

INSPECTION REPORT

SALTERGATE INFANT SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121464

Headteacher: Mrs A Hall Jones

Dates of inspection: 18th – 19th February 2002

Reporting inspector: Mr J H Evans
22173

Inspection number: 196371

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
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Boys and girls
School address:	Newby Crescent Harrogate North Yorkshire
Postcode:	HG3 2TT
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Appropriate authority:	The governing body
Name of chair of governors:	Dr D England
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saltergate Infant School is situated on the north-western outskirts of Harrogate. The school has 194 pupils who attend full time. A further 52 pupils start school in the nursery at the beginning of the term following their third birthdays and attend part time. Most pupils live locally, but a small number travel to the school from local military bases. Local housing is a mix of privately owned and local council properties. Last year ten pupils joined the school during the year and 29 left, mainly to live in other areas. This is a high rate of turnover. The proportion of pupils known to be entitled to free school meals has fallen since 1997 from 20 to eight per cent. Twenty per cent of pupils are registered as having special educational needs and two pupils have a Statement of Special Educational Need. Of the few pupils from minority ethnic backgrounds, only a very small number are at an early stage of learning English as an additional language. The attainment of pupils when they start school is better than that of most three year olds. Some are advanced for their ages, while a small number are still learning to speak confidently and to get used to the company of other children and unfamiliar adults.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a good quality of education. The teaching is good overall, but very good in the nursery and reception years (the Foundation Stage of children's education). Standards of attainment are above average and the pupils achieve well. The headteacher sets the right tone for work and learning and leads the school very well. The school provides good value for money.

What the school does well

- Standards of attainment in reading, writing and mathematics are above the national average.
- The children in the Foundation Stage get a flying start to their education.
- The school is very well led and teachers contribute increasingly to its efficient management.

What could be improved

- Teachers' knowledge of the best methods of teaching science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since the last inspection in July 1997. Standards of attainment have risen, because the school has made a good job of introducing the National Strategies for Literacy and Numeracy and remodelling the curriculum for the Foundation Stage. Teachers' planning for lessons is much better, as are the arrangements for keeping close checks on the pupils' progress. The school's leadership was good in 1997, but now it is even better and teachers are taking a greater share in the management of the school. Although some steps have been taken to improve the teaching of science and standards have risen, more work is needed to broaden the range of teaching methods.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	B	B	A
Writing	C	A	B	A
Mathematics	D	B	B	B

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

Standards of attainment have risen steadily over the last four years in reading, writing, mathematics and science and the school's performance is much better than that of most schools in similar social and economic settings. Although improvements have occurred among all pupils, the upward trend has been more marked among the girls than the boys. Nevertheless, the pupils achieve well in Years 1 and 2 and often make more progress in lessons than might be expected. Consequently, in 2001, almost half the pupils exceeded the level expected for seven year olds in reading and a third in mathematics. The school has a good record of helping lower attaining pupils and those with special educational needs to achieve very well and fulfil their potential. These pupils often exceed the targets set for them. Because the quality of education is so good in the Foundation Stage, the children also achieve very well and many of them are set to go beyond the goals set for their learning by the end of the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are attentive in lessons and work with a will. The school's youngest pupils settle quickly into daily routines and work with an air of confidence.
Behaviour, in and out of classrooms	Good. Although a small number of boys are outspoken in lessons, almost all pupils behave well throughout the school day.
Personal development and relationships	Good. The pupils get on well together and form good working relationships with teachers and support staff.
Attendance	Good. Attendance is above the national average.

The pupils are keen to be at school and they enjoy the wide variety of the work provided. Most, but not all, know how to take turns to speak, and they usually listen closely to the teachers.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and reception	Years 1 and 2
Lessons seen overall	Very 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.

In the nursery and reception classes, the teachers and support staff have a very good understanding of the curriculum. Changes to the way that the learning is organised are proving highly beneficial in helping

the children to learn very well. The activities for the children are very well organised and, because they all have a clear sense of purpose, the staff succeed in creating a lively atmosphere. Teachers make sure that not a moment's time is wasted and take every opportunity to intervene and help the children to pick up new ideas. All staff concentrate on helping the children to acquire important skills in literacy and numeracy and, as a result, the children soon start to read and write, and to understand numbers and counting.

