

INSPECTION REPORT

NEVILL ROAD JUNIOR SCHOOL

Bramhall, Stockport

LEA area: Stockport

Unique reference number: 106063

Headteacher: Mr D L Watson

Reporting inspector: Geoff Yates
2465

Dates of inspection: 10 – 11 June 2003

Inspection number: 246551

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11 Years
Gender of pupils:	Mixed
School address:	Nevill Road
Brahma	Stockport
Postcode:	SK7 3ET
Telephone number:	0161 4394598
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Judith Carey
Date of previous inspection:	24 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nevill Road Junior School is an average-sized school for pupils aged 7-11 years of age in the village of Bramhall. The school shares its site with the Infant School. There are currently 283 pupils on roll. The school serves an area consisting of private accommodation but a substantial number of pupils come from rented property. The percentage of pupils known to be eligible for free school meals is below the national average. When pupils enter the school, academic attainment for many is above that typical for the age group. The school has 11 per cent of its pupils on its register of special educational needs, which is below the national average. Most of the special educational needs relate to emotional and behavioural problems or moderate learning difficulties. There are 3 pupils with statements of special educational needs. Almost all pupils are of white UK origin, with a very small number of pupils from other ethnic backgrounds. Three pupils have English as an additional language but only one is at an early stage of English language acquisition and was absent during the inspection.

HOW GOOD THE SCHOOL IS

Nevill Road Junior School provides a very good quality of education. It has recently received a national award for the improvement in pupils' achievements over the last few years. Teaching is good overall and as a result pupils attain above average standards in English, mathematics and science. Pupils are interested, well motivated and make good progress. The headteacher and governing body provide very good leadership. The school gives very good value for money.

What the school does well

- Standards are above average in English, mathematics and science.
- Pupils' behaviour, attitudes to learning and the quality of the relationships within the school are very good.
- The quality of teaching is good and consequently the pupils achieve well.
- The leadership of the headteacher and governors is very effective.
- Its excellent instrumental music provision, very good information and communication technology [ICT] equipment and environment for learning enrich the curriculum.
- There is very good provision for pupils' moral and social development.

What could be improved

- The opportunities for pupils to use their good writing skills in geography, history and religious education.

The area 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 progress since it was last inspected in 1997. The quality of teaching has improved. The curriculum is planned more effectively than before with sufficient guidance given to teachers. All statutory requirements are now met. The headteacher ensures that all subjects are evaluated closely, but budget constraints have held back co-ordinators involvement in monitoring the quality of teaching. Standards have improved and the school has ensured that higher attaining pupils are sufficiently challenged.

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	C	C	B	A
Mathematics	D	B	B	B
Science	D	D	B	A

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

Inspection findings show that standards in the current Year 6 are above average in English, mathematics and science. The school met the targets set in English and mathematics and is likely to meet the 2003 targets. Higher attaining pupils are suitably challenged. Very good progress is being made in developing pupils' ICT skills. Pupils with special educational needs achieve well because teachers ensure they get the help they need. The very small numbers of ethnic minority pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and around the school. Pupils are welcoming and polite to visitors.
Personal development and relationships	Very good. Pupils respect the views of others and play and work happily together.
Attendance	Good.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 with a high proportion even better. English and mathematics are both taught very well. Teachers have very good relationships with their pupils and manage them in a positive way, which creates a very good learning environment. Teachers plan together very effectively in their year groups. The organisation of pupils into classes based on prior attainment in English and mathematics is very successful in ensuring that pupils of all attainment levels are suitably challenged. Major strengths of teaching are the teaching of basic skills in literacy and numeracy, teachers' high expectations and their knowledge and understanding of the National Curriculum. Very good use is beginning to be made of

inter-active whiteboards in some classes. In all age groups pupils produce good quality writing in literacy lessons but in some other subjects the opportunity for pupils to use their

