

INSPECTION REPORT

**Ennerdale and Kinniside Church of
England Primary School**

Ennerdale Bridge, Cleator

LEA area: Cumbria

Unique reference number: 112293

Headteacher: Mrs V. J. Young

Reporting inspector: Mrs A. Soper
18148

Dates of inspection: 22nd – 23rd April 2002

Inspection number: 196434

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior and Infant |
| School category: | Voluntary Controlled |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| School address: | Ennerdale Bridge Cleator Cumbria |
| Postcode: | CA23 3AR |
| Telephone number: | 01946 861402 |
| Fax number: | 01946 861402 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs R. Beaumont-Sempill |
| Date of previous inspection: | 7 th July 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|-------------|----------------------|
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REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 6 – 9 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| WHAT THE SCHOOL DOES WELL | 10 – 13 |
| | |
| WHAT COULD BE IMPROVED | 13 – 14 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 14 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 15 – 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ennerdale and Kinniside Church of England Primary School is situated in the small Cumbrian village of Ennerdale Bridge. It is much smaller than other primary schools and around one half of the 46 pupils live outside the catchment area. Below average numbers of pupils have special educational needs, in the form of moderate learning difficulties. The number with a Statement of Special Educational Need is above average. All pupils are from white backgrounds and none speak English as an additional language. The number of pupils eligible for free school meals is below the national average. Most children have pre-school experience before they come to the school. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils achieve well in all subjects and attain very good standards in art and design and geography. The school very successfully promotes pupils' personal development and their spiritual, moral, social and cultural development, which has a strong impact on their very good behaviour and very positive attitudes. The teaching is good and the school is well led and managed. The school provides good value for money.

What the school does well

- ◆ Pupils attain very good standards in art and design and geography.
- ◆ Pupils' personal, including their spiritual, moral, social and cultural development, is very good.
- ◆ There are very good community links that are used very effectively to enhance pupils' learning.

What could be improved

- ◆ The quality of the written format of short-term planning.
- ◆ The monitoring and evaluation of classroom practice.

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 July 1997, when it needed to improve curriculum planning by ensuring this related to the National Curriculum programmes of study. Schemes of work provided insufficient guidance and short term planning needed to include clear learning objectives for pupils with differing attainment. Assessment was insufficiently well used to evaluate the effectiveness of specific objectives. Pupils had limited access to a broad physical education curriculum. The school development plan lacked sufficient detail. Most of these issues for improvement have been addressed successfully and there has been a good improvement overall. The school has established good assessment procedures but has yet to ensure that assessment is used effectively across the school to plan work for pupils with differing prior attainment.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests are not recorded, as there were less than 10 pupils in the cohort in 2001. There are very few pupils in each year group and comparisons of the school's performance with that of other schools and with previous results are therefore unreliable.

Appropriate targets for attainment are set. Standards in English, mathematics and science and most other subjects are satisfactory overall by the end of Years 2 and 6, with a good number of Year 2 pupils attaining higher than expected standards for their age in the core subjects. Pupils' speaking and listening skills are good across the school. Standards in art and design and geography are very good by the end of Year 6. Pupils achieve well in most lessons. At times, where some work is insufficiently well matched to their prior attainment, some pupils' achievement is less satisfactory.

By the end of the reception year, children exceed the early learning goals for the Foundation Stage in their creative development, their personal, social and emotional development and in their knowledge and understanding of the world. They meet these goals in the communication, language and literacy area of learning and in their mathematical and physical development.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are eager to learn. |
| Behaviour, in and out of classrooms | Very good. Pupils respect and appreciate others. They work and play very well together. |
| Personal development and relationships | Very good. Pupils are independent, responsible and courteous. They take responsibility and show care for others. |
| Attendance | Good. |

These are a particularly good feature overall. Some pupils' learning is adversely affected by absence during term time, when a few families take holidays.