In Years 1 and 2, the teachers and support staff form good teams and make sure that all pupils, from the most to the least able and those with special educational needs, learn well. Teachers are well versed in using the National Literacy Strategy and National Numeracy Strategy to promote good progress in reading, writing and mathematics. The planning in these and other subjects is thorough and gives lessons a sense of purpose. Teachers expect pupils to work hard and use time productively, so the pupils usually complete a good quantity of work. A continuing lack of certainty about the best methods of teaching the practical aspects of science means that, although the pupils' progress is satisfactory, it is not as good as it should be.

Throughout the school, the help given to pupils who learn at a slower pace and to those who have special educational needs is very good. It helps them to grow in confidence and to learn as well as other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall, but the curriculum for the Foundation Stage is excellent. While the emphasis throughout the school is on English and mathematics, the close attention paid to each subject of the National Curriculum gives a good breadth to the pupils' education.
Provision for pupils with special educational needs	Very good. The help provided ensures that the pupils achieve very well and often exceed the targets set for them.
Provision for pupils with English as an additional language	Good. The school has good arrangements to help the pupils learn English quickly and to play a full part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school promotes the pupils' personal growth well, helping them to understand right and wrong and the benefits of working co-operatively.
How well the school cares for its pupils	Very well. The arrangements made to help children to settle quickly and happily when they start school are particularly good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear-sighted leadership to shape the school's direction and its principles. Plans for further improvement are very good and senior staff play an important part in putting them into action.
How well the governors fulfil their responsibilities	Very well. The governors are, with justification, proud of the school. They are well organised and fulfil all their responsibilities, although there is some scope for wider consultation about future priorities for improvement.

The school's evaluation of its performance	Good, and improving all the time. The headteacher and governors are drawing on an increasingly wide range of information to judge the school's effectiveness and to ensure that it achieves best value.
The strategic use of resources	Very good. The headteacher and governors take great care to deploy the school's resources to maximise the pupils' achievements.

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 children are happy at school and make good progress. • The teaching is good and the children are expected to work hard and behave well. • The school is well led and managed. • Any problems are sorted out quickly. 	<ul style="list-style-type: none"> • The school does not offer a wide enough range of activities outside lessons.

The inspectors agree fully with the parents' positive views. Parents are right to be pleased with the quality of education at the school. It is indeed the case that the range of activities outside lessons is limited.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in reading, writing and mathematics are above the national average.

1. Since the school was inspected in July 1997, the results of the National Curriculum tests for seven year olds have shown a steady pattern of improvement. In 2001, the results were above the national averages in reading, writing and mathematics. In comparison with those of schools in similar social and economic settings, the results in reading and writing were well above average and in mathematics they were above average. In all three subjects the school's results have outpaced the national upward trend and increasing proportions of pupils are exceeding the levels expected for their ages. In 2001, almost half the pupils reached a higher level in reading and a third reached it in mathematics. These proportions compare favourably with the national averages.
2. The headteacher, staff and governors are conducting an increasingly thorough analysis of the data available on the pupils' performance. This is becoming one of the secrets of the school's success in raising attainment. For example, the results show that overall the boys do not do quite as well as the girls, particularly in reading. When investigations took place, it was discovered that when the children first started school, there were already big differences between the attainment of many of the boys and that of girls. A much higher proportion of boys was identified as being likely to need some extra help. Because the school is able to spot such problems quickly and provide the help that the pupils need, the pupils concerned achieve as well as other pupils, albeit from a lower starting point. In 2001, many of them achieved very well and exceeded the targets that had been set for them. During the inspection, there were no substantial differences between the achievements of the boys and those of the girls.
3. The teaching is good overall and, as a result, the pupils learn well in lessons. Since the last inspection the teachers have implemented and become thoroughly familiar with the National Strategies for Literacy and Numeracy. The use of the strategies has been an important element in making sure that the pupils achieve well. In the best lessons in English, teachers communicated their own love of literature to motivate and to inspire the pupils. In one lesson, the teacher skilfully used the story of 'The Gingerbread Man' to broaden the pupils' vocabulary. They learned that 'shouted', 'sang' and 'whispered' could be used instead of 'said' to add interest to the story. In another lesson with a class of pupils from the same age group, the pupils were thrilled to learning about 'consonant clusters', because it was 'junior work'. This was a reflection of the high levels of expectation that teachers have of the pupils in many lessons. When it comes to the time for writing, the pupils make good use of the vocabulary that they have learned and sometimes add their own ideas. The pupils make good progress in writing stories. Most of the pupils in Year 2 are beginning to master a joined-up handwriting style and their spelling of words that they use frequently is usually accurate.
4. In mathematics, the brisk pace of lessons ensures that the pupils have plenty of good practice in sharpening their mental skills. Teachers usually insist that the pupils explain how they arrive at answers to numerical problems. This means that they have to think clearly and acquire a command of the language of mathematics to give accurate explanations. In mathematics, and also in most other lessons, the pupils

