

INSPECTION REPORT

NEWLANDS COMMUNITY PRIMARY SCHOOL

Barwell, Leicester

LEA area: Leicestershire

Unique reference number: 119984

Headteacher: Mr A Hayman

Reporting inspector: Mr A Everix
23079

Dates of inspection: 29th – 30th April 2002

Inspection number: 196456

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Newlands Community Primary School Moore Road Barwell Leicester Leicestershire
Postcode:	LE9 8AG
Telephone number:	01455 844369
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Butler
Date of previous inspection:	June 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newlands Community Primary School teaches pupils between the ages of four and eleven. Most of the 291 pupils on roll live in areas near the school. Pupils come from a wide range of social backgrounds although few are from minority ethnic families. No pupils are learning English as an additional language. The proportion of pupils requiring extra support for special educational needs is above average when compared with other primary schools. Most of these pupils have learning difficulties, including eight who have statements for their needs. The attainment of children when they start school varies but overall it is below average when compared nationally. A high turnover of teachers in the years following the last inspection has not been helpful to the school's development. However, during the last eighteen months there have been very few changes in staff. The current headteacher was appointed in January 2001.

HOW GOOD THE SCHOOL IS

This is a good school. The overall standards achieved by pupils at the end of Year 6 meet those expected nationally. This represents good progress by pupils during their time at the school. National test results have shown good improvement over the past few years and the 2001 scores for 11-year-olds exceeded the national average. The quality of teaching and learning is good overall. The school is led and managed very effectively and provides good value for money.

What the school does well

- The overall quality of teaching and learning is good and results in pupils achieving well by the end of Year 6.
- The headteacher and senior staff provide strong leadership which is driving the school's improvement.
- Pupils are encouraged to be responsible and to consider others.
- Staff successfully foster pupils' very good attitudes to learning and school life.

What could be improved

- The overall attainment of pupils by the end of Year 2, especially in English and mathematics, although improving, is below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The overall improvement since that time has been good. All the main issues identified during the last inspection have been addressed well, especially those relating to the monitoring of learning and the action taken to ensure improvement. Effective plans are guiding the school's drive to raise the standards of younger pupils. The attainment of pupils by the end of Year 6 is higher than in 1997 and this is reflected in the school's much improved performance in national tests for 11-year-olds.

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	C	D	B	B
Mathematics	C	D	B	A
Science	C	C	A	A*

Key

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

* This indicates that results were in the top 5 per cent of similar schools when compared nationally

The school's test results for 11-year-olds over the past few years have risen at a faster rate than the national trend. The attainment of the current Year 6 is broadly average in English and mathematics. It is not as high as in the 2001 tests because there is a higher proportion of pupils with special needs for learning difficulties. The school's targets for 2002 test results in English and mathematics reflect this difference. They are based on careful ongoing evaluations of pupils' work and present a realistic challenge for individual and overall performance. In the aspects of science seen in Year 6, pupils were working at levels above those expected nationally. Taking into account children's below average attainment when they start school, their progress and achievements are good by the time they reach the end of Year 6. The school's performance in the national tests for 7-year-olds in reading, writing and mathematics was well below the national average between 1998 and 2000. In 2001, results improved but were below average. This is mainly because a lower proportion of pupils attained above average test scores compared with other schools nationally. Evidence from current work indicates that the improvement from earlier years is being maintained, although pupils' overall attainment in English and mathematics is still below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school.
Behaviour, in and out of classrooms	Good. Behaviour is good or better in most lessons. Pupils behave responsibly and sensibly when moving around the school.
Personal development and relationships	Very good overall. Pupils usually get on well with each other. Relationships between pupils and staff are very good and contribute significantly to the quality of learning. Pupils carry out responsibilities sensibly and develop a mature attitude to school life.
Attendance	Satisfactory. Broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2 (Infants)	Years 3 – 6 (Juniors)
Quality of teaching	Good	Good	Good

