

INSPECTION REPORT

LICKEY HILLS PRIMARY SCHOOL

Rednal, Birmingham

LEA area: Worcestershire

Unique reference number: 116773

Headteacher: Mr S A Wallin

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 13th – 14th January 2003

Inspection number: 247690

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:	3 – 11 years
Gender of pupils:	Mixed
School address:	Old Birmingham Road Rednal Birmingham
Postcode:	B45 8EU
Telephone number:	0121 445 1992
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Gallagher
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lickey Hills Primary School, a larger than average sized primary school, is located near Rednal on the outskirts of Birmingham. Most pupils come from the surrounding area which is above average socio-economically. A total of 410 pupils aged between three and eleven attend the school, comprising 216 boys and 168 girls plus 26 children who attend part-time in the nursery each morning. The school has a language unit which takes 18 statemented children from the Bromsgrove and Redditch areas. Almost all pupils are from white UK heritage backgrounds and none is at an early stage of English acquisition. Very few pupils are eligible for free school meals. In the main school, 24 pupils have special educational needs and one has a statement of special educational need. Both figures are well below average. Most pupils in the reception classes have benefited from some pre-school educational experience. Attainment on admission is average and the majority of pupils have good speaking and listening skills. Since the previous inspection the school has become a primary school, the number of pupils has fallen and there has been a high turnover of teachers.

HOW GOOD THE SCHOOL IS

This is a good school in which the work in the language unit is very good. The good quality of teaching is having a beneficial impact on standards with the result that, by the end of Year 6, standards in English and mathematics are well above average. Although standards at the end of Year 2 have been average in reading and writing and above average in mathematics, they are rising due to improved teaching. The school is led and managed well and the headteacher and staff receive good support from the governors. The school provides good value for money.

What the school does well

- Standards in national tests at the end of Year 6 are well above average in English and mathematics
- The provision and teaching in the language unit are very good
- Most of the teaching is good
- The pupils have good attitudes and their behaviour is very good
- The school is led and managed well

What could be improved

- There are insufficient opportunities for the pupils to work independently and use their initiative

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement and tackled the issues raised in the last inspection report of February 1998. Standards at the end of Year 6 have improved. Monitoring of teaching is having a good impact on improving the rate of pupils' progress. Leadership and management have coped well with staff changes and there is a cohesive approach to learning. The teaching is now mostly good. The school is in a good position for 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
	2000	2001	2002	2002
English	B	C	A	B
Mathematics	C	C	A	B
Science	C	C	B	C

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

Children start at the school with average levels of attainment and, by the end of the reception year, most attain the early learning goals in all of the areas of learning. Children in the nursery and reception classes improve steadily and make good progress in personal, social and emotional development. In the national tests at the end of Year 2 in 2002 pupils attained average standards in reading and writing and above average standards in mathematics. When compared with schools with similar intakes, standards were average in mathematics, below average in reading and well below average in writing. Teacher assessments showed that standards in science were below average. Pupils, particularly the more able, did not achieve well enough in last year's end of Year 2 tests. However, inspection evidence shows that by the end of Year 2 standards are rising and are generally above average in reading, writing and mathematics. This improvement has been achieved through much more focused teaching and sharply defined target setting. Progress in the infants is now good. Overall performance between 1998 and 2002 shows that girls do better than boys in reading and writing but that in mathematics there is little variation in performance.

