

INSPECTION REPORT

DARTON PRIMARY SCHOOL

Darton, Barnsley

LEA area: Barnsley

Unique reference number: 106574

Headteacher: Jacquie Glass

Reporting inspector: Tony Painter
21512

Dates of inspection: 12th – 13th November 2001

Inspection number: 195416

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Sackup Lane
Darton
Barnsley
South Yorkshire

Postcode: S75 5AF

Telephone number: 01226 382438

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Appropriate authority: Governing body

Name of chair of governors: Mr S J Lodge

Date of previous inspection: 30th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average community primary school for pupils between three and eleven years. It has 279 full-time pupils and a further 52 children attend the nursery part time. Pupils come from a range of backgrounds in the area around the school. The proportion of pupils in receipt of free school meals, at 10.4 per cent, is below average. Almost all pupils are of white heritage and only one pupil comes from a family where English is an additional language. Children joining the school have an overall level of attainment similar to that expected of children of their age. There are 39 pupils on the register of special educational needs and two of these pupils have statements of special educational need. These numbers are below average.

HOW GOOD THE SCHOOL IS

This is a very good school. Excellent leadership has brought about very good improvements. Very good management and monitoring have led to improvements in teaching. Good teaching throughout the school is raising pupils' overall attainment to a high level. Relationships are very good and this creates a positive atmosphere for learning. The school gives very good value for money.

What the school does well

- Good teaching helps pupils to learn effectively and achieve high standards.
- Very good leadership and management help the school to improve.
- Very good relationships establish pupils' good attitudes and behaviour and a firm foundation for their personal development.
- Pupils are keen to learn because the school offers a rich variety of opportunities.
- The school takes good care of pupils in all aspects of their school life.

What could be improved

- Precise analysis of pupils' attainment in aspects of their work would help teachers to target developments more sharply.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection in June 1997 identified many good features although the standards achieved by pupils required improvement. Very good improvement has been made since the last inspection and all weaknesses identified at that time have been addressed. In particular, pupils' standards of attainment have risen from average to well above average, particularly in mathematics and science. The governing body has better strategies for monitoring the school. It is fully involved in the very good strategic management that is steering improvements. Schemes of work for all subjects give teachers good guidance in their planning. Teachers have better information on how well pupils are doing and use this to determine developments.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	A	C	C
Mathematics	E	B	A	A
Science	E	A	A	A

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

Children join the school with attainment that is average overall. They make a good start to their education, particularly in the reception class. By the time they begin working on the National Curriculum, most reach the expected standards in all aspects of their development. Pupils throughout the school make good progress in all subjects of the curriculum. By the age of seven, pupils' attainment in lessons is above the national average. Pupils with special educational needs make good progress because they are supported well in lessons. Arrangements for pupils with English as an additional language ensure that they have support to take part in all aspects of school life and make good progress.

