

# INSPECTION REPORT

## **THE AVENUE PRIMARY SCHOOL**

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111595

Acting Headteacher: Mrs J Bennett

Reporting inspector: Mr David Twist  
1492

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> June 2002

Inspection number 198590

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	The Avenue Primary School The Avenue Nunthorpe Middlesbrough
Postcode:	TS7 0AG
Telephone number:	01642 318510
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Thompson
Date of previous inspection:	November 1997

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

### **INFORMATION ABOUT THE SCHOOL**

The Avenue is larger than most primary schools with 120 boys and 152 girls on roll, plus 46 who attend either mornings or afternoons in the nursery. Most pupils come from Nunthorpe, an area of mainly private housing, and its surrounding districts. However, over recent years the school has begun to draw pupils from areas further afield with a broader range of social backgrounds. Pupils' attainment on entry to school covers a normal range but there are more pupils above average than below. The percentage of pupils eligible for free school meals (5 per cent) is below average, as is the percentage with special educational needs (10 per cent) and statements (0.7 per cent). Most pupils are white but about 15 come from other ethnic backgrounds, of whom only one is at an early stage of learning English. Of these 15, Punjabi is the most common language. In the absence of the headteacher, the school has been led by the acting headteacher since February 2002.

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

The Avenue is a good school. It has sustained high standards over a long period of time in English, mathematics and science. A combination of strong teaching across the school and very good attitudes to work by the pupils enables the vast majority to achieve well and make good progress in their learning. Leadership and management of the acting headteacher and key staff are sustaining high standards in the extended absence of the headteacher. The school provides sound value for money.

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

- Children get off to a really strong start with their school life and provision in the nursery is outstanding.
- The school achieves particularly high standards in English

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

- The effectiveness of the school's partnership with parents.

*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 November 1997 when standards were found to be above average. Since then, standards have risen at a faster rate than in most schools and reached well above average for pupils at age seven and eleven in English and science in 2001. The school has made satisfactory overall improvement since the last inspection but not all the weaknesses identified have yet been fully addressed. The lack of a long-term strategic view of development has been corrected through the introduction of a three-year improvement plan. The role of the subject co-ordinators has been strengthened. They now have a better picture of what is happening, particularly in the core subjects, and they support their colleagues well. In some non-core subjects, however, more detailed checking of teaching and learning to further raise attainment is overdue. Other improvements include the higher proportion of good and very good teaching, better provision for information and communication technology (ICT), and increased opportunities for practical work in science and mathematics. The school is aware of most of its strengths and weaknesses and has identified the right areas for future attention.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A*	A*	in the highest 5% A*
mathematics	A	B	B	C	well above average A
science	B	C	A	B	above average B
					average C
					below average D
					well below average E

The school has achieved pleasing test results, which show a trend of improvement over the past four years. This is better than the national average and is particularly noteworthy because results were already above average four years ago.

On entry to school pupils' attainment is above average. By the end of the reception year, they have achieved well and exceed what is expected of children of this age. Progress in the nursery is particularly rapid.

The school's emphasis on the core subjects of English, mathematics and science has paid dividends in the standards achieved. For 7-year-olds, test results are well above average in reading and mathematics, and teachers' assessments of science are similarly high. Standards in writing are in the top 5 per cent. Results are also well above those of similar schools. For 11-year-olds, test results are also well above average in English (again in the top 5 per cent) and science, with mathematics not quite as strong. The school does well in comparison with similar schools, but again mathematics is in line rather than above. A particular feature of these results is the high proportion of pupils who reach the higher Level 5. In 2001 this was 55 per cent in science and an outstanding 83 per cent in English. Standards in information and communication technology (ICT) are above average and pupils' work shows some good research skills in subjects such as history and religious education (RE). This year's 11-year-olds are unlikely to match the 2001 performance or to quite meet the very challenging targets set for them, as there are more children with special educational needs and the group has not done as well throughout their time in school. However, they are achieving as much as they should do. Pupils for whom English is not the main language spoken at home achieve well as they cope perfectly well with their English in school. Those with special educational needs also do well because teachers either give them suitably modified work when necessary or support them in attempting the same work as others. Although no pupils have yet been formally identified as gifted or talented, those who show high attainment are given challenging work, which helps them to achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a positive approach to learning. They pay close attention to their teachers and are always keen to get involved in their tasks and activities. Their keenness to do well makes a significant contribution to their success.
Behaviour, in and out of classrooms	Good. Children are friendly and courteous and show consideration for others both in lessons and during playtimes and lunchtimes.

