

# INSPECTION REPORT

## **BIRCHES GREEN JUNIOR SCHOOL**

Erdington, Birmingham

LEA area: Birmingham

Unique reference number: 103168

Headteacher: Mr M Gospel

Reporting inspector: Mrs J Moore

Dates of inspection: 18<sup>th</sup> – 19<sup>th</sup> September 2001

Inspection number: 195979

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Birches Green Road Erdington Birmingham
Postcode:	B24 9SR
Telephone number:	0121 373 3457
Fax number:	0121 382 0619
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Councillor G. Bamford
Date of previous inspection:	23.06.1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
8710	Julie Moore	Registered inspector
19664	John Bayliss	Lay inspector
22182	Fiona Robinson	Team inspector

The inspection contractor was:

Arden Inspections

University of Warwick Science Park.  
Unit 2, Barclays Venture Centre,  
Sir William Lyons Road,  
Coventry.  
CV4 7EZ  
Tel/Fax: 02476415299  
Email: ArdenInspections@cs.com

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Birches Green junior school is an average sized community school situated in Erdington, a suburb of north Birmingham. There are 242 pupils on the school's roll, and there are broadly even numbers of boys and girls aged between seven and eleven. The majority of them are white and are of UK origin, but the school has a higher than average percentage of pupils from different ethnic backgrounds. These include 24 Caribbean pupils, one African, six Indian, 12 Pakistani, as well as 27 pupils from other ethnic groups. Twenty pupils speak English as an additional language at home, and they are all fluent English speakers. Twelve percent of pupils have been identified as having special educational needs, and five pupils have statements of special educational needs. This is above average. Twenty eight percent of pupils are known to be entitled to free school meals, and this is above average. The school is in a relatively high unemployment area of Birmingham; much of the housing is rented with some privately owned accommodation. When the pupils start school their attainment is broadly average, but there are significant variations year-on-year.

### HOW GOOD THE SCHOOL IS

Birches Green juniors is a very effective school. Standards have risen significantly over the last few years and the school has progressed at a faster rate than many other schools. When compared to similar schools<sup>1</sup> the 11-year-olds achieve above average standards in English and mathematics, and well above average in science. The pupils make good progress because they are well taught. The leadership of the headteacher is inspirational; and the headteacher, staff and governors are determined that every child will achieve the highest standards that he or she is capable of achieving. Funds are managed very effectively, and the school gives good value for money. It takes great pride in developing a strong sense of citizenship for all its pupils; and every pupil is fully included in all aspects of school life.

#### What the school does well

- The headteacher and his senior team provide high quality leadership, and there is an excellent team spirit.
- Pupils make good progress throughout the school, especially those with special educational needs and the higher attaining pupils.
- Teaching is good, and frequently very good. The teachers are adept at assessing what their pupils have learnt and then setting them targets so that they can achieve even more.
- The curriculum is rich, stimulating and challenging, and this makes learning interesting.
- Pupils are highly motivated. They try hard to do their best, and their behaviour is very good indeed.

#### What could be improved

- There are no significant issues that are not already being tackled.

*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 just over four years ago and there were two main areas for it to address. Very good progress has been made in tackling these issues.

The key issues required the school to:-

- ☐ put in place a development plan that covers a longer period than two years.

---

<sup>1</sup> Those with a similar percentage of pupils eligible for free school meals.

- improve the teaching and learning of information and communication technology (ICT).

There is now a very good long-term plan for improving the quality of education that the school provides for its pupils. Standards in ICT are good, and are above the expected standard throughout the school. The subject is well planned and taught, and pupils are making good progress.

## 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			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	C	B
mathematics	C	C	C	B
science	B	C	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

High standards are the school's main priority, and everyone is working hard towards this goal. In their tests the eleven-year-olds attain average standards in English and mathematics, and above average standards in science. Inspection findings agree with this. Standards are better when compared to those in similar schools, with above average attainment in English and mathematics and well above average in science. The above chart presents a mixed picture. What it does not show is the amount of progress made by pupils of different capabilities. When the pupils start at Birches Green juniors their attainment is just about average. When they leave, most of the higher attaining pupils are reaching standards that are above average. Significantly more boys and girls are reaching the higher levels year-on-year, and the lower attaining pupils are making rapid progress. The most recent test results show that many lower attaining pupils achieved average standards. The next challenge is to improve the attainment of the average attaining pupils, and the school is on course to achieve this because of high quality teaching, especially with the older pupils. Results are getting better all the time. The school is progressing faster than other schools; its targets for attainment are realistic and achievable. This year the school just failed to reach its targets. This was because a number of pupils joined Year 6 late in the school year, and there was not enough time to bring all of them up to the standard needed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils always try hard to do their best.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and at break and lunch times. This helps them to learn effectively.
Personal development and relationships	Very good. Pupils help and support each other, both in lessons and when they are playing. Staff are excellent role models.
Attendance	Satisfactory. Lessons start on time and pupils are punctual.