Pupils achieve overall standards that are well above the national average by the time they leave the school. The school's National Curriculum test results have been improving over recent years at a faster rate than the national results. The most recent results in English show a drop in standards, particularly related to those pupils' weaker writing. New approaches are ensuring that writing standards through the school are rising. The effective monitoring system shows that most pupils made greater than expected improvements through the school. Challenging but achievable targets are set for individuals and groups of pupils. These targets are reviewed frequently to ensure their appropriateness.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning and persevere with tasks. They enjoy all activities and show good levels of interest.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They are polite and courteous throughout the day. There have been no exclusions in the current year.
Personal development and relationships	Relationships are very good and these lead a strong feeling of harmony in the school. Pupils show their very good personal development through the increasing levels of responsibility that they take.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching in all parts of the school is good. Children in the Foundation Stage are taught well, with very good teaching in the reception class. Useful guidance on the curriculum and the development of basic skills helps teachers to plan lessons well. For example, teachers plan lessons to develop and use important specialist vocabulary. Teachers use a good range of different methods and varied activities to help pupils to learn. English and mathematics teaching is good and teachers pay good attention to developing pupils' literacy and numeracy skills in other subjects. Teachers make good use of resources that motivate pupils and help them to learn difficult ideas. Throughout the school, teachers use their good relationships and enthusiastic approaches to capture pupils' attention and create an exciting environment for learning. Good classroom organisation allows most lessons to go with good pace and challenge for all pupils. Teachers question pupils well to encourage careful thinking and correct use of new vocabulary. As a result, pupils have a clear understanding of what they have achieved and what they need to do next. Teaching meets the needs of all pupils well and there are effective arrangements to ensure that gifted and talented pupils are appropriately challenged. Support for pupils with special educational needs is good. The needs of pupils for whom English is an additional language are recognised and effectively provided for.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers have developed a very good curriculum with a rich range of activities. They make very good use of national guidance and enrich the curriculum with a wide range of visits and visitors. The good curriculum for nursery and reception children addresses all the areas of learning.
Provision for pupils with special educational needs	There are good arrangements for pupils with special educational needs and the pupils are given good support in lessons.
Provision for pupils with English as an additional language	Good support ensures effective involvement in all aspects of the school, enabling good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Teachers promote all aspects of pupils' personal development well. They give pupils many good opportunities to work and play together. Assemblies and lessons are used particularly effectively to help pupils' social and moral development.
How well the school cares for its pupils	Staff take very good care of pupils. They know pupils very well and provide carefully for their health, safety and well-being. Teachers have very good systems for establishing what pupils have learned.

The school provides a rich range of opportunities for pupils to take part in out-of-school activities including sports. Very good partnerships with parents include very good opportunities for parents to express their views.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school is excellent and establishes a clear vision for improvement and high standards. Overall management is very good and co-ordinators are very effective in leading developments to improve the school's work.
How well the governors fulfil their responsibilities	The governing body has good arrangements to ensure that it fulfils its responsibilities. Governors are committed to raising standards and have a good knowledge of the school's strengths and weaknesses.
The school's evaluation of its performance	There is very good monitoring of all the work of the school by the headteacher and staff. This identifies areas for development and effectively links these to

	teachers' professional development.
The strategic use of resources	All resources are very carefully used to improve the school's provision and standards of achievement.

The strength of the management of the school has been a significant factor in its improvement in recent years. An effective team approach to school development is reaping rewards. Very good arrangements ensure that best use is made of all resources. The relatively large under-spend is being appropriately held to help finance a new classroom.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school takes good care of the pupils. • Good teaching helps pupils to make good progress. • The school is well managed and all staff are friendly and approachable. • The range of extra-curricular activities is good. 	<ul style="list-style-type: none"> • Homework is not set consistently.

The inspection team agrees fully with the positive points raised by parents but does not support the negative issue raised. Homework is set appropriately throughout the school and has a good impact on pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

