

# INSPECTION REPORT

**STREETS BROOK INFANT & NURSERY  
SCHOOL**

Ralph Road, Shirley, Solihull.

LEA area: Solihull

Unique reference number: 104051

Headteacher: Mrs. K. Luther-Jones

Reporting inspector: Mrs. M. Graham  
21235

Dates of inspection: May 9<sup>th</sup>.-11<sup>th</sup>. 2000

Inspection number: 215564

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 Nursery
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Ralph Road, Shirley, Solihull West Midlands
Postcode:	B90 3LB
Telephone number:	0121 744 5245
Fax number:	0121 733 3926
Appropriate authority:	The governing body
Name of chair of governors:	Mr. M. Hamm
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs. M. Graham	Registered inspector
Mr. T. Hall	Lay inspector
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	
The results of the national tests are high. The headteacher and teachers are committed to raising standards for all of the pupils.	<b>9</b>
The quality of teaching is very good with all of the lessons observed being good or better and sixty one per cent judged to be very good or excellent.	<b>11</b>
The pupils have excellent attitudes to their learning, they work very hard and are very well behaved.	<b>12</b>
The school is very well led and managed. The governing body and the headteacher have created a positive ethos for learning.	<b>13</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
The quality of all the teaching could be raised to the level of the very best.	
The school could provide the parents with clearer information about the arrangements for homework and extra-curricular activities.	
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Streetsbrook is an infant and nursery school in Shirley in the borough of Solihull. There are one hundred and ninety one full time and sixty part time pupils between the ages of three and seven. In addition to the nursery, the school has two parallel classes in each year group.

Three per cent of the pupils are eligible for free school meals which is well below the national average. The children start nursery at the beginning of the year following their third birthday and transfer to the reception classes at the beginning of the year in which they become five. Their attainment on entry covers a wide range but is generally average. There are two pupils with statements of special educational need and seven who require support from external agencies. The school has identified twenty- six pupils who require additional support within school. There are eleven pupils who speak English as an additional language.

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

Streetsbrook is a very effective school. The pupils benefit from very good teaching and achieve high standards. The school is very well led and provides very good value for money. The governing body and the headteacher have a clear vision for the life and work of the school and about what needs to be done to ensure further improvements.

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

- The results of the national tests are high. The headteacher and teachers are committed to raising standards for all of the pupils.
- The quality of teaching is very good with all of the lessons observed being good or better and sixty one per cent judged to be very good or excellent.
- The pupils have excellent attitudes to their learning, they work very hard and are very well behaved.
- The school is very well led and managed. The governing body and the headteacher have created a positive ethos for learning.

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

- The quality of all the teaching could be raised to the level of the very best.
- The school could provide the parents with clearer information about the arrangements for homework and extra-curricular activities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection in September 1996 and has continued to improve. Over the last three years the pupils have consistently achieved above average results in the national tests for seven year olds. Standards of attainment have been raised in music. The pupils now have a wide variety of musical experiences and access to good quality instruments and resources. The school development plan is now very effective, it has clear costings for the identified priorities and it guides the work of the school very well. There are effective policies and schemes of work to meet the school's aims for the pupils' spiritual and cultural development.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	B	well above average A above average B Average C below average D well below average E
Writing	A	A	A	A	
Mathematics	B	B	A	A	

The test results are high and the school is meeting its targets. Inspection evidence confirms these high standards. When the pupils enter the school they have a wide range of abilities and their attainment is average. The school builds on this very effectively and all the pupils, including those with special educational needs, make very good progress with reading, writing and mathematics. They attain standards that are above the national average and higher than those achieved in similar schools.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are eager to learn. They are interested and involved in their work. They settle quickly and concentrate on the tasks. They work well with their teachers and become independent learners.
Behaviour, in and out of classrooms	Very good. The pupils are very well behaved in lessons and around the school. They are polite, kind and considerate.
Personal development and relationships	Very good. They have very good relationships with the adults and with each other. They are respectful of other people's ideas and opinions as well as property.
Attendance	Good.

The pupils' attitudes, behaviour and personal development are significant strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	Very good	Very good

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

The quality of teaching is very good overall and is a major factor in enabling the pupils to make good progress. Teaching was excellent in thirteen per cent of the lessons, very good in forty eight per cent and good in thirty nine per cent. The pupils are very interested in their work and are keen to do well. The teaching of reading, writing and mathematics is very good and in one class it is excellent. The quality of the planning is very good. The teachers clearly identify what the pupils are to learn and carefully assess what has been achieved. The assessment and marking procedures are very good and linked with the setting of individual targets. This is very effective in raising standards and improving the quality of learning. In all the lessons the needs of all the pupils are met very well as the teachers build on previous learning. The school employs extra teachers to reduce class sizes in Years 1 and 2.

