

INSPECTION REPORT

OCKER HILL JUNIOR SCHOOL

Tipton

LEA area: Sandwell

Unique reference number: 103920

Headteacher: Mr A E Tromans

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 19 - 20 May 2003

Inspection number: 246326

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Gospel Oak Road Tipton West Midlands
Postcode:	DY4 0DS
Telephone number:	(0121) 5560445
Fax number:	(0121) 5567371
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Foster
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18175	Barrie Mahoney	Registered inspector
1305	Brian Rance	Lay inspector
1034	Vera Rogers	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ocker Hill Junior School is about the same size as other primary schools across the country. Pupils are drawn from the immediate area of Tipton, West Midlands, and the school caters for pupils aged seven to 11. Pupils' attainment on entry to the school is broadly in line with the national average. At the time of the inspection 242 pupils were on roll, with four per cent more boys than girls. Currently, 18 per cent of pupils have special educational needs, including one per cent of pupils who have a statement of special educational needs. Both figures are broadly in line with the national average. The percentage of pupils for whom English is an additional language (seven per cent) is high when compared nationally. The range of languages spoken by pupils and their parents includes Panjabi and Hindi. No pupil receives support teaching in English as an additional language. Sixteen per cent of pupils are eligible for free school meals, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Ocker Hill Junior School is a very good school. As a result of very effective teaching and pastoral care, and a good curriculum, pupils make rapid progress and, overall, reach above average standards. The headteacher and key staff provide very good leadership and management, and are well supported by other staff. The school provides very good value for money.

What the school does well

- Standards are good in English, mathematics and science.
- The headteacher and key staff provide very good leadership and management. They are well supported by all staff.
- The quality of teaching is very good overall across the school, and this has a very good effect upon the standards achieved by pupils.
- Information and communication technology (ICT) is used very effectively to enhance standards.
- Teachers manage and care for pupils very well, and make very good provision for their personal development.

What could be improved

- Aspects of the school's accommodation.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school responded well to recommendations for improvement at the time of the last inspection in January 1998 and has made good progress since then. Standards have risen in the core subjects of English, mathematics and science. Teaching and learning have improved. There are more extra-curricular activities, including sport. Provision is better for pupils to extend their knowledge and understanding of the arts outside formal lessons. Links with parents are closer, with better information for them, more parental involvement in their children's learning, and improved contacts with the local community. The school prospectus

and governors' annual report now contain the required statutory information. ICT is much better used to support teaching and learning.

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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	C	B	B	well above A average above B average average C below average D well below E average
Mathematics	D	B	A	A	
Science	C	C	A	A	

The table above shows that in the National Curriculum tests for 2002 for pupils in Year 6, standards were well above the national average in mathematics and science, and above average in English when compared both with all schools and with schools where a similar proportion of pupils is entitled to free school meals. Higher-attaining pupils achieve very well with a larger proportion than usual reaching the higher Level 5 in mathematics and science. The school's thorough analysis of test data and a clear focus on areas for improvement have helped to raise standards. The overall trend in standards has risen, from below average to above average levels. Pupils' attainment on entry is much the same from year to year at average levels and this shows that pupils are now achieving very well. The introduction of the National Literacy and Numeracy Strategies and the very good quality of teaching have had a significant impact on standards.

Overall, attainment on entry to the school is broadly average. As a result of very good teaching and a good curriculum, pupils make very good progress. Current standards for Year 6 pupils reflect similar standards to those in the 2002 National Curriculum test results. Challenging targets are set for year groups and individuals. No significant variations were observed in the performance of boys and girls. Pupils with special educational needs and those pupils for whom English is an additional language achieve well in relation to their prior attainment. Higher-attaining pupils, including those who are gifted and talented, achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they know that they are valued. They want to learn and work hard.
Behaviour, in and out of classrooms	Very good. The school is orderly, friendly and supportive. Pupils are helpful, polite and courteous.
Personal development	Very good. Pupils use their initiative and act responsibly. They

and relationships	get on very well together and with all adults in school.
Attendance	Unsatisfactory. However, the school has very good procedures for monitoring and promoting good attendance and pupils' attendance is improving.