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

The quality of teaching observed ranged from satisfactory to very good. Lessons were usually presented in a lively manner and this generated high levels of pupil interest. Teachers' questions were carefully framed to encourage pupils to think hard and give reasons for their responses. Tasks were explained well and work was nearly always challenging and well matched to pupils' needs. Staff are good at ensuring that all pupils, including those with special educational needs, are fully included in activities. In most lessons, teachers are successful in ensuring that all pupils work hard. Consequently, as they get older, pupils develop levels of concentration and application that contribute well to their learning. Through careful marking and other forms of feedback on their progress, pupils have a clear understanding of what they need to do to improve. The teaching of literacy and numeracy is good overall and this is reflected in the rising standards in English and mathematics. Factors that resulted in teaching being satisfactory rather than good, included over-long introductions to lessons so pupils began to get fidgety, and some groups not being kept consistently well focussed on their work. Classroom assistants make a good contribution to pupils' learning when working with them in groups. However, during introductions to lessons, they were not always deployed effectively to enhance teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Planning is good and ensures all aspects of the National Curriculum are covered. However, there is insufficient focus on developing infant pupils' writing skills in different subjects. A wide range of activities outside school hours and a residential trip for the oldest pupils significantly enrich learning.
Provision for pupils with special educational needs	Good. Individual education plans have clear targets for pupils to achieve and are used well to guide their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are taught to care for their environment, to value others and to distinguish right from wrong. The school council is a very effective vehicle for pupils to express their views, influence decisions and take responsibility.
How well the school cares for its pupils	Pupils are provided with very good, caring support and guidance. Child protection and health and safety procedures are followed correctly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff are providing very good leadership and a clear direction for the school's development. A strong ethos for learning has been established and there is a shared commitment to raising standards. This places the school in a strong position to sustain its improvement.
How well the governors fulfil their responsibilities	Governors are very supportive and fulfil their statutory duties. They have a good knowledge of the school, which enables them to take a full part in shaping its direction.
The school's evaluation of its performance	Teaching quality, curriculum planning and pupils' progress are very carefully monitored. Strengths are shared to aid improvement and action taken to rectify weaknesses. The school has already identified the need to raise standards by the end of Year 2 and is implementing well thought out plans for improvement.
The strategic use of resources	Finance and learning resources are used very well to support pupils' learning. Educational and financial decisions are carefully considered to help the school decide whether it is providing best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Teaching is good, children are expected to work hard and they make good progress • Behaviour is good and children are helped to become mature and responsible • The school is led and managed well • The headteacher and staff are approachable if parents have questions or problems. 	<ul style="list-style-type: none"> • The range of activities outside lessons • The way the school works with them

Thirteen per cent of the inspection questionnaires were returned and eight parents met the Registered Inspector. Overall, these parents expressed positive views about the school. Inspectors agree with the points that please parents most. Although after school clubs are mostly for junior pupils, inspectors judge these to be interesting and wide-ranging. The school welcomes parental involvement and has an 'open door' policy which means that staff can be seen quickly. However, there is scope for greater parental involvement in pupils' learning and the headteacher is currently exploring ways in which this can be achieved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The overall quality of teaching and learning is good and results in pupils achieving well by the end of Year 6.

1. The quality of teaching observed was good or better in over three-quarters of the lessons seen and satisfactory in the remainder. Three very good lessons were observed in Years 5 and 6. These lessons offered particularly high levels of challenge to all levels of attainment. Good teaching is leading to raised standards throughout the school. This is reflected in the improved test results for 7 and 11 year olds and overall good achievement by the end of Year 6. Overall, pupils enter the school with below average levels of attainment and leave attaining standards in line with the national average. This represents good achievement. Improvement in test results has been above the national trend for 11-year-olds. Data concerning the national test results of 1997, when the pupils were seven years old and those of national tests taken by the same pupils in 2001, when they were eleven, show that the improvement made was well above the national average. In most lessons seen during the inspection, pupils were making good or better gains in their learning and their achievements were good.

2. Teachers successfully promote pupils' enthusiasm for learning. Introductions to lessons are usually lively, and skilful questioning generates well thought out responses from pupils. For example, Year 1 pupils were asked to hold up 'yes' or 'no' cards after reading questions and deciding if they were 'silly'. Pupils enjoyed the humour and were motivated to read carefully. Stories in the reception class and texts in literacy lessons are read in an expressive way which captures pupils' interest. This sets a good model for them to follow in their own reading. Questions are posed in a way that encourages pupils to think hard and give full answers. 'Why', 'How' or 'Can you explain' often start questions, such as "Why do you think this writing is funny?" or "Can you explain how the tadpole uses the pond to protect itself from predators?" Pupils' responses are always valued and their confidence built up by constructive comments. After listening carefully to an answer, a teacher explained why a phrase, used by a Year 5 pupil, clearly showed the feelings of a character in 'Tom's Midnight Garden.' Strategies such as these, which develop speaking skills, form part of the school's successful approach to raising standards in English.

