

INSPECTION REPORT

BRICKNELL PRIMARY SCHOOL

Kingston upon Hull

LEA area: Kingston upon Hull

Unique reference number: 117717

Headteacher: Mr Graeme Brook

Reporting inspector: Tony Painter
21512

Dates of inspection: 16 – 17 September 2002

Inspection number: 247798

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

© Crown copyright 2002

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: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bricknell Avenue
Kingston upon Hull
East Yorkshire

Postcode: HU5 4ET

Telephone number: 01482 493208

Fax number: 01482 443750

Appropriate authority: The governing body

Name of chair of governors: Mr Walter Blanchard

Date of previous inspection: 6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21512	Tony Painter	Registered inspector
8943	Margaret Manning	Lay inspector
27276	Carole Jarvis	Team inspector
24895	Kath Hurt	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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

This is a very large community primary school serving pupils aged between 4 and 11 years. There are 612 pupils, almost exactly balanced between boys and girls, although there are variations between year groups. Almost all pupils live in the suburban area of privately owned houses around the school. The proportion of pupils eligible for free meals, at 8.5 per cent, is below average. The number of pupils from non-white backgrounds has been falling over recent years. Currently, only five pupils come from families where English is an additional language and none is at an early stage of learning English. Children joining the school have a wide range of attainment but the overall level is above that expected of children of their age. Forty pupils have identified special educational needs; mostly moderate learning needs. Three pupils have Statements of Special Educational Need. These figures are below the national average.

HOW GOOD THE SCHOOL IS

This very good school gives good value for money. Very effective management has helped to make substantial improvements since the last inspection and ensures a good quality of education for pupils. Good teaching throughout the school ensures that all pupils progress well and reach overall standards that are well above average.

What the school does well

- Very good leadership and management ensure effective teamwork to promote improvements.
- Good teaching helps pupils to learn effectively and reach high standards.
- Very good opportunities to work and play together make pupils extremely keen to learn.
- Very strong links with parents support pupils' learning well.

What could be improved

- Standards in writing do not fully match pupils' capabilities.

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 October 1997 and has made very good improvement since that time. All the weaknesses identified have been successfully addressed and systems of assessment and monitoring are now very good. The new headteacher, appointed in September 2001, has successfully promoted greater teamwork and involved all staff in planning and carrying out developments. This is helping to identify further areas to work on and establishing good plans to improve. For example, teachers have made great strides in their teaching of information and communication technology, making good use of the improved resources. Strong links with parents have been very effectively used to help to improve playtime facilities. These have had a significant effect in improving pupils' behaviour.

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	A	B	B
Mathematics	A	A	A	A
Science	B	A	B	B

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

Children join the reception class with above average attainment. They make a good start to their education, particularly in their personal, social and emotional development, quickly gaining confidence. Pupils beginning the National Curriculum in Year 1 exceed the expected standards in all aspects of their development. Good teaching ensures that pupils make good progress throughout the school. Results of National Curriculum assessments at age seven are generally above average and the inspection evidence suggests that standards are rising through the school.

Pupils' attainment is well above average by the time they leave the school. These high standards are particularly apparent in the National Curriculum test results in mathematics and reading. Results in writing have generally been a little weaker and the school has made some recent efforts to raise standards. These have had some success, particularly at the age of seven. However, the 2002 results at age 11 in all subjects are not as high as earlier years. This is because the particular group of pupils included fewer higher attaining pupils and more with special educational needs. However, the school's comprehensive records show that these pupils made better than expected progress since their tests at seven. Pupils have better than average attainment in information and communication technology and there are signs of further rising standards. This is a result of improved resources and well-targeted training for staff.

Lower attaining pupils and those with special educational needs are effectively supported. The strong relationships within the school ensure that all pupils' individual needs are recognised and successfully met. The school's targets for attainment in future years are high and relate well to pupils' past achievements. They suggest that standards in the school will remain high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and are keen to take part in all activities. They work together well and concentrate hard.
Behaviour, in and out of classrooms	Pupils' overall behaviour is good and they are generally polite and courteous. In lessons, however, they behave very well. There has been only one recent exclusion.
Personal development and relationships	Relationships are good and pupils take an increasing range of responsibilities through the school.
Attendance	Good.

Pupils' very good behaviour and attitudes in lessons are significant factors in their good learning. The introduction of new play equipment in playgrounds is encouraging pupils' overall good behaviour.

