

INSPECTION REPORT

BEECH GREEN PRIMARY SCHOOL

Gloucester

LEA area: Gloucestershire

Unique reference number: 115600

Headteacher: Mrs Judith Hurford

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 16-17 September 2002

Inspection number: 247567

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
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	St James' Quedgeley Gloucester
Postcode:	GL2 4WD
Telephone number:	01452 722363
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Cue
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beech Green Primary School is situated in Quedgeley on the southern outskirts of Gloucester and has 479 pupils. The school is much bigger than other primary schools nationally. The school contains seventeen classes for pupils from the reception year to Year 6. There is a separate nursery within the school accommodation. The socio-economic circumstances are average and the families live in local authority, rented and private housing. Almost all of the pupils come from a white UK heritage and the rest come from a range of other ethnic backgrounds. There are two per cent of pupils with English as an additional language but none of these pupils is at an early stage of English acquisition. The percentage of pupils identified as having special educational needs (8% per cent) is well below the national average. There are six pupils with a statement of special educational need, which is below average. Children enter the reception class in the year in which they are five. Most children have attended the school nursery before moving to reception. The attainment of children on entry to the reception class is average.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils of all abilities make good progress and standards are above average in mathematics and high in science and most aspects of English. The teaching is good and pupils enjoy learning. Pupils are prepared adequately for life in a culturally diverse society. The headteacher, governing body and senior management team lead the school very well. Very good management of all aspects of school life ensures that pupils' needs are met and the school acts promptly to improve any areas where it finds that standards are not as high as they could be. The school provides good value for money.

What the school does well

- Standards in science and most aspects of English are well above average and those in mathematics are above average.
- High standards in art and design.
- The school is very well led and managed.
- The provision for pupils with special educational needs is very good.
- The school cares very well for its pupils and their personal development and behaviour are very good.

What could be improved

- Imaginative and extended writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and it has made very good improvement since then. New policies and schemes have been implemented. Standards have risen in English, mathematics and science and there has been very good improvement in the provision for music and special educational needs. There is a new senior management team which has developed very effective teamwork and the planned curriculum provision for all the youngest children is good. There are good levels of challenge for all pupils, although the school has identified that more challenge is needed in pupils' extended writing. The school is in a very good position to make further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	D	A	C
mathematics	C	E	B	C
science	C	C	A	A

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

National test results in 2001 show that standards for eleven-year-olds in English and science are well above average. Standards in mathematics are above average. Standards in science are higher than those in schools with a similar intake and those in English and mathematics are broadly the same. The tests for pupils aged seven in 2001 showed that standards were well above average in reading and mathematics and above average in writing. However, the pupils' attainment in writing at the higher level was below the national average. The school is improving standards although the size and ability of cohorts does affect the overall picture from year to year. Year groups range from 60-90 pupils. The school sets itself challenging targets and achieves them. Indications from the tests for seven and eleven-year-olds in 2002 and inspection evidence show standards have been maintained in mathematics and science. However, the standards in English are not as good because an insufficient proportion of pupils at seven and eleven are attaining the higher levels. The school has identified this through thorough analysis of test data and has good plans to ensure that this year the standards in imaginative and extended writing will improve across the school. Standards in handwriting and spelling are good. Standards in art and design are high and pupils throughout the school explore and develop ideas in all aspects of the subject, producing excellent and highly pleasing results. By the end of Year 6, pupils attain above expected standards in history and geography. Standards in music are above average and show a good improvement from the last inspection. All year groups and abilities make good progress. In all other subjects, standards are at least at the expected levels if not better. The children in reception make good progress and achieve the expected levels for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are happy; they enjoy coming to school and show a mature attitude to their work.
Behaviour, in and out of classrooms	Very good. Pupils are highly sensitive to the needs of others in lessons and in the playground. They fully understand the school's behaviour rules.
Personal development and relationships	Very good. Pupils confidently express their views and show high levels of respect for others.
Attendance	Very good. The attendance rate is well above the national 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 and learning are good. Pupils show a large amount of intellectual, physical and creative effort in their work and concentrate well during lessons. Teaching in mathematics and science is good throughout the school with some very good teaching in Years 3-6. The basic skills of literacy and numeracy are taught well. The teaching of English seen during the inspection was satisfactory in Years 1 and 2 and good in Years 3-6. This is because lessons in Years 3-6 were more challenging and conducted at a more rapid pace. The teaching of grammar, handwriting and spelling is good, but more challenge is needed for higher attaining pupils in the teaching of extended and imaginative writing throughout the school. Teaching assistants provide very good support. There is some excellent teaching in art and design and the quality of teaching and learning is high throughout the school. Good teaching was also observed in design and technology, music, physical education, information and communication technology and French. The teaching of pupils with special educational needs is very good. The highest attaining pupils are also well challenged in mathematics and science and most aspects of English. In the reception class, teaching and learning are good. The teachers show a good knowledge and understanding in the way they present the curriculum for this age group and the children are interested and engaged in all the activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very Good. The quality and range of learning opportunities throughout the school is very good and includes provision for French in Years 5 and 6.
Provision for pupils with special educational needs	Very good. The school has successfully built up a team involving all staff to meet the needs of individual pupils.
Provision for pupils with English as an additional language	Good. Any pupils who need extra help in speaking English receive prompt and effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' moral and social development is very good and the provision for pupils' spiritual and cultural development is good. Pupils are adequately prepared for life in a culturally diverse society.
How well the school cares for its pupils	Very good. The provision made for the health, safety and welfare of the pupils is very good, as are procedures for monitoring and supporting their academic progress. Assessment systems are well developed.

