

# INSPECTION REPORT

## **SCAWSBY SALTERSGATE JUNIOR SCHOOL**

Scawsby, Doncaster

LEA area: Doncaster

Unique reference number: 106706

Headteacher: Mr P Marchant

Reporting inspector: Monica Conley  
2627

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> December 2001

Inspection number: 195419

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Barnsley Road Scawsby Doncaster South Yorkshire
Postcode:	DN5 8NQ
Telephone number:	01302 782100
Fax number:	01302 390896
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John McCabe
Date of previous inspection:	05/06/97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2627	Monica Conley	Registered inspector
10481	Kanti Patel	Lay inspector
19284	John Harris	Team inspector
17852	Lawrence Moscrop	Team inspector

The inspection contractor was:

Norfolk LEA

Norfolk Education Advisory Service  
Norwich Professional Development Centre  
Woodside Road  
Norwich  
Norfolk  
NR7 9QL

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a junior school with 359 pupils, all of whom are of white ethnic origin. It is larger than the average primary school. The majority of pupils come from the surrounding houses, which are largely owner occupied, but nearly 40 per cent of the pupils live outside the catchment area. The school is oversubscribed, with some parents having won places for their children on appeal. Six per cent of the pupils are entitled to free school meals, which is below the national average. There are thirty-four pupils on the school's register of special educational needs of whom six have a Statement of Special Educational Need which entitles them to additional help. Most of the pupils on the register have learning difficulties but a small group has physical or emotional and behavioural needs. On entry the pupils' attainment represents the full range of achievement but a higher than usual proportion have attained above average standards in national tests at the age of seven.

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

This is a very good school with some outstanding features. There is a very strong shared commitment to high achievement in all aspects of school life. The pupils make very good progress and achieve very high standards. Teaching is good overall and sometimes very good. There is an unusually high level of consistency in the approach to teaching which means that the pupils settle into work with different teachers without difficulty. Because all the staff have very high expectations of both behaviour and standards of work the pupils rise to meet these expectations and achieve very well. There is an established culture of striving to do the best one can which is shared by staff and pupils. The school is very well led and managed; the headteacher has a strong sense of direction and a commitment to continuous improvement, which he communicates very effectively to pupils and staff. Because the management systems are very clear everybody knows what is expected of them and what support they can expect. This enables everybody to give of his or her best. The school provides very good value for money.

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

- Pupils achieve very high standards, and all pupils, including those with special educational needs, make good progress.
- Pupils have extremely favourable attitudes towards their learning and to school generally; behaviour is excellent in lessons and around the school.
- There is a high proportion of good and very good teaching, characterised by high expectations and thorough assessment of pupils' progress.
- There is a very high quality of care for pupils, and very effective systems for assessing pupils' progress and personal development.
- The school is led and managed very effectively and this determines the high quality and consistency of the education provided.
- Opportunities are provided for pupils to engage in additional activities in, for example, music and sport, which are of excellent quality.

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

- The school could do more to prepare the pupils for life in a multi-cultural society.

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

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

The school was last inspected in June 1997 and was judged to be a very good school. It has sustained this position and has addressed fully the recommendations made in that report. At the time of the last inspection there was a small proportion of unsatisfactory teaching and teaching now is good overall, with no unsatisfactory teaching. Teachers plan for, and meet well, the needs of pupils of different ability. Provision for information communication technology has improved and this is now a strong feature of work across the curriculum. The role of subject leaders is now established and very effective. The limited opportunities for pupils to engage in independent learning, noted at the last inspection, have been expanded effectively with activities, such as research in the library and using information communication technology. The lack of facilities for teaching food technology at the time of the last inspection has been remedied by the creation of a specialist area.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A	A	A	A	