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.

The overall quality of teaching is good and it effectively meets the needs of all pupils and ensures that they learn well. Throughout the school, teachers use their good relationships with pupils to ensure that lessons are organised and managed well. Pupils respond well to teachers' demands and are keen to learn. Teachers make good use of resources to interest pupils and help them to learn. They use support staff very effectively, particularly in helping lower attaining pupils and those with special educational needs to make good progress.

English and mathematics teaching is good throughout the school and teachers develop pupils' literacy and numeracy skills effectively. Some recent improvements in teachers' approaches to teaching writing are having positive effects. For example, monitoring now ensures that good opportunities are taken to develop writing in other subjects. However, teachers do not make enough use of their knowledge of how well individuals and groups of pupils can write when setting work. They do not teach joined handwriting systematically enough or ensure that pupils use it consistently in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers plan a good range of activities, making effective use of national guidance and the school's own systems. Well-chosen visits and visitors widen pupils' experiences and understanding.
Provision for pupils with special educational needs	Effective support for all pupils with special educational needs ensures that they make good progress.
Provision for pupils with English as an additional language	The very few pupils who are learning English as an additional language are given good support wherever necessary to help them learn. They play a full part in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision helps pupils to become mature and responsible. Pupils have very good opportunities to develop their social skills and their moral understanding. A very good range of extra-curricular activities widens pupils' experiences and helps them to learn and play together.
How well the school cares for its pupils	The school looks after pupils very well in a safe and happy environment.

Very good systems for assessing how well pupils are doing have been established. These are being used effectively to identify how the school needs to improve. Teachers make greater use of what they know about pupils' attainment to match work to their needs. However, they do not make enough use of information about writing skills to help to raise standards. The school's links with parents are very strong and make a significant contribution to pupils' learning, for example, through homework tasks.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear leadership and promotes effective teamwork. Very good management is ensuring that all staff are involved in identifying developments and making improvements.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well through close involvement with school developments.
The school's evaluation of its performance	Much improved systems of monitoring teaching and analysis of results are giving very good information on how well the school is doing. This information is effectively used to identify what else needs to be done.
The strategic use of resources	Good financial management and careful analysis of spending ensure that the school uses all resources well.

Good resources and accommodation help teachers to promote pupils' learning well. The school applies the principles of best value very well through systematic and detailed analysis of the impact of spending on improving standards, teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fourteen parents attended a meeting before the inspection and 159 (26 per cent) replied to a questionnaire. Informal discussions with parents took place during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is very effectively managed and the headteacher leads well.• Teachers have high expectations of pupils that help them to make good progress.• Parents feel confident to approach the school with problems or questions.• Pupils like school and gain maturity and responsibility.	<ul style="list-style-type: none">• No significant negative points were raised.

The inspection team fully agrees with the positive points raised by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good leadership and management ensure effective teamwork to promote improvements.

1. Leadership and management at the time of the last inspection were good but there were weaknesses, particularly in monitoring the school's work. The new headteacher was appointed in September 2001. His very strong and inspirational leadership has quickly established a new clear educational direction for the school. His substantial and well organised monitoring gives him a clear and accurate picture of the school and identifies priorities well. Increasingly effective analysis of school data is identifying strengths and weaknesses of pupils' achievements. Recognising the need to widen all teachers' management responsibilities, the headteacher has led a clear and thorough review of the school. This has been supported by appropriate training for many staff in order to consider how the school can improve. The result has been a shared view of how the school can be managed and of the responsibilities of such staff as subject co-ordinators and year group heads. The headteacher's strong emphasis on personal relationships and valuing individuals has the positive effect of promoting much good teamwork and the commitment to improve. As a result, staff work together well to improve all aspects of the school's work to achieve high standards. The overall result is a positive and supportive ethos that encourages governors, staff and pupils to do well.
2. There has been a good start in widening the management roles within the school. Subject co-ordinators play an increasing role in managing the school's work. Their monitoring of planning, scrutiny of pupils' work and lesson observations give clear data about how well the school is doing in each of the subjects. The school uses this information to identify potential priorities for wider discussion and to establish development plans for subjects. This process has been very effective, for example, in improving the school's provision for information and communication technology. The co-ordinator has overseen a variety of successful approaches to improved provision. These include review of curriculum documents, focused training to improve teachers' personal skills and introducing appropriate assessment systems. These developments have been linked to monitoring of teaching throughout the school. As a result, teaching has improved through the school, pupils and teachers are confident when using computers and pupils' standards are above average.
3. Governors are well informed and have a secure understanding of their role to question and challenge the school. They take an increasingly wide range of additional roles such as links with specific objectives in the school improvement plan. Through these roles, governors can question the staff involved and discuss the progress being made. These structures are giving governors a clearer view of the school and are helping them to ensure that the school fulfils all its statutory requirements.
4. The school has made good improvements to the development planning process to increase the involvement of all staff. Wide consultation of staff and governors results in a very detailed school improvement plan that guides developments effectively. Good evaluation of action taken on the priorities is a very strong part of the development process. There are very good links with the professional development of staff. Training opportunities relate well to the overall needs of the school, but also effectively address teachers' personal priorities. As a result, all staff are well trained and there are effective strategies for inducting new staff into the school. Governors keep a close eye on spending at regular intervals throughout the year. They evaluate developments and spending carefully against intended improvements, particularly in pupils' achievements. This ensures that the school obtains best value for all the resources at its disposal. Although the school has a relatively high balance carried forward, this has primarily resulted from changes in suppliers and charging systems and is recovered in the current budget.