good writing skills is limited. An excellent feature of teaching is an insistence that pupils work is well organised and presented neatly. Very good use is made of teachers' specialisms in music, ICT and physical education. Classroom assistants and parent volunteers provide valuable support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets all statutory requirements and offers pupils a wide range of learning experiences. There is a very good range of extra- curricular activities and excellent instrumental music provision.
Provision for pupils with special educational needs	Good. Pupils make the progress they should because of the skilled help they receive.
Provision for pupils with English as an additional language.	The school ensures that pupils receive the support they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for social and moral development is very good and promotes very good relationships and behaviour.
How well the school cares for its pupils	The welfare and care provided for pupils are good. Teachers and support assistants know the pupils very well and provide good personal support and guidance. Child protection procedures are good. The arrangements for assessment are good in English and mathematics but more could be done in other subjects in terms of a whole school approach. Good procedures are in place for supporting pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership and is firmly focussed on improving standards. Curriculum co-ordinators work hard and have undertaken monitoring of standards in their subjects.
How well the governors fulfil their responsibilities	Very well. The governors fulfil all their legal responsibilities. They have a very good understanding of the strengths and weaknesses of the school and play a major part in planning its future development.
The school's evaluation of its performance	Very good. There are some rigorous procedures in place for measuring school improvement in English and mathematics. The information on pupils' attainments and progress is used very well to set targets for future success in these subjects.
The strategic use of resources	Financial planning is very good. Resources are used well especially in ICT. Spending is very closely monitored to get best value for money.

There are sufficient teachers and teaching assistants. Accommodation is of a very good quality and has been improved significantly, with excellent support provided by the friends of the school association.

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, behave well and make good progress. • They feel comfortable about approaching the school with queries or problems. • The school is well led and managed. • Their children are well taught and expected to work hard and do their best. • Teaching is good and children make good progress. • The school is well led and managed. • Their children are developing maturity and responsibility. 	<ul style="list-style-type: none"> • A few parents felt that their children did not get the right amount of homework. • A few parents felt that they were not sufficiently well informed about their children's progress. • A few parents felt that the school does not work closely with them and that there is not an interesting range of activities outside of lessons.

The inspection team supports the positive views of parent. The amount of homework is similar to that found in most schools. The range of activities on offer, including a school orchestra rehearsal at 8am one morning per week, is of a very good quality. The school does as much as it can to work closely with parents. For example, parents can attend governors meetings. The written reports sent out to parents about their child's progress provide sufficient detail in English, mathematics and science. However, they do not contain sufficient detailed information about what pupils know, understand and can do in other subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English, mathematics and science.

1. Inspection evidence shows that pupils' attainment in English, mathematics and science is above that found in most schools by the end of Year 6. All pupils including those with special educational needs and those who speak English as an additional language achieve well. In the 2002 national tests, standards were above the national average in all three subjects. When compared to similar schools, pupils' attainment was well above average in English and science and above average in mathematics. Pupils made good progress in all three subjects. There are 3 main reasons why the school is so successful. Firstly, the National Literacy and Numeracy Strategies have been implemented well. Secondly, teaching is of a good and often very good quality and, thirdly, the placing of pupils in groups formed on the basis of their prior attainment ensures that pupils of all attainment levels are challenged appropriately.
2. Pupils are confident and articulate conversationalists. They initiate exchanges, listen attentively to other's views and comment in turn. Their confidence in speaking is developed by the open, easy relationships with adults and other pupils. Pupils are able to access the appropriate vocabulary for a wide range of situations. They maturely discuss issues that concern them. This was very evident in a personal, social and health education lesson in a Year 6 class when pupils were talking about changes that had taken place in their lives and which had effected them deeply.
3. Pupils' wide vocabulary and fluency in oral language enhances their progress in reading and also the quality of their writing. They read with very good expression and show a good understanding of the story line. Pupils develop an appreciation of different authors such as J.K. Rowling, J.R. Tolkien and Jacqueline Wilson and their styles. When asked what kinds of storybooks he liked reading, one pupil responded, "Do you mean genre?" They can describe the different characters in the stories they have read and explain the key features of the plot. One pupil said, *'I like to see how they cope with danger.'* Pupils use the contents and index pages well to find information quickly from non-fiction books. They make good use of what they read in their writing. For example, a pupil in Year 3 used a good selection of describing words when rewriting the story of the 'Three Bears' writing, *'The daddy bear strode in and followed the muddy footprints on the red carpet to the living room and said in amazement....'*
4. Throughout the school, pupils make good progress in developing an understanding of the features of different writing types. For example, they write stories, reports, letters and poems of a good quality. Pupils' flair in using language is very evident in their work. They are skilled at writing opening paragraphs that capture the readers imagination straight away as in *'I turned the corner, and there it was – my new school. It seemed so big at first that I couldn't believe it.'*
5. Pupils' work is neatly presented and by the end of Year 3, most pupils write legibly in a joined style. By the end of Year 6, pupils structure their work with paragraphs and use appropriate punctuation consistently. Spelling and grammar standards are good.
6. Pupils make good progress in dealing with the four rules of number. By Year 6, pupils' skills in handling numbers mentally and their knowledge of tables are very good and this has a positive effect on the progress that they are making in mathematics. For example, when asked to work out the cost of a package holiday by interrogating given information most pupils could quickly come up with accurate costings. Teachers give a good emphasis to developing pupils' mathematical language. From observations in lessons and discussions held with pupils about their work it is clear that their good grasp of understanding of mathematical language is a key factor in the good progress pupils make. Pupils talk competently about reflex angles, the difference between mode, mean and median. They can quickly work out prime numbers and solve

practical problems that involve percentages. The use and interrogation of databases are enhanced by pupils' good ICT skills.