The school achieves results which are well above average when compared against those achieved nationally and against schools in similar contexts. These results are fully reflected in the standard of work that pupils produce in class, which is consistently of high quality. The school enables a significant proportion of pupils to achieve at the higher levels, and has set itself the challenging target of improving this proportion so that it matches that of the highest achieving schools. Standards in literacy and numeracy are high. The school has been remarkably consistent in maintaining its high standards over the last four years in all three core subjects. Pupils who are provided with additional support make good progress and achieve well. The pupils also achieve very well in all other aspects of the curriculum and particularly in music. The school makes good provision for pupils with musical talent. The achievement of pupils who play in the school orchestra or sing in the choir is outstanding.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils know they are expected to work hard and are highly motivated to do so. They are very appreciative of the range of activities provided. They concentrate well in lessons and take great pride in their achievements. Their attitudes are extremely favourable.
Behaviour, in and out of	Behaviour throughout the school is excellent. Pupils are polite,

classrooms	considerate and sensible.
Personal development and relationships	Pupils trust their teachers and show respect for one another. They are able to plan and organise their own work confidently. They cooperate well and are sensitive to the feelings of others. Boys and girls work very well together. They are ready to take on responsibility, for example, in organising support for charities.
Attendance	Attendance is above the national average, and there is no unauthorised absence.

In lessons pupils respond promptly to instructions and organise themselves rapidly. They are highly committed to their learning and are willing to concentrate for long periods of time. They take great care over the presentation of their work and consequently standards of presentation are very high throughout the school.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	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.*

Teaching is good in both English and mathematics and basic skills are very well taught. In all subjects teachers have high expectations of pupils' achievement and develop very good work habits throughout the school. They consistently challenge pupils through the tasks and activities they provide. Explanations are very clear and well informed. Teachers make very good use of their knowledge of individuals to help them overcome difficulties. This ensures that all pupils, including those with special educational needs, make good progress.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced and very well organised. Pupils are provided with a wide range of experiences, enriched by a very good programme of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Individual plans for pupils have clearly identified targets, pupils are supported well and their progress is monitored systematically.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very strong. There are good opportunities for pupils to develop spiritually, particularly in school assemblies. Aspects of cultural development, particularly in the expressive arts, are very good, though too little attention is paid to preparing pupils to live in a multicultural society.



How well the school cares for its pupils	The school creates an excellent environment where children feel secure and enjoy their learning experiences. Their academic progress and personal development are monitored very effectively.
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The school provides the full programmes of study for all subjects of the National Curriculum and religious education. In addition, the school provides pupils with a very rich and varied range of additional activities, such as sports and music, as well as an annual opportunity to experience a residential educational visit. These contribute well to the pupils' personal development. Staff know the pupils well and rigorously monitor and support their progress.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are highly effective and have a strong influence on teaching and learning. Senior managers and subject leaders provide very good support for their colleagues.
How well the governors fulfil their responsibilities	The chair of governors plays an active role and works closely with the headteacher. The governing body discharges its responsibilities fully.
The school's evaluation of its performance	The school has very well developed and effective systems for evaluating its performance through rigorous analysis of data, scrutiny of work, and observation of lessons.
The strategic use of resources	The school makes very good use of all the resources available to it.

The strength of leadership and management is a striking feature of the school. There are clear management systems for all aspects of school life. As a result everybody knows exactly what is expected of him or her. Expectations are very high and both staff and pupils rise to meet them. The headteacher provides a strong sense of direction and actively promotes an ethos of continuous improvement. Subject leaders have clear roles and responsibilities and discharge their responsibilities very effectively. The principles of Best Value are applied well; the school continually compares its performance against others, and has a well-established philosophy of challenging itself to do better. It consults with parents regularly and frequently through termly parents' evenings.

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

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> <li>▪ The school expects children to work hard and achieve their best.</li> <li>▪ The teaching is good.</li> <li>▪ The school is helping children to become mature and responsible.</li> <li>▪ The children like the school.</li> <li>▪ The children make good progress.</li> <li>▪ The behaviour in the school is good.</li> <li>▪ They are comfortable in approaching the school with a question or problem.</li> <li>▪ The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The overwhelming majority of parents expressed no concerns.</li> </ul>
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Evidence gathered during the inspection supports the very positive views expressed by the parents.

### **OTHER INFORMATION**

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

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

- **Pupils achieve very high standards, and all pupils, including those with special educational needs, make good progress.**

In national tests in 2001, by the age of eleven 94 per cent of pupils reached or exceeded the expected standard in English, 92 per cent did so in mathematics and 100 per cent did so in science. More than half of the pupils attained the higher level 5 in science, with 47 per cent reaching level 5 in English and 41 per cent in mathematics.

