

# INSPECTION REPORT

## **JESSE GRAY PRIMARY SCHOOL**

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122597

Headteacher: Miss S Law

Reporting inspector: Mrs K Manning  
20267

Dates of inspection: 14<sup>th</sup> – 15<sup>th</sup> January 2002

Inspection number: 198095

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Musters Road  
West Bridgford  
Nottingham  
Notts

Postcode: NG2 7DD

Telephone number: 0115 974 8002

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Appropriate authority: The governing body

Name of chair of governors: Mr A Williams

Date of previous inspection: October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Jesse Gray is the largest primary school in Nottinghamshire, with 190 boys and 236 girls who are taught in 16 classes from reception to Year 6. The school is oversubscribed but manages to keep the number of pupils in most classes below 30. Several classes include pupils of more than one age and there are more girls than boys in some year groups. The proportion of pupils who have special educational needs is about the same as in most other schools. One hundred pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, two pupils have statements of special needs.

The school serves the local community, which has changed little since the time of the previous inspection. It continues to be more advantaged than many areas and the proportion of pupils who are eligible for free school meals is below average. Pupils come from a wide range of social and family backgrounds. Most pupils come from British families though a significant number have Indian or Pakistani origins. The proportion of pupils who speak English as an additional language is higher than in most schools but only a very small number are at the early stages of learning to speak English.

The school does not have a nursery, although most of the children who start in reception classes have had some form of nursery education or pre-school experience. When they start school, children's attainments and experiences of life vary but most are familiar with books, reading and writing and have a good grasp of numbers and counting. Their physical, personal and social skills are largely typical for their age.

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

This is a very effective school. At all levels, the leadership and management of the school are very good and the headteacher, staff and governors form a strong and dedicated team. Most of the teaching is good or better and as a result, pupils enjoy learning and achieve very high standards in English, mathematics and science by the time they leave the school. The school manages this at a relatively low cost and provides good value for money.

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

- Very good teaching, throughout the school, leads to very high standards in English, mathematics and science by the end of Year 6.
- The leadership and management of the school are extremely good and pave the way for continued improvement to teaching and learning.
- The school's provision for pupils with special educational needs is very good and ensures that they achieve well.
- Pupils are very keen to learn and rarely miss school.

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

- Teachers are not yet making sufficient use of computers to teach mathematics and 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 very good rate since it was last inspected in October 1997. All of the key issues identified in that report have been tackled successfully. Senior staff have a clear idea of their management responsibilities and leadership roles and this has enabled the school to continue to be effective in raising standards and improving the quality of teaching. Teachers use good quality programmes of work to guide their planning and are clear about what it is they want pupils to learn. The school's procedures for assessing and recording what pupils know and can do have also improved and are now good. Teachers now pitch work at the right level for pupils of different age and ability and all pupils are included fully in all learning opportunities. Changes to the curriculum and training for teachers have ensured that standards in art and design have risen since the previous inspection and are now in line with what is expected for pupils' ages by the end of Year 2 and Year 6.

## STANDARDS

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

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

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

When they start school, most children have physical and social skills that are typical for their age. Their knowledge and understanding of books, writing and numbers are all above what is expected for their age. Children get a good start in the foundation stage and by the time they leave the reception classes most have achieved the early learning goals and are working towards the first levels of the National Curriculum.

In three of the last four years, pupils in Year 2 have achieved well in national tests in reading, writing and mathematics. In 2001, test results fell but remained above average in reading and writing and average in science. This was as a result of more pupils in that year group having special educational needs. Inspection findings are that pupils in Years 1 and 2 are well on the way to achieving standards that are above the levels expected for their age.

The results of national tests for pupils in Year 6 have been consistently high for the last four years. Standards in English and mathematics are very high and, last year, the school exceeded the targets it had set for raising standards in both subjects. In science, standards have risen in each of the last five years and pupils' high achievements put Jesse Gray in the top five per cent of all schools. Pupils with special educational needs make good progress and often achieve the standards expected for their age. Pupils who speak English as an additional language do as well as other pupils and achieve the levels of which they are capable.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards learning and they try hard with their work.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and when they are out of the classroom. They have a good understanding of what is right and wrong.
Personal development and relationships	The pupils' personal development is very good. They are sensible and mature and willing to take on responsibility. The relationships between pupils and adults are very good and pupils are friendly towards one another.
Attendance	Excellent. Pupils enjoy coming to school and are rarely absent.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

Most of the teaching is good and almost half of the lessons seen during the inspection were very good. Children get a good start to their education in the foundation stage. Good and very good teaching ensures that pupils go on to achieve well in Years 1 to 6 and it is particularly strong in Years 5 and 6.

