathematics and science they are well above average. In mathematics and science well over half of pupils achieve above average levels. Throughout the school, the great majority of pupils achieve the standards they should although occasionally, the lower attaining six and seven year-olds could achieve more in lessons. Standards in some aspects of ICT are below expectations due to pupils not being taught all aspects of the subject.

The majority of pupils achieve high standards in reading. By the time they leave the school, most pupils are fluent, confident readers who have a good knowledge of books and authors; they understand what they have read and discuss their preferences sensibly. Standards of written work for eleven year-olds are not as good as standards in reading but are improving and there is some high quality written work by the nine and ten year-olds. Pupils have a very secure understanding of mathematics and work confidently with high numbers accurately using the four operations. The school has set realistic targets for 2001 aiming to ensure that 94 per cent of eleven-year-olds achieve at least average standards in tests in English and mathematics.

High standards are achieved in science; pupils have a good understanding of the areas that they have studied and they have a good level of skills in experimenting and investigating. Throughout the school there is high quality artwork showing imagination and creativity and the quality of pupils' singing is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, positive attitudes to school; pupils work hard and are keen to succeed.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school; they are friendly polite and courteous.
Personal development and relationships	Pupils are mature and sensible, they respond very positively to the responsibilities they are given. They form and sustain constructive relationships.
Attendance	Good level of attendance, above the national average.

The oldest pupils are very confident and mature and well prepared for the next stage of education.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	Satisfactory	Satisfactory	Good
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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.

Overall, the quality of teaching is good and occasionally it is very good. There are some instances of unsatisfactory lessons. About 87 per cent of teaching is satisfactory or better and 53 per cent is good or very good, about 13 per cent, (2 lessons), is unsatisfactory. Most teaching is well planned and enables pupils to learn at the right level. There is some very good teaching of the seven to eleven year-olds that result in high levels of motivation and genuine enthusiasm for subjects such as art and music. Throughout the school teaching of literacy and numeracy is satisfactory and often good; the great majority of pupils are effectively taught and they make the progress that would be expected. In some lessons with support groups, pupils do not always make as much progress as they might, as occasionally the work does not meet their needs. However, the teaching of special needs pupils in withdrawal groups is consistently good and often results in them making good progress and achieving average levels of attainment.

Resources are well used and in the majority of lessons teachers have appropriately high expectations and ask challenging questions; this is a key factor in ensuring that the high attaining pupils reach good standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs of the great majority of pupils.
Provision for pupils with special educational needs	Provision for pupils with special needs is good for the seven to eleven year-olds who receive effective support in small withdrawal groups and make good progress. It is weaker for the five to seven year-olds although their progress is satisfactory over time.
Provision for pupils with English as an additional language	There is no specific provision for the pupils with English as an additional language as no pupils are at an early stage of acquiring English. Those pupils who are not entirely fluent get appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strong feature of the school. The school makes very good provision for pupils' personal development and is actively helping them to live in a diverse and multicultural society.
How well the school cares for its pupils	There are very strong systems to ensure pupils are well cared for; personal development is carefully monitored.

A rich and well-balanced curriculum enables pupils to enjoy a wide range of activities supplemented by visits to places of interest and a good range of extra-curricular activities for the older pupils. Some aspects of ICT are not taught.

The school takes good care of its pupils; there are good procedures in place for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides effective leadership and gives the school a clear sense of direction. Those teachers who have specific responsibilities provide effective support to colleagues.

How well the governors fulfil their responsibilities	The governors are enthusiastic, hard-working and committed to the school; they work closely with the head teacher, take their responsibilities seriously and fulfil their statutory responsibilities.
The school's evaluation of its performance	There are systems in place for evaluating performance, but these are not applied rigorously enough in identifying weaknesses and taking effective action.
The strategic use of resources	Expenditure is well planned and used in a strategic manner, but there are weaknesses in the deployment of staff.