These results, which are well above average, are reflected in the standards of work seen in lessons across the curriculum. The pupils read fluently and write very well, particularly when set the task of writing stories. They have a very secure grasp of the main features of spelling, punctuation and grammar and use their knowledge well in their work in all subjects. For example, in some work done in the style of a newspaper report, the pupils used a wide range of vocabulary and showed a very good grasp of the main features of journalism. They enjoy applying what they know in mathematics lessons and have a very good recall of number facts which helps them to solve mathematical problems, both mentally and with paper and pencil. The pupils have a good knowledge of scientific facts. They are developing a good awareness of the principles of scientific investigation and plan and organise well the results of their investigations.

Although a significant proportion of pupils enter the school having attained higher than average standards in tests at the age of seven, the data indicate that all pupils improve their attainment as they move through the school. Those pupils who enter the school with below average attainment make good enough progress to achieve the expected level by the time they leave. Similarly good progress is made by pupils who enter the school with average and above average attainment. Pupils on the school's register of special educational need are supported with good individual education plans and their parents are kept very well informed about how well their children are doing, and what they need to do next. As a result of this good support and carefully focused teaching the pupils make good progress. Pupils with talent, particularly in music and sport, are supported well and make very good progress as a result.

- **Pupils have extremely favourable attitudes towards their learning, and behaviour is excellent in lessons and around the school.**

The pupils enjoy coming to school and very much appreciate what they are offered. As one pupil said, "The teachers in this school don't just do what the government says they should do – they go beyond!"

In lessons the pupils show positive attitudes to their work, they focus well on what they have to do and work very productively. Because the teachers give clear instructions, the pupils know exactly what is expected of them and they rise to the challenges with which they are presented. They show genuine interest in the activities they are provided with and make sensible decisions about the best resources to use. For example, in a religious education lesson, two pupils realised that, for the particular task they were engaged in, a book would give them better information than the Internet. They are confident and readily ask questions of the teachers and of one another. When teachers pose questions the pupils are keen to respond.

Because the teachers keep the pupils focused on their work, for example, by asking, "Who thinks they are improving what they are doing?", pupils have a good understanding of the importance of persistent effort. Throughout the school the pupils take a real pride in their work and the quality of presentation is outstanding.

In all lessons the pupils treat the equipment they use with respect and they share resources sensibly and cooperatively. When set tasks which require them to work in pairs or small groups they work collaboratively and listen well to one another during discussions. They keep their minds on the task set and discuss options as, for example, in an English lesson where pupils were analysing and constructing complex sentences using the computer, and they discussed an appropriate position to place a comma. Lessons are characterised by a busy, purposeful atmosphere.

Teachers group pupils in mixed gender groups to work together and boys and girls value this practice; they say it helps them to get on. They work together amicably.

The pupils' behaviour is exemplary both in lessons and around the school. At playtimes the pupils play harmoniously despite the rather limited space in one playground. During assemblies, too, behaviour is excellent.

- **There is a high proportion of good and very good teaching.**

During the inspection twenty-three lessons or parts of lessons were observed. In one lesson teaching was excellent, in three it was very good and in fourteen lessons it was good. In five lessons teaching was satisfactory and there was no unsatisfactory teaching.

Teaching is very consistent in approach throughout the school. It is characterised by high expectations of behaviour and achievement, which are made very explicit. Consequently, the pupils know what they have to do and that they must always do their very best. Even in an assembly where a pupil received a certificate for a swimming achievement, the point was made that "You can't be a 'super swimmer' by doing nothing, can you? You have to work at it!"

From the time that pupils enter the school the teachers reinforce the good work habits they bring from the infant school and then develop them further as they move up through the school.

Teachers continually assess what the pupils have learned, note anything they have misunderstood, and use this information to adjust their teaching to take account of it. This approach means that pupils do not fall behind easily and that each lesson builds effectively on what has been learned previously. Because teachers make clear to pupils what are the successful features of individuals' work, the pupils are helped to know what good work looks like.

Planning and preparation of lessons is very thorough, which enables lessons to proceed smoothly. Teachers are skilful at setting lessons in context, reminding the pupils of what they covered last time and then, at the end of the lesson, telling them what will happen when next they return to the subject.

Teachers maintain a brisk pace in lessons and no time is wasted. Because the teachers provide interesting activities and give lively explanations the pupils' interest remains engaged. This is reinforced further, in most lessons, by skilful questions which enable the pupils to extend their understanding and explore their ideas.

