

INSPECTION REPORT

Round Hill Primary School

Beeston

Nottingham.

LEA area: Nottinghamshire

Unique reference number: 122707

Headteacher: Mr S R Lewis.

Reporting inspector: Mrs Margaret Lewis
22787

Dates of inspection: 4 –5 November 2002

Inspection number: 248379

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Foster Avenue Beeson Nottingham NG9 1AE
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Appropriate authority:	The governing body
Name of chair of governors:	Dr M Pritchard
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Round Hill is larger than most primary schools. It caters for pupils from 4 -11 years old and serves a mixed community in Beeston to the west of Nottingham. The school has been granted 'Investors In People status'. It is a popular school. More than 40 per cent of pupils travel from outside the immediate area. The school admits pupils who have been excluded from other schools. The school population is generally stable but a larger number of pupils than is usual join the school from overseas for short periods. This is mainly because their parents study and work at the University of Nottingham and the nearby Queen's Medical Centre. As a result the school's cultural mix is diverse. A significant proportion of pupils (16 per cent) come from a range of minority ethnic backgrounds. These include white backgrounds other than British as well as Indian, Pakistani, Chinese, African and Caribbean. Nineteen different languages are spoken in all. Thirty- seven pupils (nine per cent) speak English as an additional language. This is a higher proportion than in most schools. Around 15 pupils (almost four per cent) in the main school are in the early stages of English. At the time of the inspection 414 pupils (215 boys and 199 girls) were taught in 13 classes in the main school and 24 children attended full time in the reception class. A further 26 four-year-olds were attending the Early Start Unit part time, either in the morning or afternoon. A broadly average percentage of pupils (nine per cent) is eligible for free school meals. The school has identified a below average number of pupils, (nine per cent), as having special educational needs. Their needs are mostly for learning and behavioural difficulties. None has a statement of special educational need. This is below the average. Children are admitted to the Early Start Unit on a part time basis after their fourth birthday. When children start in the Foundation Stage, their achievements vary but are generally typical of those for their age.

HOW GOOD THE SCHOOL IS

The school provides a good quality of education for its pupils. It is well led by the headteacher and senior staff. Pupils achieve well particularly in English, mathematics and science. The teaching is good and the school provides equal opportunities for pupils from widely differing backgrounds. The school provides good value for money.

What the school does well

- The school ensures that all its pupils have equal chances to learn well.
- The pupils achieve well in English, mathematics and science.
- Attainment in information and communication technology (ICT) is high.

What could be improved

- Pupils' attitudes to their learning and regard for school rules could be better.

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 good improvement since then. It has dealt with the key issues successfully. Attendance is above average and punctuality is now satisfactory. Homework is set systematically. Arrangements for first aid support are now satisfactory overall. Although the number of pupils on the school roll has increased considerably and pupils come from diverse backgrounds, school results have kept pace with the national pattern of improvement and have been maintained at above the average standard in comparison with similar schools. The school has made considerable strides in its provision for and teaching of ICT. However, not all pupils show the same level of commitment to learning as they did at the last inspection.

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

The results of the National Curriculum tests for 11-year-olds show that the school has kept pace with the national pattern of improvement. The school achieved the target set for mathematics but fell narrowly short in English. Standards in mathematics and science are higher than the overall standards in English because fewer pupils attain higher levels in writing.

Pupils who learn English as an additional language achieve as much as other pupils and often learn at a rapid rate. This is particularly the case with pupils who join the school part way through and, in many cases, are used to learning new languages. Pupils from white British backgrounds who join the school part way through benefit from the school's provision to boost their achievement but many do not reach the nationally expected standard.

The school has quickened the progress of pupils in Years 1 and 2 and, as a result, the pupils' results in the tests for seven-year-olds have risen. In reading and mathematics, standards are well above average but are average in writing.

The pupils achieve well across a range of subjects in the National Curriculum and in religious education but standards in ICT are particularly high. Children in the Foundation Stage make good progress in all areas of their learning and in particular in their personal and social, language development, mathematical development and in their knowledge and understanding of the world. By the time they begin in Year 1, they exceed the goals expected of them in these areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. While in many lessons pupils respond very well, in others they do not all pay close enough attention to the teaching.
Behaviour, in and out of classrooms	Satisfactory. Pupils are usually polite but do not always follow the rules for behaviour and occasionally are disrespectful.
Personal development and relationships	Good. Relationships between pupils and teaching staff are good. Pupils from different backgrounds get on well together.
Attendance	Good. Attendance is above average. Pupils enjoy school.