The leadership of the school is particularly effective in ensuring a positive ethos. The school makes good efforts to ensure that best value is achieved. The bursar is particularly effective and efficient in ensuring that financial management is very secure.

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 way the schools helps pupils to mature • Behaviour is good • The school expects pupils to work hard • Children enjoy coming to school • The teaching is good 	<ul style="list-style-type: none"> • The amount of work that pupils get for homework • The nature of the annual reports

The above views are based on the 42 per cent of the parents' questionnaires that were returned to the school and the comments made at a meeting attended by 26 parents.

The inspection largely confirms the positive views of parents. They are correct in identifying that the school helps pupils to develop personally, that the behaviour is good and that pupils are expected to work hard. Teaching overall is good. Inspectors found that homework was generally well used to support work in lessons. A significant minority of parents, about 27 per cent of those responding to the questionnaire, do not like the computer generated annual reports. Whilst the inspection found that reports provide clear information about what pupils have achieved, the school is sensibly planning to incorporate more personal comments in the next set of reports.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The majority of eleven year-olds achieve high standards in mathematics and science

1. The majority of eleven year-olds achieve well in mathematics and science. Over the past four years the results of National Curriculum tests have been regularly in the top five per cent of schools nationally. The most recent results (2000), are well above those of similar schools.
2. By the time pupils leave the school they are very confident mathematicians. They have a firm understanding of how numbers work and calculate comfortably with high numbers. They understand thoroughly place value, including decimals, working easily to two decimal places. Pupils have efficient and quick methods for calculating using rounding up and down to solve problems mentally. They successfully solve problems involving several operations, for instance quickly working out the sale price of items with a 33 per cent reduction. Pupils apply what they know to solving more complex problems. For example, higher attaining pupils drew notional plans of their classroom, putting in the carpeted areas, the desks and items such as bookcases. Using the nominal measurements of the room, they confidently calculated the fraction of the area of the room covered by the various items. Pupils understand the relationship between fractions, decimals and percentages; they identify equivalent values using each of the systems, adding and subtracting and working out fractions or percentages of given amounts.
3. Pupils have a good understanding of the areas of science they have been taught and are particularly strong on the ideas behind fair testing and scientific skills. Work in their books shows a keen emphasis on the key skills of careful observation and recording. Pupils are required to predict and hypothesise as they work through experiments and challenged to provide explanations about what happened. The oldest pupils made careful observation of a range of different changes, coming to clear conclusions about reversible and irreversible changes. Successful investigations into what processes might create some of the changes, such as filtration, evaporation or decay, also encouraged careful observation and recording over a period of time. Pupils record their work in a variety of ways using straightforward accounts, pictorial representations of results or diagrams, for instance they drew careful diagrams using the correct symbols to show how a variety of circuits work. Some pictures illustrated a range of forces at work and gave clear explanations of opposing forces and the balance that existed between gravity and upthrust. Overall, pupils are enthusiastic scientists, they enjoy the opportunities to investigate and have a good level of knowledge and understanding.

Throughout the school pupils achieve high standards in aspects of the creative arts

4. The youngest children learn to use a range of techniques and media to record their observations and ideas in a variety of ways. Following a visit to a farm, nursery children drew, painted and made collage and three-dimensional representations of the animals using recyclable materials. Children develop good skills in observational drawing, as the reception children showed in detailed pencil portraits of their friends. In Years 1 and 2 the range of art-work is extended and design skills are applied across the curriculum, for example in aspects of science and in design and technology. Drawings are often very detailed and children use their skills well, for instance in creating simple moving images of characters from stories in a variety of settings. The study of the work of artists and artistic techniques is used well as pupils make their own representations of canal boat art and geometrical pastel and computer generated pictures in the style of Mondrian.