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 senior management team lead the school very well.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive and attend appropriate training. They are very active in development planning and shaping the direction for the school.
The school's evaluation of its performance	Very good. The school is very successful in raising standards in those areas it has prioritised. The school knows what its strengths and weaknesses are and how it can improve further.
The strategic use of resources	Very good. The school is very efficiently run and it manages and uses its resources very well. Priorities for development are appropriately financed. Best value principles are applied well to the purchase of goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school and is making good progress. • Behaviour in the school is good and the school is helping their child become mature and responsible. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Activities outside of lessons. • Homework. • Information on how their child is getting on. • To have more of their child's school work sent home at the end of the year.

The inspection team agrees with the positive views of parents. There are good systems for homework. The school has acknowledged that it will fully consult with parents on checking consistency in homework, the amount of work to be sent home at the end of each year and providing more information on how their child is getting on. There are a satisfactory number of activities outside of lessons, including competitive sports, but there could be a wider range which are available to the younger pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in science are well above average and those in mathematics are above average.

1. Standards in mathematics at the end of Year 6 are above the national average and well above at the end of Year 2. This is confirmed by the 2001 national tests results. Standards have significantly improved since the last inspection where they were reported to be broadly average. Test results for 2002 indicate that standards have risen even further especially for the higher attaining pupils. This is due to the successful implementation of the national numeracy strategy and the high expectation and challenge given by many teachers. Good emphasis has been placed on improving mental computation and fact retention as part of numeracy and this has a positive effect on raising pupils' basic number skills. Pupils are set into ability groups which has a major impact on raising standards for all pupils, including those with special educational needs, and higher achievers are given further challenging work. The subject is well led by experienced team leaders who ensure that assessment information, including statements on achievement of individual targets, are used effectively to direct future learning.

2. In science, national test results in 2001 indicate that, by the end of Year 6, standards are well above average. The standard of work observed during the start of the autumn term in Year 6 indicate that standards are above average and pupils are well on course to achieve well above average results by the end of the year. Standards by the time pupils leave the school have been rising each year for the last four years. This is because the subject is well managed and there is improved planning especially in investigative aspects. The school has identified a clear progression in investigative skills. The reinforcement of learning is excellent and pupils with special educational needs achieve very well. The number of pupils achieving the higher level 5 has also increased significantly over the last four years. Standards are higher than those found at the previous inspection and the improvement has been very good.

3. By the end of Year 2, pupils have a sound understanding of how to maintain a healthy body because they keep a diary. They have a sound understanding of materials and give reasons for using different materials for different purposes; for example windows are transparent and can be looked through. By the time pupils leave the school in Year 6 they have had very good opportunities to develop their observational skills and are able to record their findings accurately. They have a very good understanding of variables and a fair test. They make sensible predictions and explain findings. Links with literacy are good and pupils are encouraged to write up observations using their own writing. This is a strength throughout the school. These good standards reflect the good teaching and there is some very good teaching in Year 6, which encourages pupils to be rigorous and accurate. Pupils explain clearly the difference between dissolving and filtration, soluble and insoluble. The teachers are very well organised and use very good strategies to check learning and reinforce new learning. The co-ordinator has a very clear vision and is enthusiastic to raise standards even further. Stronger use of numeracy and information and communication technology would enhance the subject further.

