

# INSPECTION REPORT

## **STANBURY PRIMARY SCHOOL**

Stanbury, Haworth

LEA area:Bradford

Unique reference number: 107268

Headteacher: Mrs Gallagher

Reporting inspector: Mr S. Dobson  
18074

Dates of inspection: 12-13<sup>th</sup> Feb 2001

Inspection number: 189214

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: Main Street  
Stanbury  
West Yorkshire  
Postcode: BD22 0HA

Telephone number: 01535 642270

Fax number: 01535 646208

Appropriate authority: Governing Body

Name of chair of governors: Mr K. Yates

Date of previous inspection: Sept 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
Provides consistently good and very good teaching which help pupils to achieve good standards.	
Supports very good behaviour and very positive attitudes.	
Provides a secure and well-managed learning environment in which respect and very good relationships flourish.	
Manages changes very well, maintaining the strong and successful character of the school and the positive ethos of hard work and enjoyment.	
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
The provision for physical education throughout the school and for the physical and creative areas of learning for children in the reception class.	
The role and responsibilities of the curriculum co-ordinators so that their expertise develops further and their energies are efficiently directed to school improvement.	
The procedures for risk assessment and the action taken to address areas of concern.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the village of Stanbury in West Yorkshire and it also attracts pupils from nearby Haworth and even further afield. It is a small school with 85 pupils taught in four classes. The school has recently changed under local re-organisation from being a first school to a full primary. This year for the first time there are Year 6 pupils in the school.

Almost all of the pupils are from white UK heritage backgrounds and all of them speak English as their first language. The percentage of pupils with special educational needs is low but the percentage with statements of need is average. On entry to school, children's attainment is above average, most noticeably in their speaking skills. The percentage of pupils eligible for free school meals is low.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

### **HOW GOOD THE SCHOOL IS**

Stanbury is a very effective school. The staff recognise that the children come into school with many skills and they build upon these. By the time they reach the end of Key Stage 1, very high standards are achieved by the school as a whole in reading, writing and mathematics. The children's good progress continues throughout Key Stage 2. Pupils reach good standards in most subjects. These good standards are the result of consistently good and often very good teaching. Despite being in the midst of a period of great changes, to the age range of pupils, many new staff and changes to the building, the school has kept a strong sense of purpose because it is well led. The school gives good value for money.

#### **What the school does well**

- Provides consistently good and very good teaching which help pupils to achieve good standards.
- Supports very good behaviour and very positive attitudes.
- Provides a secure and well-managed learning environment in which respect and very good relationships flourish.
- Manages changes very well, maintaining the strong and successful character of the school and the positive ethos of hard work and enjoyment.

#### **What could be improved**

- The provision for physical education throughout the school and for the physical and creative areas of learning for children in the reception class. This is already a focus for school improvement.
- The role and responsibilities of the curriculum co-ordinators so that their expertise develops further and their energies are efficiently directed to school improvement. This is included in current school development planning.
- The procedures for risk assessment and the action taken to address areas of concern.

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

The very good features of the school far outweigh the areas for improvement.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1996 and was judged to be a good school with very many positive features. Overall, there has been good improvement since the last report because the school is managed well. The high standards which the school achieved then have been maintained. The quality of teaching has remained high despite significant changes in staff. Pupils' personal development and in particular their spiritual development has improved and the school now provides a much more extensive range of extra-curricular activities.

The school was specifically asked to improve marking. There has been satisfactory improvement. There

is a new marking policy and though there are still some inconsistencies, much of the marking helps the pupils to improve. The length of the school day has been adjusted to provide more curriculum time. There has been very good improvement in the assessment of children on entry to school and the information gained is used very well. The school was also asked to 'continue to monitor health and safety issues and continue actively to seek solutions to the problems they identify' the monitoring of health and safety issue is not satisfactory.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A*
Writing	A*	A*	A*	A*
Mathematics	A	A*	A*	A*

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The school results are in the top 5 percent nationally in reading, writing and mathematics. This very high standard has been maintained for at least the last four years. Inspection evidence indicates that the same high standard will be reached this year at the end of Key Stage 1. For the first time this year the school will have pupils taking the end of Key Stage 2 national tests. Inspection evidence indicates that the pupils will achieve good standards and that the school is likely to achieve above average results in English, mathematics and science. The school targets are appropriately very high. Pupils achieve appropriately high levels for their ability.

