

# INSPECTION REPORT

## **BRACKEN EDGE PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 107909

Headteacher: Gill St Quintin

Reporting inspector: Steve Moss  
7700

Dates of inspection: 1-3 October 2001

Inspection number: 196823

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: 3 to 11 years

Gender of pupils: Mixed

School address: Newton Road  
Leeds  
Yorkshire

Postcode: LS7 4HE

Telephone number: 0113 2623335

Fax number: 0113 2374351

Appropriate authority: The governing body

Name of chair of governors: Judy Maxwell

Date of previous inspection: 24 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bracken Edge is a larger than average primary school situated in the multi-ethnic community of Chapeltown in Leeds, from where it draws the great majority of its pupils. At the time of the inspection the school had 332 pupils on roll including 30 part-time pupils in the attached nursery. A high percentage of pupils are from non-white ethnic groups (with the largest proportion being pupils of Black Caribbean origin). About 20 per cent of pupils are on the register of special educational needs (of whom four have statements). These figures are broadly in line with national averages. Just under a quarter of the pupils have English as an additional language (of whom seven receive specialist support). The proportion of pupils who are eligible for free school meals - 42 per cent - is much higher than the national average. A substantial proportion of pupils have below average attainment on entry to the Reception class.

### **HOW GOOD THE SCHOOL IS**

Bracken Edge is an effective school, which provides a good quality of education for all its pupils. Standards in English, mathematics and science have improved markedly in the past six years and are now well above the average for similar schools nationally, as shown in the national tests for 11-year-olds in 2001. The latest results for seven-year-olds also show that the school achieves highly in comparison to similar schools, especially in English and mathematics. These results are indicative of the good progress that all pupils make, and the very good progress of pupils with special educational needs. The teaching is good and has some very good features – especially in mathematics lessons. Pupils are well behaved and concentrate on their work. The headteacher and other staff with leadership responsibilities have been successful in improving key aspects of the school's work, but there are weaknesses in strategic planning and in the role of the governing body. Overall, the school offers good value for money.

#### **What the school does well**

- Pupils achieve high standards in English, mathematics and science and make good progress throughout the school.
- The quality of teaching is good throughout the school.
- Pupils have positive attitudes to their work and display good behaviour and relationships.
- The individual needs of pupils – especially those with special educational needs or English as an additional language – are met very effectively.
- There is thorough and effective assessment and tracking of pupils' progress.
- The leadership of key members of staff has been successful in achieving substantial improvements to educational standards and the quality of teaching.

#### **What could be improved**

- Standards in Information and Communications Technology (ICT) are too low at the end of Key Stage 2.
- Strategic, written planning is inadequate to address currently identified weaknesses or to guide the monitoring and evaluation of school improvement.
- The school does not provide enough opportunities for spiritual development and reflection by pupils.
- The continuing poor state of the fabric of the building and the associated health and safety issues, are a cause for concern.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, which took place in June 1997, the school has made good progress in addressing several key issues for action. Standards in English, mathematics and science have all shown strong improvement, and the quality of teaching – which had weaknesses in Key Stage 2 – is now good throughout the school. Child protection procedures have been strengthened and now meet all legal requirements. However, the weaknesses in written strategic planning, identified by the previous inspection, remain. The role of curriculum coordinators in monitoring and evaluating work in their subjects has been addressed, in part, by clearer job descriptions and annual targets. There is still scope for greater involvement of these key staff in strategic planning for their subjects. Despite considerable investment in equipment, standards in ICT have not kept pace with national improvements and now constitute a weakness.

## 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	D	C	C	A
mathematics	A	B	A	A*
science	C	C	A	A

**Key**

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

On the basis of the national tasks and tests for 11-year-olds, standards in English have improved in line with national trends over the past three years and are broadly in line with the national average. Standards in mathematics and science are well above the national average for all schools. When the school's results in the latest Key Stage 2 tests are compared with those for similar schools, standards in English and science are well above average and results in mathematics are in the top five per cent nationally. Results have also improved in Key Stage 1 where the proportion of pupils attaining at higher levels (2B and above) in English places the school in the top five per cent in comparison with similar schools, whilst results in mathematics are well above average.