TEACHING AND LEARNING

| Teaching of pupils in: | 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 quality of teaching is good overall in English. In mathematics, teaching is very good in the Reception, Year 1 and 2 class and satisfactory overall in the Year 3 to 6 class. There is sometimes insufficient adaptation of mathematics work for some pupils. The teaching is very good in art and design and geography, where pupils attain very good standards. Pupils respond very well to the opportunities provided for them to develop their observational and

creative skills in art and design and to the very good provision made for them to learn geographical knowledge and skills. Particular strengths in the teaching overall are teachers' consistent encouragement of independent learning, through investigation. Teachers have good subject knowledge and direct teaching is often very effective in stimulating pupils' interest and in providing challenging tasks. Teachers know their pupils well and generally provide good guidance and support. All pupils are included and teachers successfully ensure that there is equality of access and opportunity. Support staff are deployed effectively and efficiently. Lessons are planned and evaluated carefully, though the written format of short term planning for many subjects does not identify how the work will be matched to the needs of all pupils. This sometimes leads to some pupils being insufficiently challenged and to some others becoming confused when work is too difficult for them.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good overall. The Foundation Stage curriculum is being further developed to provide more regular access to outdoor activities. |
| Provision for pupils with special educational needs | Good. Individual education plans are good and there are effective procedures for monitoring progress. There is good quality support for individuals with specific difficulties. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school's aims are met very well. Pupils have very good opportunities to reflect, experience awe and wonder and to develop their social skills. They are actively encouraged to become increasingly independent and mature and to take responsibility. |
| How well the school cares for its pupils | There is good care for pupils, with very good personal support and guidance. There are good procedures for assessing pupils' attainment. Assessment information is not yet used effectively to guide planning. |

The curriculum is enhanced by the many extra-curricular activities that include visits to places of interest and visitors to the school. Very effective use is made of links with other schools and the community to widen pupils' experience and to enhance their learning. Activity times provide good opportunities for pupils to explore and investigate in different subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The headteacher and staff, including non-teaching staff, share a very strong commitment to continuous improvement. The leadership ensures clear educational direction and the school's aims and values are reflected well in its work. Teachers willingly share their expertise informally, though there are not yet systems in place for monitoring and evaluating classroom practice. |
| How well the governors fulfil their responsibilities | The governing body fulfils its responsibilities well. They are proactive and enthusiastic and have a good understanding of the school's strengths and weaknesses. |

| | |
|--|---|
| The school's evaluation of its performance | Satisfactory. The governing body is developing effective and efficient systems for evaluating and ensuring the quality of the provision. |
| The strategic use of resources | Good. Considerable improvements have been made to the accommodation to facilitate teaching and learning. Good use is made of all resources in school, with very good use made of the community as a resource to enhance learning. |

The leadership and management are good overall. The headteacher and staff promote a caring and effective learning climate. All staff attend training events to maintain a good level of professional development and there are effective links with other schools to develop initiatives. Priorities for development are good and are planned well. The principles of best value are applied well.

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 is well led and managed. ◆ There are high expectations of work and behaviour. ◆ The teaching is good. ◆ Staff are readily available to discuss any concerns. | <ul style="list-style-type: none"> ◆ A few would like homework improved. ◆ Some parents would welcome more information about their children's ongoing progress. |

The inspection team agrees with parents' positive views. The team disagrees with the comments about homework and information sent to parents about their children's progress, as these are good. Nevertheless, the school is more than happy to further improve the quality and regularity of information and to further improve homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very good standards in art and design and geography

1. From the earliest stages in the school, pupils develop very good observational and creative skills, showing an improvement since the last inspection when standards were good. The youngest children quickly learn to mix colours, experiment and control different materials and tools. The organisation of the curriculum ensures that skills are taught consistently and that children have good opportunities to extend their learning during investigation times, which are included each day. Children quickly learn to work independently and creatively. They are encouraged to observe closely and produce very good quality work, such as their drawings of spring flowers, which showed very good attention to shape, form and colour. Pupils in Years 1 and 2 confidently used several pastel crayons to add shade and depth to their pictures. A few pupils produced excellent pictures that were well above standards expected for their age. Pupils handled clay with dexterity and used tools very well to add detail and to create additional texture to their clay pots.

2. In the Year 3 to 6 class pupils studied hats as part of their work on exploring and developing designs for headwear. They observed closely and sketched different parts of hats, labelling the relevant parts with information about materials and particular features such as an “adjustable peak”. Pupils worked conscientiously and confidently. The classroom display of sketched daffodils, alongside poetry related to Wordsworth’s “The Daffodils”, was of high quality. Pupils’ work shows very good understanding of line, colour and texture. The pupils discussed their knowledge and appreciation of William Wordsworth, who was born nearby.