Pupils throughout the school also achieve good standards in most other subjects including information and communications technology. Pupils in the reception class reach and often surpass the early learning goals in language and communication, mathematics, personal and social education and knowledge and understanding of the world. Most are likely to reach these goals in creative and physical development but their range of experience is narrow.

Pupils with special educational needs make the same good progress as the others. There is no evidence that girls and boys have significantly different levels of achievement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to school and to their work. They are enthusiastic and keen to participate. They show a very high level of involvement with the lessons.
Behaviour, in and out of classrooms	Pupils behave very well in class, in the hall, at lunchtime and in the playground. They rarely have to be reminded about behaviour standards.
Personal development and relationships	Relationships between all members of the school are very good. Pupils develop well as learners, but the restrictions of the accommodation make it difficult to significantly develop their independence as learners.

Attendance	Attendance levels are satisfactory. The most significant feature of attendance is the disruption to learning caused by families taking holidays in term time. During last year, one family accounted for the slight rise in authorised absence.
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The positive attitudes of the pupils and staff contribute significantly to the culture of learning which exists in the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Very 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 overall is very good because, as seen in lessons, it is never unsatisfactory, only 25 percent of teaching is satisfactory and the remainder is good (50 percent) or very good (25 percent). This view of teaching is confirmed in discussion with the pupils and through detailed scrutiny of the work which pupils have completed. Teachers plan well, they give lively and interesting introductions to lessons and have high expectations of pupils both of their behaviour and what they will achieve. There are no significant weaknesses in the teaching. The needs of all pupils, including those with special educational needs, are met.

The quality of learning is consistently good or very good. The pupils respond well to their teachers and work with enthusiasm and commitment. They show patience and perseverance, for example when learning the skills of playing a recorder.

The teaching of English and mathematics is predominantly good, and the skills of literacy and numeracy are taught thoroughly and effectively. Teachers are knowledgeable about teaching reading, writing and number skills. In some other subjects, for example design technology and music, they teach with added flair and imagination, showing high levels of skill and creativity in the ways in which they organise the pupils. In these situations the teaching is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school delivers a good curriculum which is well organised and meets all statutory requirements. There is currently a slight over emphasis in the time allocated to reading and in the foundation stage, too few practical opportunities are given for children to develop their creative and physical skills independently.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Their needs are met by the teachers of all classes. Where children are entitled to additional help they receive it in full and the school is concerned to gain as much support for pupils as it can.
Provision for pupils' personal, including spiritual, moral, social and cultural	The provision for pupils' personal development is good. Many opportunities are provided for pupils' spiritual, moral, social and cultural development and the pupils respond well.



development	
How well the school cares for its pupils	The level of care for pupils by their teacher and the other staff is good. Pupils are known well and adults have an accurate view of their needs. Some aspects of the condition of the premises are not well monitored however and this is a concern.

The planning for the curriculum is generally good and in some classes, subjects are linked together very well, for example when the presentation of information about the Tudors draws from skills of history, science, design technology, English and art. There are however shortcomings in the provision for physical education caused by the lack of space and facilities both inside and outside the school. The provision for the children in the Foundation Stage is limited. They have too few opportunities to consolidate or improve their skills when working independently.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has been at the school for one full term but has already established her leadership role, built an enthusiastic team of teachers and has maintained the very positive ethos of the school. Other members of staff collaborate well and are fully supportive.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are fully informed about the life of the school and are concerned that it continues to improve. They have begun to gather first hand evidence of the quality of teaching and learning.
The school's evaluation of its performance	Good analysis and evaluation of the pupils' work in English and mathematics is made. There has also recently been a good audit of the general life of the school and an appropriate short-term school development plan drawn up. The role of the subject co-ordinator needs to be developed further so that additional evaluations can be made.
The strategic use of resources	Good use is made of financial and other resources and additional grants are used well. Wherever possible, the school applies the principles of best value, seeking to use resources as efficiently as possible.

The school buildings are of poor quality and design and are shortly to be improved. Learning resources are satisfactory other than in the reception class where there are too few resources for pupils to undertake practical tasks.

Leadership and management is good overall. The major area for development is in the role of the co-ordinators. Co-ordinators are currently overloaded and as a consequence, some aspects of their work lacks focus and effectiveness.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Children make good progress and achieve high standards</li> <li>• High standards of behaviour</li> <li>• The quality of teaching</li> <li>• The approachable nature of the staff including</li> </ul>	<ul style="list-style-type: none"> <li>• The range of opportunities provided for children outside lessons</li> <li>• The amount of homework given.</li> <li>• The level of information on how well their child is doing.</li> </ul>

the headteacher and the genuine concern shown for each child.	
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The inspection team agrees with the parents positive views of the school.