High standards in art and design.

4. By the end of Year 2 and Year 6, standards in art and design are well above average. This is a further improvement from the good standards found at the last inspection. The very high standards are achieved because of the excellent use of a part time specialist art teacher who leads the lesson and works alongside the class teacher. This contributes significantly to the very high standards achieved. Throughout the school art is appreciated and displayed in an attractive way contributing to the appearance of the school.

5. Pupils develop a range of skills at an early age. The development in skills is clearly evident as pupils progress through the school in the way they use shape, shadow, colour, pattern and texture. Professional artists' work is well used to extend pupils' understanding and appreciation of different art forms and techniques. Pupils are guided to observe detail and identify it on their pictures. They learn to use pastels in a variety of ways. Pupils in Year 1 use black and white chalk to show the shadow on their shoes. Year 2 pupils use 4B pencils to draw a still life shoe. The specialist teacher explains the importance of starting a still life pastel drawing of a gourd with the size and shape. The teacher gives an excellent demonstration of how to create shadow using different colours. Pupils gasp with utterances of 'Wow! Wicked!' as the teacher demonstrates how to create a picture. They recognise shading and understand the effect of shading; they can explain how to create shading effect on their picture. Year 4 pupils use colour and tone in different ways using pencil and crayons. Year 5 pupils complete observational drawings experimenting with different backgrounds. Excellent levels of motivation contribute to pupils' joy in art and their enthusiasm. Their delight in the subject reflects the excellent input from the specialist teacher.

The school is very well led and managed.

6. The senior management team led by the headteacher and governing body is taking the school through a carefully planned process of development and improvement. This large school knows what it has to do to raise standards further and ensure that the pupils receive the best quality of education. It is very well supported by the staff and parents. The school achieves its aims of providing effective learning in a partnership that is based on trust and respect and faces the future with confidence. Since the last inspection, all issues raised have been fully acted on. The management has developed effective teamwork and the role of co-ordinators is now clearly understood. They play a key part in the development of their subjects across the whole school.

7. The headteacher has a good overview of all aspects of the school's work. The provision for special educational needs is managed very well and is supported by a knowledgeable governor. There are regular reviews of pupils' progress and good involvement of parents in statutory reviews. All statutory requirements are met. The provision for English as an additional language is managed well. Leadership and management are also good in the Foundation Stage

8. The school is highly effective in monitoring and evaluating its performance and taking effective action. The school development plan outlines clear targets for improvement linked to the budget and each subject has an action plan. All co-ordinators audit their allocated areas every year and identify resourcing needs and training. They receive release time to put their action plans into practice. There is an effective system of checking teaching and learning to improve practice and standards. All staff have targets and these are linked to effective procedures for performance management. The members of the senior management team are also involved in monitoring the work of their colleagues and in checking on the progress made by pupils. However, the school's procedures for monitoring teaching are still in the process of development and need to be more thorough and rigorous

to identify exactly why the pupils are not performing sufficiently well at the higher levels in writing.

9. Analysis of all data available to the school is very rigorous and used to highlight aspects for improvement. There is a full time bursar and secretary who have excellent systems in place to keep a check on finances, the school's performance and pupil records. The school makes excellent use of information and communication technology to support administration and is using data effectively to set and review targets.

10. The governing body is very effective in fulfilling its responsibilities and it plays a very active role in the daily life of the school. The governors take very seriously their commitments to monitoring the school's work and have a very clear picture of the school's strengths and weaknesses. Their role in strategic planning and development is very good. A strategic management review conducted by the governing body has resulted in the present senior management team. The school sets targets for performance in national and other tests; these targets are realistic and challenging and the school is successful in meeting them. The committee structure is very well developed. The management committee acts as a 'think tank' and is closely involved with the training of staff. It has no preset agenda and openly discusses all issues. The standards committee thoroughly analyses assessment and test data and can produce information on any grouping in the school using the excellent computer packages available. It is partly through these methods that the school has identified that writing could be better than it is already.