3. Art and design makes a very good contribution to pupils’ cultural development. Pupils learn about different techniques, the styles used in different societies, past and present and experience a wide range of learning opportunities. They have taken part and been successful in a Japanese Art Exchange project, the Cumbria in Bloom event and a national supermarket Self Portrait Competition. In their topics about ancient civilisations such as Ancient Greece, pupils have made very good reproductions of Greek clay pots, which are attractively and informatively displayed. Pupils know the processes that were used to make these pots in ancient times. Older pupils have studied the influence of ancient building designs on local buildings, such as the library in Cockermouth. All pupils, including those with special educational needs, make very good progress. Overall, the scheme is well adapted to the school’s needs and is used very effectively by teachers to provide a wealth of interesting and stimulating experiences. This shows a very good improvement since the last inspection when there was no scheme of work and progression was insufficiently well linked to the National Curriculum programmes of study.

4. In geography, pupils similarly make very good progress in their knowledge and understanding and in their acquisition of geographical skills. Younger pupils know their local area well and talk about its features. They understand plans and simple maps and recognise the position of their locality in relation to others in the country. By the time they are 7, pupils follow and create routes on a map of their area. They know many features of rivers, such as meanders, and explain how river courses are altered by erosion. By the time they are 11, pupils have secure knowledge of mapping and measurement skills. They talk knowledgeably about the equipment they have used, such as that used to measure rainfall, wind speed and direction. The oldest pupils understand co-ordinates and grid references and compare and contrast different features in countries across the world.

5. Pupils' learning is enhanced by the many opportunities provided for practical investigations and visits to places of geographical, as well as, historical interest. Good links are made across subjects in topic work to reinforce learning. Pupils have been involved in developing plans for their own school and grounds, local community ventures such as designing a village recreation area and regularly make residential visits to places further afield.

6. Pupils in Key Stage 2 benefit particularly well from teachers' expertise and keen interest in the subject. Work is carefully planned and developed. It is effectively adapted to meet the needs of all pupils, including those with special educational needs. Introductions and explanations are very good and ensure all pupils understand what is expected of them in subsequent tasks. All pupils are included in discussions and questioning challenges all pupils in the mixed age groups.

7. Overall, standards in geography have improved considerably since the last inspection, when they were satisfactory at the end of Years 2 and 6. The school has successfully addressed the issue regarding the lack of suitable curriculum planning and schemes of work, which are now very good. Geography makes a very good contribution to pupils' cultural development.

Pupils' personal, including their spiritual, moral, social and cultural development, is very good

8. The school successfully provides an encouraging and happy Christian environment. Pupils are valued and the very good relationships provide a strong basis for developing effective learning. There is a very good focus on investigation and enquiry that successfully promotes co-operation and collaboration, whilst independence is also nurtured by actively encouraging pupils to take responsibility, make choices and evaluate their own progress in a variety of ways.

9. The youngest children quickly develop confidence and a sense of security. They take responsibility for choosing activities and recording what they have undertaken each day. Children select resources and tidy away independently. They understand classroom and school routines and rules and settle into school life with ease, often supported by the school's welcoming morning routines when parents accompany their children into the classroom and join in with some of the selection of activities. Children make their immediate needs known and happily talk about their work with older pupils and with adults. The children are included in the Key Stage 1 class "Candle Time" and "Circle Time", which provide good opportunities for reflection and discussion about faith, life and relevant matters of interest. The school's prospectus provides helpful guidance for parents to support their children's growing independence. Nursery afternoons are held each month. These help to introduce pre-school children and their parents to school.

10. Older pupils in the school become increasingly independent and responsible. A very good example of their mature attitudes was seen during an activity time when a mixed age group was collaboratively composing music to represent raindrops. With the minimum of teacher intervention, pupils practised and refined their composition. Individual opinions were shared and pupils very successfully reached a common agreement about their performance. The views of all pupils, including the youngest, were sensibly considered and pupils presented a good quality piece of music. In the mixed Key Stage 2 class, pupils are often separated into

year groups when both job share teachers are present. They move to their separate areas sensibly, with minimum disruption. Some of the older pupils are members of a Youth Council. They reported their involvement in a local issue very effectively to their classmates during a Circle Time, showing confidence and using their initiative. For example, they spoke clearly and audibly to ensure all heard and made use of the teaching board to present their information. Their audience questioned and contributed to the discussion.