In lessons where the teaching is satisfactory, rather than good, there is a strong emphasis on direction by the teacher which sometimes inhibits pupils' ability to influence the direction of

their own work. Teachers do not always tell the pupils what they hope they will learn in the lesson but focus instead on what the pupils must do.

Throughout the school relationships are very strong and the pupils know that they are valued. One pupil, explaining why he thought this was a good school, said "There is a very good blend of teachers and children." while another said "This is a unique school, where everyone gets on well" and, most tellingly, another pupil commented "This is a good school because it makes learning fun."

- **There is a very high quality of care for pupils, and very effective systems for assessing pupils' progress and personal development.**

The school has a very thorough and effective system for monitoring the academic progress and personal development of its pupils. Their academic progress is monitored by assessment against the level descriptions in the National Curriculum, so that teachers can see at a glance where pupils may need to do some extra work to catch up with others. Personal development is monitored in a similar way, through a range of agreed descriptions covering important aspects of pupils' progress in developing confidence and self-esteem, for example.

The system is conscientiously maintained and very careful records are kept of pupils' progress. These assessment procedures are highly effective in promoting pupils' progress and achievement and the information gained from tracking pupils' progress is used very effectively to target support.

The staff know the pupils well, which enables the pupils to feel safe and secure. The pupils know what their annual targets are and find them helpful. These targets are discussed with pupils and parents at termly parents' evenings, and the pupils greatly appreciate their involvement in this process.

Each pupil has a 'comment book', which they also value as a way of giving them short-term targets arising from their work. Pupils are very appreciative of the extra help they get when they do not understand something and feel confident about admitting a lack of understanding because they know they will be helped promptly.

Measures to promote attendance are very effective, but the most potent measure is the degree to which the school makes the pupils so very keen to attend because they do feel cared for and valued.

- **The school is led and managed very effectively and this determines the high quality and consistency of the education provided.**

The strength of leadership and management is a striking feature of the school. There is a very strong and clearly articulated commitment to high standards and this ensures consistency throughout the school. As part of this commitment to continuing improvement the school has developed a rigorous and very effective system for monitoring and evaluating its own performance. The headteacher takes a lead in this process, observing lessons in each classroom, looking at pupils' work and carefully analysing performance data. He provides teachers with detailed verbal and written feedback, which helps them to know what they do well and what they might do to improve further. Subject leaders also play an important part in the process and monitor pupils' progress in their subjects carefully, suggesting amendments to planning, teaching and learning as a result of what they see in samples of pupils' work, teachers plans and classroom displays.

The headteacher provides very clear leadership and a sense of direction and is well supported by an effective senior management team consisting of a deputy head and two assistant headteachers. All of the teaching staff have management responsibilities, either as subject leaders or year group leaders. This management structure works well and enables everyone in the school to understand what is expected of him or her as well as providing good support and guidance for individual staff in meeting their objectives.

The headteacher ensures that all school processes and activities are clearly linked to continuous improvements in teaching and learning and a constant striving for success. The pupils know what the headteacher wants them to do; he uses frequently the phrase, "Go for it!" and the pupils do, too. There are very good professional development opportunities for all staff, through a range of activities which include working alongside colleagues and observing successful teaching in their own and other schools, as well as attendance at courses and the use of external support.

The learning support assistants, who provide good support in the school, have received training aimed at helping them to support pupils in a range of activities including additional literacy support for those who have fallen behind slightly.

Newly recruited staff benefit from a well-structured induction programme which enables them to fit well into the school's ethos; they are also strongly encouraged to contribute their ideas on new ways of doing things. The process of performance management is well established and very well integrated with other management systems.

The governing body is kept very well informed by the headteacher and it meets fully its responsibilities. Resources are well used and carefully maintained. Spending decisions are firmly linked to the achievement of educational priorities. The headteacher and governors understand and employ the principles of Best Value.

Routine administrative procedures are efficient and effective, enabling the school day to proceed smoothly.

- **Opportunities are provided for pupils to engage in additional activities in, for example, music and sport, which are of excellent quality.**

There is a good range of additional activities for pupils, including annual residential visits and after-school clubs devoted to various sports, music and information communication technology. In addition, the school organises a range of interesting educational visits and invites visitors with a variety of expertise to enhance the work of the school. So, for example, the pupils have heard professional musicians play and have enjoyed drama workshops with a company of Shakespearean actors.