Inspection evidence confirms the findings of the national tests that standards in Year 6 are well above average in English and mathematics and above average in science. Pupils in Years 3 to 6 make good progress. Pupils in the language unit make very good progress towards their targets and in some cases achieve the expected levels for their age in English and mathematics by the end of Year 6 because of very effective teaching. More able pupils and pupils in the main school with special educational needs make good progress. The school sets sufficiently challenging targets, including those for the more able, and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. Pupils with special educational needs in the language unit apply themselves very well.
Behaviour, in and out of classrooms	Very good. Pupils are polite and well mannered. There is little bullying or rough play and no pupil has been excluded.
Personal development and relationships	Good. Pupils get on well together they are helpful and co-operative in lessons.
Attendance	Very good. Attendance is well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 mostly good and have improved since the previous inspection. The teachers meet the needs of pupils effectively; this is helped in some year groups by the use of setting by ability for English and mathematics. Basic skills are taught very well and there is a good focus on using the national strategies for literacy and numeracy when planning lessons. Pupils are encouraged to use the skills learned in these lessons effectively in their work in other subjects. Teaching in the nursery and reception classes of communication, language and literacy and mathematical development is good and there is an effective balance between direct teaching and opportunities for the children to work independently. The school makes good use of support staff to provide extra help for pupils with special educational needs. The teaching of pupils with special educational needs is good and the individual education plans are well structured and reviewed regularly. Teaching in the language unit is very good and the staff work very well together in providing high levels of challenge. This means that the pupils make very good progress and significant gains in their use of English.

Effective monitoring has helped to bring more consistency to the teaching in Years 1 and 2 and this is proving successful in raising standards in English. Homework is used consistently throughout the school. Marking is often clear and well focused and provides guidance for pupils on how they might improve. Pupils are clear about what is expected of them because explanations at the start of lessons are well focused. The pupils are good at learning; their positive attitudes are shown in their enthusiastic response to homework, music practice and attendance at extra-curricular activities. They work hard and are productive in lessons, helping each other and joining in with discussions. In some lessons, where the teaching was satisfactory or very occasionally unsatisfactory, the pace was rather slow, there was limited challenge and teachers talked too much, over directing the pupils so that opportunities for independent work, problem solving and investigation were missed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good range of extra-curricular activities. The school places a strong emphasis on environmental education.
Provision for pupils with special educational needs	Good. There is very good provision in the language unit because of highly effective teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Staff promote social and moral development well. Pupils participate enthusiastically in the school council. The pupils are prepared satisfactorily for life in a culturally diverse society.
How well the school cares for its pupils	Good. There are very good procedures for health and safety. Assessment is good and used well to set targets for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher takes a good lead in guiding staff and setting targets. Senior staff work together well and subject leaders have a secure understanding of the curriculum.
How well the governors fulfil their responsibilities	Good. The governors have a good understanding of the school's work and monitor its performance effectively.
The school's evaluation of its performance	Good. There is effective analysis of data to set challenging targets. Performance management systems are well established and used to improve the quality of teaching.
The strategic use of resources	Good. The school makes effective use of its funds and governors use best value principles when purchasing supplies 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"> • The good teaching and the way that staff encourage pupils to learn • The school's provision for personal, social and emotional development • The way the school is led and the approachability of staff • The good behaviour and attitudes of the children 	<ul style="list-style-type: none"> • Reports on their children's progress

The inspection team endorses the positive views of parents. Reports on pupils' progress are detailed and include targets to guide parents on how to help their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in national tests at the end of Year 6 are well above average in English and mathematics

1. The school has made good headway in raising standards in English and mathematics since the previous inspection most notably in the national tests at the end of Year 6. The trend in improvement has kept pace with the national improving trend and in the tests in 2002 pupils attained levels which were well above the national average. These results also showed that the pupils who took the tests had made very good progress since they were tested at the end of Year 2. This good achievement for the school is likely to be maintained in the tests in 2003; the school is on course to meet its targets. When compared with the performance of pupils in schools with similar intakes the standards were above average in English and mathematics. Inspection evidence shows that the pupils achieve successfully and that standards in these subjects are well above average.
2. Staff at the school have been very aware that girls tend to do better than boys in English, being about six months ahead in overall performance. However, boys achieve better than the average achieved by other boys nationally. The school has embarked on a successful programme of raising boys' attainment and is beginning to meet with some success.