Although attendance is below the expected levels, a small number of pupils go on extended visits to the Asian sub-continent. This has an adverse effect on the school's overall attendance figures.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.*

At the last inspection teaching was judged to be mostly good. This is still the case, but there are significant improvements. Most teachers taught at least one lesson that was very good, and this time there was no unsatisfactory teaching. English and mathematics are well taught, with a significant amount of very good teaching in English. Basic reading, writing and numeracy skills are very well taught across the entire school. The teaching in Years 5 and 6 is especially strong; as are aspects of the teaching in Years 3 and 4, as well as the SEN teaching. Learning is effective because the teaching is good. Pupils make good progress in lessons and over longer periods of time because work is pitched at the right levels for them. This is because the school is very good at assessing what its pupils have learnt, and setting effective targets for them to achieve even higher standards. Pupils are keen to rise to the challenges set for them. Higher attaining pupils are well catered for, and the school is now focussing on its average attainers, so that their progress continues to accelerate successfully.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very well planned and organised so that all the pupils enjoy a rich breadth to their learning. It is fully inclusive and everyone has good quality of opportunity to succeed.
Provision for pupils with special educational needs	Very good. Pupils' needs are quickly identified and both the higher and lower attainers have very good support that helps them to learn well.
Provision for pupils with English as an additional language	Very good. Pupils get extra help, like their classmates, and this helps them to meet their targets successfully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are sensitive to each other's needs and they help each other all the time. Right from wrong is clearly understood, and they are familiar with the traditions of their own culture as well as that of others.
How well the school cares for its pupils	Very good. All pupils are very well cared for in a safe and secure environment.

The curriculum is broad and very well balanced. There are many strengths, the main ones being the strong focus on citizenship, the extensive residential and extra-curricular provision, as well as a challenging and vibrant curriculum during normal school hours.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides inspirational leadership, and his deputy and other members of the senior team ably support him.
How well the governors fulfil their responsibilities	Very good. Governors are very clear about the strengths and weaknesses in the school. They have a secure grasp of the finances.
The school's evaluation of its performance	Excellent. Much has been done since the last inspection. The very effective analysis of all the data about its performance enables the school to respond speedily and successfully.
The strategic use of resources	Very good. Resources are used very effectively so that the school gets the best value for the money it spends. It gives good value for money.

The headteacher provides excellent leadership. He has a secure vision of the way forward, and the necessary skills to inspire his team to do their utmost for the pupils at Birches Green juniors. The principles of best value are applied consistently.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>Children make good progress and they work hard.</li><li>Teaching is good and parents are happy to approach the school about any matters.</li><li>Parents are especially pleased that their children develop into mature and responsible individuals.</li></ul>	<ul style="list-style-type: none"><li>There are no significant negative views.</li></ul>

Inspectors support the views of parents fully.