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

1. The quality of teaching is good and as a result, pupils learn well and make good progress throughout the school. By the time pupils leave the school, their overall attainment in the National Curriculum tests is above the national average. Standards in mathematics and science have risen to well above the national average. These results are well above the average for those of similar schools. Teachers have made substantial effective changes to their teaching to tackle the weaker 2001 National Curriculum results in English. For example, an additional teacher in literacy lessons for the oldest pupils is helping to give closer attention to pupils' needs. Throughout the school, teachers make more use of targets to indicate what pupils need to do to improve. These improvements are having a positive effect and standards through the school are rising. The school's tracking system indicates that most pupils make greater than predicted gains during their junior years.
2. Teachers have very enthusiastic approaches to lessons that capture pupils' attention. They make very good use of praise and encouragement to promote learning. Questioning skills are strong and teachers place an emphasis on developing necessary vocabulary. As a result, pupils think hard about their answers and this ensures good learning. The teacher in a Year 4 mathematics lesson, for example, insisted that pupils used terms such as *vertical* and *horizontal* correctly in their answers. A reception teacher showed good knowledge of children's attainment when questioning: "I won't ask you, because I know you know this letter." Good discussions of how pupils are applying their skills are useful in making pupils aware of how they are learning. A Year 2 teacher, for example, encouraged pupils to describe their thinking when she asked, "How did you choose to put that number there?" Teachers use discussion sessions at the ends of lessons well to share pupils' successes. They often make good assessments in these sessions that steer their planning for future lessons. For example, a Year 6 teacher sympathetically adapted a task for a pupil who had difficulties in the previous lesson. Much marking in books is very helpful to pupils in recognising what they are doing well and what needs to be improved further.
3. Teachers make very good use of a wide range of resources to motivate pupils and help them to learn well. For example, pictures help Year 2 pupils to sequence the story of the Gunpowder Plot. Throughout the school, pupils have good opportunities to use information and communication technology such as computers and tape recorders in their work. Teachers use a wide range of artefacts to illustrate work in lessons and this is particularly apparent in history lessons. Teachers often use homework effectively to increase pupils' learning and build carefully on the pupils' lessons. Year 4 pupils, for example, plot points to draw shapes and this consolidates their learning in their mathematics lesson.
4. Teachers set high standards throughout the school; these help pupils to be clear of what is expected of them. When coupled with teachers' good organisation of lessons and well-established routines, these factors help lessons to proceed with effective pace. Teachers use a good range of approaches, carefully chosen to help pupils to learn. For example, lessons have a good mix of instruction, discussion and activities to learn new skills and apply them. For example, a Years 5/6 English lesson makes good use of role-play to extend understanding.
5. Pupils with special educational needs make good progress because they receive effective support in their lessons. Teachers plan and organise activities to match the pupils' needs and levels of attainment. Pupils' confidence and self-esteem develops well through work that reflects the targets in their individual education plans. Good use is made of well-trained classroom assistants to engage pupils and promote learning through effective questioning.

Support staff clearly understand the needs of the identified pupils and what the purposes of the activities are. This allows them to give sympathetic but well-targeted support for the pupils' learning. Pupils with English as an additional language are fully involved in their lessons. Teachers and support staff are careful in their choice of vocabulary and in their questioning. This gives pupils any necessary support to make tasks accessible to them. As a result, pupils feel confident and make good gains in their learning.

Very good leadership and management help the school to improve.

6. The leadership of the headteacher, who joined the school less than three years ago, is excellent and has been a significant factor in the school's improvement. Her thorough approach to identifying strengths and weaknesses has helped to establish a purposeful direction for developments. She has placed great emphasis on the development of the staff team and a climate of self-improvement. This has created a very good level of teamwork that takes the school forward well. The school now has good systems that set out clearly the management roles of governors, subject co-ordinators and senior staff. Well-targeted training has equipped senior staff and subject co-ordinators for their roles and they discharge them very well. Very good arrangements make clear links between school improvement, pupils' standards and professional development. The school's commitment to the professional development of staff has been recognised through the Investors in People award that it recently received.
7. The headteacher has introduced and undertaken substantial monitoring of teaching and this has identified appropriate areas for development. These are included in the detailed development planning that makes good use of the perceptions of governors and staff. Subject co-ordinators take responsibility for identifying developments that will improve the school's provision and contribute to teachers' professional development. This has a good impact on the standards pupils achieve, because work is carefully observed and improvements are made as a result. This is shown in the improved quality of teaching in all parts of the school.
8. The effectiveness of this approach can be seen, for example, in the school's provision for mathematics. Having identified this as a weaker aspect of the school's work, teachers have worked together effectively to improve. For example, they have identified aspects of the subject, such as mental arithmetic, that they were not emphasising enough. They have made changes to their teaching methods and the structure of lessons to match tasks more accurately to pupils' abilities. This has resulted in higher standards, particularly in the better National Curriculum test results at age eleven. Teachers have a greater recognition of what needs to be done to help pupils to achieve the highest standards. The current focus on the development of English is having very positive effects with improved teaching and standards through the school.

Very good relationships establish pupils' good attitudes and behaviour and a firm foundation for their personal development.