Pupils are successful in national tests at the end of Year 6 because
<ul style="list-style-type: none">• They enjoy coming to school and attendance is well above the national average• There is effective setting of pupils by ability and this helps the teachers to plan work which is at the right level for pupils of different abilities• There is good teaching of English and mathematics throughout the school• Most pupils start school with good speaking and listening skills and appropriate skills in early reading and writing• The school makes good use of the national literacy and numeracy strategies• The subjects are managed well and there are good resources• Parents provide significant support through helping their children at home• The governors have introduced rigorous targets linked to the performance management of the headteacher and staff• The headteacher and senior staff set challenging targets for performance in national tests

3. The school's good performance at the end of Year 6 has not been matched by such success in national tests at the end of Year 2. However, the school has set much more challenging targets for these pupils. Inspection evidence indicates that the improved approaches to teaching, new initiatives and additional support are having a beneficial impact on standards in reading and writing and that standards are likely to be above average in the national tests in 2003.

The provision and teaching in the language unit are very good

4. This aspect of the school's work is very successful. The school supports 18 pupils in the unit and staff have much expertise in promoting language skills effectively. As a result, most of the pupils in the unit attain average standards for their age by the end of Year 6. This represents very good success for the school.

5. The pupils' very good progress is due to highly effective teaching and learning.

The teaching is very good	The impact on learning
<ul style="list-style-type: none"> • Teachers and other staff share a common vision, know the pupils very well and expect much of them making it clear what is to be learned • Planning is detailed, thorough and focuses on the needs of individuals based on good assessment of what the pupils already know • The staff have excellent subject knowledge and expertise in developing specific language skills • Basic skills are taught very well and there is a strong emphasis on improving pupils' competence through discussions and opportunities to talk about their work • The staff take an imaginative and stimulating approach which capitalises on pupils' enthusiasm • They ask well focused questions and insist on well crafted answers; lesson objectives are made very clear • Relationships between staff and pupils are excellent 	<ul style="list-style-type: none"> • The pupils listen attentively and focus very well on the tasks set; they are well motivated because the work is pitched at exactly the right level • Pupils have a clear understanding of what is expected of them and are successful in applying previously learned skills • Pupils benefit from the effective use of resources which aid understanding and promote a wide vocabulary • Pupils become increasingly confident in sharing ideas and talking about their work; this confidence spills over into their desire to read and write accurately • The pupils respond enthusiastically to learning and are keen to please their teachers • Pupils understand what is being taught and feel confident in replying to questions because of the respect shown to them • Behaviour is very good and the pupils have very positive attitudes to learning

Other factors which impact on the pupils' progress
<ul style="list-style-type: none"> • There are suitable and well structured opportunities for the pupils in the unit to join in activities and some lessons in the main school • The unit is managed excellently and all staff understand their role and responsibilities • Visiting specialists are very much a part of the school's provision and fully involved in teaching, providing advice and monitoring progress • The curriculum is vibrant, interesting and challenging and also includes a strong focus on language skills • Detailed assessment and records of progress are used well to plan the next step in learning; this information is shared with parents and pupils

Most of the teaching is good

6. Teaching is good overall. There is very good teaching in the language unit. Teaching has improved since the previous inspection and there is much more consistency between the year groups. In a small proportion of lessons the pace is rather slow and there are insufficient opportunities for pupils to use their initiative and work independently. Setting pupils by ability for lessons in English and mathematics works well and is having a beneficial impact on standards at the end of Year 6. The good monitoring of teaching by the headteacher and other staff and setting of sharply focused targets for performance in national tests is beginning to bear fruit in higher levels of attainment in national tests. Recent changes in the teaching of English in the infants has had a marked impact on improvements in pupils' reading and writing skills and in extending the work of more able pupils. The teaching of pupils with special educational needs is good as staff make effective use of individual education plans and support staff are briefed thoroughly on different approaches to promoting understanding. All of these factors have a good impact on how pupils learn. The staff successfully meet the needs of pupils in most lessons.

