

INSPECTION REPORT

GREEN MEADOW PRIMARY SCHOOL

Selly Oak, Birmingham

LEA area: Birmingham

Unique reference number: 103378

Headteacher: Mr. John Foley

Reporting inspector: Mrs. Janet Watts
1945

Dates of inspection: 5th – 6th February 2002

Inspection number: 195984

Short 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: 4 to 11

Gender of pupils: Mixed

School address: Green Meadow Road
Selly Oak
Birmingham

Postcode: B29 4EE

Telephone number: 0121 475 4505

Fax number: 0121 476 8254

Appropriate authority: The Governing Body

Name of chair of governors: Mr. A. Moles

Date of previous inspection: July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Green Meadow Primary is a larger than average sized primary school. There are 416 boys and girls on roll aged from 4 to 11. Pupils aged under five are taught in the two reception classes. Pupils come from a very wide range of backgrounds and mainly from the area immediately around the school, although a number of parents have sought admission to the school for their children. The school is currently oversubscribed. The percentage of pupils entitled to free school meals and on the register of special educational needs is about average. At four per cent, the number of pupils who speak English as an additional language is above average, although none of these pupils is in the early stages of English language acquisition. These pupils are mainly of African and Caribbean ethnic origin. Attainment on entry is generally below average. The school has been awarded 'Beacon School' status, the quality 'Charter Mark' and the 'Basic Skills' quality mark, plus other achievement awards.

HOW GOOD THE SCHOOL IS

This is an excellent, highly effective school with many outstanding strengths and no weaknesses. It is extremely well respected by parents and the community. Under the excellent leadership of the headteacher, key staff and governing body, the school has been exceptionally successful in raising standards which are well above average by the time the pupils leave the school. The quality of teaching is very good overall. Resources are used to excellent effect and directed towards improving the quality of education. The school provides very good value for money.

What the school does well

- Throughout the school the quality of teaching is very good and sometimes excellent, leading to high standards, especially in English, mathematics and science. Teachers make excellent use of the school's rigorous and thorough assessment, recording and target setting procedures.
- The excellent personal leadership of the headteacher, combined with the excellent overall leadership provided by the governing body and key staff, sets out clearly the educational direction of the school. There is a very strong commitment to teamwork and raising standards by all staff, including the support staff. This superb all round support enables pupils to achieve very well.
- There is a genuine partnership with parents and carers. They are extremely well informed about the curriculum and their children's progress. This close involvement and support for their children's education has a significant impact on pupils' achievements.
- Excellent methods are used by the school for self-evaluation. They are rigorous and focus clearly on improving teaching and learning, raising attainment and ensuring pupils' progress.
- Pupils have very positive attitudes to school and a real joy for learning. They work hard and enthusiastically and they are taught to be responsible, independent and use their initiative. Pupils, whatever their background or ability, make very good progress. The school cares for its pupils very well indeed. Excellent procedures are in place to promote good behaviour, eliminate bullying, and for promoting attendance.

What could be improved

- Refinements, rather than major improvements, are all that is required in this highly successful school. The school needs to continue to maintain its high standards and pursue those developments outlined in the school improvement plan. The governors do not need to draw up a specific action plan following this inspection.

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 very significant improvement since the previous inspection in July 1997. Those areas identified as requiring improvement are developing into real strengths. Provision and resourcing, as well as the teaching, are now very good for the children aged under five. Opportunities for pupils to develop their initiative are identified and thoroughly planned for across the curriculum, and the impact on pupils' personal development

is monitored. There has been an upward trend in standards especially those attained by the eleven year old pupils; standards are much improved since the previous inspection. Teaching is now very good and leadership and management have been further strengthened. Attendance is now well above average. The school has a very good capacity to improve even further.