Pupils' very good behaviour and their very positive attitudes contribute to the calm and purposeful school environment. To improve attendance further, the school has introduced first day calling of parents, makes better use of education welfare officers and social workers, and is pursuing parents of poor attenders through court action.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 and leads to very good learning. This is a significant improvement since the last inspection. English and mathematics are taught consistently well in all classes. Literacy and numeracy skills are very well taught overall and this contributes to the good quality of pupils' learning. In well-taught lessons throughout the school, teachers have high expectations of what they expect pupils to learn. They ensure lessons are interesting and extend pupils of all abilities with skilful questioning and work that is well matched to their particular needs. ICT is used very effectively to enhance pupils' learning across the curriculum and to provide support to teachers by reducing their administrative workload. As a result, the quality of teaching and learning is enhanced significantly. In a small number of lessons, where the quality of teaching and learning was less effective, the pace of learning slowed when pupils became too hot and uncomfortable; for example, in the ICT suite. Pupils with special educational needs and those for whom English is an additional language are helped to make good progress. Higher attaining pupils receive very effective teaching and achieve very well. Pupils' learning is enhanced by their interest and concentration and their ability to work independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is effective, and is enhanced by good provision for environmental education, the use of ICT to extend learning across the curriculum and the provision of French to pupils in Years 4 to 6.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage and good support is provided.
Provision for pupils with English as an additional language	Good. Pupils who speak English as an additional language receive good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There is very well-planned provision for pupils' moral and social development. Provision for pupils' spiritual and cultural development is good. Pupils' personal development is a high priority for the school.
How well the school cares for its pupils	Very good. Procedures for monitoring pupils' academic performance and personal development are very good as is the very effective use of assessment information to guide curricular

	planning.
--	-----------

The school has close links with parents and this is an improvement since the last inspection when this area was judged to be a significant weakness. The school provides a satisfactory range of activities for pupils outside lessons and this is also an improvement since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff have very good leadership and management skills and they are well supported by staff. Staff with leadership responsibilities make an excellent contribution to the school.
How well the governors fulfil their responsibilities	Satisfactory. Governors have established committees and carry out their duties appropriately; their role in monitoring the school's strengths and weaknesses is underdeveloped.
The school's evaluation of its performance	Very good. The school has clear and very effective procedures for evaluating its performance. Staff have a very clear understanding of where strengths are found and a realistic view of areas for development and how to tackle them.
The strategic use of resources	Very good. The school makes excellent use of ICT to support teaching and reduce its administrative workload.

Staffing to meet the demands of the curriculum is good and there is a good range of learning resources across the school. However, the accommodation, although well maintained, has a number of unsatisfactory features. These include a shortage of space for withdrawal groups of pupils, lack of ventilation in the computer suite and inadequate access for pupils and parents with physical disabilities. The school applies the principles of best value for money very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils make good progress. • The school expects pupils to work hard and achieve their best. • Behaviour is good. • The teaching is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Inspectors support parents' positive views of the school. They judge that the range of activities outside lessons is satisfactory, and is a significant improvement since the last inspection.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are good in English, mathematics and science.

1. National Curriculum tests results in 2002 for Year 6 pupils show results were well above the national average in mathematics and science and above average in English. When compared with similar schools, results were well above average in mathematics and science and above average in English.
2. In mathematics and science, the number of pupils achieving the higher than expected Level 5 is above the national average, and is broadly in line with the national average in English. There is no significant difference in the performance of girls and boys.
3. The overall trend in standards has risen, from below average to above average levels, particularly in mathematics and science. From a low point in 1998, there has been significant improvement in these subjects. Standards in English have been less consistent, falling from a high point in 1998 to a low in 2000 but increasing to above the national trend in 2001 and 2002.
4. Pupils' attainment on entry is much the same from year to year at average levels and this shows that pupils are now achieving very well. The very good quality teaching and the attention given to identifying areas of weakness make important contributions to pupils' achievements.
5. In English, inspection evidence indicates that standards attained by pupils in Year 6 are above national expectations. Pupils achieve very well in the subject. Literacy skills are used well across the curriculum, and supported effectively by the use of ICT. Older pupils have well-developed reading skills, and a good number of pupils attain standards that are well above expectations in Year 6. The school has worked hard to improve the quality of pupils' writing. Standards in this area are now mostly good. There have also been improvements in the quality of pupils' handwriting and presentation of work across the school.
6. Listening skills are mostly good. However, weaknesses were observed in some pupils' speaking skills during the inspection. Some pupils lack confidence in responding fluently to questions and in joining in discussions.
7. In mathematics, evidence indicates that standards attained by pupils in Year 6 are above national expectations. Numeracy skills are used well across the curriculum. Pupils make good gains towards their numeracy targets, because of the consistently very high quality of teaching.
8. In science, standards attained by pupils in Year 6 are above national expectations, and consistent high achievement in the subject is a strength of the school. Teachers provide well-planned opportunities for pupils to explore science through practical investigations. There is good use of assessment to track pupils' progress and provide work that is very well matched to pupils' prior attainment. As a result, all pupils make very good progress.