Strengths of teaching	The impact on how pupils learn
<ul style="list-style-type: none"> • The teachers plan lessons which take account of the needs of pupils with different abilities and skills • Lessons begin with clear introductions during which the teachers outline what is to be taught • The staff manage the pupils' behaviour well and often encourage attention and hard work through the use of rewards and praise • Teachers and support staff have a good understanding of the needs of pupils with special educational needs • Homework is used consistently throughout the school to extend pupils' understanding in English, mathematics and science • The staff foster effective relationships and encourage the pupils to co-operate with each other • The staff assess how well the pupils have understood by asking well focused questions and reviewing what has been taught at the end of lessons • Marking is often good; it provides effective advice for pupils on how they might improve and is sometimes linked to the pupils' targets 	<ul style="list-style-type: none"> • Pupils are able to work at an appropriate level for their understanding • Pupils have a clear knowledge of what they must do to succeed and what the teachers expect of them • They behave well and concentrate for extended periods keen to please their teachers • Pupils with special educational needs work hard and grow in confidence • Pupils learn to be disciplined and well organised and enjoy finding out more about topics through research at home • They work together well and share ideas, for example, more able pupils help their friends in lessons in the computer suite • Pupils are able to ask for clarification and explain what they have learned knowing that the teachers will be supportive • The pupils have a clear understanding of how well they are doing and what they need to do to improve

7. There are good examples of teaching in the nursery and reception classes. The strong focus on personal, social and emotional development helps to ensure that the children are secure and effective learners. In lessons in communication, language and literacy the staff use a good variety of methods in both the nursery and reception classes to promote the children's interest in books, reading and writing. There are good opportunities for the children to explore language through play and regular opportunities to practise either pretend writing or to learn how to form letters. Reading is taught well through a blend of story telling, regular learning of common words and opportunities to read at home. There is a suitable emphasis on teaching children to build words from the sounds that letters make. Mathematical development is taught well through a mixture of practical activities, the learning of number rhymes and daily opportunities to count and work with a wide range of apparatus.
8. The teaching of English and mathematics in Years 1 to 6 is good. Staff have good knowledge of the national literacy and numeracy strategies and use this knowledge well in planning lessons. In Years 1 and 2 the recent introduction of different ways of building words and learning to spell are having a good impact on pupils' writing skills. The very good link with parents through home reading diaries has a significant impact on pupils' progress and also helps to keep the parents informed of how well their children are doing. Reading is taught well through a balance of opportunities for the pupils to read to adults in school, take part in group reading and also use the library to extend research skills. There have been good improvements in the teaching of writing and a strong emphasis on improving pupils' spelling through regular homework and tests. Pupils are given good opportunities to write in a variety of styles and to use interesting vocabulary. The marking of pupils' work in English is good and teachers link the marking to targets. This has had a good impact on the quality of work.
9. Mathematics is taught well and the staff have good subject knowledge which they use well to promote pupils' understanding. Pupils are asked to explain their answers using correct mathematical terms. Most lessons begin with well-focused and pacy introductions that include regular practice of number facts. During lessons the teachers are busy about the room but also structure the work for different ability groups so that they can focus on those needing most help or those who require further challenge. Reviews of what has been learned are used well to ascertain pupils' understanding and to plan what needs to be taught next.
10. The staff work hard to provide for the needs of all pupils. Staff have been involved in analysing the performance of boys and girls and in their teaching use a variety of approaches to interest and motivate boys. In an English lesson on persuasive writing the teacher provided different resources for boys and girls which ensured that both groups were highly motivated. This resulted in some good quality work. Similarly staff teach pupils with special educational needs well as they take account of their specific needs and base their planning on pupils' individual education plans. Teachers and support staff keep good records of the pupils' progress and monitor their success in meeting the targets in their individual education plans.

The pupils have good attitudes and their behaviour is very good

11. The pupils help to create an orderly school where all are valued and appreciated. Their positive attitudes to learning contribute much to making lessons successful. Pupils' behaviour is very good and this is reflected in the calm and friendly relationships prevalent in the school.