settle down quickly when they have written work to do. They concentrate well on individual work and, when the occasion demands, share their ideas with friends. Teachers manage the pupils well. They frequently organise them into groups, so that the work can be fitted accurately to what the pupils need to learn. This is a successful strategy, which helps the pupils to build up their knowledge sequentially. Because the pupils are good at working independently, teachers are able to use their time efficiently, often to concentrate on a particular group of pupils. Each group gets a turn, so all the pupils have chances to benefit from concentrated attention.

5. When they are working with the whole class together, teachers phrase their questions thoughtfully, either to seek short answers when they are checking that the pupils have heard and understood correctly, or to encourage pupils to give more expansive answers that include explanations or examples. Although the questions are good, some of them are wasted, because teachers do not use good enough methods to make sure that all the pupils have a proper chance of answering. Calling out, particularly by some of the boys, discourages more reticent pupils, who adopt a passive role and miss chances to take part in discussions.
6. The teaching assistants play a vital role in boosting the achievements of lower attaining pupils and those who have special educational needs. Since the last inspection, improvements have been made to the methods used for keeping checks on the pupils' progress. The assessments made of pupils' skills shortly after they have started school are used very well to identify the pupils who might need some extra help to learn well. The teaching assistants are at the forefront of providing such help. Much of their teaching is good and makes a real difference to the pupils' confidence and to the rate at which they learn. In one lesson, the teaching assistant had prepared some excellent resources to help the pupils to learn and remember letter sounds. This level of preparation and the very good pace of the lesson meant that the pupils in this small group were learning at as good a pace as others in their classes.
7. The pupils receive a very broad curriculum which gives very good balance to their learning. Like most others, the school has placed an emphasis on literacy and numeracy in recent times, but it has not lost sight of the important contribution to pupils' development that can be made by each subject of the National Curriculum. Although physical education was not a particular focus of this inspection, inspectors noted the good quality of pupils' work in the hall and the lively teaching that inspired an energetic and enthusiastic response. The school is justifiably proud of its curriculum for physical education and the standards attained by the pupils.

The children in the Foundation Stage get a flying start to their education.

8. The quality of education for children in the Foundation Stage is very good and some of the teaching is excellent. The children learn very well and make rapid progress towards the goals set for their learning at the end of their time in the reception classes. The curriculum is excellent and highly pertinent to the children's ages and stages of development. The school makes very good arrangements for ensuring that the children settle quickly into daily routines and become familiar with the school's expectations of them. Staff establish good contacts with parents, often visiting homes to meet children in a familiar setting. This successful strategy eases children's start at school.
9. When they start school in the nursery, many children bring with them a wealth of experience and knowledge from their early upbringing. In many cases, their

knowledge and range of skills are greater than those that might be expected typically of three year olds. Many children are articulate and use a wide range of vocabulary in their conversations with adults and other children. They have begun to write and to count correctly. Three pupils were proud to show how well they could write their names, for example, but others begin their schooling from different starting points. A small proportion are still learning to speak confidently and getting used to spending time with other children and adults.

