

INSPECTION REPORT

HOLLYFIELD PRIMARY SCHOOL

Sutton Coldfield, West Midlands

LEA area: Birmingham

Unique reference number: 131672

Headteacher: David Loxton

Reporting inspector: Ian Nelson
2220

Dates of inspection: September 17th – 18th 2001

Inspection number: 230764

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Hollyfield Road
Sutton Coldfield
West Midlands
Postcode: B75 7SG

Telephone number: 0121 378 0672

Fax number: 0121 311 1283

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Gill Shilton

Date of previous inspection: This is a new school that has not been inspected before.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number on roll	410 (above average)
Pupils entitled to free school meals	20% (above average)
Pupils with English as an additional language	3.9% (higher than in most schools)
Pupils on the register of special educational needs	13% (below average)

This is a large primary school for pupils from 4 to 11 years of age that was formed in September 1999 from the amalgamation of Hollyfield Infant and Junior Schools. It serves an area of well established and newly built privately owned houses, together with council housing. Around 10% of pupils are from ethnic minority backgrounds. During the last school year 19 pupils joined and 17 left the school part way through the year. Attainment on entry is broadly average. At the time of the inspection two classes were being taught by temporary teachers. One teacher had just returned to school on the first day of the inspection, the special needs co-ordinator was on leave of absence and the school was just about to appoint another classroom learning assistant for 25 hours a week.

HOW GOOD THE SCHOOL IS

This is a good and improving school. Since being formed in September 1999 the very good leadership of the headteacher, senior managers and the governors has resulted in an effective primary school which has identified all the issues that needed to be tackled to raise standards and taken prompt and appropriate action to remedy them. As a result, good teaching and effective support for pupils has led to standards rising in the short time since the school was established. It provides good value for money.

What the school does well

- The school is very well led and managed by the headteacher with effective support from senior staff and the governors.
- Teaching overall is good throughout the school.
- The school is very good at promoting social and moral development so that the pupils display very positive attitudes to their work and behave well in lessons and around the school.
- Standards have risen in the national tests for pupils at Year 2 and the lower attaining pupils at Year 6.

What could be improved

The school has identified all the areas for improvement and taken decisive and appropriate action to address the issues, with success being apparent in the improvements in test results in 2001. There are no further significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection since it was created.

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
	1998	1999	2000	2000
English	N/A	N/A	C	A
Mathematics	N/A	N/A	C	B
Science	N/A	N/A	D	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that the pupils attained average standards in the English and mathematics tests for eleven-year-olds in 2000 when compared with all schools. Results were below the national average in science. When compared with similar schools, the results were well above average in English, above average in mathematics and average in science. An above average proportion of pupils did not reach the expected level 4 in these tests. The school has addressed this issue with extra support for lower attaining pupils since then. As a result, the proportion not reaching the expected standard has been greatly reduced in the tests in 2001, although, because fewer pupils gained the higher level 5, this year compared with last year, overall standards remain much the same. The school increased the proportion of pupils gaining the expected level 4 or above in both mathematics (from 65% to 75%) and science (from 74% to 86%) while maintaining the proportions in English at 71%. The school achieved the target it set for mathematics and exceeded its target for English in the 2001 tests. In last year's tests for seven-year-olds the pupils attained standards that were below average in reading and mathematics and average in writing. Compared with similar schools, standards in reading and mathematics were average and in writing they were above average. The school has worked hard to improve standards and this has led to better results in the 2001 tests as the proportion of seven-year-olds reaching the expected level 2 or above has increased substantially. The proportions reaching the expected level or above have risen from 77% to 91% in reading, from 81% to 97% in writing and from 90% to 96% in mathematics.

The standard of work seen in English and mathematics during the inspection was average throughout the school, with signs of further improvement. Most pupils are achieving the standards of which they are capable and make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school, and enjoy their lessons. They settle quickly to work, listen attentively and are very polite and well mannered.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. As they are fully involved in establishing school rules and codes of behaviour, they are fully aware of what standards the school expects of them.
Personal development and relationships	Very good. Whenever pupils are given the chance to show initiative or take responsibility they rise to the occasion. They get on very well with each other and with the adults in the school.
Attendance	Satisfactory. Attendance levels are about average.

TEACHING AND LEARNING

Teaching of pupils in:	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.