9. Higher-attaining pupils and those who are gifted and talented are effectively identified and challenged in lessons. These pupils make very good progress.
10. The school makes good provision for pupils with special educational needs and those for whom English is an additional language. These pupils achieve well. None of these pupils is at the early stage of learning English and they attain standards at least in line with those of their peers.
11. The headteacher and staff are well aware of the school's strengths and areas for development, and set realistic targets for year groups and individual pupils. Very good progress is made towards achieving these targets and the 2002 targets were fully met.

The headteacher and key staff provide very good leadership and management. They are well supported by all staff.

12. The headteacher has clearly identified the areas in need of improvement and provides a very clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and very effective teaching and learning. There have been good improvements in the quality of teaching and learning, the learning environment and the curriculum provided since the previous inspection.
13. The headteacher has made the quality of teaching and learning a priority, and this has had a very positive impact on raising standards in all areas. The headteacher's clear understanding and involvement in a range of national and other external initiatives; for example in ICT, have had a significant impact upon the standards achieved by pupils.
14. The headteacher is well supported by the deputy headteacher, senior management team, staff and some governors. A team approach is very well developed, and all staff work hard to improve the quality of education provided by the school. Staff with management responsibilities make an excellent contribution to the quality of teaching and learning across the school. Some governors are insufficiently aware of the school's strengths and areas for development. Equality of opportunity is promoted, and pupils with special educational needs are well supported. The school ethos is very good, and there is a firm commitment to raising standards further. The school also makes excellent use of ICT to extend pupils' learning and to support teachers, particularly by reducing their administrative workload.

The quality of teaching is very good overall, and pupils learn very well in consequence.

15. The quality of teaching is at least good, often very good and sometimes excellent. The very good quality of teaching overall is a strength of the school, and has improved since the previous inspection.
16. The best teaching is characterised by high expectations of pupils' performance, and well-planned activities that are well matched to the needs of all pupils, together with a brisk pace. In the best lessons, teachers have very good knowledge of the subject, and resources are very well prepared and used. Overall, the teaching supports pupils' learning effectively throughout the school. Pupils show interest in their work, and sustain their concentration very well.
17. Teachers throughout the school plan activities well to meet the needs of pupils of different levels of attainment. Teachers work hard to provide for the needs of their pupils, and improve pupils' understanding by the effective use of questions that challenge and extend them. Expectations of work and behaviour are high, and pupils are given tasks that are appropriate to their stage of learning. Teachers also take the opportunity to teach to their strengths whenever possible; for example, both Year 6 classes are taught by the English and mathematics co-ordinators for these subjects.
18. In one excellent Year 5 English lesson, the class teacher skilfully engaged pupils' attention in adapting writing for different purposes. Pupils were encouraged to talk about an incident from someone else's perspective. Very clear instructions and activities were clearly identified to match the learning needs of all pupils that led to all pupils being fully involved. High pupil motivation and exemplary behaviour led to highly effective learning.
19. In a very good Year 6 mathematics lesson, the class teacher's dynamic manner ensured that all pupils listened and took part in the highly effective mental mathematics starter. Individual whiteboards were used effectively by the class teacher as an aid to the ongoing assessment of pupils, and questions were modified according to pupils' learning needs. ICT was also used effectively in this lesson, with a power point presentation setting the scene for a mathematical investigation. Very good attitudes and behaviour, together with high quality planning and presentation, ensured that pupils made very good gains in their learning. Examples of high quality teaching such as this were observed several times during the inspection and throughout

the school. Where the quality of teaching and learning was less effective in a small number of lessons,

the pace of learning slowed when pupils became too hot and uncomfortable; for example, in the ICT suite.