11. The school's inclusive approach ensures that pupils show genuine appreciation of others' success and that they show respect for one another, regardless of factors such as background or ability. Pupils contribute to various charities, to help others less fortunate than themselves and they show tolerance, patience and courtesy towards each other. They concentrate well during worship, such as in Candle Time, when they reflect on stories and events. For example, after listening to the story of "The Lost Sheep", younger pupils in the Key Stage 1 class deduced that God would be as equally worried as the farmer if He lost anyone. They talked about their own experiences of being lost and being helped by kind people and joined in with a prayer to end the lesson. Pupils experience awe and wonder in many lessons, such as when reading or listening to a range of stories. The story of "The Lost Sheep" evoked considerable awe and wonder, along with great mirth, due to the teacher's very expressive storytelling technique and the delightful illustrations! Similarly, the story of "Amy's Armbands" enabled pupils to reflect and contribute their likes and dislikes of various real life events.

12. Poetry is used well to promote spiritual and cultural awareness and is enjoyed by pupils across the school. Pupils' poetry is often marked by its use of good language structure and often sensitive and evocative vocabulary. Religious education contributes well to pupils' understanding of Christianity and other major faiths. In one English lesson, for example, pupils showed very good understanding of Judaism when they talked knowledgeably about the Feast of the Passover. The school's acute awareness of the school's rather isolated location was recognised by staff as restricting pupils' awareness of the multicultural diversity of modern life. Considerable work has been undertaken to provide a good multicultural programme. The school provides a very good range of resources for pupils to develop their understanding in this aspect.

13. Pupils' moral and social development are considerably enhanced by the many events and experiences provided. There is a climate of mutual respect between pupils and adults, significantly promoted by adults' good models of conduct and their positive attitudes towards the pupils. Pupils concentrate and work hard and their effort and achievements are praised. Pupils maintain "Learning Logs" where they evaluate their success frankly. Marking provides constructive support, which is appreciated by the pupils.

There are very good community links that are used very effectively to enhance pupils' learning

14. The school serves a wide community, with almost one half of pupils living outside the catchment area. The headteacher and staff have successfully forged very close relationships with the community, which, in turn, contributes much to the school. There is an active parents' association that organises a range of social and fund-raising events. Parents and friends willingly provide practical support, such as their contributions during the extensive extension work and development of the school library and gardens. Parents regularly help in school, supervise swimming groups and pupils attending other educational visits.

15. Very effective use is made of links with organisations such as local museums, environmental groups and the district Youth Council to broaden pupils' outlooks and widen their experience. Pupils take part in joint sports events with other schools and in a variety of local competitions. Visitors such as a storyteller and poet, governors and parents, also make good contributions to pupils' learning. There are numerous social occasions in which pupils participate, including those involving the community, such as the Agricultural Show, Sports Day, Christmas Fair and Bonfire Night. There have been "action days", when parents and friends also contributed their practical help in such matters as helping with building improvements.

16. The school has close links with other similar schools in the locality. The cluster of schools works together on developing initiatives, such as planning for the Foundation Stage, sharing teacher expertise and governor training and knowledge. Pupils from these schools often meet to enhance their learning in, for example, sports activities. They take part in joint workshops, such as for design and technology and the study of Shakespeare, as well as visits to places such as a local activity centre. The school also makes good use of a local school's sports' centre to ensure pupils have a broad physical education curriculum, successfully addressing the limitations in this subject at the time of the last inspection. There are secure arrangements with secondary schools to ensure pupils' smooth transfer to the next stage of their education. Similarly, effective links are maintained with local nursery schools.

17. Wider links exist between the school and another in Tanzania, supporting pupils' knowledge and understanding of life in different countries. Similarly, involvement in such events as the Japanese art exchange supports pupils' understanding of different culture.

18. Because of the difficulties surrounding transport and travel to and from the school, there are no after school extra-curricular clubs. The school actively informs parents about community activities available for their children through regular newsletters and the informative school notice board. Pupils are welcomed earlier than is usual in the morning and several remain after school until their parents collect them. This highlights the school's considerable caring approach to its pupils and their parents and contributes to the very good community links.