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
	1999	2000	2001	2001
English	A	A	A	A*
mathematics	A	A	A	A*
science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2001, the results of the eleven year olds showed the school to be well above average, when compared to schools nationally. In English and mathematics, the school's results placed them in the top five per cent in the country when compared with similar schools. Inspection findings confirm the high standards attained by eleven year olds. Standards attained by both seven and eleven year olds have shown a consistently upward trend, though in 2001 the results for seven year olds showed a decline. Nearly a quarter of these pupils had special educational needs and required additional help with their learning. Targets set for 2002 are appropriately challenging for the current Year 6. The work seen, produced by both seven and eleven year olds, would indicate that they are well on track to achieve these targets, assuming that they achieve as well as they are at present. Across the school, pupils achieve very well, including those with special educational needs and those for whom English is an additional language. Pupils come into this school with generally below average standards and leave at age eleven with well above average standards; this represents very good achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and sometimes excellent; pupils work hard and enthusiastically. They are keen to come to school and they have a real joy for learning.
Behaviour, in and out of classrooms	Very good, both in classrooms and on the playground.
Personal development and relationships	Relationships are very good throughout the school. Pupils' personal development is also very good, with pupils showing initiative, independence and increasing maturity.
Attendance	Very good and well above the national average.

The school's ethos and high expectations successfully support pupils' personal development and their positive attitudes to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

There is much very good and even excellent teaching across the school. Teaching is very good or excellent in nearly seven out of ten lessons, and good in almost all the others. No unsatisfactory teaching was seen. Teachers have exceptionally good questioning skills and they really probe pupils' understanding. All lessons are characterised by very thorough planning. Teachers make excellent use of assessment; marking is rigorous and related to pupils' targets for improvement. New targets are set which challenge pupils to achieve even more, and to work hard. Teachers are enthusiastic and obviously enjoy teaching; this enthusiasm is conveyed to the pupils. Most lessons proceed at a very brisk pace and not a moment is wasted. Expectations are very high and pupils, of whatever ability, are really well challenged. Consequently, pupils strive to do their best, make very good progress and attain high standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; there is a systematic and rigorous approach to planning in all subjects, giving a richness and depth to the whole curriculum.
Provision for pupils with special educational needs	Very good; comprehensive support is provided and includes a very good range of support from outside agencies, as well as in school support. This area is very well managed.
Provision for pupils with English as an additional language	There are no pupils in the early stages of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development overall is very good; it is meeting the aims of the school and provides a strong contribution to the school's ethos. The school prepares pupils very well for life in an ethnically diverse society.
How well the school cares for its pupils	The school cares for its pupils very well and has excellent procedures for promoting good behaviour, eliminating bullying and promoting attendance.

All subjects of the curriculum are planned for thoroughly and meticulously. The skills which pupils need to acquire are planned for and made subject specific by the contribution of the subject specialists (the coordinators). The curriculum is extremely well enriched through visits, visitors and excellent resources. Art, literature and music contribute greatly to pupils' cultural development. A strength of the planning is the inclusion of key questions to extend pupils' thinking, and provide opportunities for pupils to use their initiative and explore their own ideas. Just occasionally, opportunities are missed for pupils to reflect upon a situation, or upon what they have learned. The school focuses strongly on providing an inclusive curriculum which meets successfully the needs of individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the outstanding leadership of the headteacher and key staff, linked with such strong teamwork and commitment by all adults, has been very effective in raising standards.
How well the governors fulfil their responsibilities	Excellent; governors are highly supportive but hold the school accountable. The governing body is dedicated to achieving all that is best for pupils.
The school's evaluation of its performance	Excellent monitoring and evaluation procedures. The school recognises its exceptional strengths but uses these rigorous procedures to take steps to even further improvement.
The strategic use of resources	All available resources are used to excellent effect and directed at securing the best possible quality of education.

The governing body and the school are extremely knowledgeable about the principles of best value and apply these very well. There is detailed and careful checking of the 'added value' of each improvement, and its impact on pupils' achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress. • Children are expected to work hard. • Children are helped to become mature and responsible. • Good behaviour. • The teaching is good. • The school is well led and managed. • The school is very approachable. 	<ul style="list-style-type: none"> • Nothing was indicated as requiring improvement.