20. The management of pupils in lessons is consistently good in all classes, and pupils respond positively to the tasks they are given. Teachers make their expectations of behaviour clear, and the standard of discipline is very high. Good behaviour is noted and praised, and effective strategies are in place to raise pupils' self-esteem. Support staff are appropriately briefed, and interact positively with pupils.
21. The teaching of literacy is good across the school. Teachers have successfully implemented the National Literacy Strategy. Teachers are working hard to improve standards in writing and there are good opportunities for extended writing activities. The teaching of numeracy is good across the school, and the school is using the National Numeracy Strategy effectively.
22. Teachers assess pupils' performance well during lessons, through discussions and observation. Teachers use assessment to plan tasks that are well matched to the needs of all pupils, including higher attainers, those for whom English is an additional language and those with special educational needs. Homework is used appropriately to extend and enrich pupils' learning throughout the school. Pupils regularly take books home to read, and parents and teachers complete reading diaries appropriately.

Information and communication technology (ICT) is used very effectively to enhance standards.

23. Improved provision for ICT is having a very good effect upon raising standards. There is a good balance between the teaching of ICT skills and the application of ICT in most subjects across the curriculum. The quality of work seen in English, mathematics science, religious education, history and geography is enhanced by the effective use of ICT.
24. Teachers use ICT successfully across the curriculum to enhance pupils' learning. Use of Power Point presentations and interactive whiteboards are regular features of many lessons and staff are confident in their use and application. The high quality of work in this area is having a direct effect upon improvements in the quality of teaching and learning.
25. Staff involvement in research work in the USA has led to the school leading a local project concerned with the development of "e-learning", which is intended to support pupils individually in a range of subjects, both at home and at school. Examples such as this indicate the school's strong commitment to the development of ICT to improve the quality of teaching and learning for its pupils.
26. Since the last inspection, the school has effectively developed the use of ICT across the curriculum and this has contributed to an overall improvement in standards, and particularly in English, mathematics and science. Data from the school's ICT development plan have contributed to a number of national and local initiatives and this has given the school a high profile in this area of its work.

27. ICT is used very effectively across the school. The headteacher is highly effective in using ICT to reduce the workload for teachers; for example, each half term class teachers receive a CD-ROM containing current school policies, planning and assessment procedures. Teachers are highly appreciative of this support and say that this has reduced their administrative workload considerably. The school reports that this approach has had a direct and positive impact on the recruitment and retention of teachers.

Teachers manage and care for pupils very well, and make very good provision for their personal development.

28. Pupils are enthusiastic about coming to school and are eager to learn. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that all school staff value them. Pupils ask good questions and listen carefully to each other's answers, and frequently contribute their own good ideas.
29. Pupils' behaviour is very good overall. They have a clear sense of right and wrong, and know what is expected of them. The consistently high standards of behaviour of the oldest pupils are particularly good. Pupils reflect on what they do and understand its impact upon others. In one physical education, a group of pupils were fully involving a pupil with severe learning difficulties. They demonstrated patience and encouragement and all in the class were delighted when the pupil succeeded in throwing the ball in a game. Pupils are taught to value the contributions of all and to recognise that everyone is equally important within the school community. This is very successful in raising pupils' self esteem.
30. Teachers have very good relationships with their pupils throughout the school. They base their management of pupils on these relationships and have a very good rapport with their classes. Teachers manage pupils behaviour consistently well across the school and this is the main reason why it is so successful. Teachers and support staff act as good role models for pupils and staff know their pupils well.
31. As a result of the very good relationships and the opportunities pupils have to respond to the spiritual, moral, social and cultural provision in the curriculum, pupils behave well in assemblies and in class discussions on personal and social issues. They relate their own feelings to the feelings of others as was seen during worship with the local vicar about the importance of prayer in people's lives.
32. Pupils listen to each other very well and show respect. They are open in their conversations, and welcoming to visitors. Pupils with special educational needs and those for whom English is an additional language also have positive attitudes towards learning.