These arrangements are used very effectively to enable the teachers to target small groups of pupils in English and mathematics.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced. There is an appropriate emphasis on literacy and numeracy combined with a wide range of interesting activities in other subjects. There is very effective use of visits and visitors to enrich the pupils' experiences and to extend their learning.
Provision for pupils with special educational needs	The very good quality of the planning, teaching and support enables the pupils to make good progress.
Provision for pupils with English as an additional language	The pupils are well established in their use of English when they start school and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. The provision for their spiritual and cultural development has improved since the last inspection. Along with provision for their moral and social development, it is now very good. Collective worship, art and music are used well to enhance spiritual development. The pupils are taught right from wrong and to respect the needs, opinions and traditions of others. They are developing an understanding of the appropriate balance of freedom and responsibility.
How well the school cares for its pupils	The school takes very good care of the pupils. There are effective procedures for ensuring their safety and well being. The procedures for monitoring their personal and academic progress are exemplary.

The quality and range of the curriculum is very good. Literacy and numeracy are given high priority. The school makes very good use of a topic and theme approach to teach other subjects. This is very effective in enriching the pupils' experiences and enabling them to study subjects in depth as well as in breadth. The range of visits and visitors make a significant contribution to the pupils' personal and cultural development. The parents have confidence that the school takes very good care of their children. This confidence is well placed. The governing body, headteacher, teachers and support staff are committed to serving their pupils' best interests. There are exemplary procedures for assessing what the pupils have learned and for setting targets for their future learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher and senior staff. They have created a positive atmosphere for learning and have a clear vision for continued improvement in all aspects of the work of the school.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school. It fulfils all of its responsibilities and keeps itself well informed about the life and work of the school.
The school's evaluation of its performance	The governing body, headteacher and senior staff are very skilled at analysing and evaluating all aspects of the work of the school. They use this information very effectively to improve provision and standards.
The strategic use of resources	Very good use of specific grants and resources with the principles of best value applied. The teachers, support and clerical staff are very effectively deployed to support the pupils' learning. The school gives very good value for money.

The leadership and management are strengths of the school. The governing body, headteacher and senior staff are very skilled at evaluating the school's performance and ensuring that the information is analysed and used to improve the provision made and the standards attained.

## 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>• The children enjoy school.</li> <li>• The school enables the children to make good progress.</li> <li>• The children attain high standards.</li> <li>• Behaviour is good</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their child's work and progress.</li> <li>• The amount of homework their child is expected to do.</li> <li>• The activities outside lessons.</li> </ul>

Seventeen parents attended the pre-inspection meeting and forty three per cent of the questionnaires were returned. From the questionnaires, letters, comments at the meeting and during the inspection, it is evident that the vast majority of the parents support the school and that a small number has some concerns. The inspectors share the parents' positive views of the school and understand some of their concerns. The inspectors judge that there is an appropriate range of meetings and information sent to the parents about their child's work and progress. Parents' views have been sought on school policies and there are opportunities for them to take part in the life of the school. There is an appropriate amount of work for the children to do at home and a good range of extra-curricular activities for the Year 2 pupils. The school could provide the parents with clearer information about the arrangements for homework and extra-curricular activities.

## **PART B: COMMENTARY**

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

**The results of the national tests are high. The headteacher and teachers are committed to raising standards for all of the pupils.**