Good teaching helps pupils to learn effectively and reach high standards.

5. The quality of teaching is good and, as a result, all pupils learn well and make good progress. This ensures that pupils through the school achieve rising standards relative to their prior attainment. Parents feel that teaching is good and that teachers have high expectations. They are pleased with the way that the school quickly identifies any concerns in pupils' learning and ensures that their children make good progress.

6. By the time pupils leave the school their attainment in the National Curriculum tests is well above the national average. These high standards are seen particularly in pupils' mathematics and reading skills. Pupils' results in writing have tended to be lower than those for reading and the school has introduced a number of positive measures to address this. These have had some success in closing the gap between reading and writing in the 2002 results. However, these results are generally not as high as the school would normally expect. This is due to the particular group of pupils involved, which had fewer higher attaining pupils and more with special educational needs than normal for the school. However, the school's detailed evidence of pupils' attainment through the years shows that the pupils made greater than expected progress from their tests at age seven. The school's targets for future years are carefully related to its good knowledge of how well they are doing. They indicate that standards in the school will remain high. Observations during the inspection confirm this and show that younger pupils are doing relatively better and standards are rising through the school.
7. Throughout the school, a strength of teaching is in teachers' planning to ensure that pupils learn well. They plan lessons very effectively, making good use of advice in national guidance and the school's own schemes of work. In most lessons, teachers carefully build on pupils' previous learning. They always tell pupils clearly what they are going to learn at the start of lessons and this helps pupils to understand how they are learning. Teachers check at the end of lessons to see whether pupils have made sufficient progress and achieved the learning objectives. This means that pupils' learning is very focused. Teachers' high expectations, good organisation of lessons and well-established routines help lessons to proceed with effective pace. As a result, pupils are interested and their concentration is very good, promoting good learning. Teachers often manage the time during the lessons well by giving pupils very clear indications of how long they have for each activity. For example, time limits set for an individual activity, such as 'you have two minutes!' kept all pupils intently focused on their work.
8. Teachers make very good use of a wide range of resources to motivate pupils and help them to learn well. In a Year 1 English lesson the teacher used objects, cards, whiteboards and finger puppets to extend pupils' letter recognition and early spelling skills. Similarly, in a mathematics lesson, the teacher used many different materials, including number cards on a line and a prepared 'feely bag', to help pupils to sequence numbers correctly. In a Year 6 lesson on *Romeo and Juliet* the teacher captured pupils' attention and encouraged very good learning with high quality resources. Effective use of text on an overhead projector and a video clip to show expressive interpretation helped pupils to improve their reading dramatically.
9. Thorough planning ensures that skilled classroom assistants and volunteers effectively support pupils, including those with special educational needs, in line with the school's policies for equal opportunities. Classroom assistants make a very valuable contribution to pupils' learning and ensure that all pupils of different backgrounds and abilities learn well. In a Year 2 mathematics lesson, for example, the support for two pupils with special educational needs helped them to achieve the lesson's target with the other pupils. In a Year 4 literacy lesson the good discussion between the support assistant and the lower attaining pupils encouraged them and helped them to work hard. Teachers often use homework effectively to increase pupils' learning and build carefully on the pupils' lessons. In mathematics, for example, teachers use a good range of games activities to interest pupils and to encourage links with parents to support their children's learning.
10. Teaching in the reception classes is well organised and teachers ensure that all children get off to a good start. They make good use of their detailed knowledge of what each child can do to meet their needs in all areas of learning. Children are given a safe and caring environment in which to work, with good relationships that underpin the particularly good personal, social and emotional development.