7. Higher attainers successfully use fractions and percentages and are becoming increasingly confident with larger numbers. Pupils construct shapes and figures and calculate the surface area and perimeter of two-dimensional shapes. They use co-ordinates accurately, with higher attainers achieving this in all four quadrants. They ably construct a variety of graphs and charts and can interrogate data in order to make assumptions and predictions.
8. Pupils' work shows extensive coverage of scientific topics. When discussing their work, pupils display good scientific knowledge and understanding and they use appropriate terminology. This was very evident when pupils in Year 5 used *germination* and *photosynthesis* confidently when talking about plants. They learn how to predict, to carry out investigations and to draw conclusions. Some make interesting observations. One pupil in Year 6 wrote *I already knew that sand was insoluble because if it was soluble there would be no sand on the beaches*. Pupils make good use of their ICT and mathematical skills in science. For example, they use graphs to show the different types of food pets eat and the rate of evaporation of different liquids.

The quality of teaching is good and consequently the pupils achieve well.

9. The quality of teaching is a significant strength of the school and as a result pupils achieve well. During the inspection, teaching was never less than satisfactory. Ninety per cent of the lessons seen were good or better and forty five per cent were very good or excellent. Throughout the school teachers show a high level of commitment to the pupils and to their teaching. They expect the pupils to learn and they work hard to ensure that they do. The shared ethos helps to ensure that the learning environment in all classes is very positive and this makes a significant contribution to the above average standards achieved by the end of Year 6.
10. Pupils achieve well in English and mathematics. Both subjects receive a high focus in the school and the National Strategies for Literacy and Numeracy have been introduced very well and as a result the quality of teaching is good overall. In addition, the organisation of pupils into classes based on their prior attainment is very successful. It ensures a good level of challenge for pupils of all attainment levels including those with special educational needs.
11. During the inspection some very good teaching was seen in English and mathematics. In these lessons the teachers' very good knowledge and high levels of enthusiasm had a very positive effect on the quality of learning and pupils' achievements. As a result pupils produced writing of a high quality in one of the classes. For example, one boy wrote the following Haiku poem,

*"The December lights
Shining in different colours
Like the cold snow slush"*

12. Another pupil wrote, 'The October birds flying,
Singing, warm and free
Like an airborne flute.'
13. In a mathematics lesson with a group of higher attainers from Year 3, the teacher used the movement of the fingers on a clock face to successfully develop pupils' knowledge and understanding of angles. He encouraged them to "Look for a pattern, look for a sequence. Make it easier!" As a result, pupils made very good progress, learning that when the minute hand had travelled from 12 to 1, it had moved 30 degrees and that this was 1/12 of a circle.
14. Teaching is good in science and standards have improved significantly over the past three years. Teachers provide clear explanations and ensure that the correct technical vocabulary is introduced and its use consolidated. Pupils have a good understanding of how to go about setting up an experiment and can draw conclusions from the results. For example, pupils in Year 3

investigated a variety of materials to find out which is the hardest wearing. They concluded that, "Although denim won, we recommend cotton because it is comfortable."

15. There are a significant number of common strengths in teaching. All teachers have very good relationships with their pupils and manage them in a positive way. The pace of lessons is good because no time is lost through disruptive behaviour. Most teachers are skilled at reminding pupils of the agreed rules without interrupting the flow of the lesson. In one lesson, the teacher responded to a pupil's answer with "You shouted it out but I will accept your answer never the less." This had the desired effect with the minimum of fuss. Teachers plan together very effectively in their year groups. This ensures that pupils in different classes but in the same year group cover similar work.
16. Teachers make good use of all available resources. Very good use is being made of interactive whiteboards in some classes to enhance the quality of learning. It was noticeable during the inspection how their use held pupils' interest. Teachers have high expectations especially with regards to the presentation of pupils' work, which is of a very high standard. However, more could be done in some subjects to ensure that pupils use their good writing skills well. The school has recently brought in a new handwriting scheme. Since its introduction there has been a marked improvement in the quality of pupils' handwriting. Very good use is made of teachers' specialisms in music, ICT and physical education. There is an expectation amongst the staff that, no matter what the subject, the pupils will produce work of quality. For example, in design and technology, pupils in Year 4 have made their own pop-up storybooks. The finished products were of a high standard.