5. Older pupils make good use of sketch-books to plan drawings, explore the relationship between colour and mood and attempt to show how artists such as Degas portray movement in their pictures. Drawings are careful and considered, for instance the drawings of figures showing emotions such as fear, anger and joy give pupils a good chance to try and capture distinctive poses. The school is particularly successful in harnessing art to extend work in other topics; the paintings stimulated by the play Macbeth effectively express the atmosphere of the play, with dark brooding mountains and sharp flashes of lightening. The art connected to work on rivers successfully gave pupils the chance to print, while other used thread to create a very effective vision of the movement and colours of rivers. Similarly, the study of the Aztecs has been used to create patterns based on the Mayan story 'The Fifth Sun'. Pupils get good opportunities to look at the work of a wide range of artists. They not only attempt to work in the style of different artists, but they are also encouraged to simply look and appreciate the work of artists such as Miro, Degas, Mondrian, Andy Goldsworth, William Morris and Howard Hodgkins.
6. The youngest children enjoy music and respond well to opportunities to play and compose using a variety of instruments. Nursery children worked in groups to play an accompaniment to a tape recording of 'Down on the Farm'. Many showed good awareness of rhythm and were able to follow the tune well, coming in and stopping to the signals of the adult 'conductor'. Reception children copied rhythms on the lollipop drum, clapping and counting the beat as a group and working hard to improve their skills and accuracy in response to compositions that became increasingly complex.
7. The use of class teachers' specialist knowledge with some of the older pupils ensures that teachers' skills are well used. Standards in music benefit from skilled effective teaching. Pupils appreciate the relationship between music and mood and they work effectively together to create their own compositions that they refine and improve. The good quality singing in assemblies is a further positive indication of the high standards attained and the enthusiasm of pupils.

Pupils have very positive attitudes, behave well and form constructive relationships

8. In almost all lessons pupils listen attentively, are keen to respond to the teachers' questions and very willingly to share their ideas. In a literacy lesson on characterisation, Year 1 pupils offered a range of imaginative suggestions to describe the Bad Fairy in 'Sleeping Beauty'. The teacher made good use of the children's ideas, skilfully drawing from them an appreciation of the difference between description and character. Several children became very animated in trying to explain their understanding, for example in suggesting that character was what was 'inside a person'. At the end of the lesson individuals enjoyed the opportunity to be 'hot-seated' as a character from a fairy tale, describing their feelings and actions and responding readily to questions asked by others as they tried to establish who the character was. This was a difficult activity for such young children, but they responded very positively to the challenge.
9. Pupils work well together in pairs and small groups. Year 2 pupils readily took turns in playing a number game, sharing the dice sensibly and helping each other to calculate answers and to see which numbers they needed to complete their cards. In another mathematics lesson Year 5 pupils collaborated effectively in a problem solving activity, engaging in good focused discussion about the best strategy for using the four operations to arrive at the answers needed on a multiplication square.
10. Throughout the school pupils readily take on responsibilities. Younger children act as class monitors, for example taking the registers to the office and tidying up at lunchtime. The oldest pupils have a range of responsibilities through the school, for instance helping to organise assemblies and acting as helpers for class teachers. They take their duties very seriously,

arriving promptly at the start of the lunch break to see if they can help to prepare classrooms for teaching in the afternoon.