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 quality of teaching is good. Consequently all pupils achieve well and make good progress in their learning. Children get a good start to their education in the Foundation Stage where activities are well-planned and innovative. In Years 1 to 6 teachers make effective use of the national literacy and numeracy strategies to teach English and mathematics. The school is currently emphasising the teaching of writing in order to increase pupils' writing skills. In science teachers encourage pupils to investigate and find out for themselves and this helps them make good progress. Teachers have good expertise in ICT and they use this very well to extend pupils' learning in most subjects across the curriculum. They have a very good knowledge of the National Curriculum and are ambitious for the pupils to do well. The planning of the curriculum and of lessons is good. Nevertheless, when the taught part or the independent activities in lessons are too long, the pace drops. Teachers check the progress that pupils make in their learning well. The school tracks children's progress as they move through the school. Tasks are generally well-prepared for pupils of all different abilities and this helps all of them to learn readily. Teaching assistants help pupils well. All pupils are given a fair deal by the school and have equal access to the curriculum and equal opportunities to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements. It is improved by the use of ICT across most subjects.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are helped extremely well and make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good. The pupils receive the help that they need when they join the school. Teachers monitor their progress closely and they achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. A particular strength is the way that the school encourages pupils to take pride in their own efforts and to have respect for others' achievements. They are given many opportunities to learn about their own and other cultures and beliefs.
How well the school cares for its pupils	Satisfactory overall. The educational support and guidance the school provides are good. It has very good systems in place for checking and tracking pupils' progress.

The Foundation Stage curriculum is stimulating for pupils of this age. The school offers pupils a wide range of extra-curricular opportunities. Teachers work closely with parents. They keep them well informed about their children's progress and parents are encouraged to be involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads the school well. Other senior staff give a strong lead to introduce initiatives in the curriculum and to provide expert advice to others.
How well the governors fulfil their responsibilities	Well. The governors are knowledgeable about the school and proud of its successes and improvements that have been achieved.
The school's evaluation of its performance	Good. The school makes good use of data about pupils' achievements to identify targets for improvement.
The strategic use of resources	Very good. The school's stock of equipment for ICT is used very well to raise standards of attainment to a high level.

The school has good management structures in place. It compares itself with other schools and pays good attention to the principles of best value.

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 children like school and consider that they make good progress. • The teaching is good and takes account of the needs of individual pupils expecting them to work hard and do their best. • The school is well led and managed. The school is friendly and approachable. • Behaviour in the school is good and the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • Some parents think that the school does not provide an interesting range of activities outside of lessons.

The school is thought of highly by parents and these views are confirmed by inspection findings. Inspectors agree with all the parents' positive views of the school except the final one listed. Inspectors consider pupils' behaviour is satisfactory and that not all pupils display mature and responsible attitudes in lessons. Inspectors consider the school provides a wide and interesting range of activities outside of lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school ensures that all its pupils have equal chances to learn well.

1. One of the strengths of the school is that pupils from widely different geographical and cultural backgrounds, and of a wide range of abilities, all have equal access to the curriculum and equal opportunities to make progress. Pupils who have been excluded from other schools are welcomed when the school has places available. All pupils are valued highly by the school including those from other countries who bring with them a range of cultural diversity. This is part of the school ethos and is something of which the school is rightly proud.
2. Boys and girls have the same opportunities to take part in activities and sports and, as a result, they do equally well. Girls are keen to take part in games such as football and teachers plan accordingly. Positive discrimination ensures that boys and girls receive equal encouragement. This happened, for instance, in a ball game lesson for pupils in Year 5 aimed at developing invasion skills. The teacher positively encouraged the girls to kick and push the ball. In all lessons teachers make certain that both boys and girls have a fair chance to answer questions and use equipment.
3. Throughout the school, teachers plan challenging and stimulating work for the most able pupils. They are often set more difficult tasks and asked more challenging questions. In nearly all lessons teachers plan a range of tasks for pupils of different abilities and this ensures that pupils succeed at their own level.
4. Pupils with special educational needs are provided for well and they get a good deal from the school. The school identifies their needs early. Teachers and classroom assistants are skilful at giving pupils as much help as they need in lessons and this is reflected in teachers' planning. The co-ordination of special educational needs is very good. Pupils' individual education plans are very clearly written. Plans have short achievable targets, which are easily managed and measured within sensible time limits. The school carefully checks the work in all subjects of the curriculum for pupils on the register of special educational needs. Although no pupil has a Statement of Special Educational Need, it caters very well for those pupils who have needs at the highest level. It ensures that the provision and help they receive are appropriate. Since the last inspection the school has given a high commitment to increasing the number of support assistants and to increasing support hours over and above those allocated by the local education authority.
5. A higher proportion of pupils than is usually found speak English as an additional language. The school celebrates that nineteen different languages are spoken in all, with displays and signs in a variety of languages. Pupils are given all the help they need to learn and master English from the beginning of their time in the school. The school ensures that new pupils with English as an additional language are assessed promptly. The local education authority (LEA) recognises the unique position of the school which admits children part way through their education from families working at Nottingham University and Queen's Medical Centre. Pupils receive very good quality help from the LEA in the early stages of language learning and this is continued by class teachers and learning assistants. In all stages of the school, pupils benefit from the emphasis given to language learning. Teachers plan for the development of subject vocabulary in lessons and check the understanding of all pupils. Although pupils make good progress in their language learning, teachers check in particular for the understanding that pupils