Inspectors fully support the parents' and carers' positive views. In addition to the response to the questionnaire, sixty parents attended the pre-inspection meeting for parents and a further twenty took the opportunity to write to the inspectors in support of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Throughout the school the quality of teaching is very good, leading to high standards, especially in English, mathematics and science. Teachers make excellent use of the school's rigorous and thorough assessment, recording and target setting procedures.

1. Teaching is very good or excellent in nearly seven out of ten lessons and good in almost all others. This has led to very high standards in English, mathematics and high standards in science. The quality of teaching has improved since the previous inspection, when it was judged to be good overall. Teachers' lesson planning is meticulous and very thorough. The objectives of the lesson are shared with the pupils, even the youngest. As a result, pupils are clear about what they will be expected to have learned by the end of the lesson, and teachers frequently use a short plenary session skilfully to assess and check pupils' understanding or knowledge of what they have learned. This skilled use of on-going and continuous assessment is a real strength of the teaching. Teachers group the pupils in a variety of ways, and plan work and activities that are very well matched to pupils' needs and abilities; this helps pupils to learn new skills confidently, or when appropriate to practise and consolidate their learning. Specific key questions to probe pupils' knowledge and understanding of a concept or an idea are written into the planning at an early stage; this has helped all teachers to develop their questioning skills to a very high level and as a result teachers are very successful in getting the pupils to think in some depth.

2. Teachers are enthusiastic and convey a great sense of enjoyment about learning to their pupils, so that pupils learn really well and often quickly. This sense of enthusiasm and enjoyment is conveyed to pupils, so that they are genuinely excited about learning and keen to do well. Teachers are very conversant with the literacy and numeracy frameworks and use these flexibly. The teaching of literacy and numeracy is very good. Teachers handle the relevant subject matter and teach the relevant skills very confidently. High expectations are set, and as teachers know the pupils so well and assess pupils' understanding and level of skills rigorously. The level of challenge set is very precise, and teachers intervene skilfully whenever pupils falter. Teachers 'drive' the lesson forward at a very brisk pace and as a result pupils work very hard, concentrating and persisting even when they experience difficulties. Consequently, pupils achieve very well, make very good progress and attain high standards.

3. The youngest children, those aged under five who are in the reception class, enter school with generally below average attainment. They are so well taught that by the time they start the National Curriculum Programmes of Study in Year 1, they are attaining standards that are in line with those expected for pupils of this age. They are provided with a rich environment and excellent resources. They are confident, independent and are beginning to develop and use well the early skills of reading, writing, numbers and mathematics. They speak confidently and listen carefully to their teachers, support assistants and to each other. There has been great improvement in the quality of teaching, provision and resources for the under fives. The high quality of the provision for the youngest is becoming a real strength of the school.

4. Year 2 pupils are already widening and using their knowledge and understanding of vocabulary to good effect. They know that different combinations of letters may make the same sound when they are learning about phonemes. They read well and with expression, with due regard to punctuation, thanks to the excellent model offered by the teachers. Reading standards are better this year than in 2001. In mathematics, pupils are learning to recognise

and write three digit numbers, to a high standard. In science, they have a good and thorough understanding of what is a 'fair test'. They are curious, and offer sensible suggestions and reasons when considering why materials and their properties may change. They are starting to look for scientific evidence, for example when developing their understanding of why ice melts.

5. Pupils continue to achieve very well and make very good progress in lessons as they move through Key Stage 2 as they are very well taught. Current eleven year olds are sophisticated readers and writers; for example, the richness of language used by the Year 6 pupils when constructing poetry in the genre of Japanese 'Haiku', and their precise and correct use and understanding of technical language, for example 'personification', 'imagery', and 'genre' are impressive. In mathematics, Year 6 pupils confidently and quickly calculate percentages and explain the strategies they use. They are able to estimate angles correctly to within five degrees, they are able to convert numbers and check equivalence between percentages, fractions and decimals, to a high standard. In science, pupils are actively encouraged to use precise scientific vocabulary. They are learning to make accurate predictions, for example the effect of exercise on the body, or the growth of plants, and can suggest ways of measuring the results.