The contribution made by pupils.	How the staff promote success
<ul style="list-style-type: none"> • The pupils are very positive about school life and enjoy coming to school; they like their teachers • During lessons the pupils are attentive, work hard and keen to please their teachers • They enjoy the good opportunities to take part in extra-curricular activities and show good levels of perseverance for example in regularly practising musical instruments • Older pupils show much pride in presenting their work well • The children in the nursery and reception classes make good progress in their personal, social and emotional development and become effective learners • Pupils in the language unit really enjoy school and take a full part in activities and lessons • Throughout the school pupils' behaviour is very good; there is little bullying and pupils play together harmoniously • They respond very well to the school's systems of rewarding good behaviour and hard work • Pupils show an appreciation for the beliefs and values of others and of care for themselves and the environment 	<ul style="list-style-type: none"> • The staff speak constructively to the pupils and encourage them to do their best • Staff expect pupils to work hard in their lessons • The school provides a good range of extra-curricular activities and also provides opportunities for the pupils to perform and use their skills • Teachers insist on good presentation and use of correct spelling and grammar in writing • There is a calm and purposeful atmosphere in the nursery and reception classes and this enables the children to thrive in a secure environment • Staff have much expertise in promoting self confidence and in boosting positive images among the pupils • Staff consistently reinforce good behaviour and harmony between pupils; they listen well to their concerns • The good reward system is applied consistently and motivates the pupils to do their best • Assemblies, the school's ECO awards and involvement in the Healthy Schools Initiative promote good attitudes and a positive climate in which pupils learn social responsibility

Other factors which contribute to making the school a pleasant and purposeful community include
<ul style="list-style-type: none"> • The good relationships between staff and pupils which promote mutual trust and respect • Parents have much confidence in the positive way in which staff treat their children and this is justified by inspection evidence • Pupils show appreciation for the success of their friends and are proud of the way in which the school teaches about environmental issues • Pupils keenly accept responsibility and take their duties seriously • The Pupil Council are very involved in encouraging pupils to take part in charitable fund-raising activities such as raising funds to provide stationery for a school in

12. In summary, the pupils are friendly and well motivated. They have a good understanding of the differences between right and wrong and an awareness of their own responsibilities within society. Pupils maturely look out for other pupils on their own and encourage them to join in.

The school is led and managed well

13. The leadership and management of the school have improved since the previous inspection and provide a good spur to school improvement and raising standards. The leadership and management have been particularly successful in improving pupils' performance in national tests at the end of Year 6 and new initiatives are beginning to have a similar positive impact on the work produced by pupils in Years 1 and 2.

14. The school has had many staff changes since the previous inspection and the headteacher and governors have been successful in building a team of like-minded colleagues who work together well in raising standards.

Particular successes in leadership	The impact on effectiveness
<ul style="list-style-type: none"> • The headteacher, staff and governors share a common vision • Staff changes have been managed well • The headteacher successfully delegates responsibility and monitors the work of his colleagues; subject leaders have clearly defined roles and are accountable • There is shared leadership in identifying priorities and collective responsibility in monitoring how well the school is achieving its objectives 	<ul style="list-style-type: none"> • There is a clear commitment to providing good quality education for all pupils • The school has a successful team, including well motivated support staff • All staff are clear about their role in raising standards and through preparation of schemes and policies help to bring consistency among their colleagues • The school's development plan is well focused and a useful tool for school improvement; staff are clear about their role in raising standards

15. The school is managed well and runs smoothly. The administrative systems work well and finances are kept in good order.

Particular successes in management	The impact on school development
<ul style="list-style-type: none"> • The school has a good system for monitoring teaching and learning which has improved the quality provided since the previous inspection • The governors and headteacher manage finances well and link spending to educational priorities • The governors, headteacher and staff have a good long term view of 	<ul style="list-style-type: none"> • Senior staff monitor lessons and provide detailed feedback to their colleagues on how to improve teaching; follow up visits are used to check on improvement • The school has had a large surplus which has been used to counteract the falling budget at the school • Finances are linked effectively to improving pupils' performance and there