## **PART B: COMMENTARY**

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

**The headteacher and his senior team provide high quality leadership, and there is an excellent team spirit.**

1. Everyone connected with the school is working successfully towards a common goal. This goal is clearly understood and it is to: -
  - Ensure that every pupil reaches the highest standard they are capable of achieving in all aspects of school life.
2. The school is very well managed and the headteacher provides excellent leadership. He has the ability to motivate and inspire those around him, so that they too always give of their best – whatever the situation. The deputy and the senior management team ably support the headteacher. Every member of staff, whether teaching or non-teaching, has a clearly defined role and they all work closely with governors to move the school forward successfully. The very positive and supportive ethos, alongside the high expectations of achievement and behaviour, very good relationships, and the fully inclusive school, reflect the effectiveness of the leadership.
3. The strength of the team spirit is a key factor in the school's success. The headteacher and staff work closely together, sharing ideas and suggestions, and monitoring the standards and quality of education provided by the school. Everyone knows the pupils well, and the excellent systems for monitoring and analysing pupils' performance successfully guide the teachers' plans for preparing the next set of work. Targets are set for individuals, classes and groups, and progress towards reaching the targets is closely monitored by staff and the senior managers. This helps all boys and girls, whatever their age, gender, prior attainment or background, to have a clear understanding of what they have to do. Pupils rise to the challenges successfully. The teaching is consistently strong and there has been a determined effort to push up standards all round. The higher attaining pupils are now reaching standards above those expected for their age. Pupils with special educational needs are making good progress, and the school's main focus is now on improving the attainment of the pupils in the middle ability bands.
4. Governors play an effective and supportive role. They are fully aware of the strengths and weaknesses in the school, and they know what has to be done. Finances are well managed, and the budget is used effectively to achieve educational targets. Governors make sure that the school gets the best value for the money it spends, and the principles of best value are successfully applied. There were two main issues to be tackled at the last inspection. These covered improvements to the teaching and learning of ICT, and improvements to the School Improvement Plan (SIP). Both of these issues have been tackled successfully and very good progress has been made. The SIP is of high quality and has been used as exemplar for other schools by the Local Education Authority (LEA). It is a useful tool for moving the school forward. Attainment in ICT is now above the expected standard for eleven-year-olds, and the subject is well taught and managed.
5. Parents play a valuable role in supporting the school. They have many strengths, all of which are successfully channelled into supporting the staff and its pupils. The personal

qualities of the headteacher and his deputy are instrumental in achieving this partnership between staff, parents, pupils and governors, all of whom are consistent in their aim of excellence for all at Birches Green.

**Pupils make good progress throughout the school, especially those with special educational needs and the higher attaining pupils.**

6. Learning is effective for all pupils at Birches Green. This includes those pupils with special educational needs, the higher attaining pupils, and those who speak English as an additional language. From a very low starting point five years ago the school's test results for the eleven-year-olds have improved significantly. The school has improved at a faster rate than other schools in the country. The best progress has been made in science, where standards reached by the eleven-year-olds are above average. Standards in English and mathematics are average. When pupils start at Birches Green juniors their attainment is broadly average. When they leave, a higher percentage are reaching the higher level 5 year-on-year, and the lower attaining pupils and the pupils with special educational needs are also improving their attainment, as well as progressing more rapidly than they were. Many of the average attaining pupils are reaching the upper end of level 4. This good progress is due to better assessment and more focused teaching for this group, which was identified as a major focus on the SIP. Attainment in ICT was one of the key issues in the last report. This has been tackled very effectively and standards are now above the expected levels throughout the school.
7. When the results are compared to those of pupils from similar schools then Birches Green does extremely well. Standards are above average for the eleven-year-olds in English and mathematics and well above average in science. Overall standards are very good. The last two years have seen a higher than average percentage of pupils with special educational needs in Year 6. This affects the school's overall performance, though the results are creditable nevertheless. In addition, a significant number of pupils joined Year 6 late in the academic year and there was not enough time to bring all of them up to the required standard.
8. By the end of Year 6 pupils are confident about expressing their ideas orally. They use a wide range of vocabulary, and many of them are starting to use Standard English in formal situations. Writing has had a strong focus within the school. Improvements are apparent, and pupils are rapidly gaining confidence in their ability to develop the different characters in their stories. Reading is an area of strength. Pupils read for enjoyment and pleasure. The higher attaining pupils rapidly infer what the author means, and they very competently use research skills to find things out. Higher attaining pupils fully understand negative numbers in mathematics, and are adept at solving complex problems. In science, this group are able to identify the key factors to be considered when a fair test is part of the investigation.
9. Very good provision is made to support the learning of pupils with SEN. Detailed assessments identify the pupils with SEN and chart their progress. The information gained from these assessments is used very effectively to plan the next work, and to set appropriate targets for the pupils so that learning continues to be extended very well indeed. The SEN co-ordinator works extremely closely with staff, planning activities and working with individuals and groups. This joint effort means that the pupils progress more rapidly than they did at the time of the last inspection.

10. Underpinning the school's success in tackling standards and progress are the excellent systems that are now in place for monitoring and evaluating the school's work. The work and progress of every pupil is charted systematically, and this enables staff to pinpoint accurately where changes are needed. They respond swiftly so that no time is wasted. The school is especially good at setting targets for improvement that are based on accurate analysis and secure knowledge of the pupils. This helps learning to be fruitful, standards to improve and pupils to progress speedily.