Personal development and relationships	Relationships are good. Pupils support each other both in work and play. Teachers and pupils treat each other with respect. Personal development is satisfactory. Pupils respond well when given responsibility but could cope with more opportunities to show initiative.
Attendance	Very good. Pupils arrive in good time and lessons start promptly.

## TEACHING AND LEARNING

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

Overall, teaching in the school is good. It meets the needs of pupils of all abilities and helps them to achieve well. There was no teaching judged to be less than satisfactory, and in three quarters of lessons it ranged between good and excellent. The teaching in the nursery is consistently of very high quality, featuring purposeful learning activities that interest and excite the children. Numeracy is taught well across the school but teachers' skills are even better in Literacy and this accounts for the particularly high standards in English. Teachers know their subjects well. They give good attention to developing fluent and expressive reading, accurate and interesting writing, and sound mental arithmetic skills by giving purposeful activities at the right level of challenge. Teaching across other subjects is also good. Pupils are given interesting tasks that motivate them to get involved and contribute well to lessons.

Teachers make the most of pupils' good attitudes to learning. They share lesson aims carefully so that children know what is expected of them. They help them focus on the task in hand by recapping what has gone before and what is to come next. This helps make learning very purposeful. They listen carefully to pupils' ideas and suggestions, and build upon these contributions in their teaching. In most lessons, teachers encourage the class to give individual pupils enough time to express their ideas fully, which helps them develop their speaking and listening skills to a high level. Good open questioning helps to draw out pupils' understanding so that teachers can take them on to the next stage. The good relationships that teachers establish in their classrooms help to create a comfortable learning atmosphere in which pupils are not afraid to make mistakes and learn from them.

A weaker aspect of teaching is marking, which is sometimes cursory. It does not help pupils' learning because it features few targets to guide their improvement. Homework is also inconsistently used to extend learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a good emphasis on literacy and numeracy but other subjects are also given sufficient attention. Visits and visitors enrich the pupils' experience, but extra curricular provision is much less than usually seen.
Provision for pupils with special educational needs	Good provision is made for these pupils. Their needs are well met through additional help in the classroom and by work that is pitched at the right level.
Provision for pupils with English as an additional language	Although the school receives no additional support, teachers make sure that any pupil with little English is helped as much as possible to make good progress.



Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall. Provision for moral development is strongest. Social development is very good in the nursery, but more opportunities could be provided for pupils to take responsibility as they get older. R.E. lessons are used well to raise awareness of other cultures and beliefs.
How well the school cares for its pupils	The school offers a good level of care and has good procedures for ensuring pupils' welfare, health and safety. Staff know the pupils well. Child protection procedures are satisfactory.

The school achieves a very good level of racial harmony through the values it promotes and has adopted a formal policy on promoting this. Pupils' achievements are tracked carefully to ensure that they are making enough progress in the core subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher and key staff are sustaining high standards and developing the school in the headteacher's absence. Core subjects of the curriculum are well led by co-ordinators. In some other subjects, more time is needed to check on teaching and learning to sustain further improvement.
How well the governors fulfil their responsibilities	Good. They show good insight into the school's strengths. They are supportive and involve themselves in its development.
The school's evaluation of its performance	Satisfactory. The school analyses its test performance carefully but is not as good at judging the success of its development plan.
The strategic use of resources	Satisfactory. The school uses its resources efficiently. Financial planning is thorough and there are no significant resource shortages. It does not consult widely on what to provide.

The acting headteacher has had good support from key staff. Together, they have sustained the good features of the school's practice and have identified sensible priorities for further development. The school spends its money sensibly and compares its performance with others. Its procedures for taking parents' and pupils' views into account are not effective enough.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school, behave well and make good progress;</li> <li>• The school expects children to work hard and helps them become mature;</li> <li>• The teaching is good;</li> <li>• The school is approachable;</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children do not always get the right amount of homework;</li> <li>• The school does not work closely enough with parents;</li> <li>• There are not enough extra curricular activities;</li> <li>• A few parents would like to be better informed about children's progress.</li> </ul>

Overall, most parents have a positive view of the school and are satisfied with its work. Inspectors agree with their positive views. They also feel however, that the reservations held by some parents are justified.