<p>school improvement and plan ahead making good use of the principles of best value</p> <ul style="list-style-type: none"> • There is a good system of performance management which has helped to increase the accountability of staff; personal targets are often linked to the school's objectives; governors have good knowledge of the process • There is consistency between staff in managing pupils' behaviour and in promoting positive attitudes 	<p>is good analysis of trends and spending to secure on-going improvement in standards</p> <ul style="list-style-type: none"> • All take performance management seriously; the target to raise the proportion of pupils achieving higher levels in national tests is used as a benchmark and staff are pursuing this goal effectively and with some success • The orderly and purposeful atmosphere in the school is the result of well managed systems that are understood by all staff
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16. In summary, the school provides good value for money as the leadership and management of the school have made a good impact on raising standards, particularly at the end of Year 6. Pupils start at the school with about average attainment and by the end of Year 6 standards in English and mathematics are well above average

WHAT COULD BE IMPROVED

There are insufficient opportunities for the pupils to work independently and use their initiative

17. Although good examples of independent work were seen during the inspection there is a tendency in a small proportion of lessons to underestimate the capabilities of the pupils and to set tasks which do not require them to use their initiative. Sometimes, despite good plans, the lessons lack an incisive edge and too little is expected of the pupils. The scrutiny of pupils' work showed that there is a tendency in some subjects to rely too much on undemanding worksheets and this results in pupils having superficial knowledge. This was seen in the work in pupils' science books and in discussions with them where pupils clearly understood basic scientific principles and facts but lacked confidence when asked to hypothesise and explain scientific processes. In a lesson in information and communication technology the pupils were keen to get on with the task but overcomplicated explanations reduced the time in which pupils could explore the program and find alternative ways of organising and presenting their work. In a religious education lesson the questions asked by the teacher required pupils to do little more than answer in one word without thinking through more complex ideas. Pupils have good general knowledge and in conversation showed they also know many facts and figures but some lack competence in solving problems and presenting a variety of solutions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

18. In order to build upon the good quality of education provided by the school the headteacher, staff and governors should:
- Provide more opportunities for pupils to select and use resources, take charge of their own learning and devise and carry out investigative work

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	12	6	2	0	0
Percentage	0	13	52	26	9	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	384
Number of full-time pupils known to be eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	19
Number of pupils on the school's special educational needs register	0	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

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	29

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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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
	2002	35	22	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	32
	Girls	22	22	22
	Total	49	51	54
Percentage of pupils at NC level 2 or above	School	86 (86)	89 (95)	95 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	31	29
	Girls	22	21	21
	Total	51	52	50
Percentage of pupils at NC level 2 or above	School	89 (89)	91 (93)	88 (95)
	National	85 (85)	89 (89)	89 (89)

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
	2002	31	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	29
	Girls	28	27	28
	Total	56	54	57
Percentage of pupils at NC level 4 or above	School	95 (73)	92 (61)	97 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	26
	Girls	28	27	28
	Total	52	53	54
Percentage of pupils at NC level 4 or above	School	88 (75)	90 (66)	93 (81)
	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	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	328	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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: YR – Y6**

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	21.8
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	261

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	2001/2002
	£
Total income	915,145
Total expenditure	929,759
Expenditure per pupil	2,307
Balance brought forward from previous year	129,712
Balance carried forward to next year	115,098

Number of pupils per FTE adult	6.5
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.9
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	397
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	2	1	1
My child is making good progress in school.	50	45	2	2	0
Behaviour in the school is good.	57	42	1	0	0
My child gets the right amount of work to do at home.	34	48	10	3	5
The teaching is good.	56	41	0	2	1
I am kept well informed about how my child is getting on.	33	56	6	5	1
I would feel comfortable about approaching the school with questions or a problem.	67	26	1	3	2
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	42	50	2	3	2
The school is well led and managed.	55	36	1	1	7
The school is helping my child become mature and responsible.	61	35	0	1	2
The school provides an interesting range of activities outside lessons.	36	48	7	1	8

Other issues raised by parents

Parents spoke very positively about the work of the school and were impressed with the good start made in the Foundation Stage. They did not like the format of progress reports on their children and a few felt that there was too much emphasis on preparing for the national tests at the end of Year 6.