**Teaching is good, and frequently very good. The teachers are adept at assessing what their pupils have learnt, and then setting them targets so that they can achieve even more.**

11. There is much strength to the teaching across each year group and the teaching is good overall, with many very good features. Most teachers taught at least one very good lesson, and there was no unsatisfactory teaching during the inspection. This is an improvement since last time, and was one of the school's targets. The strongest teaching is in Years 5 and 6 and for those pupils with special educational needs. There is equally strong teaching in aspects of Years 3 and 4 as well. Throughout the school all the pupils are supported and challenged by their activities. Learning is extended very well indeed.
12. All teachers are very secure in their knowledge of the subjects they teach. This helps them to plan their lessons thoroughly, and lessons build on previous work very well. The best use is made of assessment information about the pupils, making sure that their progress does not begin to slip. Higher, average and lower attaining pupils work at the right levels. Pupils' progress and achievements are rigorously tracked by the headteacher and his senior managers, as well as by the teachers themselves. Individual pupils' achievements are assessed and recorded at regular intervals and staff are quickly alerted to any slippage in either attainment or progress. Additional support can then be put in place quickly. All of this feeds into target setting for individuals and groups. Everyone fully understands the importance of achieving their targets, and they work hard towards this goal. There are extremely efficient systems for analysing all the test and assessment data, and putting strategies in place to overcome any weaknesses. This is a key factor in the school's success.
13. At the start of every lesson all teachers outline what they intend the pupils to learn. This helps the pupils to have an instant focus, and gets the lesson off to a crisp start. At the end of the lesson teachers revisit their objectives, sharing with the class what has gone well and what needs still to be done. This is an excellent way of assisting pupils to make sense of their learning, as well as making it clear what has to be achieved. Learning is effectively supported by ICT, an improvement since the last inspection. ICT is planned as an integral part of most lessons; skills are taught and developed systematically across the entire school and pupils are competent users of ICT.
14. Lessons move forward briskly, and no time is wasted. Pupils are used to responding quickly and working effectively, and they rise to the challenges set by their teachers. Teachers always expect pupils to do their best and they are not disappointed. In one science lesson, Year 3 pupils were setting up an investigation to test materials for conductivity. Resources were ready and on hand, and this helped the lesson to move forward smoothly. Pupils used their previous knowledge about making a complete circuit, and adapted this to set up new investigations about conductivity. The higher attaining pupils quickly put their equipment together, sharing their ideas as well as their hypotheses. Average and lower attaining pupils were not at this level, but all of them

were aware of the importance of 'fair testing', and they applied this knowledge to their investigation.

15. Another strength is the way in which teachers use questions, either to find out how much pupils have learnt, or to challenge them by taking their learning on just that little bit further. They are especially adept at this in literacy and numeracy lessons, which are always well taught. In a Year 6 shared reading lesson, the teacher effectively used a range of questions to check out pupils' understanding of how the author was developing the characters. Her final question, 'Why was he so surprised at the end?', enabled her to pin-point anyone whose understanding of the text was less secure.
16. There were no significant weaknesses in the teaching. In a very small minority of lessons the introduction was too long and the pupils did not have enough time to demonstrate what they already knew. In other lessons, there were missed opportunities to extend pupils' learning just that little bit more and when this happened the pace of learning slowed.

**The curriculum is rich, stimulating and challenging, and this makes learning interesting.**

17. The headteacher and his team are determined that every pupil at Birches Green juniors will experience an exciting curriculum that makes them want to learn and to do their best. They are successful. Great store is set on achieving high standards, especially in literacy and numeracy, and this has been exemplified earlier in the report. Every pupil has full and equal access to the rich and varied curriculum provided by the school.
18. All parts of the basic curriculum are challenging and interesting. This is due to the teachers' skills and enthusiasm, as well as a quiet determination to make sure that every pupil achieves their best. Relationships are very good all round, and the teaching is firmly rooted in a curriculum that constantly widens pupils' opportunities. A good example is the strong focus on citizenship. The house system, and the Merit Awards Assemblies (which are planned and delivered by the pupils themselves) provide many opportunities for pupils to co-operate together and to do their best. Discussions with pupils show that they have a secure understanding about playing an active role in their school community as well as in the wider community. They are very willing to help and support each other, and they are able to talk about difficult issues such as the consequences of bad behaviour and its impact on school and home. Pupils are good at giving reasons for their actions, such as why they decided on particular class rules.
19. The best use is made of residential visits, which are well supported by parents and pupils. Every year group has regular opportunities to visit a range of outdoor centres at various times throughout the school year. These visits very successfully enhance and promote the personal and social development of the pupils. The wide range of extra-curricular activities that take place outside normal school hours are extremely successful, and very well attended. The activities cover social as well as learning activities, and include drama, pottery, recorder, choir, reading, computer, orienteering, football, cricket, rounders, netball and dance. Parents are very pleased that their children have full access to this broad range of activities. Their children really enjoy them.
20. Sport and physical education (PE) have a high profile. Involvement in the Tops Play/Sports Course has led to a more effective delivery of the curriculum. The school has many teams that take part in competitive sports, with individual winners at the