1. The pupils attain high standards in reading, writing and mathematics. Against all schools nationally Streetsbrook is well above average. When compared with similar schools, the pupils are well above average in writing and mathematics and above average in reading. In addition to these achievements, the percentage of pupils reaching the higher Level 3 was well above the national average. Compared with schools nationally during the years 1996-1999 the pupils' performance is equivalent to an advantage of three terms' progress.
2. The children make good progress in the nursery and this continues throughout the school. In the reception classes the children recognise the letters of the alphabet and the sounds that they make and most are beginning to use a combination of letters and sounds as a way of reading unfamiliar words. By Year 2 they read confidently and enjoy books. They can compare books on the same subject written by different authors and write about the similarities and differences in 'The House Cat' and 'Six Dinner Sid'. In their reviews of the books they have read they can explain their choices and preferences and comment on the characters and the plot. They can use complex sentences in their writing, have a good understanding of punctuation and how to spell common words. They study the structure of language and how authors and poets choose words to create mood and atmosphere. This was evident in the high standard of work they produced using alliteration. They can write in different styles and use their imagination in stories as well as writing concise reports of observations in their science lessons. They wrote letters to a character in the 'Katie Morag' story as if they were another character. In science, one class was investigating the most suitable types of paper for wrapping parcels to post and they wrote concise reports of their observations. There are planned opportunities to extend literacy into other subjects. In history the pupils present their studies of Florence Nightingale from the point of view of a soldier in a hospital in the Crimea. In Year 2 they are working confidently with numbers up to one hundred and can choose the appropriate method when solving problems involving the four operations. Very good features are the application of mathematics to 'real life' situations such as shopping activities, the accurate use of mathematical vocabulary and the ways in which the pupils can explain their methods and strategies for calculations. They can record information in graphs and charts. The high standards are as a result of careful planning and targeting of the work. Funds are used effectively to provide additional staff for English and mathematics. The pupils make very good progress in these smaller groups.
3. The pupils achieve high standards in speaking and listening. In Year 2 the pupils are beginning to debate in a mature way. They listen attentively to their teacher and other pupils' points of view and make relevant contributions to discussions. A good example of this was when they were discussing the wisdom of King Solomon. They were able to discuss the probable views of the king, the two women and the child. Following an assembly story of King Midas, the pupils in all the classes were able to make relevant contributions to the discussion about great wealth not always leading to happiness.
4. All the pupils are aware of the teachers' high expectations of work and behaviour. This has a significant impact on the high standards attained. The school's systems for assessing the pupils' work, judging their progress and identifying what they need to do next are exemplary. This impacts on the high standards achieved. The marking of the pupils' work is of a very high standard. All the teachers write comments on the pupil's success in achieving the objectives for the piece of work and set targets for improvement. This is followed through all in subsequent pieces of work so that the pupils are clear what is expected of them. The pupils who need extra help are supported very effectively and they make good progress. Clear targets are set that take full account of their special needs. Higher attaining pupils take part in the 'More Able Project' in which the school joins with local schools to provide opportunities for the pupils to work in small groups with pupils of similar ability. The pupils make good progress in these groups.

**The quality of teaching is very good with all of the lessons observed being good or better and sixty one per cent judged to be very good or excellent.**

5. The quality of teaching has improved since the previous inspection and the pupils benefit from the good teaching that was observed in all the classes. Teaching was excellent in thirteen per cent of the lessons, very good in forty nine per cent and good in thirty nine per cent. All of the teachers have very high expectations of what the pupils can achieve and this contributes to the high standards of work and behaviour. The teachers plan the lessons well and they are clear about what it is that the pupils are to learn. The pupils' excellent attitudes to their learning and the scrutiny of their work are evidence of the high standards of teaching and learning over time.
6. Throughout the school there are very effective teachers who have secure knowledge and understanding of the subjects they teach. All of the teachers have very good understanding of the needs of young children and how they learn. Very good teaching is seen in the nursery and reception classes where the early skills of literacy and numeracy are taught well to the children under the age of five. The planning takes very good account of the Desirable Learning Outcomes and is carefully linked to the National Curriculum. There are appropriate opportunities for the children to investigate, experiment and use their imagination. The nursery and reception teachers plan learning opportunities to develop the children's language skills. They use a good balance of praise and instruction to promote the children's social and personal development. They ask appropriate questions to extend the children's understanding and to monitor their progress.
7. The pupils are in mixed ability classes and then re-organised into ability groups to enable the teachers to match the work more closely to their needs, particularly in English and mathematics. In all the lessons the teachers explain very carefully what it is that they have planned for the pupils to learn as well as what they are to do. The pupils are then clear about what is expected of them. The pace of lessons is brisk, no time is wasted and the work is challenging. Throughout the school the teachers' questions, clear explanations and good use of appropriate vocabulary help to improve the pupils' listening skills and extend their spoken language. The pupils' self-esteem is carefully promoted and their confidence increases because the adults value what they say. They are given time to speak and clarify their ideas. The teachers encourage them to explain their thinking and how they will accomplish the tasks. As a result, the pupils are keen to talk about the work they are doing and to explain why they are doing it.
8. There is an appropriate emphasis on the teaching of literacy and numeracy. The implementation of the National Literacy and Numeracy Strategies has been led effectively. There is an appropriate balance of whole class, group and individual teaching and opportunities for the pupils to become independent in their learning. In one class the English, mathematics and religious education lessons were excellent. The teacher demonstrated excellent subject knowledge and provided challenging work for all the pupils. She was imaginative and inspirational in her presentation and this captured the pupils' interest. All of the teachers are very skilful in their questioning to assess the pupils' understanding and make good use of discussions to extend the pupils' learning. In the very good English lessons, the pupils were supported in identifying their errors and then using them to move their learning forward. In the very good mathematics lessons the teachers were very clear when explaining how to choose the correct operation when solving problems. They clarified the pupils' misunderstandings and were sensitive when dealing with their uncertainties. The last part of all the lessons is used successfully to review the teaching points and to give the pupils opportunities to discuss their learning.
9. The teachers know the pupils well and understand their strengths and weaknesses. They have appropriate expectations of what they are capable of achieving. The teachers focus on what the pupils are learning and this enables them to assess their attainment and to plan for them to make progress. They plan work that is suited to individual needs and use topics and themes very effectively to provide interesting and imaginative activities to encourage the pupils' participation. This enriches the pupils' experiences and enables them to study a broad range of subjects in depth. Information from tests is used very effectively to form ability groups in English and mathematics, to provide differentiated work for the groups and to monitor the pupils' progress. In