10. The suitability of the curriculum and the high levels of teachers' knowledge about planning varied and interesting work are at the heart of the success of the Foundation Stage. They are the main reasons why the children achieve so well and why so many of them are likely to exceed the goals set for their achievement. Each area of learning is given an important place in the daily work of each child. The teachers, nursery nurses and teaching assistants are highly skilled at fostering the children's capacity for working independently over extended periods of time. Some children are currently making 'quiet shakers' for a baby. They persisted well with the task, first of all deciding which material made the softest sound, then patiently constructing the shakers, and finally adding decoration to give them an extra appeal. Staff intervened sensitively, and asked judicious questions to broaden the children's vocabulary and to give them an early insight into some scientific ideas about sound.
11. Teachers set time aside each day to give the children practice in reading, writing and mathematics. All staff are involved in fostering the children's interest in books and stories and in making an early start to teaching some letter sounds and common words. Teachers keep detailed records of the children's progress and make a point of sending work home regularly. One child had learned three new words in a short space of time, because regular work at school had been complemented by further practice at home. The child was delighted with the achievement and aware that she was making good progress.
12. The teachers and support staff form excellent teams and add a seamless quality to the organisation of children's learning. In the nursery, for example, while the children inside were busy with make-believe activities and enjoying painting, the teacher worked outside to develop the children's physical and mathematical skills. When the teacher spotted three boys playing skittles, the moment was seized upon and the children given some ideas about how they might record the number each knocked down. The boys followed the idea and quickly began to count and compare their scores. Without realising it, they were beginning to understand the principles of addition and subtraction.
13. The biggest challenge facing the teachers is the small size of the classrooms, particularly for the reception classes, and some shortcomings in the areas outdoors. Sophisticated planning and organisation largely overcome the former and the school has plans in hand to extend and improve the outdoor areas. The surface of the nursery playground is uneven and the area does not have a safe, soft surface. This restricts the opportunities for the children to climb and learn to be adventurous.
14. Since the headteacher's appointment, major changes have been enacted in the Foundation Stage. The school has introduced different teaching methods and embraced national changes in the recommended curriculum. These changes have had a powerful influence on improving the quality of education and they ensure that the pupils achieve as well as they can. Education in the Foundation Stage gives the children a great start to their schooling.

The school is very well led and teachers contribute increasingly to its efficient management.

15. Since the school was last inspected in July 1997 there has been a change of headteacher. In 1997, the climate for learning was good and now it is even better. The headteacher, who was appointed in September 2000, has built successfully on previous improvements and added an individual touch, which is helping to shape the school's future.
16. In the past year and a half, there have been two major strands to the headteacher's leadership: to improve the curriculum at the Foundation Stage, and to give experienced teachers the skills and confidence to play a more active role in managing the school's affairs. In each of these aspects the headteacher has achieved notable success. In the Foundation Stage teachers and support staff are proud of and pleased with what they are doing and they can see the difference that their teaching is making to the children's progress.
17. The roles of teachers who have extra responsibilities, for example for developing the teaching of subjects of the National Curriculum, are improving well. In many cases, the teachers are new to the roles, but they are beginning to see the importance of their work in maintaining a pattern of improvement in the standards achieved by the pupils. The co-ordinators for English, mathematics, science and special educational needs are all building up their knowledge about the pupils' attainment in each subject. Recently, they have begun to make comparisons between the results of the National Curriculum tests for seven year olds and the results of the assessments made by teachers of the same pupils when they first started school. This is a big step forward, because the co-ordinators can see how well different groups of pupils have achieved. Where gaps emerge in pupils' knowledge and skills, the co-ordinators are growing in confidence about suggesting solutions, because the headteacher has exercised a high degree of good leadership in giving them responsibility.
18. The school is getting better at evaluating its effectiveness and judging the impact of action taken to improve the quality of education and to raise standards of attainment. The school's current improvement plan is a good reflection of how this analytical approach is translated into action. The school knows, for example, that although the boys' performance in tests has improved, the boys have not always done as well as the girls. While this is part of a national pattern, the headteacher and governors are bent on looking more deeply into the reasons behind the issue. The school's improvement plan therefore includes well-chosen actions to help teachers to understand better how boys learn, with a view to adjusting some of the teaching methods. The plan is a helpful guide to show the school's priorities for improvement and to describe the actions and timescales needed to bring about changes. It includes criteria against which success can subsequently be judged, but not enough use is made of quantified measures of pupils' progress.
19. The governing body is very well organised and individual governors take a keen interest in various aspects of the school's work. The governors are justifiably proud of the school's achievements and they are increasingly well placed to take decisions about priorities for future investment of the school's resources. Under the wise and experienced leadership of the chair of governors, the governors have begun to take closer account of the principles of best value. They are starting to look, for example, at the effectiveness of increasing the hours allocated to teaching assistants on quickening the progress of lower attaining pupils. Although communications with the