3. Overall, teachers have a good knowledge of their subjects, which helps deepen pupils' understanding. For example, in many lessons the use of specialist vocabulary was a strong feature. In a science lesson, the teacher insisted that pupils use 'develop' rather than 'grow' to explain the life cycle of a flying insect. When introducing a literacy session, the teacher clearly distinguished between writing in the third and first person and explained how the use of adverbs and adjectives can be used to make writing more emotional. Consequently, pupils wrote confidently and produced some lively accounts, taking the part of a World War 2 evacuee. In most of the lessons seen, teachers were very successful at managing their pupils and ensuring that they concentrated during the whole session. In the most successful lessons, teachers monitored each group's progress regularly, giving gentle reminders about their expectations and the time they had left to complete tasks. This helped to sustain the pace of the lesson and ensured pupils were productive for the whole session. Teachers and most pupils manage the open plan layout of the classrooms well. However, movement in adjacent classes can sometimes distract a few pupils who lack sustained concentration.

4. Lessons are well planned with varied activities and tasks matched well to build on what pupils already know. Teachers evaluate the success of their lessons carefully and make day-to-day adjustments to ensure the content is appropriate. Feedback by staff during lessons and the marking of work help pupils to understand where they need to improve and how well they are doing. Pupils in Year 6 clearly explained what levels they were working at in relation to National Curriculum levels. Teachers and learning support assistants ensure that all pupils, including those with special educational needs, are fully included in lessons. Sensitive support in a PSHE (Personal, Social and Health education) lesson encouraged a pair of pupils to discuss changes in their relationships with others.

The headteacher and senior staff provide strong leadership which is driving the school's improvement

5. The headteacher provides clear educational direction for the work of the school. Very good teamwork has been established which ensures all staff work towards the same aims. The senior management team combines responsibilities for the core subjects (English, mathematics, science) and special educational needs with leading various year groups such as Years R, 1 and 2. This is an effective structure as it aids communication and enables meaningful discussion with the headteacher and within each team. The senior management team is clear about the school's main priorities and has various ways in which it monitors the effectiveness of learning. Strategies, such as work analysis and interviewing pupils, influence actions for improvement. For example, the views of Year 2 pupils helped guide the action plan for writing, when they stated how much they would like to read their written work to different people, such as friends and family.

6. The headteacher has a very good knowledge of the school and what needs to be done to improve. Feedback from the senior management team is an important part of this process. Careful monitoring of teaching and learning has led to clear targets for improvement in lessons. For example, more effective questioning by teachers in lessons was identified as a general area for improvement. Action was taken and it is now a strength of teaching, noted during the inspection. Test results are analysed in detail and guide individual and group target setting. The data is used well to decide priorities in pupils' learning. The headteacher also uses the information to investigate other factors which may influence learning. He is analysing the progress of pupils in mixed age classes to see if one year group is disadvantaged and if pupils' learning is affected by the open-plan classrooms. All sections of the school community speak positively about the headteacher. Pupils praised his fairness and said how easily they can discuss their problems with him. Parents talked about his influence as 'a breath of fresh air' referring in particular to the uplift in the school's positive atmosphere and to the improvement in the internal environment.

7. The school improvement plan, based on consultation with staff, governors, pupils and parents, provides detailed guidance for the next few years. A day is devoted to planning this document and this ensures that staff and governors are fully involved in determining actions and understanding the reasons for the various targets for development. Financial planning and other resources are clearly linked to the improvement plan so that they are clearly targeted at the school priorities. For example, information and communication technology (ICT) resources and expertise were inadequate at the last inspection. A well-equipped computer suite has now been installed and teachers trained in ICT. Governors have individual responsibilities for subjects and aspects of school life. They have good procedures to assess how well each action plan has been implemented and if spending has provided value for money. During their planned visits to school, governors speak to relevant staff, observe lessons and talk to pupils. One governor explained that asking pupils questions, such as "What do you think you are learning?", helps evaluate the success of what is happening in the classroom.

8. Very good leadership is enabling the school to fulfil its vision statement of, 'encouraging individuals to grow, learn and succeed together within a safe, friendly and stimulating school'.