Very good opportunities to work and play together make pupils extremely keen to learn.

11. Since the last inspection, the school has made significant improvements to the curriculum. New schemes of work and planning systems have been introduced that make good use of national guidance. They give good support and guidance to teachers and, as a result, teachers' planning has improved and is clear and consistent through the school. Teachers give pupils a good range of opportunities to learn and make many links between subjects that enhance pupils' understanding.

For example, many information and communication technology tasks are directly related to pupils' work in other subjects. For example, Year 2 pupils made pictures in the style of Mondrian, Year 4 pupils researched word meanings in religious education and Year 6 pupils developed individual skills in mathematics. Well-planned activities develop pupils' skills carefully through first-hand experiences, including visits that extend pupils' understanding. In most lessons, teachers provide relevant practical activities that capture pupils' attention and make learning fun. This has a strong positive effect on pupils' attitudes to lessons.

12. Overall, provision for pupils' personal development is very good with particular strengths in providing for pupils' social and moral development. A caring, welcoming atmosphere and very supportive relationships between staff and pupils build pupils' self-esteem and contribute to their developing maturity. This gives pupils a very secure foundation for their learning and helps them to do well. The positive ethos of the school forms the framework of a caring school community and results in pupils' very good relationships. As a result, pupils are responsive in lessons, behave very well, listen carefully and carry out their tasks willingly and responsibly, contributing positively to their learning.
13. Adults act as very good role models to pupils through very good relationships with each other and the pupils. This ensures mutual respect and care for one another. As a result, pupils develop a strong sense of the difference between right and wrong throughout the school. The school has introduced a very good system of rewards and sanctions. This successfully promotes good behaviour and pupils' enthusiasm for school. Pupils are eager to learn and their very good behaviour in lessons means that teachers do not lose valuable teaching time in keeping order. The school pays very good attention to developing pupils' understanding of the values and feelings of people in other cultural groups. Almost all pupils are white and the school effectively encourages tolerance and respect for other races. For example, assemblies focus on life in Mozambique and pupils write thoughtfully about how children may feel 'different'.
14. A wide range of visits and visitors to the school successfully enriches the curriculum. These play an important role in extending pupils' experiences, for example, of poetry, dance and drama. Residential outdoor pursuits visits for older pupils play an important role in promoting their personal development. There are many interesting activities for pupils out of lessons. Sporting clubs include football, rugby, athletics and gymnastics. Pupils have opportunities to sing in the choir and learn musical instruments such as guitar and recorder. Additionally, the school has recently established an orchestra of nearly 50 pupils who are learning their instruments with the support of the local music service. These activities have a positive effect on the personal development of pupils and their enthusiasm for learning.

Very strong links with parents support pupils' learning well.

15. Parents are impressed with the school's good communications and appreciate the very good information given regularly. For example, the school's prospectus and the governors' report to parents are clearly presented and are very informative. Parents have good information of what pupils will learn during the year and are given a clear homework policy. This helps them to support their children's learning at home. They feel well informed of their children's progress through detailed annual reports and regular meetings with teachers. Most appreciate the ways they are able to contact the school if they have concerns, however minor. The accessibility of the headteacher is particularly noted and many parents feel that this is a clear indication of the positive and open approach of the school. These aspects of the school give parents high levels of confidence in the school's work, shown in the results of the parents' questionnaire.
16. The school establishes the strong links at an early stage through very effective organisation as children begin school in the reception class. A series of visits to the children's homes forges strong links that ensure that children make a very good start to their schooling. These links are further developed through pupils' time in school creating an effective partnership that promotes pupils' positive attitudes. As a result, pupils are keen to learn and their time at school is very productive. Many parents are actively involved in the daily life of the school and play important roles. For example, many have been involved in developing the excellent play facilities for younger pupils. These have had a significant effect in improving behaviour. Parents are now active in extending these facilities to the older pupils, to the benefit of all.

WHAT COULD BE IMPROVED

Standards in writing do not fully match pupils' capabilities.