### Strengths in teaching and learning:

- The teaching of English, mathematics and science is generally very good. This is one of the key reasons why pupils achieve so well and standards in English, mathematics and science are very high by the end of Year 6.
- Teachers make effective use of the National Literacy and Numeracy Strategies to teach English and mathematics.
- All pupils get a fair deal from the school and have equal access to the curriculum and equal opportunities to learn.
- Teachers have high expectations of what pupils can do and how they should behave. Consequently, pupils learn at a very good rate in many lessons.
- A particular strength of the teaching is that teachers ensure that pupils with special educational needs get all the help they need to succeed. As a result, they achieve well over time.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements for pupils in Years 1 to 6 and follows the recommended guidelines for children in the foundation stage. It is enriched by a good programme for promoting pupils' personal, health and social education and by the many first-hand experiences that make learning fun. The school ensures that all pupils have equal opportunities to learn and make progress.
Provision for pupils with special educational needs	Very good. Teachers and support staff ensure that these pupils have all the help they need to achieve well. Many reach the levels expected for their age by the end of Year 6.
Provision for pupils with English as an additional language	The school makes good provision for pupils who do not speak English at home. As a result they make good progress and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's very good provision for pupils' spiritual, moral, social and cultural development underpins their personal development and their firm grasp of what is right and wrong. They are prepared well for life in a multicultural society.
How well the school cares for its pupils	This is a caring school where staff provide very good personal support and guidance to pupils. The procedures for ensuring the health and welfare of pupils are all good and ensure that the school is a safe and welcoming place in which to learn.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very well. The headteacher and senior teachers are dynamic leaders. Everything they do is based on helping pupils achieve the best they can.
How well the governors fulfil their responsibilities	Governors do a very good job for the school. They fulfil all statutory responsibilities and are closely involved in planning the school's development and in managing its finances.
The school's evaluation of its performance	The headteacher, governors and staff have a firm understanding of the strengths and weaknesses of the school and use this knowledge to continue to improve the quality of teaching and raise standards.

Aspect	Comment
The strategic use of resources	The school's resources are used well to help all pupils reach the standards of which they are capable. Good use is made of support staff and volunteers to work with small groups and they make a significant contribution to the quality of teaching. The special grants allocated to the school are put to good use.

The school has sufficient, suitably qualified teaching and non-teaching staff. All staff are deployed well to make best use of their expertise and to provide effective support to all pupils. The school's accommodation is adequate to teach the curriculum and is an attractive and welcoming place in which to learn.

Governors and teachers challenge how well the school is performing by making thorough comparisons of pupils' performance in tests with local, similar and all other schools. Parents' views about the school are sought on matters such as homework.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents are pleased that their children like school.</li> <li>Parents think that the teaching is good.</li> <li>They are glad that their children are expected to work hard and do their best.</li> <li>Most parents feel that staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>A number of parents feel that they do not get enough information about how their children are doing.</li> <li>Some parents would like a more interesting range of activities outside lessons.</li> <li>Some parents feel that their children do not get the right amount of homework.</li> </ul>

Inspection findings confirm parents' very positive views of the school. Most of the teaching is good or very good and children are expected to work hard and do their best. At the start and end of each school day teachers and other staff are always available to talk with parents. Parents' concerns are largely unfounded but the headteacher has nonetheless taken note of each comment in order to make changes where possible or necessary. Parents get detailed and useful information about events at school, the curriculum and in written reports about their children. There is a wide range of clubs and sports available to pupils, though these are mostly aimed at older pupils. Pupils in all classes are given homework regularly and it helps their learning in school.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Very good teaching leads to high standards in English, mathematics and science by the end of Year 6.**