all the classes the pupils' work is marked regularly and the teachers' comments contain praise and encouragement. All the teachers comment on the individual pupil's achievement in relation to the learning objectives. They extend this to include guidance on how the work might be improved and set targets for the next stage of learning. In subsequent marking there are comments about progress in meeting these targets. All of the teachers give very effective immediate feedback to the pupils. They support and encourage them in identifying their own mistakes and how they might use them to improve their work. A very good feature of the lessons is that the pupils' mistakes and misconceptions are used to develop their learning.

10. The teaching of pupils with special educational needs is very good throughout the school and effective use is made of the classroom assistants to support them. They benefit from a good balance of whole class teaching, small group work and individual attention to their areas of difficulty. The higher attaining pupils are stimulated by the benefits of inclusion in the local schools' 'More Able Project' when they have opportunities to work in different settings with different adults and pupils of similar abilities.
11. All of the staff show affection and concern for the pupils. They are firm but respectful and expect good behaviour and courtesy from them. They support those with difficulties, praise good behaviour and hard work and encourage harmonious relationships. This has a positive effect on the pupils' attainment and progress. There is a whole school approach to teaching and learning with the teachers supporting and encouraging the pupils and each other. This closeness and mutual respect contributes very effectively to the school's positive ethos.

**The pupils have excellent attitudes to their learning, they work very hard and are very well behaved.**

12. The pupils have excellent attitudes to their learning and are eager to come to school. From their early days in the nursery the children are enthusiastic about their work and concentrate and persevere to complete their tasks. They can work and play with the other children and begin to form friendships. They make very good progress with their personal development because the school successfully creates the conditions that they need in order to become effective learners. There is a secure, happy and caring environment where the pupils develop positive attitudes and quickly gain in confidence. The school builds on these positive experiences and in all the classes the pupils concentrate and work hard. They are keen to learn and want to improve their performance. They are willing to answer questions and try to do their best
13. The pupils behave very well in lessons and around the school. The teachers have very effective strategies for encouraging the pupils think about the consequences of their actions. The pupils are courteous to each other and to the adults who care for them. They are respectful of each other's feelings and opinions. This is evident in lessons where they accept that mistakes are part of learning and during discussions when they listen attentively to differing points of view. They have a clear understanding of the school's rules. This helps them to feel secure and to know what is expected of them. Their personal development is very good because the teachers provide many opportunities for them to use their initiative and take responsibility for aspects of their learning. They learn to be responsible for the choice and care of the resources and for carrying out simple tasks on behalf of the adults. Without being prompted, they notice tasks that need attention such as tidying the class and cloakrooms.
14. The teachers make great efforts to enhance the pupils' self-esteem and enjoyment of learning. The pupils' confidence in their teachers is well placed. They know that they care for them, will listen to them and support them to overcome their difficulties. They know that if they do not understand something the teachers will not tell them the answer immediately but will help them to work it out for themselves. In this way their confidence and independence increases. The parents agree that the school expects the children to work hard and do their best. They consider that good standards of behaviour are promoted and that the school is helping the children to become mature and responsible.