6. Teachers use a set of extensive, very well thought through assessment, recording and target setting procedures to excellent effect. Precise targets are set, and these are displayed in all classrooms. The pupils are well aware of these and any personal targets, and take great pride in recording their achievements on their individual target card. Targets are set as a result of a very wide range of procedures. Assessment data is analysed and any 'gaps' in curriculum provision are remedied. Pupils' recorded work is scrutinised and standards monitored carefully against the expectations for that age group. Subject co-ordinators are very closely involved in this process. Teachers mark pupils' work rigorously and diagnostically, helping them to improve. The marking constantly makes reference to the selected targets and whether or not the pupils are achieving them. Suggestions for improving the quality of the work are then followed up at an appropriate time. The school is thus able to track and monitor in great detail the progress of individual pupils, checking that they are making as much progress as they should. The school has recognised that in some subjects boys often outperform girls in the national tests, and is tracking and monitoring the responses of girls and their achievements very closely.

The excellent personal leadership of the headteacher, combined with the excellent leadership of the school provided by the governing body and key staff, sets out clearly the educational direction of the school. There is a very strong commitment to teamwork and raising standards by all staff, including the support staff. This superb all round support enables pupils to achieve very well.

7. The leadership of the school, through its distinctive vision and aims, sets the educational direction of the school. This vision and these aims are clearly represented in every aspect of the school's life, from the richness of the curriculum and the environment, to the excellent attention to detail in classrooms and their superb organisation, through to the high quality of teaching and learning and the high quality of relationships at all levels. Leadership and management have been further improved since the previous inspection. The role of the headteacher and senior staff is highly effective, with clearly designated roles and responsibilities and very effective delegation. The excellent school improvement plan sets out

a manageable number of refinements and improvements and contains clearly set out success criteria so that the governing body and the school can measure and assess the impact of any development on the pupils' achievements. Improvements in provision are always focused on improving even further the quality of teaching and learning and the quality of education provided. The deputy head and central management group play a dynamic and pivotal role, linking subject co-ordinators, support staff through the headteacher, and to the governors in a single purposeful chain. Provision for special educational needs is very well managed and those pupils who speak English as an additional language are well integrated and supported. The school has a strongly inclusive ethos.

8. The pre-inspection meeting with parents, and the way in which the parents and carers demonstrated their support for the leadership of the school through the questionnaire (see page 19) shows that they have tremendous faith in the leadership. Parents believe that the teachers' great sense of commitment to the pupils is further evidence of the real strength of the school. All of the support staff have a strong sense of belonging to and commitment to the team and communications are excellent. This superb all round support enables pupils to achieve very well.

There is a genuine partnership with parents and carers. They are extremely well informed about the curriculum and their children's progress. This close involvement and support for their children's education has a significant impact on pupils' achievements.

9. The governing body, headteacher and staff are totally committed to securing a genuine partnership with parents. Parents and carers receive an annual 'overview' of the planned curriculum for their child, plus detailed, termly accounts of the topics to be covered in each subject. Annual reports are highly detailed, very informative and constructively critical when appropriate. Targets for improvement for the individual pupil are set. Parents welcome these reports and the regular opportunities to meet with staff, but they also appreciate very much the school's 'open door' policy. Especially appreciated is the fact that the headteacher is always on the playground each morning to welcome parents and pupils. He knows every pupil and their parents by name. At the beginning and end of the school day the teaching staff welcome their class, and hand over each child to its parents or nominated carer at the end of the afternoon. In this way, easy conversations and supportive relationships are established, and any queries or concerns about individual pupils can be raised in an informal context. Parents appreciate the school's pro-active approach; they are assured that should teachers be in any way concerned about an individual, then contact would be made with the parents but in an understanding and sympathetic manner.