The leadership of the headteacher and governors is very effective.

17. The headteacher is strongly committed to the school and its pupils and leads the school very well. His leadership is decisive and gives the school a clear educational direction and sense of purpose. His commitment and determination to improving every aspect of the school's work and to involve staff and governors in doing so has resulted in a much improved learning environment and higher standards. The improvement in the school's results was recognised recently by a national award for improved achievement. With the support of his senior management team and staff he has ensured that the curriculum is broad and well balanced.
18. The headteacher knows his pupils well and is respected in the local community. Parents who responded to the inspection questionnaire felt strongly that the school is well led.
19. The governing body is very well led and meets all statutory responsibilities. It has a very good grasp of the issues facing the school. Besides having full governors meetings, the two main committees meet when necessary with the headteacher. Governors are fully involved in development planning and contribute effectively to the drawing up of the school's improvement plans. The funding the school receives is in the lower quartile when compared with schools nationally but governors have been successful in ensuring that key priorities receive financial backing. For example, despite budget constraints they managed to find the funds to allow time for the special educational needs co-ordinator to carry out his work. The governing body makes good use of any additional grants to help them fulfil their plans and receive very good financial support from the friends of the school association.

Pupils' behaviour, attitudes to learning and the quality of the relationships within the school are very good.

20. There is a high standard of behaviour shown by pupils both in classes and around the school. This results from a consistent approach by all members of staff to the management of pupils' behaviour. Parents are rightly proud of the high standard that the school achieves.
21. All staff know the pupils very well and form very good relationships with them. They act as very good role models and pupils feel comfortable and secure with the adults in the school. As a

result, pupils treat each other with due consideration and respect. For example, in a Year 4 music lesson children were very supportive of two children in the class who are learning to speak English as an additional language by showing them how to hold the instruments correctly. Pupils get on very well with each other and boys and girls work happily together as a matter of routine.

22. Pupils in all age groups have very positive attitudes to learning. They settle quickly at the beginning of lessons and are keen to contribute their ideas to class discussions or in response to questions. Pupils are enthusiastic when setting about their tasks and are keen to discuss them with visitors; for example, in explaining why a scientific experiment **had** to be fair. Pupils maintain concentration very well and persevere in the face of difficulties. Attendance is good. The vast majority of pupils arrive at school on time each day.
23. Pupils take a pride in their school and are pleased with all it has to offer. The work they do is presented exceptionally well. Their exercise books are a pleasure to look at and well maintained. Pupils enjoy additional responsibilities, for example when older pupils set up the hall for assembly.

Its excellent instrumental music provision, very good information and communication technology [ICT] equipment and a very good environment for learning enrich the curriculum.

24. When entering the school any visitor can not fail to be struck by the quality of the newly refurbished entrance hall and library and the high quality of classroom displays of pupils' artwork. The headteacher, deputy headteacher and staff have worked hard, with significant parental financial contributions to provide a colourful and stimulating environment for the pupils. The grounds of the school have also been developed significantly. In one playground there is a range of excellent playground furniture including pagodas and a soft play area that pupils can use throughout the year. During the inspection, pupils of all ages played happily together using this equipment.
25. The school has improved its ICT resource provision resulting in pupils having access to up- to-date equipment in a very well equipped ICT suite. The appointment of a part- time teaching assistant with a very good technical knowledge has been successful. She ensures that not only any problems with the equipment are dealt with quickly but also that those pupils who need it receive her support. Despite having a limited budget the ICT provision has recently been improved yet again by the purchase of 5 inter-active whiteboards, with more on order. The whiteboards were used very successfully during the inspection to improve the quality of pupils' learning by displaying information in a highly effective way. For example, in one lesson the teacher brought up onto the screen pictures of various types of purses as a stimulus to pupils to give them ideas on which to base their own purse designs. In another lesson a video clip taken from a web-site on the Internet was used effectively to stimulate pupils' thoughts about the effects of the drought in India.
26. The quality of education is enhanced greatly by the opportunities pupils are given to learn to play orchestral instruments and take part in sporting activities. Just over one hundred pupils [about one third of the school's population] are learning to play musical instruments. As well as learning to play electronic keyboards, pupils can receive tuition in brass, woodwind, stringed instruments and percussion. Discussions held with pupils show that they very much enjoy their 'Thursday' lessons with many appearing in school at 8 am to play in the orchestra. In addition to the usual sporting activities the school is rightly proud of its table tennis provision with pupils taking part in the national finals.