Pupils are encouraged to be responsible and to consider others

9. Pupils are taught to care for and to respect people and the environment. In the reception class, children learn to care for resources, take turns and share equipment sensibly. These attributes are developed through the school. Older pupils care for younger ones, for example during wet playtime. When working in the pond area, they are fully aware of the need not to disturb the wildlife. The school's success in encouraging pupils to care for the environment, for example through recycling and energy saving initiatives, has been recognised nationally with the ECO School Award in 2001. In many lessons, pupils are encouraged to work in small groups and to take account of other pupils' views. In an ICT lesson, pupils worked together well to decide on the wording of a poem and in a PHSE lesson they shared ideas about changes in relationships with brothers and sisters. Older pupils have considered how their actions would be different if they were Buddhists, and younger juniors have discussed the qualities of friendship. Caring for and helping one another were strong features of the assemblies observed during the inspection. During one of these occasions, issues relating to weather damage to parts of the school grounds were extended to consider the implications of flooding in Bangladesh. Pupils were made aware of how fund-raising for that country was being used constructively to plant trees thus stabilising the ground and providing fruit and shelter.

10. Staff have high expectations that pupils will behave responsibly in lessons and around the school. There is a strong focus on developing skills for citizenship. As they get older, all pupils are expected to take on several responsibilities in helping around the school. These include Year 6 pupils formally applying to be 'web-masters' for the school's web-site and monitoring how well the new play equipment is being used at break-time. A school council represents the whole age range and each class elects representatives. Meetings within each class allow concerns and ideas to be brought to the attention of the school council which then discusses them with staff and the headteacher. Initiatives are developed through the council and its views sought. For instance, as part of the recycling scheme, teachers are asked to sort their classroom waste into different categories so it can be collected efficiently. It was agreed that profits from the scheme would help fund a children's hospice. The organising of such events as the Crazy Hair fund raising day, and gathering ideas on how the Healthy School's Award can be achieved, are further examples of pupils' involvement in decision making. As part of the selection process, the school council members interviewed candidates for the headship of the school. They have also attended a governors' meeting to see how decisions are made.

Staff successfully foster pupils' very good attitudes to learning and school life

11. Pupils' attitudes and behaviour were judged to be good in over four out of five lessons seen and at least very good in half. In a few lessons they were only satisfactory, mainly because the behaviour of small groups of pupils was not as mature as the rest of the class. Nevertheless, the overall attitudes to learning and to the school generally are very positive. Nearly all parents who expressed opinions to inspectors stated how much their children liked school. One described the school as 'happy and inviting' and another that the teachers "know our children very well. It feels like they have known them all their lives'. The very good relationships between pupils and adults lead to a calm, productive, working atmosphere in lessons.

12. The methods used by teachers are varied and generate pupils' enthusiasm. Collaborative work was a feature of several lessons and pupils learn to listen to each other and adults with respect. This was evident in a Year 2 maths lesson where pupils were clearly interested and responded quickly to the teacher's instructions. Teachers create the right ethos for learning at the start of lessons. Consequently pupils are in a positive frame of mind to start work. For example, in the reception class, the teacher introduced pupils to a dual language book and from her 'surprise bag' produced some of the fruits used in the story. The pupils listened with rapt attention. The valuing of pupils' work, during lessons, in the lively displays of work around the school and during the weekly achievement assemblies, reinforce the positive nature of the school. Staff are very effective in ensuring that pupils, including those with special educational needs, are fully involved in lessons by adapting work and giving individual attention. Pupils understand the rewards and sanctions for behaviour, which are displayed in every classroom and used consistently well by staff. Certificates celebrating all kinds of achievement are prominently displayed throughout the school. The consistent expectations from teachers have meant that, by Year 6, pupils have very good and, on occasions, exemplary attitudes which greatly aid their learning. Pupils want to do well because they find learning worthwhile.

13. A Year 6 group spoke enthusiastically about the school to inspectors. They praise the way they are encouraged to participate in different aspects of school life including the school council. Pupils are involved in setting and reviewing their own targets for improvement and can attend consultation evenings with their parents to discuss them. The wide range of clubs allows pupils to develop their interests and encourages team spirit. Opportunities outside lessons include several sports, (with many matches and competitions), advanced mathematics, art, music, drama, gardening and first aid. Educational visits, including a residential 'outdoor pursuits' trip for Years 5 and 6, make learning enjoyable and challenging. All these features contribute to the very good attitudes pupils have towards the school.