WHAT COULD BE IMPROVED

The quality of the written format of short-term planning

19. The school has successfully improved schemes of work, which now provide good progression and continuity and which relate to National Curriculum programmes of study. Long-term planning outlines and the medium-term plans derived from these are good across the school. In short-term planning, whilst learning objectives are clear and relevant and the success of meeting these objectives is evaluated, planning does not yet sufficiently record work for pupils with different prior attainment.

20. The school is making good progress in developing the new national guidance for pupils with special educational needs. Planning for these pupils in individual education plans is good. Classroom planning does not always take sufficient account of their needs when the content of some worksheets is sometimes too difficult for those pupils with literacy difficulties.

21. Whilst lessons are usually taught well, particularly during introductions, the writing or concepts in subsequent worksheets are sometimes too difficult for some pupils. For example,

some younger pupils in the Key Stage 2 class had difficulty in understanding the instructions on a teacher-devised worksheet about persuasive writing. Similarly, some mathematics tasks were too difficult and pupils were unsure of the processes required to complete some number calculations. The scrutiny of work over time indicates that most writing tasks are adapted for the separate year groups in each class and not according to pupils' prior attainment.

22. Procedures for assessing pupils' attainment are good, but the school has yet to develop these further to make effective use of assessment to inform planning for pupils with differing prior attainment.

The monitoring and evaluation of classroom practice

23. The headteacher and staff have identified monitoring and evaluation of teaching as an area requiring improvement. Staff share their expertise informally and each member of staff leads developments in their own particular areas of specialist interest. Responsibilities are shared and staff keep up to date with new developments in their own areas of responsibility. Informal meetings are held frequently and staff willingly accept and develop ideas. Teachers in the Key Stage 2 class are to be given some autonomy over some budget areas. There are no systems as yet for subject leaders to monitor standards and the quality of teaching and learning. Overviews of lesson planning, assessment, the scrutiny of pupils' work over time and other aspects of the quality of teaching are not yet a part of co-ordinators' roles.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education provided, the headteacher, staff and governors should:

- ◆ improve the quality of short-term planning across the school, by:
 - *establishing a consistent format for short-term plans for Key Stages 1 and 2;*
 - *continuing to develop planning for children in the Foundation Stage;*
 - *ensuring plans show work intended for pupils with differing prior attainment;*

- ◆ continue to develop co-ordinators' roles, particularly in monitoring and evaluating standards and the quality of teaching.

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

10

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 3 | 10 | 8 | 0 | 0 | 0 |
| Percentage | 0 | 14 | 48 | 38 | 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

YR– Y6

| | |
|---|----|
| Number of pupils on the school's roll (FTE for part-time pupils) | 46 |
| Number of full-time pupils known to be eligible for free school meals | 2 |

FTE means full-time equivalent.

Special educational needs

YR– Y6

| | |
|---|---|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 8 |

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 | 3 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.4 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 3 | 6 | 9 |

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 | 6 | 2 | 8 |

As the number of pupils in Year 2 and Year 6 undertaking the National Curriculum tests in 2001 were both less than 10, the school is not required to publish its results.

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 | 43 |
| 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) | 2.4 |
| Number of pupils per qualified teacher | 19.2 : 1 |
| Average class size | 23 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 44 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2000/01 |
| | £ |
| Total income | 130,419 |
| Total expenditure | 125,756 |
| Expenditure per pupil | 2,419 |
| Balance brought forward from previous year | 14,649 |
| Balance carried forward to next year | 19,312 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 0 |

| | |
|--|---|
| 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 | 46 |
| Number of questionnaires returned | 36 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 22 | 3 | 0 | 0 |
| My child is making good progress in school. | 61 | 39 | 0 | 0 | 0 |
| Behaviour in the school is good. | 89 | 11 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 53 | 33 | 8 | 6 | 0 |
| The teaching is good. | 86 | 14 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 58 | 39 | 3 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 86 | 14 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 97 | 3 | 0 | 0 | 0 |
| The school works closely with parents. | 75 | 25 | 0 | 0 | 0 |
| The school is well led and managed. | 94 | 6 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 81 | 19 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 53 | 28 | 8 | 11 | 0 |