have of technical language with sensitively directed questioning. Pupils are given frequent opportunities to speak before the class and the whole school. All pupils play a visible part in regular school performances. This is much appreciated by the parents.

6. When pupils move from other schools and begin in classes other than in the Foundation Stage, staff ensure that pupils settle quickly and are set to work at the right level. Where records are received from other schools, they use these as a starting point. However, when they do not exist, or are not sufficiently useful, they make their own assessments through careful observations and skilful questioning to match work at the correct level. This ensures that the pupils settle quickly and a prompt start is made to picking up the threads of their education.

The pupils achieve well in English, mathematics and science.

7. Results of National Curriculum tests for 11-year-olds show that the school has kept pace with the national pattern of improvement. By the time pupils leave the school in Year 6, standards in English, mathematics and science are above average compared with pupils in similar schools. They achieve well in their learning. In 2002, pupils in Year 6 made good progress in mathematics and science and sound progress in English matched to their previous results in 1998 when they were in Year 2. The school's results were above the national average overall for all schools in English, mathematics and science. Results in mathematics and science are higher than in English because fewer pupils attain higher levels in writing. Pupils from minority ethnic backgrounds, who join the school part way through, make very good progress and, in particular, learn English very quickly. They are well represented in the school's results in English in 2002 at the higher and expected levels
8. The school has quickened the progress of pupils in Years 1 and 2 and consequently results in the tests for seven-year-olds have risen in mathematics and science to be well above average. Pupils' attainment in reading was above average but average in writing.
9. The school regards literacy and numeracy as the foundation of pupils' academic achievement and pupils spend a good deal of time on reading, writing and mathematics. Standards in science are high because teachers encourage pupils to investigate and find out for themselves. The management and co-ordination of all these subjects are good.
10. Teachers' knowledge and organisation of the curriculum are very good and teachers are ambitious for the pupils to do well. The planning and preparation of lessons are very good and teachers assess pupils' achievements carefully. They make lessons interesting for pupils and use a range of resources, including ICT, to stimulate and motivate them in their learning. Staff support pupils very well. They are sensitive to the needs of pupils who have special educational needs and to those who are in the early stages of learning English. Work is carefully matched to the different abilities of all pupils in the class. This means that all pupils receive a good deal from the school and achieve well. Homework is set and marked according to the school's policy. This is an improvement since the previous inspection.