The curriculum is rich, broad and balanced

11. In both the nursery and reception classes good attention is paid to developing children's knowledge and understanding of the world through a variety of imaginative activities. Displays in the nursery remind children of work that has been covered, for example on the use of the senses. Children's understanding of the natural world is developed as they plant daffodil bulbs and observe stick insects, considering what living things need to help them to grow. Their knowledge of colours is reinforced through drawings that express the particular characteristics of different colours and the creation of a large 'rainbow'. Their early understanding of cultural diversity is raised through the opportunity to handle a range of artefacts and study photographs and greetings for Chinese New Year.
12. Work in the reception class in a range of areas of learning is linked with the topic on clothes and materials. There are displays of favourite clothes and a variety of materials used for different purposes. Many children have produced detailed observational drawings of different types of shoes, using pastels and crayons carefully to represent shape and tone.
13. In Year 1, books are used as a stimulus for a range of work. 'Rosie's Walk' has, for example, led to map-making to show the route that the hen took around the farm. 'Peace at Last' was used as a stimulus for some large scale and detailed pastel drawings of the various situations that stopped Mr Bear from sleeping. Children invented and made posters about some new characters that might feature in the 'Happy Families' series including, for example, Miss Puff the runner.
14. Throughout the school good use is made of visits to extend pupils' knowledge and to support work in a variety of subjects, particularly English, history and art. Years 1 and 2 have engaged in a study of canal boat life, producing some colourful cans using finger painting to replicate the traditional canal art. Written 'guides' to the canals show good understanding of the ways in which life has changed for people using the waterways. Year 4 made a variety of visits to Tudor buildings, including Sudgrave Manor where they experienced some of the ways in which Tudors might have lived. Drawings and written work showed very good understanding of aspects of Tudor architecture and some of the significant events in Tudor times. The Year 6 visit to the Black Country Museum supported studies of the Victorians, bringing alive some aspects of the significant industrial changes that affected the West Midlands.
15. Throughout the school there is evidence of a rich and varied curriculum that is supported by good teaching in subjects such as art and music. Links between subjects are used very cleverly to enable pupils to extend understanding through a range of disciplines. For instance, there are clear links made between history and geography as pupils study their locality but they are also encouraged to have opinions about recent developments and so are being introduced to ideas about citizenship and social development. The study of contrasting places in Africa is used effectively to raise awareness of development issues and moral questions.
16. Further strengths in the curriculum include the good provision for extra-curricular activities, particularly for the older pupils who get plenty of opportunities to extend their work in lessons in art, music and sport. Homework is also well used to supplement lessons and is taken seriously by both teachers and pupils.

There is very good provision for pupils' personal development and welfare

17. Good attention is paid to children's personal and social development in the nursery. The daily 'snack time' is a very positive experience. The children sit together in groups and one child in each group acts as snack monitor, distributing fruit or biscuits to the others. Staff and adult helpers sit with each group encouraging conversation and promoting children's confidence and skills in speaking and listening in a social setting. Opportunity is taken to remind children of the 'golden rules', for example the need to talk quietly so that everybody in a group can hear others speak. The children all have responsibility for clearing the tables and wiping their individualised place mats when snack time is finished.
18. Older pupils are also given good opportunities to form constructive relationships. In lessons pupils are encouraged to collaborate to good effect, helping each other and learning from each other. A good example was the group activity in a Year 3 numeracy lesson where pupils had to work together to order fractions. The activity promoted co-operation and the need for discussion. Other good opportunities occur in other aspects of their work, for instance in religious education pupils are challenged to think about important aspects of growing up and how they relate to others. They are asked to write about 'People We Trust' or to explore the feelings that different characters in Macbeth have and to see things from different perspectives. These included 'Macduff's view of Duncan's murder' and the attempt to imagine what the victims of racism may feel. There is a clear and overt approach to preparing pupils to live in a multicultural and diverse society and pupils spoke very positively about the school's approach to any racist incidents.
19. Personal development is further enhanced through the meetings of the school council that meets regularly to talk about issues, some of which emanate directly from the pupils through the 'ideas book'. Each class is represented on the council through elected members and the oldest pupils also vote for the head boy and girl. Year 6 pupils are encouraged to have a sense of responsibility through their visits to a local special school where they help in classrooms on a rota basis. Overall, teachers know pupils well and carefully record aspects of their personal development.
20. There are very good systems to ensure pupils' welfare. Child protection procedures are taken very seriously and there is a strong awareness of the importance of reviewing systems and practice. Similarly, the school undertakes regular health and safety assessments.

WHAT COULD BE IMPROVED

The rigour with which monitoring and evaluation procedures are applied and the effectiveness of the action taken to address weaknesses.