17. The standards of writing achieved by pupils are lower than those in reading throughout the school. This is particularly apparent in the school's National Curriculum results at the age of 11 years. It has been identified in the school's monitoring and evaluation and a number of appropriate actions have been established. These developments have been linked with targets in teachers' professional development. Although these have begun to have some effect, particularly in the infant classes, standards are still lower than they should be because pupils' learning is not consistent enough.
18. Teachers are collecting much good information on how well pupils are writing, but do not make enough use of this. When teachers group pupils for different activities, for example, they usually use pupils' reading abilities to do this. As a result, some writing tasks are not sufficiently well matched to pupils' past attainment to help them to make best progress. Sometimes teachers do not pay enough attention to the different strengths and weaknesses in pupils' writing skills when planning activities. They plan very similar tasks for most of the pupils in their class and this restricts the pace of some pupils' learning. Teachers have to give extra support to some pupils in order to achieve the lesson's aims or some above average pupils are not given enough challenge to perform even better. These factors contrast with the school's approach to mathematics, where accurate assessment and effective matching of tasks is helping to raise standards through the school. Some teachers give very good comments to guide pupils to what they need to do to improve. For example, some have set individual writing targets for pupils, but these are not used consistently. Where teachers follow these through with comments and additional challenges in their marking, such as in Year 3, pupils make good progress. A promising new system for tracking pupils' progress has just been introduced for the youngest pupils that will give more information for teachers to use.
19. Some aspects of writing, such as handwriting, receive insufficient attention through the school. Teaching of joined handwriting is delayed excessively, which limits pupils' achievements and their ability to develop their skills. Most Year 2 pupils, for example, print neatly and accurately but have not been taught to join. This would speed their work considerably and give them a secure foundation to develop their writing through the junior years. When pupils have been taught joined writing, teachers do not consistently demand that they use it in all their work. This limits the practice that pupils can have and their confidence. Some teachers do not themselves use joined script consistently, for example, in their work on whiteboards. This does not give pupils good examples to follow and limits their development in aspects of their work such as note-taking.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school has made very good improvement since the last inspection and has established a clear framework for identifying and pursuing further developments. As a part of this process the headteacher, staff and governors should now:
 - (1) raise the standards of pupils' writing through the school by:
 - making consistent use of teachers' assessments of pupils' writing skills when grouping pupils and matching work to their needs;
 - ensuring that pupils develop joined handwriting at an earlier stage and use it consistently in their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	9	7	0	0	0
Percentage	0	20	45	35	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 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)	612
Number of full-time pupils known to be eligible for free school meals	52

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	5
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	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	53	37	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	48	50	50
	Girls	36	36	36
	Total	84	86	86
Percentage of pupils at NC Level 2 or above	School	93 (93)	96 (95)	96 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	50	50	50
	Girls	36	37	37
	Total	86	87	87
Percentage of pupils at NC Level 2 or above	School	96 (94)	97 (95)	97 (99)
	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	47	51	98

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	36	40	41
	Girls	42	40	47
	Total	78	80	88
Percentage of pupils at NC Level 4 or above	School	80 (82)	82 (87)	90 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	35	40	39
	Girls	41	38	44
	Total	76	78	83
Percentage of pupils at NC Level 4 or above	School	78 (73)	80 (84)	85 (82)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
526	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
3	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	1	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: YR – Y6

Total number of qualified teachers (FTE)	22.6
Number of pupils per qualified teacher	27.3
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	348.4

FTE means full-time equivalent

Financial information

Financial year	2001 - 2002
----------------	-------------

	£
Total income	1,296,286
Total expenditure	1,288,113
Expenditure per pupil	2,078
Balance brought forward from previous year	83,202
Balance carried forward to next year	91,375

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
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.5
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: 25.6%

Number of questionnaires sent out	619
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	66	33	1	0	0
Behaviour in the school is good.	53	45	1	0	1
My child gets the right amount of work to do at home.	48	43	9	0	0
The teaching is good.	70	28	1	0	1
I am kept well informed about how my child is getting on.	48	43	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	25	1	0	0
The school expects my child to work hard and achieve his or her best.	76	22	0	1	1
The school works closely with parents.	57	36	6	0	1
The school is well led and managed.	77	22	0	0	1
The school is helping my child become mature and responsible.	67	30	1	0	2
The school provides an interesting range of activities outside lessons.	51	36	8	1	4