Teaching overall is good throughout the school so that pupils learn effectively and standards are rising. Teachers make clear what pupils will learn in lessons and explain this to them at the start of each session. They use a good range of questions to get pupils to think around subjects and to check that they have understood what they should have learned. They use a good range of teaching methods so that pupils remain interested. Teachers are good at recapping and reinforcing previous learning at the start of lessons. Consequently pupils pay good attention to what they are taught, learn basic skills effectively and build well upon what they have learned in previous lessons. Literacy and numeracy are effectively taught and the school ensures that it meets the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Sufficient time is given to all subjects and the school provides an appropriate range of after-school clubs and activities. It maintains a good balance between all the subjects taught and has addressed the changes required for the Foundation Stage. The curriculum is enhanced by regular concerts and performances.
Provision for pupils with special educational needs	Satisfactory. The school has sound arrangements for identifying and supporting pupils with special educational needs.
Provision for pupils with English as an additional language	Satisfactory. There are relatively few pupils for whom English is an additional language and the school provides sufficient support for them to make appropriate progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school involves the pupils in setting expectations of behaviour and gives them the chance to take responsibility and show initiative in lessons and around the school. Teachers give them adequate opportunities in lessons to work independently and in groups to develop their social skills.
How well the school cares for its pupils	Very good. The school has very good procedures in place for ensuring the safety and well-being of all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by senior staff, provides very good leadership and management.
How well the governors fulfil their responsibilities	Good. The school has a committed and hardworking board of governors who know their school well and work effectively with staff to ensure continuous improvement.
The school's evaluation of its performance	Very good. The school has very good systems to check how well it is performing and to show what it needs to do to get even better.
The strategic use of resources	Very good. The school is very good at looking ahead and planning how to resource future plans to ensure continuous improvement.

The head and governors have a clear vision for the future of the school and a sound understanding of how to achieve the best value they can from the funds they have.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is helping their children to become mature and responsible. The school expects their children to work hard and do their best. They feel comfortable approaching the school with questions or problems. Teaching is good. Their children like coming to school. 	<ul style="list-style-type: none"> Some parents would like to see the amount and frequency of homework their children are given being more consistent across the school. Some parents think that the school does not provide adequate after-school clubs and activities.

The inspectors fully agree with what the parents like about the school. They think the school does provide an adequate range of clubs and activities outside lessons. The inspection team think that the school should be more consistent in the way homework is set.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well led and managed by the headteacher, with effective support from senior staff and the governors

1 The headteacher, senior staff and governors provide very good leadership and management. They have a very clear vision for the future of the school, know how to check how effective the school is and they take decisive action to address areas for improvement. Within the very short time since the school was created the headteacher has forged a single, cohesive staff team from two separate ones. He has gained commitment to continuous improvement from all those within the school. The parents comment favourably on what he has achieved. One example they cite is the greater continuity between what pupils learn and the way they learn it in the infant and junior departments. They also praise the way he has built upon the welcoming family ethos that they remember from the former infant school. In the questionnaire returns, 93 per cent of parents felt that the school was well led and managed.

2 The governors fully understand their roles and responsibilities and have established an effective committee structure with delegated powers. They have a very clear understanding of how to check how good the school's results are and they play an active and positive role in monitoring standards achieved in annual tests. Individual governors take particular responsibilities for aspects like special needs and for individual subjects, and ensure that their statutory duties are accomplished. They are fully involved in preparing the school development and improvement plan and well understand their role in helping to set the strategic direction of the school rather than getting caught up in day-to-day management, which they see as the preserve of the professional managers. They keep a careful eye on the budget and are fully aware of the need to set clear priorities and achieve the best value they can from the funds they have available.