WHAT COULD BE IMPROVED

The overall attainment of pupils by the end of Year 2, especially in English and mathematics

14. The school's test results for 7-year-olds in 1998, 1999 and 2000 were well below the national average (E) in reading, writing and mathematics. In 2001 there was an improvement when results were below the national average (D) in all three areas. When compared with similar schools in 2001 they were well below average in reading and mathematics and below average in writing. The proportions achieving higher than average results were low. An analysis of teachers' assessments for 2001 show weaknesses in pupils' speaking and listening and the use and application of mathematics.

15. Inspection evidence confirms the below average attainment by Year 2, especially in writing, speaking and problem solving in mathematics. The school has already identified the raising of standards in these areas as key priorities and targets in its improvement plan. The achievement of higher standards is especially challenging as children enter the school with below average skills in numeracy and literacy. Nevertheless, a lot of effective action has been taken to improve teaching and learning. This has resulted in better test results in 2001 and was reflected in the good literacy and numeracy teaching observed during the inspection.

16. The amount and quality of writing seen in subjects such as science, history, religious education and geography are lower than usually seen in Year 2. This is not helping to develop writing skills sufficiently, especially those of higher-attaining pupils.

17. Parents are encouraged to support their children at home. Useful information about how parents can help is sent out at the start of each term. Individual learning targets are

agreed with parents and pupils, and included on the twice-yearly reports. There is a clear evaluation of pupils' overall attainment in each subject. However, its usefulness to parents is restricted as there are very few details about pupils' strengths and weaknesses, particularly in English and mathematics. There have been no recent meetings for parents, particularly those of younger children, to increase their understanding of the literacy and numeracy strategies. As the headteacher recognises, there is scope for further initiatives so that parents can give more support to their children's learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school now needs to sustain its improvement in standards and raise overall levels of attainment by the end of Year 2, especially in English and mathematics. It should:

- a) Improve its performance in national tests for 7-year-olds and aim to increase the proportions of pupils achieving above average levels.
- b) Continue developing and implementing strategies to improve standards in English and mathematics, as outlined in its School Improvement Plan. Ensure that improvements in speaking, writing and mathematical problem solving remain within the main priorities.
- c) Provide better opportunities for pupils to develop and use their writing skills in different subjects, such as history, science and religious education.
- d) Develop further ways to involve parents in supporting their children's learning.

(See paragraphs 15 -18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	14	5	0	0	0
Percentage	0	14	63	23	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 more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	291
Number of full-time pupils known to be eligible for free school meals	43
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	67*
* This figure is based on the revised classifications as outlined the new SEN Code of Practice for 2002	
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	23	23	24
	Total	43	43	46
Percentage of pupils at NC level 2 or above	School	86 (59)	86 (64)	92 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	20
	Girls	23	24	23
	Total	42	46	43
Percentage of pupils at NC level 2 or above	School	84 (59)	92 (74)	86 (64)
	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	24	27	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	23
	Girls	25	24	25
	Total	40	39	48
Percentage of pupils at NC level 4 or above	School	78 (68)	76 (75)	94 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	23
	Girls	24	24	26
	Total	40	39	49
Percentage of pupils at NC level 4 or above	School	78 (67)	76 (67)	96 (93)
	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	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	257
Any other minority ethnic group	0

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)	12
Number of pupils per qualified teacher	24.3
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	251

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2001/2002
	£
Total income	552783
Total expenditure	533750
Expenditure per pupil	2001
Balance brought forward from previous year	39560
Balance carried forward to next year	10100

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	291
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	39	56	5	0	0
Behaviour in the school is good.	26	66	0	5	3
My child gets the right amount of work to do at home.	24	67	3	3	3
The teaching is good.	47	47	3	3	0
I am kept well informed about how my child is getting on.	24	59	11	3	3
I would feel comfortable about approaching the school with questions or a problem.	61	36	0	3	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	26	56	13	5	0
The school is well led and managed.	50	44	3	3	0
The school is helping my child become mature and responsible.	39	58	0	3	0
The school provides an interesting range of activities outside lessons.	24	45	16	5	11

Other issues raised by parents

Improvements in discipline and the learning environment since the current headteacher joined the school.