9. There are very good relationships throughout the school and teachers use these effectively to create good learning environments. Because of these good relationships, teachers rarely have to use time to control classes and this leads to good learning. Pupils respond very well to this and are enthusiastic about their work. This encourages them to apply themselves effectively and helps them to do well. For example, the teacher in a Year 6 mathematics lesson sets an intriguing problem that makes pupils concentrate and think very hard. These good responses to school lead to good behaviour and a strong commitment to learning. Clear strategies for good behaviour, including well-understood rules and sanctions, are in place throughout the school. Teachers give pupils opportunities to take responsibilities in many aspects of their lessons. The good range of strategies includes many opportunities for pupils to work together in their lessons, encouraging co-operation and social development. Pairs of Year 2 pupils, for example, share their growing confidence in placing numbers in order. In

addition, developments such as the school council give further formal responsibilities to many pupils.

10. Assemblies focus on a good range of issues that encourage pupils to develop awareness of the wider world and their place in it. For example, pupils listen and respond with enthusiasm to opportunities to consider examples of forgiving in everyday life. Good links are made that develop pupils' spiritual understanding and pupils willingly reflect on aspects of assemblies that touch on their lives. Teachers introduce elements within their teaching that encourage amazement and wonder. Teachers make good use of religious education lessons to explore important social and moral themes that have a positive impact on pupils' personal development. Reception children, for example, share details of their personal lives such as birthdays and the teacher uses these as an effective introduction to the Christmas story. A wide range of visits and visitors gives pupils insight into their own culture and many forms of artistic work. Teachers make good use of questioning and place clear attention on getting pupils to consider their own personal responses in discussions. As a result, pupils build good understanding and respect for the beliefs and feelings of others.

Pupils are keen to learn because the school offers a rich variety of opportunities.

11. Since the last inspection, the school has made significant improvements to the curriculum. In particular, the school has a good strategy to cope with changing sizes of year groups and class structures. This also enables teachers to challenge gifted and talented pupils effectively. New schemes of work and agreed planning systems make good use of national advice. They give good support and guidance to teachers and, as a result, teachers' planning has improved and is clear and consistent through the school. Well-planned activities develop pupils' skills carefully through first-hand experiences, including appropriate visits that extend pupils' understanding. In most lessons, teachers provide a good range of relevant practical activities that capture pupils' attention and make learning fun. This has a strong positive effect on pupils' attitudes to lessons. This is shown when pupils show real enthusiasm when the next lesson is being introduced.
12. Teachers give pupils a broad range of learning opportunities across all the subjects of the curriculum. Teachers create good opportunities to develop pupils' literacy skills across the curriculum. Pupils use their good reading skills effectively, for example in finding information in history and geography lessons. They have good opportunities to write in a wide range of styles to support their learning in other subjects. For example, Years 4 and 5 pupils write creatively using their new knowledge of life in ancient Egypt. Year 6 pupils use their developing writing skills in science when describing forces or explaining how they carried out an investigation. Teachers develop pupils' numeracy skills through a range of activities although they could make more use of real-life problems to promote pupils' mathematical skills. Teachers are aware of the potential of more able pupils, reflecting the school's motto to 'Aim High'. They identify extension work for such pupils, particularly in literacy and numeracy, giving them opportunities to work with older pupils to develop their skills further. Pupils have an opportunity to attend a summer school for gifted and talented pupils.
13. A wide range of visits and visitors to the school successfully enriches the curriculum. Opportunities to visit historic settings and take part in role-play, for example, are very positive enhancements of pupils' learning in history. There are many interesting activities for pupils out of lessons. Sporting clubs include football, netball and fencing, and there are other activities such as French and Latin clubs. A computer suite shared with the local community gives good opportunities to contribute to pupils' skills in information and communication technology. Pupils have opportunities to sing in the choir in and out of school. These activities have a positive effect on the personal development of pupils and the standards they achieve.

The school takes good care of pupils in all aspects of their school life.