The school provides for dance, guitar, sewing, board games, sports (rugby), library, music and cross-country running as opportunities outside lessons as well as for woodwind tuition as a fee-paying activity. This is far in excess of the activities provided by many much larger schools. Typically these are provided mainly for pupils in Key Stage 2. The inspectors cannot agree that this is a weakness.

Homework is given and marked regularly in line with current guidance. The inspectors cannot agree that this is a weakness.

Parents are offered two consultation evenings a year as well as written annual reports which are of good quality. The school welcomes enquiries from parents as confirmed by the inspector's meeting with parents. Further information on the content of the curriculum is provided regularly. The inspectors cannot agree that this is an area of weakness.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Provides consistently good and very good teaching which help pupils to achieve good standards.**

1. The quality of teaching is consistently good in all classes. Only occasionally does it fall to satisfactory and on these occasions it is either because the teacher has not fully realised how much the pupils already know or the lesson is slightly over-ambitious and demands too much of the developing skills of the pupils. In either case, good use is made of the outcomes of the session ready to plan for the next session.
2. In the vast majority of lessons teachers have a very good knowledge of what their pupils can do and what they need to do to make further progress. Teachers are skilled at providing for all pupils including those with special educational needs and those who are capable of high levels of achievement. Teachers plan to challenge all of their pupils appropriately. They match written work to pupils' capabilities and also ask appropriate questions so that all of the pupils feel that they are included in the lesson. The pupils learn well because they feel that the lesson has a purpose for them and that they can succeed.
3. This good knowledge of the pupils comes from generally good marking of pupils' work, good dialogue with the pupils in lessons and at other times, and a shared sense of responsibility for all of the pupils by all of the staff. Teachers' knowledge of the needs of pupils extends way beyond their own class.
4. All of the teachers are skilled at managing pupils' behaviour. Good behaviour is expected and celebrated and the classes are conducted in an atmosphere of purpose and co-operation. The pupils are treated to a good variety of styles of teaching. All of them experience relatively formal teaching in the literacy and numeracy sessions and the quality of teaching is generally good. The teachers conduct the lessons at a brisk pace and pupils are kept 'on their toes' particularly in mental arithmetic sessions.
5. At other times teachers operate a workshop system such as in design technology. Here the tasks of making fairground rides are clearly set to give a good level of support and challenge. Following a clear introduction, the room very quickly becomes a 'hive of industry' with pupils co-operating purposefully, testing out their ideas, seeking improvements and working very hard to complete their tasks. The range of teaching styles adopted adds variety and stimulates the pupils.
6. The teaching staff work in quite difficult physical conditions. Two of the classrooms are in a poor state of repair and this adversely affects what the pupils can do. However, the teachers do not let these difficulties stand in their way. Even the two new classrooms are far from ideal as there are significant concerns and interruptions when the pupils need to use the toilet facilities.
7. Because the teachers plan well, take note of what pupils can do and have high expectations, the pupils respond well and reach high standards in English, mathematics and science and many other subjects.

**Supports very good behaviour and very positive attitudes.**

8. Within the school there is an ethos of care and consideration for others. This is expected of the pupils and demonstrated by all of the staff including the additional staff on duty at lunchtimes.

Within this very positive environment pupils see adults helping each other and helping them and in return the pupils help each other.

9. The school has a merit system in which pupils work towards awards. There are bronze, silver and gold awards for the 10 and 11 year olds and merit certificates for younger pupils. These awards are given out in assembly. These merits are not easy to get but they are given in recognition of academic effort and for a range of positive behaviours and the pupils realise that they have been earned. One positive feature of the system is that the teachers take the time and trouble to write on the merit certificate what it has been awarded for. Pupils are given merits for being particularly helpful, kind or considerate, for working very hard and for putting others first.
10. Pupils' positive and mature attitudes are demonstrated in many ways. When a classroom is in use before the start of the school day, the other pupils go to the hall, stack their bags and coats sensibly and sit in the library area socialising with their peers, reading books and generally waiting very sensibly for the morning session to start. In the reception class, as the lessons close, the children immediately help each other to clear up, behave very sensibly when waiting to speak with an adult and sit quietly waiting for the next session to start.
11. The good behaviour and positive attitudes are further supported through the themes of assemblies and acts of collective worship. Pupils are taught to respect other people, particularly those of different faith backgrounds. During the inspection, the assembly theme was centred on 'listening to your conscience' and the pupils were fully able to participate, describing situations when they may need to listen to their conscience rather than to other people.
12. In lessons, all of the teachers have high expectations of their pupils. They clearly state the tasks to be undertaken and often tell the pupils what they will learn in the lesson. The lessons have a strong sense of purpose, the pupils know that they will get something from the lesson and therefore they apply themselves very well to the tasks given.