The homework system needs to be clarified and be more consistently implemented, reports to parents could be improved and the school should consult more with parents. The extra-curricular provision is far less than usually found.

## **PART B: COMMENTARY**

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

#### **Children get off to a really good start with their school life and provision in the nursery is outstanding**

1. As a result of careful planning, very good teaching and excellent provision in the nursery, the children make very good progress. Even before they join the school, children are made to feel welcome through home visits from the nursery staff. This helps them to settle in because they are able to recognise a familiar adult face in their new environment. Parents really appreciate the efforts that the school makes to induct their children smoothly and happily.
2. From the earliest days at school the nursery staff teach the children how to take care of their own needs and how to look after the resources and equipment provided. The staff have very high expectations of what the children should achieve both in their work and play, and in the way they learn to behave appropriately in a group situation. The children respond by playing responsibly both on their own and with their friends. The room is very well organised to support the children's learning. The discreet areas of activity are equipped with high quality resources that are easily accessible to the children. The educational purpose of each area is very clear to adults and children alike. Outdoor play is planned for as carefully as the indoor activities and during the inspection, the children used this area as a natural extension of the classroom. For example, to help children to learn and reinforce their concepts of number, the staff organised groups of children to act out the story of 'Sally's Secret House'. The children held number cards as they took turns to act out scenes one, two, three and so on. They sat on numbered seats in the audience and counted out each new performer as they appeared in their 'open air theatre'. Others 'painted' with water on the flagstones as they filled in the shape of a triangle. This activity helped them to remember the features of triangles and gave them an opportunity to work together, sharing resources and talking about their task. One boy remarked for example, 'This bit has been dried up by the sun'.
3. The adults in the nursery are very clear about the purpose and outcomes of each of the activities. This is because the teacher sets the objectives clearly and communicates them to all who are involved in the children's learning, whether they be support staff, students or adult volunteers. A particularly strong element of the teaching in the nursery is the way in which adults promote the idea of children taking a degree of responsibility for their own learning. They know that children do some of their best work when they are allowed to use their own ideas as a starting point for their learning. This gives the staff opportunities to assess pupils' progress and to give small groups of children or individuals exactly the right kind of attention to move their learning forward in ways that are tailored to meet the children's needs. For example, when three children were playing together with wooden blocks, building a road layout leading to a castle, one child said 'Let's build a roundabout here. It will make it better.' When the structure was almost complete, the nursery nurse intervened and suggested that some notices would help people to go the right way. She encouraged one of the more able children to write the signs by herself; and also suggested using other resources, such as toy cars and people, to improve the quality of the children's play.
4. The careful planning carried out in the nursery is built upon successfully in the reception classes. Throughout the year, elements of the National Literacy and

Numeracy Strategies are gradually introduced in a way that is appropriate for both the age and the abilities of the children. For example, good quality learning was observed in the role-play area where a 'veterinary practice' was set up. This promoted some good quality purposeful conversation and offered opportunities for children to write down their diagnoses and issue prescriptions. The good teaching in the reception classes helps all groups of children to make good progress and most attain above average standards in all the key areas of learning by the end of the reception year.

5. The Foundation Stage is very well led. The co-ordinator has contributed ideas to the School Development Plan to further improve provision for nursery and reception children. These centre on the importance of planning activities and organising sessions to common principles across both year groups. This promises to help make the three classes in the Foundation Stage even more cohesive. These ideas also include simple adaptations to the use of the building and the outdoor play area. It is also proposed to improve the information provided so that it is aimed at parents of the whole Foundation Stage rather than at separate groups of nursery or reception class parents. The Foundation Stage co-ordinator is very knowledgeable about the way in which young children learn best and has successfully implemented the curriculum recommended nationally for children aged 3 to 6 years.