11. The accommodation is very good. The school has been very effective in exploiting the building design to gain the best for children and staff. A refurbishment programme has changed the school from open plan to partitions between classrooms and a new playground has been added after close consultation with the pupils and this has a good impact on the their attitudes to the school and their personal development and relationships

The provision for pupils with special educational needs is very good

12. The provision for pupils with special educational needs has significantly improved since the last inspection and is now very good. The school has successfully built up a team involving the whole staff of teachers and support assistants to meet the needs of individual pupils. The team leaders provide very good leadership and have successfully reviewed policies. Individual education plans have significantly improved and contain clear manageable targets related to the needs of individuals, which are regularly reviewed and assessed. Pupils know their targets and parents are kept well informed of progress made since the introduction of the new code of practice for special educational needs. Pupils are well supported in class by their teachers and trained teaching assistants. The Social Use of Language Programme has successfully been introduced into school, and has had a positive impact on pupils' personal development. This adult led structured weekly session, where pupils are withdrawn to learn to listen and speak to each other in a small group, significantly helps them with their behaviour, communication, listening and language problems and has a very positive impact on pupils' self esteem.

13. The governors are supportive and meet regularly with the co-ordinator. They frequently visit the school and are aware of policies and processes. Good links have been established with all outside agencies, pre school units and secondary schools. Annual reviews are well documented and all records are kept well up to date. The provision for pupils with special educational needs is well resourced. All pupils make very good progress in their learning, which is supported by the new formal tracking systems currently being implemented into school.

The school cares very well for its pupils and their personal development and behaviour are very good.

14. The provision for pupils' care and support is very good. Pupils feel safe and cared for. Pupils and their parents report that action is swift and effective in the few instances of name-calling or minor bullying. All members of teaching and support staff receive regular training in child protection and are qualified in elementary first aid. Fire drills take place twice every term and security is a major priority of the school. Procedures for reporting and recording pupils' academic progress are computerised and are very good. This permits fast and easy access to records for discussion with parents and frees up teaching staff to spend more time on other activities to support all groups of pupils.

15. Behaviour throughout the school is consistently very good. Pupils and children in the reception class are polite and friendly to each other and to visitors. They are quick to offer help to visitors and acknowledge help from others. They respect the behaviour policy. Frequent training in the use of this policy for all teaching and support staff contributes to this positive outcome. Attendance is much better than the national average, maintaining the high standards observed in the last inspection. Excellent use is made of computer records to maintain attendance records and initiate action when necessary.

16. Pupils' personal development is very good. The good standards reported previously have improved. Younger children are very well supported by the older pupils. There is a wide range of formal and informal opportunities for pupils to show initiative. For example, most formal appointments to positions of responsibility, such as house captains and team captains for football and netball, are pupil led. Planning for a school council is well advanced. This also includes pupil leadership in the election of members. Pupils from Years 4, 5 and 6 in 2001 contributed to the design of a second school playground. It was their idea to include a 'Friendship Bench' where lonely or troubled pupils can seek support from their peers. Through assemblies, religious education and personal, social, health and citizenship lessons, pupils throughout the school are developing a very good set of values, moral principles and beliefs which they can justify to others. They are also making good progress in considering the feelings of others and in being fair. Sessions in art and design, dance, poetry and music give the pupils a good appreciation of the arts from a range of cultures. Visitors from Japan and visits to France for the older pupils give direct experience and understanding of another culture.

WHAT COULD BE IMPROVED

Imaginative and extended writing.

17. The school has identified that the pupils' imaginative and extended writing needs improving and has clear plans to achieve this. In the National Curriculum tests for seven year-olds in 2001, the pupils' attainment in writing was above the national average. In comparison with similar schools, results in writing were average. However, when looking at the test results more closely and the proportion of pupils attaining the higher level, the school's performance in writing was below the national average. In the tests for eleven-year-olds in English the pupils' attainment was well above the national average and average for those in similar schools. The school's careful analysis of these tests shows that imaginative and extended writing is an area which could be improved. This is further supported by indications from the tests in 2002 where the numbers of pupils at seven and eleven attaining the higher levels in writing are still not high enough. Standards in all aspects of English have made a good improvement since the previous inspection. Standards in reading are high throughout the school and those in speaking and listening are above average.

