

# INSPECTION REPORT

**SCAWTHORPE SUNNYFIELDS PRIMARY  
SCHOOL**

Doncaster

LEA area: Doncaster

Unique reference number:

106747

Headteacher: Mr A. N. Colcombe

Reporting inspector: Mr A. Portlock  
21411

Dates of inspection: 26 – 29 June 2000

Inspection number: 191885

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Rose Crescent  
Scawthorpe  
Doncaster  
South Yorkshire

Postcode: DN5 9EW

Telephone number: 01302 780386

Fax number: 01302 783765

Appropriate authority: The Governing Body

Name of chair of governors: Cllr. M. Robinson

Date of previous inspection: 18 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
A. PORTLOCK	Registered inspector
A. ANDERSON	Lay inspector
L. SHORT	Team inspector

The inspection contractor was:

Sandfield Educational Consultants  
16 Wychwood Drive  
Trowell Park  
Nottingham  
NG9 3RB

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Scawthorpe, an area to the north of Doncaster . There are 191 full-time pupils in reception and Key Stages 1 and 2. The school is of similar size to most other primary schools. There are 33 part-time nursery pupils and 10 four-year-olds who attend full-time in the reception class. The children's attainment on entry to the school is broadly average but with a significant minority of pupils with below average language skills. Thirty-eight pupils are eligible for free school meals, which is broadly in line with the national average. Forty pupils have special educational needs and four pupils have statements of special educational need. All pupils speak English as a their first language.

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

This is a very good school. By the time the pupils leave the school they achieve very high standards in English and well above average standards in mathematics and science. They make very good progress in these subjects, largely because of the very effective teaching, the very effective leadership and the excellent attitudes the pupils' have to school and their work. The headteacher and governors evaluate the school's performance rigorously. The school provides very effectively for the needs of all pupils and gives very good value for money.

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

- Standards are very high overall by the time the pupils leave the school, particularly in literacy and numeracy.
- The quality of teaching is very good.
- The headteacher's leadership of the school is very good and he is very well supported by the senior management team.
- The very good provision for the pupils' personal development supports their excellent attitudes to work.
- The school's curriculum is very effective, with an appropriate emphasis on developing the pupils' literacy and numeracy.

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

- The inspection found no significant areas for improvement.

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

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

The last inspection in November 1996 found Sunnyfields Primary to be a very good school. The school has maintained its high standards and has continued to improve. All of the key issues raised at the previous inspection have been dealt with. The improvement in teaching, with all lessons at least satisfactory and over half of a very good standard, has raised the achievements of the more able pupils. The provision for spiritual and cultural development is now good. The headteacher, supported by the deputy-headteacher and senior management team, evaluates the school's performance rigorously and sets clear targets for improvement. The school is very well placed, through its leadership and expertise in teaching, to sustain its very high standards.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A*	A*
mathematics	B	B	A	A
science	A*	A*	A	A

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

As can be seen in the table above, the school has sustained well above average standards in mathematics and science and very high standards in English, which means that it is in the highest five per cent in the country. Standards are also high when compared to similar schools. The improvement in the quality of teaching is helping the school to meet the appropriate targets for improvement. These targets are based on a clear assessment of the pupils' capabilities. The results of the 1999 national tests for seven-year-olds are also well above average when compared to similar schools. The pupils do particularly well in writing. The work that the pupils in both key stages were doing during the inspection confirms these high standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are very keen to learn. They settle quickly to their work and demonstrate excellent attitudes in all that they do.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The pupils are thoughtful and polite.
Personal development and relationships	Relationships throughout the school are very good. The pupils' personal development is very good overall. The pupils of differing ages and abilities help each other and are encouraged to do so.
Attendance	Attendance is satisfactory and there are very few unauthorised absences; punctuality is very good and the pupils enjoy coming to school.

The pupils have a very clear understanding of the importance of improving their work and their excellent attitudes and effort are key features in sustaining the high standards achieved. There are very high expectations of the pupils' behaviour and, as a result, the pupils work hard and enjoy 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 the teaching is very good. Very nearly all of the lessons observed during the inspection were good, with over half of the lessons very good or better. The teaching of the basic skills, especially

in literacy and numeracy, is very good. Teachers ensure that pupils are clear about what they are to learn and what they need to do to improve. They use a wide variety of effective learning strategies aimed at raising the pupils' achievement, especially in reading and spelling in Key Stage 1 and in mathematics for the more able pupils in Key Stage 2. The pace of learning is very good. There are many opportunities for the pupils to use literacy and numeracy skills in other subjects. The pupils with special educational needs are well supported, allowing them to make good progress.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school's curriculum is broad and there are many opportunities for the pupils to use their literacy and numeracy skills in other subjects.
Provision for pupils with special educational needs	The pupils with special educational needs are identified early and there is very good provision to support them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal development is very good. The pupils have many very good opportunities to extend their social skills and to gain an understanding of right and wrong. The provision for the pupils' spiritual and cultural development has improved and is now good.
How well the school cares for its pupils	The school effectively supports and helps all pupils. The staff are caring and work hard to ensure the pupils' safety. There are extensive procedures for tracking and monitoring the pupils' progress.