**The school is very well led and managed. The governing body and headteacher have created a positive ethos for learning.**

15. The headteacher provides very good leadership. She is well supported by the governing body, her deputy and all the teaching and support staff. They provide the school with a clear vision and common purpose. They work well together for the benefit of the pupils and all contribute to the creation of a very effective learning environment which is committed to raising standards. All of the pupils are valued and encouraged to do their best. There are good working relationships amongst the staff. Their hard work is appreciated and acknowledged by the governing body and the headteacher. These mutually respectful relationships contribute substantially to the positive ethos of the school and the high expectations of what the pupils can achieve and how they should behave.
16. The school has made good progress in overcoming the weaknesses identified during the last inspection. There is constant review of practice and performance and the governing body and headteacher are very skilled at analysing and evaluating all aspects of the work of the school. They use this information very effectively to improve provision and standards and are well placed to make further improvements.
17. The governing body has established an effective committee structure and is actively involved in monitoring the curriculum, finance and health and safety issues. Members visit the school regularly and some of them support the teachers and pupils in lessons. These visits, the headteacher's detailed reports and presentations by the curriculum leaders, enable them to be well informed and make best use of individual expertise. The school improvement plan is a substantial document which considers all aspects of the work of the school and is the result of extensive consultation. It has improved since the last inspection and is now very effective. It has clear costings for the identified priorities and it guides the work of the school very well. Very good use is made of specific grants, the substantial funds raised by the parents and the income from community use of the school premises and swimming pool.
18. The curriculum leaders manage curriculum planning and ensure that the teachers are advised and supported. The headteacher and her deputy monitor the teaching plans, samples of the pupils' work and assessment outcomes. They observe lessons and discuss with the teachers the quality of the teaching and learning throughout the school. This programme could now be usefully developed so that each teacher is provided with opportunities to observe teaching in the other classes and to share the very best practice.

## **WHAT COULD BE IMPROVED**

**The quality of all the teaching could be raised to the level of the very best.**

19. The overall quality of teaching is very good. To raise the quality of teaching in all their lessons to the level of the very best the teachers now need to continue refining their practice rather than make changes to method or style. There is a great deal of expertise within the school and opportunities should be made for teachers to observe each other teaching and to share the very best practice in the school. Information from such observations should be studied by all the teachers and used to make their teaching very good in all of their lessons.

**The school could provide the parents with clearer information about the arrangements for homework and extra-curricular activities.**

20. Some parents indicated that they are dissatisfied with the information they receive about their child's progress. Inspection evidence shows that there are regular meetings and reports and an appropriate amount of information is sent to parents about their child's work and progress. Additionally, the teachers are available on most days to talk to parents about any issues or concerns. There are many opportunities for parents to take an active part in the life of the school and their views have been sought on issues such as the home-school agreement. However, the school should now make it clear to the parents why their children are being asked to do work at home and how it will contribute to their learning. This will be supported by the publication of the homework policy which the school is in the process of preparing.

21. Some parents expressed concern about the school's provision for extra-curricular activities. The inspectors judge that there is a good range of extra activities provided for the pupils in Year 2. In addition to the information in the brochure, the school should provide clearer information about these arrangements in the regular newsletters sent to the parents.

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

21. The school should now:

raise the quality of all the teaching to the level of the very best by providing all the teachers with opportunities to observe each other's lessons;

provide the parents with clearer information about arrangements for homework and extra-curricular activities.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

39

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12.9	48.3	38.7				

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	191
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	6	26

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	44	26	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	42	43	42
	Girls	26	26	26
	Total	68	69	68
Percentage of pupils at NC level 2 or above	School	97(95 )	99(94 )	97 (98)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	44	43
	Girls	26	26	26
	Total	68	70	69
Percentage of pupils at NC level 2 or above	School	97(96)	100(98)	99(9)
	National	82(81)	86(85)	87(85)

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



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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	7
Pakistani	4
Bangladeshi	
Chinese	
White	119
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
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: Y R- Y2**

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	22.5
Average class size	31.8

#### **Education support staff: YR- Y2**

Total number of education support staff	8
Total aggregate hours worked per week	120.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	489,045
Total expenditure	537,794
Expenditure per pupil	2,329
Balance brought forward from previous year	72,330
Balance carried forward to next year	23,581

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

### **Questionnaire return rate**

Number of questionnaires sent out	251
Number of questionnaires returned	109

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	1	
My child is making good progress in school.	55	41	1	1	2
Behaviour in the school is good.	50	45			5
My child gets the right amount of work to do at home.	37	47	13		3
The teaching is good.	66	30	3		1
I am kept well informed about how my child is getting on.	38	42	17	3	1
I would feel comfortable about approaching the school with questions or a problem.	61	28	9	3	
The school expects my child to work hard and achieve his or her best.	57	41	1		1
The school works closely with parents.	42	49	6	4	
The school is well led and managed.	63	36	1		
The school is helping my child become mature and responsible.	57	40	1		2
The school provides an interesting range of activities outside lessons.	33	35	18	3	12