10. An extensive range of opportunities is provided to help parents understand more about the curriculum. There are regular 'Stay and Play' days, when parents can be in the classroom and experience the curriculum, and teaching and learning, from the perspective of their child. Regular 'INSPIRE' workshops (Involving Parents in Reading and Mathematics) are held, so that parents can make games or learning resources which they can then share with their child at home. The school's computer suite is available to parents, and other members of the community, to help them improve their level of skills in information and communication technology (ICT). Parents regularly help with their children's reading at home and there is a well thought through home/school agreement.

11. Parents appreciate the informative, high quality newsletters which they receive regularly. The school helpfully invites parents and carers to be part of the consultation process; for example, a representative group of parents was involved in the drawing together of the school's excellent policy for eliminating bullying and oppressive behaviour. This genuine partnership results in pupils who feel secure, highly appreciated and supported well by both the home and the school. This makes a most important contribution to their sense of self worth, self confidence, sense of initiative and independence, so enabling them to achieve to the very best of their ability. Parents have a full knowledge of the way the school works and have an extremely high regard for the leadership and the dedication of the headteacher, teachers and support staff.

Excellent methods are used by the school for self- evaluation. They are rigorous and focus clearly on improving teaching and learning, raising attainment and ensuring pupils' progress.

12. Through a most effective committee structure as well as full meetings of the governing body, governors are kept very well informed about the work of the school. Individual governors have direct contact with a named curriculum subject and link closely with the subject's co-ordinator to oversee developments. Visits to the school by individual governors focus either on gathering information about the teaching of the subject, or the focus is on a previously identified area for refinement or improvement. Additionally, governors receive detailed reports from subject co-ordinators, the central management group and the headteacher. These helpful reports are closely linked to the school's priorities for improvement. The governors are involved in close analysis of the school's assessment data and are well aware of the information included in the PANDA (Performance and Assessment Report), which challenges schools to question for themselves whether the standards pupils attain are high enough.

13. Assessment data and reports from the school to the governors are also used to identify and target specific groups of pupils. For example, pupils in the current Year 3, where nearly a quarter of the pupils have learning difficulties and whose Year 2 assessment tests were slightly lower than those attained by groups in previous years, are being supported by additional teaching staff and learning support assistants. In this way, the governing body is able to allocate resources so that pupils receive the support they require, but also hold the school accountable. The governors check rigorously the 'added value' of any development and its impact on the pupils' achievements.

14. All subject co-ordinators regularly review, monitor and evaluate the quality of teaching and learning and standards attained in their subject. This is done through direct observation of teaching and learning, scrutiny of pupils' work, conversations and discussions with pupils, teachers and support staff. A further refinement is the regular 'Teachers' Evaluation Weeks'. Individual teachers analyse their planning across a range of subjects and identify, for example, any areas in which they would like to improve their teaching methodology or skills, or where additional resources would be helpful.

Pupils have very positive attitudes to school and a real joy for learning. They work hard and enthusiastically and they are taught to be responsible, independent, and to use their initiative. Pupils, whatever their background or ability, make very good progress. The

school cares for its pupils very well indeed. Excellent procedures are in place to promote good behaviour, eliminate bullying and for promoting attendance.

15. The pupils' very positive attitudes to school and the opportunities which the school gives them improve their self confidence and help them to realise their full potential. As a result, pupils make very good progress. All of the adults in the school treat pupils with great courtesy and respect. Adults genuinely value pupils as individuals, which provides an excellent example to pupils. Most pupils are keen and eager to learn, as so much of the teaching really engages them; they have a real joy for learning. The teachers' infectious enthusiasm and commitment convey themselves to the pupils and have a tremendous impact on the pupils' achievements. Teachers and support staff deal with any misdemeanours in a quiet, supportive way, but insist that pupils behave well and do their best.