**The school achieves particularly high standards in English**

6. Pupils achieve well in their reading and writing, so that by the time they leave school, standards are well above average.
7. A good grounding is provided for younger pupils in Key Stage 1 where reading is taught well. Teachers make the teaching of phonics fun for the children as they use games to help them learn and retain letter sounds. This generates enthusiasm in the pupils who respond well to their tasks. For example, in Year 1 pupils sat in a circle, each with a letter or letter blend on a laminated card. As the teacher called out words, the children arranged themselves to form the word as quickly as possible, after listening for their 'own' sound to occur. This generated lots of excitement, as typified by the boy who exclaimed 'I'm still in!' as his 'sh' sound cropped up in both 'shop' and 'ship'. As the game returned to the original word, the children all cried out 'Full circle!' In their later work on texts, a group of the same pupils enjoyed a guided reading session in which the teacher focused on specific strategies and techniques to improve their reading skills. They were reminded, for example, that words in capital letters or with an exclamation mark are often meant to be emphasised. Knowledge such as this helps them to read with expression at an early stage. Reading is given an appropriately high priority throughout the school. As older pupils begin their afternoon sessions for example, they regularly undertake a few minutes of silent reading. This is taken seriously and pupils read with very good concentration, covering a good volume of books over the year.
8. In their speaking, teachers expect children to explain themselves clearly and to organise their thoughts. They often press them further through patient questioning. This helps children to think through what they have to say and to structure their statements so that their audience will understand. Pupils are given many opportunities to take part in drama activities as part of their work in other subjects or to speak aloud in class. This helps them to practise both their speaking and reading skills. For example, in a religious education session Year 4 pupils read out to their classmates some of their prayers written after acting out a drama about 'The Lost Son'. One girl had written in poetry form;

'Please help me to forgive

To overcome my anger and sorrow  
To forget the past and prepare myself for the future  
To forgive my friends when they have done wrong'

Through activities such as this, pupils' writing also develops well because they are given plenty of opportunities to explore their own feelings and ideas. This often gives real meaning to their writing.

9. Children's writing also develops through their being asked to record their ideas for themselves in subjects other than English. For example, much of the science work covered from Year 4 to Year 6 is recorded independently. Work is well organised and structured and the style chosen is usually suitable for its purpose. In history or geography work pupils demonstrate different forms of writing, such as recounting historical events from a personal point of view. Year 5 pupils write myths and legends; Year 4 pupils write poetry using alliteration, synonyms and onomatopoeia; Year 6 pupils produce factual accounts such as one about a factory visit. Teachers help children to plan and organise their writing well. The frameworks they provide for stories guide children by reminding them to pay attention to features such as setting, characters and plot. This helps them to write with confidence and to produce interesting poetry and stories, such as when Year 6 wrote imaginative story lines and strong characterisation in their work about a quest after listening to references from 'King Arthur's quest for the Holy Grail'.
10. Teachers help children to help themselves by providing plenty of visual prompts in their classrooms. Most have lists of key words or reminders of grammatical rules for example. The pupils' own efforts are also highly valued in lessons. Teachers are always ready to praise effort and well-presented displays show that they place value on the work children produce.
11. The subject is led and managed well and thoughtful work has gone into maintaining the high standards that have come to be expected. The nationally recommended literacy strategy for example, has been amended to meet the needs of the pupils. More time has been given to encourage children to write longer stories and accounts. The school's individual approach has been very successful in reading. For example, a strong emphasis is given to guiding children to read at a deeper level. Teachers concentrate on teaching children to find and interpret subtle meanings and to develop empathy with characters and their situations. Religious Education and history are two subjects where this approach has worked well. Because they develop empathy, children express their ideas and feelings well. The subject leader is an excellent role model who demonstrates good teaching through personal example. She understands the subject's strengths and weaknesses well. For instance, she is aware that spelling and handwriting are not as consistently strong as other areas of the subject. Some good links have been made with a number of parents who have been taught how to hear readers and support their work. This idea has scope for expansion however, as the number of parents working in school remains limited. The co-ordinator has led the purchase and organisation of some good resources for the subject. Reading stocks, for example, have been replenished to take children's backgrounds and interests into account. This has been particularly useful for boys whose reading has improved with the increase in non-fiction books. This is an example of the co-ordinator spotting a gap in the school's provision, doing something about it and achieving better progress for children as a result.