21. The school has put in place sensible ways of evaluating the work of the school. These include activities such as looking carefully at a range of pupils' work from particular classes or year groups, observing lessons and providing written and verbal feedback to individual teachers and looking systematically at what teachers are planning. All these activities have the potential to identify weaknesses and improve teaching and learning. The school is also beginning to use performance data to track the progress of individuals and groups of pupils. This has enabled the school to identify some weaknesses in the standards in written work of the oldest pupils. It is also helping teachers to set realistic targets for individual pupils.
22. However the rigour with which the activities are undertaken need to be more robust. For instance, there are specific groups of pupils in school identifiable by ability, gender, ethnicity or having English as an additional language. Currently there is no monitoring of the progress of these groups to ensure that they are all benefiting equally from what the school provides.
23. There was a noticeable drop in performance for higher attaining seven-year-olds in the National Curriculum tests in 2000. Whilst the school has a convincing explanation about why this occurred, more rigorous monitoring would have alerted the school to the problem sooner rather than later. More robust monitoring of this group of pupils is now leading to significant improvements in standards and teachers' expectations are now suitably high.
24. The quality of teaching of groups receiving support in both key stages has some weaknesses. Occasionally, the work that pupils do is not well matched to their ability, or the rate of progress is slow. Monitoring and evaluation activities, whilst recognising some of the weaknesses, have not resulted in effective support and guidance being given to bring about improvements.

Standards in some aspects of information, communication technology (ICT)

25. The standards attained by the oldest pupils in some aspects of ICT are below those expected. The main reasons for this are that the school has not yet acquired all the necessary software to teach the full range of the National Curriculum requirements and teachers are not yet sufficiently familiar with some aspects of the subject to enable them to teach these confidently.
26. Standards are up to expectations in some aspects of ICT. For instance, pupils are generally confident users of word processing programs. They communicate information using text and pictures and recently produced simple multi-media presentations incorporating text, graphics and sound. Pupils enter data about themselves, for example their ages and height, and create a range of graphs to represent the information in different ways. Computers are also being used to research information using CD-Roms or the Internet. For instance, the work of artists is researched on the Internet and used as a basis for pupils' own work.
27. The weak areas are those aspects concerned with control technology and the use of computers to monitor the environment or to model situations and solve problems. Some work is beginning to take place with the younger pupils, who are beginning working on some aspects of control technology. All staff are currently undertaking a comprehensive training programme to ensure that they have the necessary knowledge and skills to teach all aspects of ICT and take fuller advantage of the splendid ICT suite. The training is already giving some teachers more confidence to use ICT to support specific work in subjects such as mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the governing body, working closely with the head teacher and the staff should:

- Ensure that monitoring and evaluation procedures are applied rigorously and effective action is taken to address weaknesses.
- Improve standards in some aspects of information and communication technology (ICT) by:
 - ensuring that all pupils are taught all aspects of the curriculum;
 - all teachers are sufficiently confident to teach all aspects of the subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	47	33	13	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	257
Number of full-time pupils eligible for free school meals	-	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	18	18	18
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	16
	Girls	18	18	18
	Total	35	35	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (97)	97 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	16	16	16
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	16	16	16
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (100)	100 (100)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	10
Pakistani	12
Bangladeshi	
Chinese	
White	180
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.3
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	2
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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	1999/2000
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	£
Total income	476,623
Total expenditure	460,321
Expenditure per pupil	1,731
Balance brought forward from previous year	24,544
Balance carried forward to next year	40,846

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	37	9	1	0
My child is making good progress in school.	38	45	5	3	9
Behaviour in the school is good.	43	53	3	1	0
My child gets the right amount of work to do at home.	25	52	15	5	3
The teaching is good.	43	45	6	4	2
I am kept well informed about how my child is getting on.	26	47	22	5	0
I would feel comfortable about approaching the school with questions or a problem.	48	39	9	4	0
The school expects my child to work hard and achieve his or her best.	53	43	3	1	0
The school works closely with parents.	30	53	14	2	1
The school is well led and managed.	30	52	10	4	4
The school is helping my child become mature and responsible.	37	56	4	2	1
The school provides an interesting range of activities outside lessons.	37	44	7	6	6