The sporting clubs include opportunities for the pupils to participate successfully in competitive tournaments, as well as developing their skills in netball, basketball, football and gymnastics. The computer club is augmented by a newly formed club which produces a periodical called 'The Gatepost', which is of very high quality and a source of great pride for the pupils involved.

A notable feature of the school is the provision for music. An impressive proportion of the pupils – about half – are learning to play a musical instrument. The school budget bears the full cost of this provision, although the Parent Teacher Association, which is fundraising to purchase still more instruments, makes a contribution. This significant financial commitment results in a quality of music education which is exceptional.

The most competent woodwind, brass, string and percussion players form the school orchestra, very ably supported by teaching staff. The quality of music performed weekly in assembly by this orchestra is outstanding and benefits both those who play and those who listen, since they have the opportunity to hear good quality, live music regularly and frequently.

There is also a school choir, to which a large number of pupils belong. The singing of the choir is of very high quality. Belonging to the choir is very popular, as demonstrated by some pupils who explained that it was necessary to have auditions for a place in the choir "otherwise everybody would be in it and there would be no-one to be in the audience."

Altogether, this range of additional activities makes a significant positive contribution to the personal development of pupils and enhances the life of the school.

## **WHAT COULD BE IMPROVED**

### **The school could do more to prepare the pupils for life in a multi-cultural society.**

As identified by the school prior to inspection, greater and more detailed attention needs to be given to ensuring that the pupils are made aware that they live in a multi-cultural society. This is particularly important in a school such as this, which has a mono-cultural population. In some classes the pupils are encouraged to be aware that Great Britain is a multi-cultural society through, for example, access to a website which describes the cultural traditions of some minority ethnic groups, but there is a lack of consistency across the school. The curriculum is not planned in a way which exploits the opportunities presented by art, drama, dance, music or literature to promote the pupils wider understanding of the cultural traditions of ethnic minority groups.

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

In order to prepare pupils for life in a multi-cultural society the governors should ensure that the headteacher and staff:

- Refine existing curriculum plans and schemes of work to ensure that they include opportunities for pupils to learn about the cultural traditions of minority ethnic groups.
- Augment the existing programme to include visits with a multi-cultural dimension and visitors representative of minority ethnic groups.
- Ensure that displays of books and posters around the school reflect the nature of Great Britain as a multi-cultural society.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	16

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	14	5	0	0	0
Percentage	4	13	61	22	0	0	0

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	Y3 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		359
Number of full-time pupils known to be eligible for free school meals		23

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	Y3 – Y7
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		34

#### **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	6
Pupils who left the school other than at the usual time of leaving	5

**Attendance****Authorised absence**

	%
School data	4.6%
National comparative data	5.6

**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 2 (Year 6)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	49	38	87

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	45	45	49
	Girls	37	35	38
	Total	82	80	87
Percentage of pupils at NC level 4 or above	School	94 (91)	92 (91)	100 (96)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	44	46	48
	Girls	37	35	38
	Total	81	81	86
Percentage of pupils at NC level 4 or above	School	93 (93)	93 (91)	99 (95)
	National	72 (70)	74 (72)	82 (79)

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

**Ethnic background of pupils****Exclusions in the last school year**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	359
Any other minority ethnic group	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y7**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	25.2
Average class size	30

#### **Education support staff: Y3 – Y7**

Total number of education support staff	7
Total aggregate hours worked per week	138

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

	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	2000
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	£
Total income	687430
Total expenditure	683762
Expenditure per pupil	1910
Balance brought forward from previous year	26930
Balance carried forward to next year	30598

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*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.*

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

**Questionnaire return rate**

Number of questionnaires sent out	360
Number of questionnaires returned	218

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	2	0	0
My child is making good progress in school.	49	48	2	0	1
Behaviour in the school is good.	53	44	1	0	0
My child gets the right amount of work to do at home.	38	49	11	3	0
The teaching is good.	59	40	0	0	0
I am kept well informed about how my child is getting on.	31	57	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	54	41	3	1	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	35	53	10	1	1
The school is well led and managed.	59	35	3	1	1
The school is helping my child become mature and responsible.	58	40	0	0	0
The school provides an interesting range of activities outside lessons.	46	41	11	0	0