16. Pupils are given a wide range of practical responsibilities in the school. The prefects undertake playtime and lunchtime duties, help regularly with assemblies and look after visitors. Trained pupil mediators are always on hand to listen to and support pupils who may have problems or anxieties; they are trained to listen to their peers, offer help to them or resolve conflicts. Each class has a suggestion box in which pupils may place ideas or suggestions for improvement. Opportunities for pupils to use their initiative are planned carefully into the curriculum at an early stage. Even the younger pupils can co-operate well and use their initiative to plan, for example, a group presentation. During the inspection, canvassing was taking place prior to voting to elect a new School Council, to give a further 'voice' to pupils' views. Pupils are learning how to consult, state what they believe in, canvass views and understand more about the decision making process. Providing opportunities for pupils to use their initiative and explore their own ideas was a key issue in the previous inspection and has been very well addressed.

17. All pupils are very well known to the headteacher, teaching and support staff. This extends beyond the knowledge the school has of their academic progress; there is genuine interest in each pupil's hobbies, interests, achievements out of school and their developing maturity. Members of staff are keen to help any individual who may be experiencing learning, behavioural or emotional difficulties. Parents are full of praise for the high level of care demonstrated.

18. The school's excellent procedures for promoting good behaviour and eliminating bullying are applied consistently. Pupils respect the rules. They understand the school's expectations and this gives them a great sense of security. Teachers are tremendously consistent in their application of the school's agreed procedures. As a result pupils respond well and their behaviour is very good. Parents expressed the view that the school would deal in a highly sensitive but sensible way to any incidents of bullying, and that the school is easy to approach with any concerns. Matters brought to the school's attention are attended to quickly and resolved well. Parents are well aware of and support strongly the school's excellent procedures for promoting attendance and punctuality. Attendance is well above the national average and unauthorised absence is very low. The pupils enjoy the regular competitions and rewards for classes where attendance is one hundred per cent during the week.

WHAT COULD BE IMPROVED

19. Refinements, rather than improvements, are all that is required in this highly successful school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school needs to continue to maintain its high standards and follow those developments as outlined in the school improvement plan. The governors do not need to draw up a specific action plan following this inspection.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	9	2	0	0	0
Percentage	12	55	27	6	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 several percentage points.

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)	-	416
Number of full-time pupils known to be eligible for free school meals	-	93

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	96

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	31	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	30	30
	Girls	25	28	28
	Total	52	58	58
Percentage of pupils at NC level 2 or above	School	88 (90)	98 (100)	98 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	27	28	26
	Total	57	59	57
Percentage of pupils at NC level 2 or above	School	97 (98)	100 (100)	97 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest 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
		2001	26	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	26
	Girls	28	28	29
	Total	54	54	55
Percentage of pupils at NC level 4 or above	School	98 (93)	98 (92)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	26
	Girls	28	28	28
	Total	54	54	54
Percentage of pupils at NC level 4 or above	School	95 (82)	98 (93)	98 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	5
Black – other	1
Indian	3
Pakistani	3
Bangladeshi	2
Chinese	0
White	353
Any other minority ethnic group	42

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: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	23.1
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	206

Financial information

Financial year	2000/01
	£
Total income	938469
Total expenditure	906657
Expenditure per pupil	2223
Balance brought forward from previous year	37916
Balance carried forward to next year	69728

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	5.0
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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	208

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	1		
My child is making good progress in school.	74	25	1		
Behaviour in the school is good.	74	25			
My child gets the right amount of work to do at home.	58	37	5		
The teaching is good.	83	17			
I am kept well informed about how my child is getting on.	64	32	3		
I would feel comfortable about approaching the school with questions or a problem.	79	20	1		
The school expects my child to work hard and achieve his or her best.	87	13			
The school works closely with parents.	70	28	1		
The school is well led and managed.	90	10			
The school is helping my child become mature and responsible.	82	17	1		
The school provides an interesting range of activities outside lessons.	63	31	1		4