3 The headteacher provides very good management and leadership, ably supported by the senior management team. They know what the school's strengths are and where there is room for improvement. So good are they at evaluating how effective the school is that they have identified and begun to tackle all the issues that were getting in the way of improving standards. Having identified the issues, they have developed a very good school improvement plan to tackle them and the result has been a rise in the standards attained by pupils, particularly in the infant department and among the lower attaining juniors. For example, the school was concerned about the proportion of pupils not gaining the expected levels in the annual tests at Year 2 and Year 6. This led to clear intervention strategies and a review of the provision for pupils with special educational needs. Consequently the special needs co-ordinator has been released from full-time class teaching to spend more time managing special needs from the start of the 2001 school year. Even before this change has had time to have an impact, however, the lower attaining pupils have done better in the 2001 tests than in the previous year. The school has also decided to appoint an extra learning assistant to support pupils in the classroom, as it had identified that some lower attaining pupils were not getting enough support and were not progressing fast enough. This appointment was due to be made a few days after the inspection. The school also identified the need to support pupils with special learning needs in mathematics and has plans for developing individual educational plans for them to augment the ones already in place for pupils with special learning needs in literacy. This is well documented in the school improvement plan.

4 The school has good systems in place for monitoring the quality of teaching and learning. Teachers are regularly observed at their work and receive feedback on the quality of that work. The school's performance management policy is fully in place, with staff having agreed targets to meet and being monitored on their progress towards them. Subject co-ordinators have clear roles and responsibilities in the management of their subjects and take a full and active role in devising the school improvement plan and in monitoring teaching and learning. The head and deputy headteachers have specific, agreed management roles and responsibilities between them, but within that structure the deputy is being coached in those aspects for which the head currently takes the lead responsibility, such as financial management. This is equipping her fully to deputise for him if the need arises.

5 Given the stage the school is at, some of the initiatives that have been put in place have not yet made their full impact. For example, having identified the support for lower attaining pupils as a barrier to raising standards, the school has made a good start in addressing the issue but the restructuring of the special needs provision has only just begun. The real impact will be more obvious in the next couple of years, yet already there are signs of improved results among the lower attaining pupils in the national tests. The school has achieved much in its first two years of existence and is poised to continue to improve through the effective leadership and management of the head, senior staff and governors.

Teaching is good throughout the school

6 Overall teaching in the school is good. During the inspection no unsatisfactory teaching was seen and around 15 per cent of lessons were very good. Lessons are well planned and teachers are clear about what they want their pupils to learn. They share this information with their pupils in the best lessons so that the pupils are in no doubt about what they should have achieved by the end of the lesson. Teachers use a variety of teaching methods, including whole class teaching, group and independent tasks to help to maintain the pupils' interest. They use resources effectively. For example, in a Year 5 geography lesson pupils worked with Ordnance Survey maps to identify and trace local waterways prior to a visit to the local sewage works. The lesson required them to work in small groups for much of the time and they responded well to this. They learned therefore not only about maps, signs and symbols, but also about the need to organise themselves as a team and work together to achieve a common goal.

7 Teachers make it clear that they expect high standards of behaviour and responsibility and give pupils opportunities to show how well they can respond to such opportunities. For example in a Year 6 science lesson pupils were expected to work in groups to generate questions on dissolving that they could investigate. In this way they were given the chance to devise their own investigation instead of simply working on one the teacher gave them. In literacy and numeracy lessons pupils are expected to work quietly and independently on their own tasks while the teacher works intensively with a small group. Consequently even the youngest infant pupils are aware of these high expectations and respond positively to them. Scrutiny of the pupils' work shows that teachers expect pupils to present their work neatly. Consequently work is well laid out and pupils take care with their handwriting and presentation.

8 There is a strong emphasis on teaching basic skills. In numeracy lessons for example, the pupils are expected to have a strong grasp of number facts including tables and to respond to quick-fire questions. In a Year 5 lesson with some lower attaining pupils the teacher expected them to recall instantly the name of the fraction as she called out the number of parts the whole one was divided into. In this way pupils reinforced their understanding of twelfths, sixths and so on, as a precursor to learning about equivalence of

fractions like two sixths equalling one third. In a literacy lesson at Year 2, pupils were taught effectively about the importance of capital letters and full stops to demarcate sentences, and they responded positively. In a Year 5 numeracy lesson, the teacher fired number questions at pupils in rapid succession and they were quick to put their hands up with the answers to show that they had learned basic number facts and could recall them quickly and accurately.

9 The way teachers regularly recap on what the pupils have learned earlier helps them to reinforce that learning and build upon it. It also helps teachers to check that pupils have learned, understood and retained earlier work before moving them on to something new. In the best lessons teachers tell pupils how good their work is and set targets for improvement. This was well illustrated in the Year 6 English books. For example, one pupil was set targets to work in paragraphs and to take more care in proofreading his work. Helpful comments abounded. However this high quality marking was not evident throughout all the classes and the school could usefully identify where the best marking is and bring the rest of it up to the same standard. Although homework is set and marked, the practice of doing so is not wholly consistent across the school.