The inspection findings confirm the standards in these subjects. Attainment in English is in line with national expectations at the end of both key stages whilst a substantial proportion of pupils attain at higher levels in mathematics and science. Standards in religious education at age 11 are broadly in line with what is expected for pupils of this age. However, standards in ICT are too low at the end of Key Stage 2 with pupils undertaking work more usually associated with the lower years of this key stage.

The progress of all pupils throughout the school is good. Pupils with special educational needs, including those who have English as an additional language, make very good progress. The achievement of refugee children is notably good as a result of very strong support from within the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils develop positive attitudes to their work from an early stage in the nursery and sustain these throughout the school.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in lessons and on the playground. They are considerate to one another and polite to adults.
Personal development and relationships	Very good. By the end of Key Stage 2, pupils are mature, confident and responsible. There are very good relationships between pupils of different ages, gender and ethnic background.
Attendance	Attendance is broadly satisfactory. The large number of pupils who are absent on family holidays during the school term has a noticeable impact on attendance figures.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
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.*

During the inspection, 22 lessons were observed with at least one lesson seen in each class. Teaching was very good in 32 per cent of lessons, good in 41 per cent and satisfactory in 23 per cent. The quality of teaching in English and mathematics is good throughout the school. Teachers are implementing the national literacy and numeracy strategies very effectively and show good subject knowledge in these lessons. However, teachers are not yet using ICT effectively to enhance their teaching in literacy and numeracy. There is little evidence of positive impact from the substantial programme of ICT training under the New Opportunities Fund. Pupils are given sufficient opportunities to apply their literacy and numeracy skills in other subjects – particularly in science and history. The teaching of pupils with special educational needs is very effective. Teachers throughout the school organise their classroom spaces well and make very effective use of the assistance offered by the support staff employed and other adult helpers. The use of homework to support pupils' learning is inconsistent between and within year groups.

Teachers' high expectations and insistence upon good behaviour lead to high levels of concentration in lessons and a good pace of work. As a result pupils make good progress in their learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects meet the statutory requirements and the school makes use of the national schemes of work for foundation subjects.
Provision for pupils with special educational needs	The provision for these pupils is very good and enables them to make strong progress. Their needs are identified and realistic targets are set. The school takes care to ensure that pupils have access to the full curriculum through appropriately modified routes.
Provision for pupils with English as an additional language	The support provided by staff employed within the school is very effective in enabling these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall this is good. There is very strong and effective provision for pupils' moral and social development. Opportunities for cultural development are satisfactory and take account of the pupils' diverse cultural backgrounds. Too few opportunities for spiritual development are taken and assemblies do not have a strong spiritual element.
How well the school cares for its pupils	The school cares well for its pupils and works hard to meet social as well as academic needs through provision such as the Breakfast Club. There are effective procedures to promote good behaviour and also to track the academic progress of individual pupils.

There are particular strengths in the procedures for monitoring and promoting good behaviour. These are consistently applied by all staff. The well-established procedures for assessing and recording pupils' progress through annual tests are rigorously applied and the information is available to all teachers. However, the targets, which teachers set for individual pupils as a result of this process, are not always sufficiently challenging.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership has been effective in raising standards and improving the quality of teaching over the past five years. The senior management team works well to ensure that key messages are communicated effectively to the staff. However, strategic management is poorly documented.
How well the governors fulfil their responsibilities	Governors work hard and are committed to the success of the school. However, their work is not guided by any clearly documented strategic plan for school improvement and the evaluation of the school's work is not systematic.
The school's evaluation of its performance	Although the management team has rigorous procedures for gathering performance information in the core subjects, there is a lack of clear, written success criteria for any period beyond the current year. This makes effective evaluation difficult.
The strategic use of resources	The lack of any clear, shared written plan makes it difficult for the school to plan for the most effective use of its resources.

Leadership of key staff is strong and has been effective in raising standards of attainment and behaviour as well as improving the quality of teaching. However, the school has not successfully addressed the weaknesses in planning identified by the 1997 inspection report. There is no written, strategic plan beyond the current year and governors are not sufficiently involved in shaping the short-term action plans, which constitute the only written documents to guide development.

Although the principles of best value are starting to be applied in the school, the absence of documented, strategic plans makes it unlikely that they will be effective.