## **WHAT COULD BE IMPROVED**

### **The effectiveness of the school's partnership with parents could be improved**

12. Parents' views of the school reflect general satisfaction with most areas of its work but they are not as positive as at the time of the last inspection, despite the continuing high standards of achievement. Whilst they are pleased that their children enjoy school and are expected to work hard, a significant proportion have concerns over some aspects of the school's provision. They feel that the school's approach to homework needs to be clearer and more consistent; that they could be better informed about their children's progress and that the school could work more closely with them. A large proportion also feels that the school does not provide a good range of extra curricular activity. There is some justification in these concerns. The school is aware of some of these shortcomings and acknowledges them but it does not know enough about the views of its parent body or take these into account. Consequently, there is a clear need to be more active in canvassing parental opinion on aspects of the school's work both to find out what parents really want from the school and to gauge how well it is meeting their children's needs.
13. The quality of information that parents receive when their children start in the nursery is very high. The combination of home visits and the informative nursery booklet that suggests ways parents can help their child learn at home, sets high expectations for the home/school partnership. These are not always maintained later on though some aspects do work well. It is made clear for example, what children's forthcoming work is to be about, through termly letters from teachers. However, information about children's progress could be better. Although annual written reports have improved since the last inspection by making more reference to progress, some of the targets for improvement are too general to be meaningful. For example they say that a child 'Needs to build on the excellent progress made this year' but do not say how this might be achieved. There are currently no targets for pupils' personal development and this is a missed opportunity in the light of one or two gaps in this area. Parents do not have an opportunity to add a written comment on their child's report. This would be a useful contribution to home-school dialogue.
14. Some parents and governors regularly volunteer their help in school and there is a friends association. Their efforts are much appreciated by the staff, but the school could do more to identify parents' skills and experience so that they might be harnessed to help both teachers and pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. In order to improve further the school should:

**a) Improve the effectiveness of its partnership with parents by:**

- ensuring it consults more effectively with them and takes their views into account;
- communicating its approach to homework more clearly and ensuring that teachers make more consistent use of it to support pupils' learning;
- improving the guidance in pupils' annual written reports on both academic and personal development.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	9	4	0	0	0
Percentage	5	33	43	19	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	272
Number of full-time pupils known to be eligible for free school meals	-	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	2	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

### Attendance

Authorised absence

%

Unauthorised absence

%



School data	4.5
National comparative data	5.1

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	9	16	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	16	16	16
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (87)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	16	16	16
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the last 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	22	18	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	21
	Girls	18	14	18
	Total	39	33	39
Percentage of pupils at NC level 4 or above	School	98 (94)	83 (88)	98 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	18	17	18
	Total	38	36	39
Percentage of pupils at NC level 4 or above	School	97 (85)	90 (85)	98 (85)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the last reporting year

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	257
Any other minority ethnic group	11

*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)	12
Number of pupils per qualified teacher	22.6
Average class size	24.7

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

Total number of education support staff	6.0
Total aggregate hours worked per week	117

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	28
Number of pupils per FTE adult	11.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
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	£
Total income	633965
Total expenditure	645837
Expenditure per pupil	2149
Balance brought forward from previous year	25567
Balance carried forward to next year	13695

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

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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

295

Number of questionnaires returned

177

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	2	2	0
My child is making good progress in school.	53	40	5	1	1
Behaviour in the school is good.	32	54	6	3	5
My child gets the right amount of work to do at home.	26	39	21	7	7
The teaching is good.	49	43	4	2	3
I am kept well informed about how my child is getting on.	36	47	12	5	0
I would feel comfortable about approaching the school with questions or a problem.	59	34	3	2	1
The school expects my child to work hard and achieve his or her best.	56	39	4	0	1
The school works closely with parents.	28	49	14	6	5
The school is well led and managed.	37	41	7	5	10
The school is helping my child become mature and responsible.	36	54	5	2	3
The school provides an interesting range of activities outside lessons.	19	32	20	19	10

*Percentages are rounded to the nearest integer and may not total 100.*

### Other issues raised by parents

Some parents are concerned about the number of temporary teachers who have taught the Year 2 class while their usual teacher has been undertaking acting-headteacher duties. This situation has been beyond the control of the school but plans are in place to try and ensure that any disruption is minimised.