The school provides a very effective, broad and balanced curriculum that is appropriate to the needs of all pupils. There are extensive procedures for tracking and monitoring the pupils' progress. The teaching of literacy and numeracy is particularly well planned and gives all pupils a firm foundation that is built upon throughout the school. The basic skills of literacy and numeracy are consistently developed in other subjects. Lessons are planned carefully with very clear learning intentions and these are shared with the pupils. There are fewer opportunities for the pupils to take part in extra-curricular activities. However, the pupils' learning is extended through visitors into school and visits out of school.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He is very well supported by the senior management team in giving a clear direction to the school. All staff with management responsibilities are committed to improving standards.
How well the governors fulfil their responsibilities	The governing body is well led. They are well informed about the needs of the school and fulfil their responsibilities well.
The school's evaluation of its performance	The school has established effective procedures for assessing and evaluating its performance. The staff are committed to improvement. The quality of this evaluation can be seen in the assessment of the impact of special grants used by the school to raise standards.
The strategic use of resources	Resources are used well and budgets are set following careful consideration given to the school's priorities. Effective use is made of special grants and these are having an impact on raising standards.

The school is very effectively led by the headteacher, with very good support from the deputy-headteacher and the senior management team. They work as an effective team and are very well supported by the other members of staff. The headteacher, with other teachers has developed



procedures for monitoring and evaluating the work of the school. These monitoring procedures allow the management team, governors and teachers to evaluate the progress the pupils are making and to set appropriate targets for improvement. The governing body are kept well informed by the headteacher. Under the effective leadership of the Chair, they are improving their knowledge of how well the school is doing. The headteacher and governors use the results of the monitoring to set clear targets for development. The headteacher has worked hard to make the school a friendly, welcoming place and the parents say that they feel happy coming into the school.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The children like school and they are expected to work hard and achieve their best.</li> <li>• The teaching is good and the children make good progress.</li> <li>• The school is approachable and is well led.</li> <li>• The school helps the children to become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> <li>• The information that the school provides on how the children are getting on.</li> </ul>

A large number of parents responded to the questionnaire. The inspection findings fully support the parents' positive views. The curriculum provided in school for the pupils is broad and offers a wide variety of learning opportunities. These are enriched by visits out, including a residential camping experience, and visitors to school. There are a few regular out-of-lesson activities offered to Key Stage 2 pupils. The school needs to review its provision for extra-curricular activities in the light of the parents' comments. Whilst most parents are happy with the information that the school provides on how the children are getting on, some felt that they are not kept sufficiently well informed. However, the inspection team found that the staff are always willing to talk with parents about their child's progress. The annual reports to parents on the pupils' progress are clear and informative and termly meetings are held for the parents.

## **PART B: COMMENTARY**

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

**Standards are very high overall by the time the pupils leave the school, particularly in literacy and numeracy.**

1. The school and parents are proud of the standards that are achieved. Overall the pupils make very good progress. The pupils' attainment on entry is broadly average. From this beginning, the children under five in the nursery and the reception class make steady progress in their achievements. The rate of progress increases and is good as they move through Key Stage 1. Throughout Key Stage 2, the pupils' progress is very good. The work that the pupils in both key stages were doing during the inspection confirms these high standards.
2. In the nursery the children recognise their own name, some letter sounds and some simple words. In the reception class, the pupils speak clearly and can identify words beginning with 'sh' and read them. One pupil demonstrated very good recall of a story he had read and was able to tell the whole class all about it. The pupils enjoy stories as could be seen when Year 1 pupils were retelling the story of Farmer Duck. They become confident readers. By the age of seven, they know how to tackle new words and are interested in reading different texts, such as stories and poems. They can identify the use of full stops, commas, apostrophes, speech marks and exclamation marks and many pupils can use most of these accurately in their writing. In a numeracy lesson, the pupils give rapid, accurate responses to counting up and back in tens from a given number. They can order two and three-digit number and count well in twos, fives and tens.
3. In Key Stage 2, the Year 3 pupils are able to use interesting and descriptive words in their writing. They have a good understanding of the structure of story writing skills. Year 4 pupils can identify compound words and locate them in the text they are using. The oldest pupils offer their opinions about the way that authors try to make their stories realistic and appealing. They can identify common themes between stories and how the author has developed the main characters. They have an excellent use of language and can identify in the text the use of similes, metaphors and alliteration. They confidently tackle the challenge in a numeracy lesson when investigating whether statements about shapes are always, sometimes or never true. They give clear reasons and justification for their answers when discussing them with the rest of the class.
4. From an early age the pupils listen and respond very effectively to questions. They use words precisely and with understanding. One Year 4 boy discussing the forms of Greek theatre in a history lesson said, "There is tragedy, which is to do with melancholy and sadness." In a numeracy lesson, a Year 6 pupil described clearly how he had arrived at an answer for finding nineteen-twentieths of £3.60, "I know that one-tenth of £3.60 is 36 pence and therefore one-twentieth is half of this. I then took the 18 pence from the £3.60." The teachers expect very high standards from the pupils and provide challenging work. There are clear links between the quality of teaching and the standards achieved. The school makes very good use of the national frameworks for literacy and numeracy and the headteacher has identified how positive the introduction of the numeracy framework has been in raising the pupils' achievements in mathematics.
5. The high standards in reading, writing, speaking and listening, and numeracy contribute significantly to the pupils' learning in other subjects. This can be seen in the way that the teachers develop and reinforce specific subject vocabulary in all lessons. There is a very good range of work supporting literacy in different subjects on display around the school.