The buildings are in a poor state of repair and the external play spaces are inadequate. Little has been done to address this issue, which was highlighted in the previous report.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• They feel that their children are making good progress</li> <li>• The teaching is good</li> <li>• The school expects their children to work hard and achieve their best</li> <li>• The school is helping their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children are given to do at home</li> <li>• The range of activities outside lessons</li> <li>• The extent to which the school works closely with parents</li> <li>• Information about how their children are getting on</li> </ul>

Parents are very supportive of the school's work in raising attainment and promoting good behaviour and personal development. They also feel that the quality of teaching is high. The findings of the inspection confirm the parents' positive views of the school in all respects.

A significant minority of parents do not feel well informed about their children's progress. The annual reports on pupils are inconsistent in quality and, whilst some lack any specific reference to individuals' attainment and progress in the foundation subjects, others are very informative. Parents also expressed some dissatisfaction with the arrangements for homework. The inspection team is of the view that the information about homework provided to parents lacks clarity and consistency.

Although a significant minority of parents expressed some concern about the range of extra-curricular activities, the inspection team found that the range and quality of this provision is at least satisfactory.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards in English, mathematics and science and make good progress throughout the school.**

1. The school promotes high standards in these subjects and enables pupils of all abilities to achieve their best. In the national tests in mathematics and science at the end of Key Stage 2, a high proportion of pupils achieve at levels above the national expectation. When the school's results in the 2001 tests for 11-year-olds are compared with those of similar schools, they are in the top five per cent nationally in mathematics and well above average in English and science.
2. Standards are similarly high in Key Stage 1. In the most recent national tests for seven-year-olds, results in reading and writing were above the average for all schools. When the comparison is made with similar schools, standards are well above average in reading and writing and above average in mathematics. What is particularly notable, is the percentage of pupils who attained at higher levels. These are above average in comparison with all schools and, in mathematics, the percentage of pupils who achieved at Level 3 places the school in the top five per cent nationally.
3. From the earliest stage in the nursery, most children listen well to the teacher, other adults and their fellow pupils. Reception class pupils listened attentively to a story read by the teacher and were able to answer questions about the action and characters. Older pupils are also attentive listeners and respond to teachers' questions in ways which demonstrate that they have listened carefully and understood. Whilst the majority of pupils speak confidently when responding to questions or explaining their work, some older pupils are still reluctant to speak to a large group.
4. By the age of seven, the attainment of most pupils in reading is at least in line with national expectations. They read with confidence, enthusiasm and growing fluency. The most able make few errors and are able to correct themselves when they do make a mistake. Even the lower attaining readers are quietly confident and all pupils show an enjoyment of reading.
5. The older pupils in Key Stage 2 read fluently from a wide range of texts. The more able pupils are able to summarise what they have read and talk knowledgeably about their favourite authors. It is notable that pupils of all levels of ability read with expression and show enjoyment of books.
6. The writing of pupils in Key Stage 1 has many good features. Most pupils in Year 2 can write fluently and with good handwriting.
7. Pupils make good progress in mathematics. By Year 2 many are able to perform simple mental calculations quickly and accurately and to explain how they have arrived at an answer. In Year 6 many pupils are achieving at levels above the national expectation for their age. They have strong mental calculation skills and are able to undertake and record calculations involving large numbers. They use specialist mathematical vocabulary appropriately.
8. Attainment in science is also good. Year 5 pupils took great care when dissecting and identifying the parts of a flower. They recorded their findings systematically and had a good grasp of the correct names for different parts of the plant's reproductive system.

#### **The quality of teaching is good throughout the school.**

9. The good progress made by pupils throughout the school is as a direct result of teaching which is generally good and often very good. Teachers have a strong grasp of the key skills and concepts they are teaching in literacy and numeracy. This good subject knowledge is used well and is enhanced by very effective whole-class teaching techniques, particularly in numeracy where the school has adopted the techniques pioneered in Barking and Dagenham. When necessary, teachers successfully adapt these techniques to suit the needs of the pupils. For example, in Year 2 where the teachers provide more practical, hands-on activities for a small group of lower attaining pupils.

10. High expectations are a feature of many lessons. Objectives for lessons are clearly communicated and teachers insist that pupils work hard and behave well. This leads to high levels of concentration and a good pace of work throughout the lesson. Many teachers show very good questioning skills, which involve all pupils in the lesson and enable them to correct misunderstandings at an early stage.

11. Imaginative, practical activities are a feature of the best teaching in the school. Notable examples include an archaeological “dig” which pupils undertook as part of their history study in a Year 4 class and the opportunity for Year 5 pupils to dissect and study carefully the reproductive system of flowers.