14. Staff know pupils well and ensure their welfare, health and safety. Secure arrangements are made for child protection and regular checks ensure health and safety requirements are fulfilled. The governing body has recently placed emphasis on refining the school's behaviour management and this has been effective in creating a caring atmosphere. Very good links have been established with outside agencies to aid developments such as health awareness education. Parents are very positive about the care that the school provides and this is an important factor in their confidence in the school. Parents make these views clear through their responses to the school's own questionnaires as well as their evidence to the inspection.
15. Teachers have improved the school's arrangements for knowing how well pupils are doing. These are now very good and are helping to improve teaching and raising pupils' standards of attainment, particularly in mathematics. More information is gathered on children's attainment on entering the nursery and pupils' attainment when they begin the National Curriculum. Their progress is tracked carefully and systematically in English, mathematics and science. Teachers use this information to identify groups of pupils who would benefit from specific help in their learning. Very good use of this data to identify targets and appropriate training for teachers in order to aid professional development and school improvement. Teachers increasingly group pupils of similar ability within lessons to target activities more closely to their needs and set targets for pupils in their learning. This helps pupils to make better progress and is a significant factor in the school's improving results. Some analysis of the data on pupils' achievements has identified concerns and helped to target developments. For example, having noted relative weaknesses in boys' attainment in the National Curriculum tests at age eleven, teachers have reviewed the materials they use and undertaken specific training. This has resulted in improved performance from boys in the most recent tests.

WHAT COULD BE IMPROVED

Precise analysis of pupils' attainment in aspects of their work would help teachers to target developments more sharply.

16. Although there are very good systems for assessing how well pupils are doing, teachers could use and evaluate this information more precisely. For example, little thorough analysis has been made of groups of pupils' least successful aspects of mathematics in the National Curriculum tests. This information would help teachers to identify aspects of the curriculum and their teaching that are relatively weaker. As a result, they could target developments and training to improve their provision in these more sharply focused areas to further improve attainment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. Very good improvements have been made since the last inspection and the school has a clear programme for continued improvement. To enhance this, the headteacher, staff and governors should now:
 - Make more precise analysis of assessment information to identify areas of pupils' work that are strengths and weaknesses in order to target developments more precisely.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

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

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	10	5	1	0	0
Percentage	4	29	42	21	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	279
Number of full-time pupils known to be eligible for free school meals	N/A	29

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6]
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

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	16

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	11
	Girls	17	17	18
	Total	24	26	29
Percentage of pupils at NC level 2 or above	School	80 (89)	87 (95)	97 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	11
	Girls	17	18	18
	Total	25	29	29
Percentage of pupils at NC level 2 or above	School	83 (95)	97 (92)	97 (97)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	18	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	20	20
	Girls	16	17	18
	Total	30	37	38
Percentage of pupils at NC level 4 or above	School	77 (93)	95 (81)	97 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	12	14	11
	Total	28	32	31
Percentage of pupils at NC level 4 or above	School	72 (74)	82 (79)	79 (93)
	National	72 (70)	74 (72)	82 (79)

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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	235
Any other minority ethnic group	0

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	2	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)	11
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	160

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
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.

Financial information

Financial year	2000-2001
	£
Total income	566736
Total expenditure	530839
Expenditure per pupil	1659
Balance brought forward from previous year	20947
Balance carried forward to next year	56844

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	3	0	2
My child is making good progress in school.	39	56	2	1	2
Behaviour in the school is good.	37	56	3	1	3
My child gets the right amount of work to do at home.	21	56	16	3	4
The teaching is good.	47	49	1	0	3
I am kept well informed about how my child is getting on.	28	57	9	3	3
I would feel comfortable about approaching the school with questions or a problem.	59	36	3	0	2
The school expects my child to work hard and achieve his or her best.	56	40	2	0	2
The school works closely with parents.	40	50	5	2	3
The school is well led and managed.	42	52	2	3	1
The school is helping my child become mature and responsible.	49	46	3	1	1
The school provides an interesting range of activities outside lessons.	49	33	9	2	7