11. The school analyses test results effectively and tracks the progress pupils make over their time in the school. It prepares targets for pupils to reach in English and mathematics and shares them with the pupils. The school uses the predictions it makes to set challenging and realistic school targets. In 2002, it achieved the target set for mathematics but fell narrowly short in English.
12. One of the main reasons that pupils achieve well in reading and mathematics is that in the Foundation Stage children get a good start to their learning of literacy and numeracy. The induction, planning, organisation, assessment and staffing in the Foundation Stage are very good. Teaching in the unit is good and innovative. Teachers and the nursery nurses are creative and set up a wide range of interesting activities to encourage the children's curiosity and learning. Teachers plan specific literacy and numeracy '*mini-lessons*', when the children in the reception class sit together as a whole group to share a story, learn rhymes, letter sounds or engage in counting and number activities. This is followed by specific and carefully prepared literacy and numeracy independent activities. These short, concentrated sessions prepare children well and ensure a smooth transition into the National Literacy Strategy and the National Numeracy Strategy. Consequently, many exceed the levels expected of them in language and mathematical development when they begin in Year 1. A strength of the teaching is the way that teachers and staff give confidence to all children to talk about their experiences. In a literacy session, children were quick to join in a story train acting as passengers to tell the story to an audience. The children explored a very well set-up *forest glade* to show how plants and animals live in the wild. As well as increasing their knowledge and understanding of wild life, this work also extended their vocabulary. Teachers use and repeat unfamiliar words frequently and encourage children to repeat them confidently. For example, during snack time, the teacher used the word *celery* several times as the children tasted it and decided whether they liked to eat it.
13. Most of the teaching of English and mathematics is good. From Year 1 onwards, teachers use the national strategies for literacy and numeracy effectively to promote pupils' learning. They have a good knowledge of how to teach the basic skills and ensure that pupils gain these early on. For instance, in a group reading lesson in Year 1, pupils were taught different ways to help them read by looking at repeating phrases such as *If I were a grown up I would be*, and sounds in words such as *muck, duck, truck*, as well as looking at clues from pictures and building up sounds to make words. Pupils make good progress in reading. By the time they reach Year 6, they analyse writing in a journal well. They explain how the writer balances opinions and fact and how emotive language and tenses are used to communicate these.
14. Teachers have received recent and up to date training in literacy and the school is currently concentrating successfully on raising standards in writing where fewer pupils achieved at the higher levels 3 and 5 in tests in 2002. The school provides additional support in booster classes and additional literacy programmes. A strength of the teaching of writing is the opportunity that pupils are given to write in a variety of styles and the systematic building up of writing skills. In Year 6, pupils use punctuation of sentences, speech and paragraphs correctly and spell difficult words such as *delicately, persuaded* and *vegetarian* accurately. They use a range of vocabulary well in their writing. Teachers have high expectations of all pupils and work is marked well and is relevant to pupils' improvement. Higher attaining pupils make good progress over the time they are in the school. Pupils from white British backgrounds who join the school part way through benefit from what the school provides to boost their achievement, but many do not reach the standards expected nationally.

15. Pupils do very well in mathematics. In mental mathematical sessions. They practise their skills of number, patterns and relationships and use their knowledge to solve problems. A good feature of these lessons is that activities are challenging and motivating for pupils. In a very good lesson, pupils in Year 6 reviewed the merits of different types of graphs and charts discussing and deciding which were the most useful and why. They successfully examined different sets of data to find the mode, range, mean and median and were able to come to logical conclusions as to their usefulness for interpreting different types of data.
16. The main strength of the teaching in science, which ensures that pupils achieve well, is the high level of interest that teachers provide in lessons plus the many opportunities that are given for pupils to investigate and experiment for themselves. Children in the Foundation Stage are encouraged to investigate natural objects such as mosses, conifer twigs, lavender and rosemary and talk about how they feel and smell. They have good opportunities to see how they are unique and how they grow at different rates. For instance, when comparing their shoes and feet size. As a result of excellent teaching, pupils in a Year 3 science lesson, made excellent progress in their understanding of new work and rapidly showed an above average ability to classify different foods into groups such as dairy products, meat and fish and carbohydrates. They developed a very good insight about alternative foods, for instance, beans having a similar nutritional value to fish and meat and in the understanding of balanced and healthy eating.
17. In all three subjects pupils respond well to teachers' expectations of how their work should be presented. Pupils' work is neat and tidy, nearly always completed and handwriting is of good quality. Homework books are mostly tidy and pupils care about doing their best.

Attainment in information and communication technology is high.

18. Pupils achieve highly in ICT and do far better than in most schools. The school has kept pace with recent changes in the ICT curriculum and in some areas exceeds expectations. Most pupils begin school with normal achievement for their age in this area. They learn rapidly and make very good progress as they go on through the school.
19. Almost all aspects of skills in ICT are very good, although the use of control technology is still developing. This is due to the difficulty the school has experienced in obtaining compatible software to match its up-to-date programs. It develops this area appropriately with programmable toys and the use of on-screen programs such as the program *Logo*. Pupils quickly develop very good understanding and confidence of how technology can help them do their work successfully. For instance, pupils in Year 1 made good progress in selecting and entering text from a word bank and adding text from the keyboard when writing about themselves. In Year 5, pupils demonstrated a good understanding of electronic databases and made good observations of the advantages of an electronic database over a paper one. They know that information is kept in 'fields' and are able to sort it in ascending and descending order. They are able to interrogate data-bases and use a search with two criteria. Pupils particularly enjoy using computers and laptops in lessons. For example, pupils in Year 3 are developing their keyboard skills at speed to enable them to improve their skills in writing. The lunchtime ICT club is very popular and the 'explorers' group rotates each term to give as many pupils as possible an opportunity for further experiences.
20. A strength of the teaching is the emphasis that teachers give to the use of ICT across almost all subjects of the curriculum. It helps pupils to gain skills in ICT at the same