12. The teaching of pupils with special educational needs is very effective. A great deal of thought is given to planning and providing appropriate support both within classes and by withdrawing individuals or small groups for activities which are well matched to their needs. Support staff and other adult helpers are often used very effectively within lessons to help individual pupils with the result that they make very good progress in their learning.

13. In literacy, teachers make effective use of their day-to-day assessments to set relevant targets for individual pupils. The careful marking and appropriate use of written comments in literacy and numeracy ensures that pupils are made aware of their own learning and what they need to do to improve.

14. Over the past year, many of the teachers have had training intended to enable them to make effective use of ICT in their teaching of English, mathematics and science. Whilst there was some evidence of this having an impact in science, there was no evidence of appropriate use in either literacy or numeracy lessons during the inspection.

**Pupils have positive attitudes to their work and display good behaviour and relationships.**

15. Pupils are very well motivated in lessons and often display high levels of concentration for long periods. Many pupils take pride in the presentation of their work - for example, carefully setting out their long division calculations in mathematics, and working with care and precision when designing printing blocks in art.

16. Behaviour during and outside lessons is very good. Pupils are courteous to one another and to the adults who supervise them in the playground and the dining room. Relationships are very good between pupils of different age groups, gender and ethnic backgrounds. Many examples were seen of good collaborative working in mixed groups of boys and girls. Older pupils mix well with and take responsibility for younger ones in the playground and the dining room.

17. Such positive behaviour is promoted and reinforced rigorously by the staff. Weekly assemblies set out behavioural targets for the week and pupils are reminded of these every day and praised when they act appropriately. The moral and social development of pupils is given a high priority.

**The individual needs of pupils – especially those with special educational needs or English as an additional language – are met very effectively.**

18. The range of provision for pupils with special educational needs is very effective. Teaching in withdrawal groups – either by the special needs coordinator, other specialist staff or classroom assistants – is of a high quality and great care is taken to ensure that tasks are well matched to the needs of pupils. This is done through careful assessment and by providing activities that take account of pupils’ preferred learning styles. As a result, pupils respond very positively and make strong progress.

19. The support provided by school staff for several refugee children with English as an additional language has been very effective and enabled them to participate fully in all areas of the curriculum.

**There is thorough and effective assessment and tracking of pupils' progress.**

20. The school has a very well developed system for monitoring and tracking pupils' attainment and progress through the use of annual tests. This information is collated and analysed by the deputy headteacher and the key stage coordinators and is used to identify pupils who need additional support or more demanding work. The school has begun to use this information to help in setting individual targets for pupils in each year group. This is often done well although, in a few instances, the targets set are not sufficiently challenging for higher attaining pupils.

**The leadership of key members of staff has been successful in achieving substantial improvements to educational standards and the quality of teaching.**

21. The school has achieved substantial improvements in the standards attained by pupils in national tests over the past few years. The trend of improvement in mathematics and science in particular is well above the national average. It is clear that the headteacher, deputy head and key stage coordinators have been instrumental in raising expectations and supporting staff in developing their teaching techniques. In this aspect of their work they have shown strong leadership and a commitment to school improvement

**WHAT COULD BE IMPROVED**

**Standards in Information and Communications Technology (ICT) are too low at the end of Key Stage 2.**

22. The school has spent a substantial amount of grant on acquiring new computer equipment and the ratio of pupils to computers is better than the national target for 2002. However, the school has only recently begun to teach ICT systematically through a national scheme of work and standards in Years 5 and 6 are below those expected for pupils of this age. This is largely because these pupils do not have a sound base of skills upon which to build. As a result much of their work is at a level more usually expected of pupils in Years 3 and 4. There is poor coverage of some key aspects of the programme of study such as data logging or control technology. Pupils have insufficient opportunity to apply their ICT skills in other areas of the curriculum.

**Strategic, written planning is inadequate to address currently identified weaknesses or to guide the monitoring and evaluation of school improvement.**

23. One of the key issues identified during the previous inspection in 1997 was that targets for school improvement lacked prioritisation, a clear focus and precise planning. This weakness has not been satisfactorily addressed. There are no documented plans beyond the current year, and those that exist in the form of action plans do not, taken together, constitute a coherent plan for school improvement. The lack of a longer-term improvement plan and well-documented procedures for evaluation means that the school cannot be sure that grants and strategic resources are being used appropriately. Governors are aware of the need for better documented planning if they are to have a strategic view of the school's development. However, they have not been assertive enough in insisting that such plans be produced.