**The quality of teaching is very good.**

6. The quality of teaching is very good. It is good or better in all but one of the lessons and very good or better in nearly two-thirds of lessons. This is a significant improvement since the last inspection, especially in the amount of very good and excellent teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills very well. The school meets the needs of all pupils very effectively.
7. There is very much a team atmosphere in the school. All of the members of staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Very good relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence.
8. The quality of teaching of under fives and five to seven-year-olds is good, with some very good teaching and in Key Stage 2 most teaching is very good. The teachers use their very good knowledge of the pupils and the subjects that they are teaching to plan appropriate and challenging work. Although the pace of lessons is brisk, there is always time for a sense of fun and enjoyment. The teachers have very high expectations of work and behaviour and use a wide range of teaching methods to develop the pupils' skills and understanding. They ensure that all pupils are made aware of what they are expected to learn in the lesson and they involve the pupils in assessing what they have achieved.
9. The pupils with special educational needs who need additional help are well supported by teachers and support staff in the classrooms or when withdrawn for specific work. They have individual learning targets and the work is well planned to meet their needs. Higher attaining pupils are given challenging work.
10. Teachers are willing to learn new skills and to work together to do this. For example, the subject co-ordinators share their skills with other teachers. The teachers are also very well supported by the learning assistants and the pupils benefit greatly from the attention they receive.

**The headteacher's leadership of the school is very good and he is very well supported by the senior management team.**

11. The school is very effectively led by the headteacher, with very good support from the deputy-headteacher and the senior management team. They work as an effective team and are very well supported by the other members of staff. The headteacher, with other teachers, has developed procedures for monitoring and evaluating the work of the school. For example, the school has identified various areas, such as improving the quality of the pupils' reading and spelling and further raising the standards achieved by the more able pupils in mathematics. These pupils have been identified and given more challenging work. These procedures allow the management team and teachers to evaluate more effectively the progress that all of the pupils are making and to respond to the needs of the pupils. The governing body is kept well informed of the progress that the school is making and the outcomes of the monitoring of the work of the school by the headteacher. The headteacher has worked hard to make the school a friendly, welcoming place and he has strong support of the parents.

**The very good provision for the pupils' personal development supports their excellent attitudes to work.**

12. There is very good provision for the pupils' personal development and the pupils are very keen to learn. The staff effectively promote the school's aims and values and this is reflected in the pupils' attitudes to their work. The pupils are made partners with their teachers in their learning. The

pupils self-esteem and confidence is very effectively developed. The youngest pupils come eagerly into the classroom, organise themselves and sit confidently waiting for the register to be taken and the work to begin. They select their activities confidently and their behaviour is very good. They respond with interest to class discussions and enthusiastically answer questions and ask others. They are aware of their own progress and are confident to talk about what they are doing and learning from an early age. Older pupils in Key Stage 2 have a very clear understanding of the importance of improving their work and their excellent attitudes are key features in sustaining the high standards achieved.