time as learning to present text and data in a range of different ways, manipulate graphics and make multi-media presentations. Teachers have good expertise in the use of and in teaching the skills in ICT. They are led by an advanced skills teacher who also co-ordinates and manages the subject extremely successfully with a colleague in Key Stage 1. She disseminates her own far-reaching expertise to all teachers in the school and the quality of teaching is very good overall. It is outstanding in some lessons. The curriculum is planned very thoroughly to ensure progression in pupils' learning from the Foundation Stage onwards with a comprehensive range of work for all pupils. Pupils with special educational needs have planned individual programmes of work. Teachers plan very well to include ICT in lessons. They make extensive use of presentations to pupils using computers and overhead projectors very successfully. They are adept with the use of new digital technology and scan information and moving images into their presentations confidently to make lessons interesting for pupils.

21. One of the reasons for the school's success and pupils' high achievements in ICT is the strong leadership and management given by the headteacher and governors to target and develop the subject in the school over the past three years. The school has planned strategically for resources and made very good use of the expertise available on the governing body to develop the ICT suite. This includes the very good use of the school's budget to plan strategically for resources such as a technician and a generous compliment of networked computers.

WHAT COULD BE IMPROVED

Pupils' attitudes to their learning and regard for school rules could be better.

22. Although most pupils are generally polite and courteous as they move around the school, this is not always the case in all lessons. A significant number of individuals adopt a passive stance in some lessons. Not all respond with alertness to teachers' questioning and become involved as fully as they could. Pupils generally have good skills in speaking and in some lessons are often happy to give their opinions and views and to focus on their work but this is not consistent in all classes. Despite some very good and good teaching in lessons with very effective questioning, the edge is often taken off the learning by some pupils' minor inattention to teachers. Teachers give good thought to securing an active response from pupils. They think carefully about the layout of classrooms and of maintaining eye contact with pupils to ensure a good level of participation. Nevertheless, a number of pupils frequently display inattention and lethargy. In good lessons, pupils are sometimes restless and can be noisy when changing activities. They often speak when the teacher or others are talking without regard to the well-established rules the school has for listening with which pupils are very familiar. Pupils generally behave satisfactorily around the school and during playtimes, when supervised by teachers. However, at lunchtimes, some pupils blatantly disregard well-known school rules. For instance, they sit on picnic tables and jump from bench to bench in front of the midday supervisors to whom they do not always show the respect that they should.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. Governors, the headteacher and staff should:
 - agree and implement strategies for improving pupils' attitudes to learning in lessons and regard for school rules.

(paragraph: 22).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	12	5	0	0	0
Percentage	8	24	48	20	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 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)	0	414
Number of full-time pupils known to be eligible for free school meals	0	40

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.3

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	39	36	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	32	37
	Girls	33	33	35
	Total	65	65	72
Percentage of pupils at NC level 2 or above	School	87 (95)	87 (97)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	38	38
	Girls	33	35	35
	Total	66	73	73
Percentage of pupils at NC level 2 or above	School	88 (93)	97 (100)	97 (90)
	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	42	27	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	32	36
	Girls	22	24	26
	Total	54	56	62
Percentage of pupils at NC level 4 or above	School	78 (72)	81 (72)	90 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	33	36
	Girls	24	24	27
	Total	53	57	63
Percentage of pupils at NC level 4 or above	School	77 (77)	83 (81)	91 (89)
	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	346	1	0
White – Irish	0	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	15	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	8	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)	15.8
Number of pupils per qualified teacher	26
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	239

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0

Financial information

Financial year	2002
	£
Total income	963,313
Total expenditure	937,371
Expenditure per pupil	2,014
Balance brought forward from previous year	29,476
Balance carried forward to next year	24,942

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	1
My child is making good progress in school.	64	32	1	0	3
Behaviour in the school is good.	65	32	2	0	1
My child gets the right amount of work to do at home.	53	40	5	1	2
The teaching is good.	67	32	0	0	1
I am kept well informed about how my child is getting on.	56	37	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	1	1	0
The school expects my child to work hard and achieve his or her best.	70	27	3	0	0
The school works closely with parents.	51	43	3	1	1
The school is well led and managed.	70	27	1	1	1
The school is helping my child become mature and responsible.	67	31	0	0	1
The school provides an interesting range of activities outside lessons.	45	38	9	3	5

Percentages are rounded to the nearest integer and may not total 100.

21 (14%) parents made additional comments.

Strongest points in order:

- Teaching is good and takes account of the needs of individual pupils.
- The school is friendly and approachable.