18. Inspection evidence finds that standards in imaginative and extended writing throughout the school are average. Pupils are applying their writing skills well in subjects such as science and history. Pupils with special educational needs are making good progress in writing but the progress of the more able pupils is not as good and could be higher. Improvement should be made in the richness of the language and vocabulary used and the development of interesting ideas. The school has plans to introduce a drama curriculum, which should have a positive impact on standards. The standard of handwriting and spelling is above average and pupils use features of layout, presentation and organisation effectively. The pupils write across a good range of writing styles such as letters, poems, plays and autobiographies. There is some good use of information and communication technology. Older pupils use the Internet well for research and work is well laid out. Teachers have adopted the National Literacy Strategy successfully and basic skills are taught well. The school has revised the English curriculum to include an extra lesson for writing this year. No specific teaching of writing was observed during the inspection because lessons were timetabled for later in the week. The quality of teaching and learning in the English lessons observed was satisfactory in Years 1 and 2 and good in Years 3-6. Assessment procedures against the target statements from the programme of study are very good and include the use of optional tests.

19. Leadership and management of the subject are good. There are two team leaders for the subject who have drawn up a good subject development plan where writing across the school is identified as the main focus. The local authority consultant is due to work with the school on improvements. The writing policy is in the process of being reviewed and updated. Some monitoring of teaching and learning has taken place during the last year but is due to be carried out in more depth this year. The school is also in the early stages of producing an annotated file of pupils' writing. This will give further information for the school to use in improving standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school should improve imaginative and extended writing by:

- implementing the subject action plan and updated policy and evaluating them,
- raising teachers' expectations of the levels the pupils can achieve,
- ensuring that there is a thorough and rigorous programme for the monitoring of teaching and learning of writing,
- ensuring that there is sufficient time for writing within the daily literacy hour as well as the separate lesson,
- making sure that there are annotated samples of pupils' work which can be used to find and target the aspects most in need of improvement in order for pupils to reach the higher levels.

(paragraphs 17-19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	9	4	0	0	0
Percentage	6	18	53	23	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	479
Number of full-time pupils known to be eligible for free school meals	29

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	40

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	37	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	37	39
	Girls	37	37	36
	Total	75	74	75
Percentage of pupils at NC level 2 or above	School	97 (91)	96 (94)	97 (95)
	National	84 (83)	86(84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	40
	Girls	37	36	37
	Total	74	75	77
Percentage of pupils at NC level 2 or above	School	96 (95)	97 (94)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	42	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	25
	Girls	36	32	40
	Total	57	55	65
Percentage of pupils at NC level 4 or above	School	83 (69)	80 (62)	94 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	24
	Girls	36	32	39
	Total	57	55	63
Percentage of pupils at NC level 4 or above	School	84 (64)	80 (72)	91 (81)
	National	72 (70)	74 (72)	82 (79)

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	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	387	1	1
White – Irish			
White – any other White background	5		
Mixed – White and Black Caribbean			
Mixed – White and Black African	1		
Mixed – White and Asian			
Mixed – any other mixed background	8		
Asian or Asian British - Indian	3		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	3		
Black or Black British – African	3		
Black or Black British – any other Black background	1		
Chinese			
Any other ethnic group			
No ethnic group recorded	7		

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: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	209

Financial information

Financial year	2001-2002
	£
Total income	939,827
Total expenditure	964,301
Expenditure per pupil	1,913
Balance brought forward from previous year	70,604
Balance carried forward to next year	46,130

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12.4
Number of teachers appointed to the school during the last two years	10.5

Total number of vacant teaching posts (FTE)	1
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	507
Number of questionnaires returned	196

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	1	0
My child is making good progress in school.	51	44	3	1	2
Behaviour in the school is good.	42	54	1	0	3
My child gets the right amount of work to do at home.	30	49	15	5	2
The teaching is good.	53	44	1	1	2
I am kept well informed about how my child is getting on.	32	54	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	63	32	4	2	0
The school expects my child to work hard and achieve his or her best.	55	39	3	0	3
The school works closely with parents.	34	51	11	1	3
The school is well led and managed.	54	39	3	1	4
The school is helping my child become mature and responsible.	44	49	3	1	3
The school provides an interesting range of activities outside lessons.	23	34	22	11	10