- 1 By the end of Year 6, many pupils achieve standards in English, mathematics and science that are well above average. This is the result of predominantly very good teaching in these subjects, which ensures that pupils of all abilities achieve their full potential.
- 2 In English, standards are very high because teachers plan many opportunities for pupils to read and write and to talk and listen to adults and classmates. Throughout the school, pupils are encouraged to listen to the points of view of others when they work in small groups or take part in class discussions. Consequently, as they get older, pupils become more adept at listening closely and their responses show that they have taken account of the opinions of others. For example, after listening to a girl describe the wife of Henry VIII that she liked best as *pretty* one boy said that his favourite wife of Henry VIII was *the one who wasn't divorced or beheaded*.
- 3 Teachers plan daily opportunities for pupils to read and write, in literacy lessons and in other subjects. This starts in the reception class when children read *big books* with their teacher and write about the characters in the stories. For example, after reading the nursery rhyme Humpty Dumpty, children were asked to write a *get-well* card for Humpty or a shopping list for the soldiers. In Years 1 to 6, pupils read fiction and research information. Most pupils are expressive and fluent readers by the end of Year 6. When reading information texts they pick out the most important points and identify important features. Their reading diaries show that many read frequently at home and as they get older pupils talk animatedly about their favourite books and authors and say that they enjoy reading.
- 4 It is a similar picture with writing; teachers provide many opportunities for pupils to write for a wide range of purposes. Pupils write stories, accounts, reports, letters, poems and reviews of the books they have read and in all of these they use a widening vocabulary as they get older. Pupils' enjoyment of words and language is evident in the way that they choose their words for effect. For example, pupils in Year 2 often begin their stories in the traditional manner of *once upon a time*, while older pupils look for a more dramatic affect, such as *spooky ghosts hovering in the air* to grab the reader's attention. From the reception class onwards, teachers emphasise grammar, punctuation and handwriting and this ensures that pupils' work is accurate and well presented. Teachers use computers appropriately to teach reading and writing. They plan frequent opportunities for pupils to draft and publish their work using word processing and pupils make gains in information and communication technology at the same time as they improve their literacy skills.
- 5 One of the reasons why standards are very high in mathematics is that throughout the school, teachers give a great deal of attention to pattern and relationship in number. The youngest pupils learn to solve mathematical problems by looking at multiples and end digits and this stands them in good stead as they get older and seek patterns in number, measurement, shape and space. For example, pupils in Year 6 used what they knew about multiples of ten to work out a strategy for multiplying by 11.

- 6 The teaching of mathematics is made more effective because of the good balance of whole-class teaching and time for pupils to practise and consolidate what they have learned. Mental mathematics sessions are punchy and fast and as a result, pupils have to stay alert if they are to keep up. This was evident in a good lesson in a Year 2 class, when pupils had to concentrate very hard as they compared two-digit numbers and decided which was greater or smaller. These sessions help pupils to recall number facts, such as multiplication tables, and are particularly effective when linked with homework. Following the mental mathematics sessions, there is generally a short time when teachers work with the whole class to introduce new concepts or move pupils on in their thinking. These times work well because teachers have a thorough knowledge of the National Numeracy Strategy and how to teach mathematics. This means that their explanations are clear and help pupils to understand about number, shape and space. Teachers are also very good at questioning pupils to find out what they know. Pupils are taught in groups of similar ability for mathematics; but even within these groups higher attaining pupils are asked more challenging questions and gentle probing often helps lower attaining pupils and those with special educational needs to move forward in their thinking. Finally, teachers ensure that pupils have time to complete their work but keep the pressure on for it to be done neatly and to a deadline. Consequently, pupils knuckle down to their work and try really hard.
- 7 Standards are very high in science because teachers have a thorough knowledge of how to teach the subject and ensure that pupils learn through first-hand experiences such as devising, planning and carrying out their own investigations and experiments. Teachers make sure that their descriptions and explanations of scientific concepts are clear and easy to understand. In a very good lesson on materials and their properties, pupils were helped to understand the term *insulator* from the teacher's simple explanations and clear step-by-step instructions of how to test a range of materials fairly. Teachers place a great deal of emphasis on investigations and experiments and this helps pupils to work things out for themselves. The work in pupils' books shows that much of the science is of a practical nature. For example, pupils conduct experiments to find out which materials are insulators or conductors and investigate which part of a plant takes in the food it needs to grow. In addition, teachers insist that pupils write out their results in a scientific way. This helps pupils organise their thinking and their written reports and findings show that they do this in a logical and systematic way; starting with what they want to find out and what they think is likely to happen and ending with a report of what happened in their experiments.