swimming gala and in orienteering. A number of teams won their respective leagues. All pupils are encouraged to take part and to enjoy their sport, irrespective of their capabilities. Music and drama also have a high profile, and parents praised the school's productions very highly. Attainment in music and PE is above the standard expected. All of this demonstrates the school's determination to provide a rich and stimulating curriculum that extends its pupils academically, personally and socially. It is successful.

**Pupils are highly motivated. They try hard to do their best, and their behaviour is very good.**

21. The school expects all its pupils to behave well, to try hard, and to co-operate well together. Pupils rise to the challenges set for them, and the school's high expectations are met successfully. Pupils are really keen to do well, they like coming to school and they are interested in their activities. It is a good measure of the school's success that pupils are so enthusiastic about school life.
22. Older pupils in Year 6 say that 'Teachers are good at their job and they are also nice people', followed by (from another pupil) 'They make you work hard but they help you'. These statements aptly sum up one of the reasons why the school is successful. Younger pupils in Year 3 also demonstrate what makes the school special for them, 'I like the work, this is a bigger school so you can learn more' and 'Assemblies are to pray and to sing songs for the poor people in America'. Younger pupils have no fears about changing schools and they are well prepared. All of them were clear about what is acceptable and unacceptable behaviour, and they enjoyed working out their class rules. What this shows is the spectrum of pupils' views about Birches Green juniors, whilst also indicating their extremely positive attitudes to school life generally.
23. Several parents pointed out that the school is successful because it really does get the best from its pupils, helping them to achieve highly and to do well. Underpinning all of this is the headteacher's determination that the pupils at Birches Green are going to have an excellent education, that encompasses every aspect of the whole child and his or her development. Pupils' behaviour, both in and out of school, is very good and there is no evidence of any unkindness. Any issues linked to bullying are dealt with promptly and successfully, according to both parents and pupils. Pupils are very good at supporting each other, both at work and at play, and this helps their personal development to be so good.

**WHAT COULD BE IMPROVED**

24. There are no significant issues that are not already being tackled very effectively.

## 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	1	9	12	6	0	0	0
Percentage	4	32	43	21	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 four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	242
Number of full-time pupils known to be eligible for free school meals	68

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	6.0
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	22	37	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	21
	Girls	24	22	31
	Total	39	39	52
Percentage of pupils at NC level 4 or above	School	66 (78)	66 (75)	88 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	21
	Girls	28	27	32
	Total	44	46	53
Percentage of pupils at NC level 4 or above	School	76 (84)	78 (76)	90 (87)
	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	24
Black – African heritage	1
Black – other	0
Indian	6
Pakistani	12
Bangladeshi	0
Chinese	0
White	172
Any other minority ethnic group	27

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.*

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

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	19.8
Average class size	30

#### **Education support staff: Y3 – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	14.0

### ***Financial information***

Financial year	2000/2001
	£
Total income	572073
Total expenditure	554141
Expenditure per pupil	2290
Balance brought forward from previous year	42729

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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

242

Number of questionnaires returned

97

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	57	42	1	0	0
Behaviour in the school is good.	48	46	2	1	3
My child gets the right amount of work to do at home.	45	46	8	1	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	49	45	3	1	2
I would feel comfortable about approaching the school with questions or a problem.	72	27	0	1	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	52	40	3	2	3
The school is well led and managed.	65	31	2	0	2
The school is helping my child become mature and responsible.	57	41	1	0	1
The school provides an interesting range of activities outside lessons.	58	35	4	1	2