10 Teaching at the Foundation Stage is consistently good. This ensures that pupils get a good start to their school education. They have a good range of appropriate activities and a good balance between creative play and directed tasks with the teacher and learning assistant. For example, a group were creating figures from construction kits while two other groups did some focused number work with the adults. They then all gathered to sing *Ten Green Bottles* and reinforce their knowledge of numbers to ten as a whole class.

11 Good support from learning assistants is an integral element of the most successful teaching. They are well briefed and help pupils effectively, particularly the youngest children and those who have special learning needs. Just occasionally, however, learning assistants are under-used and take a passive role in whole class parts of lessons, as in some literacy sessions, for example.

12 Parents think that teaching is good and 97 per cent of those who returned the questionnaire were positive about the teaching quality in the school.

The school is very good at promoting social and moral development so that the pupils display very positive attitudes to their work and behave well in lessons and around the school

13 The pupils have very good attitudes to their work and enjoy their lessons. They are enthusiastic and settle quickly to work. This is partly because they come to school with positive attitudes and partly because of the way the school effectively builds upon those attitudes. Parents say that their children like school, with 99 per cent agreeing or strongly agreeing with that statement on the parents' questionnaire returns. The pupils themselves, in discussion with the inspectors, confirmed their parents' views. Parents are also very positive about the school helping their children to become mature and responsible with 99 per cent of the questionnaire returns agreeing with that statement and 98 per cent agreeing that the school expects their children to work hard and achieve their best. Consequently the pupils know that they are in school to learn. They listen to their teachers and follow instructions well. They are keen to respond to question and answer sessions, and sometimes are over-enthusiastic so that they call out before putting up their hands. On these occasions they are gently reminded of the expectations. When given independent tasks to complete they settle quietly to them and work with sustained concentration. This was illustrated in a Year 2 literacy lesson when the independent group settled quickly to complete the work they were set without disturbing the teacher while she worked with another group. In group work pupils work well together, discussing their tasks quietly among

themselves and quickly sorting out who will do what to achieve the result they need. For example, in a Year 6 science lesson when pupils generated questions as part of their investigative work, they worked quietly together having decided who would write the questions down and agreed a sensible list of appropriate questions within the time set.

14 The school has very good procedures for promoting and monitoring good behaviour and pupils respond well to these. The vast majority behave well at all times. This is helped by the fact that pupils are fully involved in deciding what the expectations should be and in devising their class rules. They are also encouraged in both attitudes and behaviour by the range of awards and incentives that the school uses to encourage effort and good behaviour. They are proud to receive certificates for achievements in assemblies and are keen to applaud each other's efforts. There are a small number of pupils with severe emotional problems who have occasional outbursts of unacceptable behaviour. The school is very aware of these pupils and their needs and has behaviour modification programmes in place to deal with them. There are clear policies about behaviour and its management and these are followed effectively. The school does its utmost to contain these pupils and help them to deal with their difficulties, but as a last resort excludes them for the most severe misbehaviour. The fact that the number of exclusions has reduced dramatically over the year is testament to the school's success with these pupils. Apart from these occasional outbursts the school is an extremely orderly place and behaviour is good. Pupils are polite and well behaved in lessons, in the dining halls and at play times. They play sensibly together with an awareness of the needs of others. At lunchtime they collect their meals sensibly and quietly and clear away without any fuss when they have finished. They take care of resources they use in lessons and take their turn in tidying up and helping around the school, putting out chairs and benches for assemblies for example. The pupils are extremely positive about the school council, which encourages them to take an active role in the running of the school. They take their responsibilities seriously and show a mature attitude towards them.