There is very good provision for pupils' moral and social development.

27. A continuing strength from the previous inspection is the provision for pupils' moral and social development that is being fostered very well. The school has very good systems for rewarding good behaviour and pupils develop a strong sense of what is right and wrong. Relationships in the school are very good and all adults provide pupils with good examples on which to model their

own social and moral behaviour. Teachers and classroom assistants display respect and understanding to all those under their care and have clear expectations that they will respond accordingly. Pupils are asked to consider their own actions and the impact on others. This was very noticeable in a Year 6 class when the teacher on hearing a pupil talking, responded with, "Is that appropriate behaviour? Did you know I was speaking?" Fair praise and encouragement help pupils' self-esteem and confidence. They also encourage the pupils to behave better and to strive to learn well.

28. The school is a genuine community where everyone is valued. Pupils are expected to work co-operatively, share ideas and support each other as needed. They are given opportunities to contribute to the smooth running of the school by undertaking a variety of responsibilities around the school. Through the school's very effective personal, social and health education programme, pupils are given the confidence to express their opinions and fears on a variety of issues, such as when discussing their anxieties about moving up to the high school. Many pupils take part in out-of-school clubs. For example, table tennis and football coaching is offered to everybody. Pupils talk with enthusiasm about how they enjoy these sessions. Visits to places of educational interest such as Vernon Park and the Air Raid Shelters extend their social awareness.

WHAT COULD BE IMPROVED

The opportunities for pupils to use their good writing skills in geography, history and religious education lessons.

29. Throughout the school, a strong emphasis is placed on developing pupils' writing skills during English lessons. Pupils write well and at length for a very good range of purposes and audiences. For example, they write stories, letters, newspaper reports and poems. However, in some other subjects written work does not always do justice to the good quality produced in literacy. There are some good examples of pupils using their writing skills well. These include written accounts of Tutankhamen and of a museum visit. Some very good writing was seen in a Year 3 class where pupils produced their own accounts of the life of Vincent Van Gogh. One child wrote '*He had a mental illness which is why he probably shot himself.*'
30. In history and geography the use of worksheets is common throughout the school. Whilst these sheets provide a good framework to guide pupils' work which is always very well presented, they limit their response and the opportunities for older pupils to decide for themselves how to organise and present their own work. In religious education there are too few examples of older pupils, especially higher attainers, writing in a reflective way, for example about what a particular story from Christianity or another world religion means to them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. Provide more opportunities for pupils to use their good writing skills in geography, history and religious education lessons.
[See paragraph 30]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	10	2	0	0	0
Percentage	9	36	45	9	-	-	-

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. The percentages recorded above do not add up to 100 percent because of rounding down.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	283
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	16

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	46	36	82

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	36	42
	Girls	32	26	31
	Total	71	62	73
Percentage of pupils at NC level 4 or above	School	87 (79)	76 (76)	89 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	38	38
	Girls	31	28	30
	Total	71	66	68
Percentage of pupils at NC level 4 or above	School	87 (70)	81 (74)	83 (85)
	National	73 (72)	74 (74)	82 (82)

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
266	1	0
0	0	0
4	0	0
1	0	0
0	0	0
3	0	0
5	0	0
0	0	0
3	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
1	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11.08
Number of pupils per qualified teacher	25.54
Average class size	28.3

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	110

FTE means full-time equivalent.

Financial information

Financial year	2002-03
	£
Total income	530,234
Total expenditure	532,528
Expenditure per pupil	1,833
Balance brought forward from previous year	9,402
Balance carried forward to next year	7,108

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	2
<hr/>	
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	283
Number of questionnaires returned	115

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	3	0	0
My child is making good progress in school.	50	43	5	1	0
Behaviour in the school is good.	36	56	3	1	5
My child gets the right amount of work to do at home.	30	56	15	0	0
The teaching is good.	50	41	6	1	3
I am kept well informed about how my child is getting on.	30	50	16	3	1
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	2	1
The school expects my child to work hard and achieve his or her best.	57	40	1	0	2
The school works closely with parents.	29	53	13	5	0
The school is well led and managed.	34	56	7	2	2
The school is helping my child become mature and responsible.	43	56	2	0	0
The school provides an interesting range of activities outside lessons.	36	43	16	1	4