**Provides a secure and well-managed learning environment in which respect and very good relationships flourish.**

13. The school has many difficulties due to the structure of the accommodation, being in four separate outdoor classrooms. The school hall and the library are in another separate building. It is therefore difficult for the school to create a situation in which all pupils are familiar and secure but at Stanbury, this has been done very effectively.
14. The pupils are all encouraged to feel that they are a part of the school. From the beginning of their time in the school, the children use all parts of the building. Regrettably, the four classrooms have no internal access to toilet facilities, but as far as possible in this situation, suitable arrangements have been made. The youngest pupils work in the main school building for physical education, assemblies and to eat lunches and they very quickly become familiar with all areas of school.
15. The school has inadequate playground space because additional classrooms have been placed on it. And also because pupil numbers have risen. This has been carefully considered by management and the arrangements for staggered breaks and lunchtimes are very effective even though this puts additional duties on the headteacher and the teaching staff. These arrangements mean that the younger pupils can play appropriately without feeling intimidated by the larger physical presence of the older pupils. It also means that the older pupils have at least some space to play the games that they enjoy.
16. Two of the classrooms are relatively small for the numbers of pupils and one of the buildings is in a poor condition with excessive condensation. Despite this, the teachers make every effort to make the rooms attractive and in even the smallest spaces they put interesting displays which the pupils can learn from. The pupils are encouraged to make the best of what they have.

17. Above all, the staff are always accessible to the pupils to help them with their academic and personal issues. In this school, all of the pupils are enabled to learn and develop personally. The pupils state that they enjoy coming to school, they feel that they get on well and 'we feel that the school is ours'.

**Manages changes very well, maintaining the strong and successful character of the school and the positive ethos of hard work and enjoyment.**

18. The school is currently in a period of great change. The age range of the school has changed and there are now two additional older year groups. The school has therefore needed two new classrooms and temporary buildings have been added recently. In the midst of this, there has been a change of headteacher and additional staff have been appointed. The school shortly faces moving to temporary premises out of the village whilst additional permanent changes are made to the building.
19. The new headteacher has very quickly recognised the many good features of the school and has taken steps to preserve and further develop them. For example, there remains a very clear view that high academic standards are expected in the school. For the first time this year those standards will be publicly measured in the end of Key Stage 2 national tests. The staff have been given many opportunities to train and prepare themselves to support the pupils appropriately. The new headteacher has made very good use of additional funding which is available to raise standards and the school is benefiting from many training and support initiatives.
20. The new staff team are well supported by management and there is a very clear sense of direction towards further school improvement. The headteacher has developed this team by encouraging all the staff to participate and by showing respect for the points of view of the existing staff and also for the new ideas and perspectives which the new staff bring. During this year this is seen to good effect in the improvements to the school's provision for information and communication technology,
21. Throughout this period, the staff and the pupils have managed to maintain a sense of enjoyment of their achievements. The major changes have not been used as an excuse for inaction. School development planning, based on the headteacher's audit of the school, is effective in raising issues which need to be addressed and setting a suitable timescale for development.

**WHAT COULD BE IMPROVED**

**The provision for physical education throughout the school and for the physical and creative areas of learning for children in the reception class.**

22. The school has inadequate space and equipment to fully deliver the physical education programme of study. Outside there is not sufficient space or suitable surfaces on which to play games such as football, netball, cricket or rounders and space to practise the skills involved in these games is very restricted.
23. Inside, the school hall is small and there are limited resources for gymnastics. In previous years, the pupils used the space available at a local middle school but since reorganisation this is no longer possible. The provision for swimming is appropriate.
24. The teaching staff make efforts to compensate for this lack of facilities and physical education lessons happen regularly. These lessons include gymnastics, dance and games skills within what is safe on these premises. The school has organised dance and sports clubs as additional opportunities for pupils' physical development. Parents help run these clubs.
25. In the reception class, there are too few opportunities for children to develop their physical and creative skills as part of their independent learning opportunities. At the present time they work as a group mixed with Year 1 pupils. In many respects they benefit from this, for example learning from

their observations of the language and mathematical work of the older children. However, there are currently few opportunities for them to paint, use malleable materials, collage or other media to express their ideas, other than when the staff have a class lesson based around one of these. Similarly, the children have little choice or opportunity to independently use a range of pens and pencils, paint brushed, fine materials, scissors etc. some of the children need much more practical experience of using writing and drawing material before they are expected to record their work in writing.