**The leadership and management of the school are extremely good and pave the way for continued improvement to teaching and learning.**

- 8 One of the reasons for the school's continued success is the strong and dynamic leadership provided by the headteacher. This sets clear educational direction for the school and contributes to the quality of education provided and the very high standards achieved by pupils. Her very thorough knowledge of national and local initiatives help prepare staff well for changes that affect the curriculum. This is evident in the way that co-ordinators have planned carefully for the introduction of the foundation stage curriculum and the new Code of Practice for supporting pupils who have special educational needs. Similarly, national initiatives such as Performance Management have slipped smoothly and effectively into place because of the efforts of the head teacher and governors. This now sets the scene for continued improvements to the quality of teaching.

- 9 Since her appointment, the headteacher has led the way in monitoring the quality of teaching. Together with subject co-ordinators, they have devised clear and rigorous procedures for observing teachers at work. This is done systematically; teachers agree a focus for the observation and they are given a verbal and written report of their performance after the lesson. This is working well and has helped increase the amount of good and very good teaching since the previous inspection. It has also helped teachers have a more relaxed view of being watched by colleagues and other professionals. This was evident in the high morale of all staff and the positive way they approached the inspection.
- 10 Staff with leadership and managerial roles have a good understanding of their responsibilities and contribute to the effective management of the school. Subject co-ordinators provide informal advice for colleagues and more formal training in their subjects during training days. As a result, there is a strong sense of shared purpose and teamwork in the school, which is evident in the support teachers give to one another and their willingness to work hard to continue to raise standards. In addition, subject co-ordinators monitor the curriculum closely through looking at teachers' planning. They analyse the results of National Curriculum tests in English, mathematics and science and are involved in consultations about setting targets and identifying gaps in teaching or learning. They also try to ensure that the curriculum is well matched to the age, ability and ethnicity of all groups of pupils.
- 11 The governing body does a very good job for the school. They meet in a variety of committees to monitor the work of the school closely and are not afraid to challenge decisions about spending, the curriculum and staffing. By working closely with curriculum co-ordinators, governors are knowledgeable about developments resulting from the implementation of the National Literacy and Numeracy Strategies and about initiatives such as Performance Management. They set realistic but challenging targets for attainment in English and mathematics and compare the school's results with those of other schools, both locally and nationally. With a strong lead from the chair of governors, they fulfil all of their responsibilities and have a close involvement in much of the work of the school.
- 12 The real strength of leadership in this school is that everyone is pulling in the same direction for the benefit of pupils. This puts the school in a good position to be able to improve further in the coming years.

**The school's provision for pupils with special educational needs is very good and ensures that they achieve well.**

- 13 The school makes very good provision for pupils with special educational needs. Every effort is made to accommodate pupils with physical disabilities and all staff provide support for pupils with emotional and behavioural problems. The school makes good use of specialists such as educational psychologists and speech therapists to provide specific and expert help for pupils who need it.
- 14 Teachers feel that it is important to identify pupils' special educational needs as early as possible in order to provide additional support before pupils begin to feel that they are falling behind. In order to do this they make good use of tests carried out in the reception classes to determine which pupils need extra help. As a result, pupils with learning difficulties arising from reading, writing and mathematics are quickly given the support they need, either in the classroom or in small groups withdrawn for extra help. The

system has proved to be particularly effective in that last year, a number of pupils with special educational needs achieved the levels expected for their age in national tests.