Standards have risen in the national tests for pupils at Year 2 and the lower attaining pupils at Year 6

15 In the year 2000 national tests for seven-year-olds, the results were disappointing for the school. Compared with schools nationally they were below average in reading and mathematics although standards in writing were average. Seventy-seven per cent of the pupils gained the expected level 2 or above in reading, 81 per cent in writing and 90 per cent in mathematics. In science the teacher assessments showed 74 per cent gaining the expected level 2 or above, well below the national average. The proportions gaining the higher level 3 were below the national average in all three tests. The school took action to improve these results, particularly by supporting lower attaining pupils. As a consequence of these support strategies the results in the 2001 tests are much improved. They show that in reading 91 per cent of pupils gained at least the expected level or above, a rise of 14 per cent over the year. In writing the rise was 16 per cent to 97 per cent of pupils gaining the level 2 or above and in mathematics it was 6 per cent, with 96 per cent of pupils attaining at least the expected levels. Furthermore, the school increased the proportion of pupils gaining the higher level 3 in all three tests. In the reading test the proportion rose from 23 per cent in the 2000 tests to 32 per cent in 2001. In writing the proportion doubled from 10 per cent to 20 per cent, and in mathematics it went from 19 per cent to 23 per cent. In the teacher assessments in science the increase in the proportion of pupils gaining at least the expected level was 16 per cent, with 90 per cent of them attaining the level 2 or above. The inspection findings confirm that standards in English and mathematics are now average overall, with signs of further improvement.

16 In the year 2000 national tests for eleven-year-olds, 71 per cent gained the expected level 4 or above in English with 65 per cent in mathematics, and 74 per cent in science. While the proportions reaching the higher level 5 were around the national average, the school recognised that too few pupils were reaching the expected level 4, and made more support available for the lower attaining pupils. The result has been an increase in the numbers reaching the expected level or above in the 2001 tests. The proportion of those attaining level 4 or above in English remained the same at 71 per cent, but in mathematics it rose by 10 per cent to 75 per cent and in science it rose by 12 per cent to 86 per cent. The school exceeded its target in the English tests for Year 6 pupils where it aimed to get at least 65 per cent of them to the expected level or above, and it reached its target of 74 per cent in mathematics. However a smaller proportion of pupils reached the higher level 5 in each of the tests and the school will need to evaluate the results carefully to check the reason for this and to ensure that higher attaining pupils are still being adequately catered for. The inspection findings confirm that standards in English, mathematics and science are now average at Year 6. As this is the school's first inspection there is too little information to show trends over time but the school has made a good start in analysing test results and taking action to improve them, particularly at the infant stage.

WHAT COULD BE IMPROVED

The inspection team could find no significant areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

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

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	11	0	0	0
Percentage		15	44	41			

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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)		410
Number of full-time pupils known to be eligible for free school meals		80

FTE means full-time equivalent.

Special educational needs

	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	12	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	16
	Girls	12	12	12
	Total	24	25	28
Percentage of pupils at NC level 2 or above	School	77 (N/A)	81 (N/A)	90 (N/A)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	12
	Girls	11	11	11
	Total	25	26	23
Percentage of pupils at NC level 2 or above	School	81 (N/A)	84 (N/A)	74 (N/A)
	National	84 (82)	88 (86)	88 (87)

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
	2000	29	33	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	23
	Girls	25	22	23
	Total	44	40	46
Percentage of pupils at NC level 4 or above	School	71 (N/A)	65 (N/A)	64 (N/A)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	21
	Girls	24	22	22
	Total	44	40	43
Percentage of pupils at NC level 4 or above	School	71 (N/A)	65 (N/A)	69 (N/A)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	
Indian	11
Pakistani	
Bangladeshi	1
Chinese	3
White	372
Any other minority ethnic group	19

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	7	1
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 – Y 6

Total number of qualified teachers (FTE)	17.78
Number of pupils per qualified teacher	23
Average class size	25.6

Education support staff: Y R – Y 6

Total number of education support staff	11
Total aggregate hours worked per week	84.5

FTE means full-time equivalent

Financial information

Financial year	2000/2001
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	£
Total income	882967
Total expenditure	901033
Expenditure per pupil	2253
Balance brought forward from previous year	82607
Balance carried forward to next year	64541

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	410
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	30	60	8	1	0
My child gets the right amount of work to do at home.	26	51	18	5	0
The teaching is good.	56	41	1	0	0
I am kept well informed about how my child is getting on.	59	37	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	68	30	1	0	0
The school works closely with parents.	40	51	6	0	3
The school is well led and managed.	50	43	3	1	3
The school is helping my child become mature and responsible.	63	36	0	0	0
The school provides an interesting range of activities outside lessons.	23	44	15	0	18