**The school should provide more opportunities for spiritual development and reflection by pupils.**

24. The previous inspection report commented upon a lack of opportunities for spiritual reflection and prayer in the everyday activity of pupils. The key stage assemblies still lack this dimension and there are few opportunities during the short class assemblies, which take place in some classes at the beginning of the day. Opportunities are missed to develop a spiritual dimension through appreciation of art and music or the wonder of living things. The governors' belief that prayer is inappropriate as an element of assemblies - given the multi-faith nature of the community - is not a sufficient justification for the absence of any spiritual dimension in the assemblies observed.

**The continuing poor state of the fabric of the building and the associated health and safety issues, are a cause for concern.**

25. The previous inspection highlighted the poor state of the school buildings and the difficulties caused by the split accommodation. The school has worked hard to overcome some of these difficulties and there is now only one class housed in the “temporary” accommodation at the bottom of the playground. Facilities in the playground have been improved but there remain many problems with the fabric of the building and the facilities. The state of the toilets in the main building is a cause for concern as is the poor state of the demountable buildings at the bottom of the playground. The school has raised these issues with the local education authority on several occasions. At the time of the inspection, insufficient action has been taken to remedy the problems.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governing body, headteacher and staff should further improve the school by:

- (1) raising standards in ICT at the age of 11 by
  - fully recognising it as a core subject and ensuring that adequate time is given to teaching it in all classes;
  - providing more opportunities for pupils to apply their developing ICT skills in other subjects.
- (2) ensuring that the school’s strategic development is guided by a document which clearly sets out long-term aims and priorities for the medium term and by involving the governing body more fully in shaping, monitoring and evaluating the effectiveness of the plan. This plan should begin by fully addressing identified weaknesses from this and the previous inspection report.
- (3) providing sufficient, well thought out opportunities for pupils to reflect on the spiritual dimensions of their lives and developing these through collective worship and appropriate aspects of the taught curriculum.
- (4) continuing to press the local education authority for action to improve the quality of the school buildings, especially the toilet facilities and the demountable classrooms.

## 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	19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	5	1	0	0
Percentage	0	32	41	23	4	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	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	17	315
Number of full-time pupils known to be eligible for free school meals	-	134

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	75

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	41

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
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	19	19	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	18	19	17
	Total	34	35	34
Percentage of pupils at NC level 2 or above	School	89 (70)	92 (76)	89 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	15
	Girls	18	17	17
	Total	34	33	32
Percentage of pupils at NC level 2 or above	School	89 (72)	87 (80)	84 (70)
	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	17	38	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	16
	Girls	26	32	33
	Total	39	47	49
Percentage of pupils at NC level 4 or above	School	71 (69)	85 (69)	89 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	11
	Girls	20	28	30
	Total	27	38	41
Percentage of pupils at NC level 4 or above	School	64 (61)	82 (69)	89 (75)
	National	72 (70)	74 (69)	82 (79)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	10
Black – other	75
Indian	24
Pakistani	22
Bangladeshi	7
Chinese	0
White	105
Any other minority ethnic group	20

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21
Average class size	24.2

#### **Education support staff: YR – Y7**

Total number of education support staff	7
Total aggregate hours worked per week	182

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	50
Number of pupils per FTE adult	8.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	827,332
Total expenditure	794,800
Expenditure per pupil	2,103
Balance brought forward from previous year	-24,820
Balance carried forward to next year	7,712

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	2.0
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)	2.0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	332
Number of questionnaires returned	74

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	6	0	0
My child is making good progress in school.	43	50	7	0	0
Behaviour in the school is good.	33	50	12	0	4
My child gets the right amount of work to do at home.	21	43	21	7	7
The teaching is good.	38	57	4	0	1
I am kept well informed about how my child is getting on.	31	45	15	8	0
I would feel comfortable about approaching the school with questions or a problem.	43	42	8	3	4
The school expects my child to work hard and achieve his or her best.	46	42	4	0	7
The school works closely with parents.	24	49	17	9	1
The school is well led and managed.	23	61	7	6	3
The school is helping my child become mature and responsible.	33	59	6	0	3
The school provides an interesting range of activities outside lessons.	16	33	33	3	16