26. Only limited opportunities are provided for children to adopt different roles as a part of their classroom activity. Opportunities for role-play are provided but these do not go far beyond home play and shops. These children clearly show that they benefit from opportunities which stretch their imagination and vocabulary.

### **The role and responsibilities of the curriculum co-ordinators so that their expertise develops further and their energies are efficiently directed to school improvement.**

27. All of the permanent teaching staff have responsibilities for co-ordinating areas of the curriculum. Whilst generally they know what is being taught and about the resourcing of the subjects, they do not systematically monitor standards nor do they strongly lead subject development.
28. Each member of staff is responsible for three or four subject areas and, during the last two years there has not been a school development programme which has focused clearly on the development of one particular subject. All of the school's time and energies have been devoted to the development of literacy and numeracy strategies which are successful but which are now well established. There has been little focus on the foundation subjects.
29. Monitoring of the foundation subjects has been very limited. The subject co-ordinators cannot state from evidence, the standards which the pupils are achieving other than in their own class. Because of this, it is not possible to accurately audit to establish how the subject needs to develop. Currently the co-ordinators do not plan for the development of their subjects.

### **The procedures for risk assessment and the action taken to address areas of concern.**

30. Risk assessment is undertaken periodically but not sufficiently thoroughly to identify all possible risks to staff and pupil safety. A full risk assessment needs to be undertaken.
31. Changes to the school buildings have added risks to the fire safety systems. These systems need to be thoroughly checked. The placing of classrooms on site without adequate facilities and without documented safety checks on the premises themselves have further reduced the security of the health and safety systems. There is a need for risk assessment in every classroom, on the playground area and in particular on the storage of building materials.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. This is a very effective school with many strengths. In order to improve further the headteacher and the governors should:

Take all reasonable steps to compensate for the lack of physical education facilities at the school by:

Investigating the use of other sites and/or different activities

Ensuring that when the school temporarily moves site, any new facilities are fully exploited and pupils are given the chance to catch up the skills they have missed. (*paragraphs 22 – 24*)

Improve the provision for creative and physical development in the reception classroom so that:

Children have more opportunities to practise and further develop their skills independently.

Children have a great range of learning opportunities within the classroom. (*paragraphs 25, 26*)

Improve the role of the curriculum co-ordinators so that:

They are able to monitor standards in their subjects.

They are able to plan for the development of the subject, based on a thorough evaluation of strengths and weaknesses. (paragraphs 27 – 29)

Improve the school's risk assessment procedures so that all risks are known and appropriate action is taken. (paragraphs 30, 31)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

28

Number of discussions with staff, governors, other adults and pupils

8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	50	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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	85
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	4

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

### Attendance

**Authorised absence**

	%
School data	6.5
National comparative data	5.2

**Unauthorised absence**

	%
School data	0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	3	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	10	10	10
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	10	10	10
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84(82)	88(86)	88(87)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	4.6
Number of pupils per qualified teacher	19
Average class size	21

#### **Education support staff: YR-Y6**

Total number of education support staff	4
Total aggregate hours worked per week	65

#### **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

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

### ***Financial information***

Financial year	1999-2000
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	£
Total income	152018
Total expenditure	143060
Expenditure per pupil	2000
Balance brought forward from previous year	0
Balance carried forward to next year	8958

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	85
Number of questionnaires returned	45

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	4	0	2
My child is making good progress in school.	49	36	9	2	4
Behaviour in the school is good.	60	36	0	0	4
My child gets the right amount of work to do at home.	47	31	18	0	4
The teaching is good.	62	27	9	0	2
I am kept well informed about how my child is getting on.	44	29	16	7	4
I would feel comfortable about approaching the school with questions or a problem.	67	20	9	4	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	44	47	9	0	0
The school is well led and managed.	38	44	9	0	9
The school is helping my child become mature and responsible.	53	38	2	0	7
The school provides an interesting range of activities outside lessons.	18	24	29	16	13