13. The pupils take pride in their achievements and have many opportunities to extend their social skills and to gain an understanding of right and wrong. In a Year 4 literacy lesson, the pupils understood the moral within a story and the dilemma for the people in making choices about what is right or wrong. Behaviour in lessons and around the school is very good. In one Year 2 lesson, they were eager to participate in the class session and quickly and quietly settled to the group task. They discussed their work and stayed on task throughout the lesson. The pupils are friendly, polite and show a respect for each other. Codes of behaviour are displayed in each classroom and these remind the pupils of the high expectations.
14. Relationships throughout the school are very good. The headteacher, teachers and other staff are very good role models for the pupils. Children from all age groups say that they enjoy school. The nursery children relate well to adults and older pupils and play well with each other. One group of pupils reported that, *"The teachers work us hard but make it enjoyable. What we do is interesting. They make it clear why we are learning something."* A group of Year 6 pupils talked confidently and with enthusiasm about the school and the work they have been doing.
15. The provision for the pupils' spiritual development is good. Opportunities, such as assemblies, stories and discussions, encourage the pupils to reflect upon other people's lives and points of view. In a Year 5 lesson, the pupils were encouraged to question and reflect upon aspects of Judaism. The pupils are taught very effectively to understand the difference between what is right and wrong and a sense of fairness. There are good opportunities to develop an understanding of their own community and of people in other places. The pupils support local elderly people, for instance, at Harvest and Christmas. They are taught to understand that there are similarities and differences between people. Visits out of school and visitors into school enhance this understanding, including an annual residential camping experience for Year 5 pupils.

**The school's curriculum is very effective with an appropriate emphasis on developing literacy and numeracy.**

16. The school provides a broad and balanced curriculum that is appropriate to the needs of all pupils. Literacy and numeracy is particularly well planned and gives all pupils a firm foundation that is built upon throughout the school. The basic skills of literacy and numeracy are consistently developed across the whole curriculum. Lessons are planned carefully with very clear learning intentions. These are shared with the pupils who are made partners in their learning. There are fewer opportunities for the pupils to take part in extra-curricular activities. However, the pupils' learning is extended through visitors into school and visits out of school.
17. The planning for other subjects ensures that the pupils are provided with effective lessons that extend their skills, knowledge and understanding appropriate to their age and levels of attainment. The school fully meets statutory requirements. There are very effective links between subjects. For example, Year 6 pupils have produced detailed models of air-raid shelters as part of their work in history on the Second World War and they talked knowledgeably about them. The school makes good use of the computers to extend the pupils' basic skills in reading and writing and mathematical skills. It will be extending its range of computers and programs, using specific grants, and further training for teachers is taking place to extend their skills. The school has made very effective use of specific grants to extend the curriculum, especially in raising standards in literacy

and numeracy. The pupils with special educational needs are identified early and there is very good provision to support these pupils in their lessons.

### **WHAT COULD BE IMPROVED**

18. The inspection found no significant areas for improvement.

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

19. There are no areas of improvement for the school to address.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	47	35	6	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)	17	191
Number of full-time pupils eligible for free school meals	0	38

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	40

#### **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	10
Pupils who left the school other than at the usual time of leaving	15

### *Attendance*

#### **Authorised absence**

	%
School data	6.4
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	12	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	12	12	12
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	96 ( 88 )	96 ( 91 )	96 ( 94 )
	National	82 ( 80 )	83 ( 81 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	11
	Girls	12	12	12
	Total	24	24	23
Percentage of pupils at NC level 2 or above	School	96 ( 91 )	96 ( 94 )	92 ( 91 )
	National	82 ( 81 )	86 ( 81 )	87 ( 86 )

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	15	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	14
	Girls	16	14	16
	Total	29	25	30
Percentage of pupils at NC level 4 or above	School	94 ( 97 )	81 ( 74 )	97 ( 96 )
	National	70 ( 65 )	69 ( 59 )	78 ( 69 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	14
	Girls	16	14	16
	Total	29	25	30
Percentage of pupils at NC level 4 or above	School	94 ( 89 )	81 ( 81 )	97 ( 96 )
	National	68 ( 65 )	69 ( 65 )	75 ( 71 )

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	191
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	20.5
Average class size	27.1

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

Total number of education support staff	5
Total aggregate hours worked per week	74

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16.5

Total number of education support staff	1
Total aggregate hours worked per week	27

Number of pupils per FTE adult	8.25
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*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	1998/9
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	£
Total income	406881
Total expenditure	410047
Expenditure per pupil	1723
Balance brought forward from previous year	12384
Balance carried forward to next year	9218



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

### **Questionnaire return rate**

Number of questionnaires sent out	191
Number of questionnaires returned	170

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	66	31	3	0	0
Behaviour in the school is good.	61	38	1	0	1
My child gets the right amount of work to do at home.	47	42	9	2	0
The teaching is good.	76	21	2	0	1
I am kept well informed about how my child is getting on.	45	40	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	2	1	0
The school expects my child to work hard and achieve his or her best.	71	28	1	0	1
The school works closely with parents.	40	46	10	2	1
The school is well led and managed.	69	30	1	0	1
The school is helping my child become mature and responsible.	56	38	2	0	3
The school provides an interesting range of activities outside lessons.	25	35	25	3	12