parents are good, the governing body has yet to take the step of consulting with them formally as a precursor to deciding priorities for the school's further improvement.

WHAT COULD BE IMPROVED

Teachers' knowledge of the best methods of teaching science.

20. When the school made assessments of the attainment in science of pupils in Year 2 in 2001, the results showed that standards were typical overall for pupils of their ages. The proportion of pupils exceeding the levels expected nationally was well above the national average. The pupils' knowledge in science was above average, but the standards reached in experimental and investigative science were below average. This comparative weakness was reported at the time of the last inspection.
21. In the interim, the co-ordinator has received further training which has added an extra dimension to her knowledge of successful methods of teaching. Some of these methods have been put successfully into practice. For example, teachers are aware that questioning is a crucial element in science lessons. The co-ordinator has worked hard to try to communicate the messages from the training to other teachers but as yet, the better methods are not used consistently. Consequently, the pupils' skills, in making scientific hypotheses, in planning their own ways of carrying out tests, and in recording their results, remain limited.
22. The planning of science lessons has improved, because the co-ordinator provides written guidance that other teachers use to plan work for their classes. The effect of this help is diminished because the rest of the teachers have not had the same level of training to help them to put the plans into action.
23. The standards attained by the pupils currently in Years 1 and 2 are very similar to those indicated by the 2001 National Curriculum assessments. The pupils have a good general knowledge that they bring to bear in discussions. Pupils were able to comment, for example, on the pulling power of magnets and they had a good understanding of 'melting' and how the process might be speeded up. Their understanding that science is to do with finding the answers to questions is, however, quite limited. Many have yet to grasp the principles of carrying out tests or thinking for themselves how they might work out their own ways of testing. This is at the heart of the difficulty for teachers, who tend to tell pupils what they are testing and how to carry out the test. They ask pupils to predict outcomes and to suggest questions for investigation, but do not always encourage them to give scientific reasons or to devise their own testing methods. This contributes to the pupils making slower progress than they might in experimental work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The headteacher, staff and governors should:
- provide a programme of training to improve teachers' knowledge of the best methods for teaching science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
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
Number	1	4	7	9	0	0	0
Percentage	5	19	33	43	0	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	194
Number of full-time pupils known to be eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

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	29

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	31	33	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	29
	Girls	29	32	31
	Total	55	59	60
Percentage of pupils at NC level 2 or above	School	86 (89)	92 (95)	94 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	31	31	31
	Total	58	59	60
Percentage of pupils at NC level 2 or above	School	91 (91)	92 (97)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	123
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	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.7
Average class size	24.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	91.25

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	2
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	450124
Total expenditure	468373
Expenditure per pupil	2129
Balance brought forward from previous year	21882
Balance carried forward to next year	3633

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	242
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	66	30	1	0	3
Behaviour in the school is good.	50	46	0	0	4
My child gets the right amount of work to do at home.	65	26	3	3	3
The teaching is good.	68	31	0	0	1
I am kept well informed about how my child is getting on.	62	30	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	20	0	0	1
The school expects my child to work hard and achieve his or her best.	67	28	1	0	4
The school works closely with parents.	65	24	9	1	1
The school is well led and managed.	73	26	1	0	0
The school is helping my child become mature and responsible.	67	26	3	0	4
The school provides an interesting range of activities outside lessons.	27	23	28	5	17