WHAT COULD BE IMPROVED

Aspects of the school's accommodation

33. The school has worked hard and imaginatively to make the most of the accommodation and resources available to it; for example, in the creation of a learning centre and ICT suite. However, the newly created ICT suite lacks adequate ventilation and space for the number of pupils present and the number of computers installed. During the

inspection, the room became unacceptably hot during several lessons observed, despite the use of electric fans and this had a negative effect upon pupils' learning.

34. The school has created a learning support centre in Year 5, with each pupil having access to a computer. However, at the time of the inspection, the ageing computers were not functioning and learning within other subject areas was hindered because of the lack of flexibility in arranging furniture, inadequate seating for pupils and workspace being filled with computer hardware.
35. The school lacks the space for much of its work to take place effectively and this often hinders the quality of learning. There are no available rooms for pupils with special educational needs or for pupils requiring group work support. There is a lack of secure and confidential office space for senior staff to speak to pupils, parents and colleagues. Access for disabled pupils is also unsatisfactory, because of the many steps throughout the building.
36. The school deserves much credit for its work in the creation of a designated area within the school reception for a pupil with severe learning difficulties. Though the intention here is good, the position of this designated area and working conditions within it are unsuitable for the pupil concerned. In addition, the situation leads to other work in the school being disrupted.

Pupils' attendance

37. The procedures for monitoring and promoting attendance are very good. However, the rate of authorised absence is well above the national average, and is within the highest 10 to 15 per cent of schools nationally. Despite the unacceptable rate of attendance, the school works very hard to remind parents of the implications of non-attendance. The figure for unauthorised absence is below the national average.
38. The school has introduced first day calling of parents whose children are absent. The school works closely with the education welfare officer and local education authority in its attempts to reduce the rate of authorised absence. The education welfare officer visits the school each week to review the attendance figures with the deputy headteacher, to make further enquires and, in the last resort, to initiate court action against the parents concerned.
39. Particular attention is given to those pupils whose pattern of attendance causes concern. Although the majority of parents co-operate well with the school, a significant number withdraw their children from school for holidays during term time, and particularly in September each year. This involves around 25 per cent of the pupils. A significant number of parents do not regard school attendance as a sufficiently high priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. In order to improve the standard of education further, the headteacher, staff and governors should:-
 - 1) As far as resources allow, work with the local education authority to improve the quality of accommodation within the school, with particular attention to:

- improving the ventilation, health and safety of pupils working in the ICT suite; (paragraphs 33, 34)
- improving the quality of accommodation for pupils with special educational needs; (paragraphs 35, 36)
- ensuring that space is available for confidential interviews with parents, staff and pupils; (paragraph 35)
- ensuring that pupils and parents with physical disabilities have full access to school facilities. (paragraph 35) *

2) Extend measures to improve pupils' attendance by*:

- establishing a new sense of urgency amongst pupils, staff and parents; (paragraphs 37, 39)
- ensuring that all parents fully understand how continuing absences affect their children's education. (paragraphs 38, 39)

* Already identified as an area for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	5	1	0	0	0
Percentage	15	39	39	7	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 nine percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	242
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	34	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	24
	Girls	29	28	32
	Total	49	51	56
Percentage of pupils at NC level 4 or above	School	84 (78)	88 (84)	97 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	24
	Girls	30	28	31
	Total	51	51	55
Percentage of pupils at NC level 4 or above	School	88 (71)	88 (69)	95 (66)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

No of pupils on roll
215
0
3
0
0
5
1
14
0
0
0
3
0
0
0
0
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.2
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	57

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	598395
Total expenditure	532965
Expenditure per pupil	2211
Balance brought forward from previous year	-860
Balance carried forward to next year	64570

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	2	0	2
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	50	48	1	1	0
My child gets the right amount of work to do at home.	43	39	12	3	3
The teaching is good.	49	49	2	0	0
I am kept well informed about how my child is getting on.	39	54	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	33	2	1	2
The school expects my child to work hard and achieve his or her best.	68	31	0	1	0
The school works closely with parents.	37	52	4	2	5
The school is well led and managed.	57	40	1	0	2
The school is helping my child become mature and responsible.	51	46	2	0	1
The school provides an interesting range of activities outside lessons.	27	39	18	11	5