- 15 Having identified pupils who need additional support, teachers and the co-ordinator work closely to create an individual programme for learning. All pupils have individual education plans, which set clear targets for their learning. The good quality of these is one of the reasons that pupils often catch up and no longer need additional support. These programmes of work are very focused and the targets are not only well-matched to pupils' needs but also show that work has been planned carefully and in manageable chunks that ensure pupils get a feeling of success.
- 16 In lessons, pupils with special educational needs are fully included in all activities and are given the help they need to achieve success. Teachers ensure that they pitch work and questions at the right level and because they share the targets and aims of the lesson, pupils know how well they are doing. Firm but friendly management of pupils with emotional or behavioural problems ensures that they play a full part in the lesson and do not disrupt the learning of others. Classroom assistants and support staff make a significant contribution to the quality of provision. Their time and talents are put to good use by teachers and their efforts are a key reason in why pupils with special educational needs make such good progress.
- 17 From the earliest stages, pupils' views are taken into consideration in setting targets and reviewing their progress. They are encouraged to say how they can help themselves and their opinions are also listened to during meetings to review their progress. Parents are also involved at each stage. They play a valuable part in setting targets and reviewing their children's progress and are given helpful guidelines about how to help their children at home. They are invited to the annual reviews and other meetings with teachers and the co-ordinator for special educational needs. All of this works very effectively.
- 18 The co-ordinator is very efficient in carrying out her duties and keeps staff up-to-date about national developments and changes to the system. New initiatives for helping pupils are seized upon and made to work very quickly. Consequently, the school is well prepared to take on the changes to the Code of Practice for supporting pupils with special educational needs. The combined efforts of teachers, support staff and parents ensure that pupils with special educational needs make particularly good progress in English and mathematics.

### **Pupils are very keen to learn and rarely miss school.**

- 19 Pupils' very positive attitudes to learning help them achieve well in much of their work. From the time they join the reception class children enjoy their time in school and as a result attendance is very high. The youngest children are happy to wave goodbye to parents and get on with the activities of the day. Their willingness to learn was evident in the way that they joined in with group activities or chose to read books. They particularly enjoyed practical activities, such as building a tall brick wall for Humpty Dumpty to sit on. Older pupils are no different. They enjoy investigating in science or mathematics and are particularly keen to use computers in their work. In lessons, pupils listen attentively to what their teachers say and try to repeat the words that they use when talking about their work. For example, pupils in a Year 3 and 4 class used the terms *multi-media* and *icon* to describe their tasks because they had heard their teacher using the same technical vocabulary. Many pupils in a class in Year 6 had done the homework

necessary to prepare them well for a history lesson about the wives of Henry VIII and they were keen to share their knowledge with the rest of the class.

- 20 Pupils of all ages and abilities are proud of their school and what it has to offer. When asked, pupils' enthusiasm for school bubbles over and they are eager to talk about their favourite lessons and subjects. Younger pupils say that they look forward to many of the educational visits that they know they will make as they get older and pupils of all ages spoke excitedly about the knowledge they have gained from visitors to the school, such as theatre groups. Throughout the school, pupils are keen to get involved in the after-school clubs and sports that are led by teachers and external providers.

## **WHAT COULD BE IMPROVED**

**Teachers are not yet making sufficient use of computers to teach mathematics and science.**

- 21 Although standards are very high in mathematics and science, teachers agree that the next step in maintaining or improving attainment is to make more use of computers in both of these subjects. At present, computers are not used sufficiently to support pupils' learning in either subject. There are few examples of pupils using spreadsheets or databases or of communicating their findings as computer generated graphs, charts or tables. This is an aspect of teaching that the co-ordinators for mathematics, science and information and communication technology intend to improve in the next year.
- 22 Until recently, classrooms did not all have computers in them and this meant that work on information and communication technology was generally carried out in the computer suite. Now that all classrooms have at least one computer, and some have a printer, teachers have the resources to plan for pupils to have more frequent opportunities to use computers in both subjects.

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

- 23 Governors, the headteacher and staff should

**Increase the use that teachers make of computers to**

- a. teach aspects of mathematics such as spreadsheets and databases,
- b. record the results of investigations as charts, tables, graphs and diagrams in mathematics and science.

*(Paragraphs 21 and 22)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	6	5	0	0	0
Percentage	0	45	30	25	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		426
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		100

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	3.5

#### Unauthorised absence

	%
School data	0.2



National comparative data	5.6
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National comparative data	0.5
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*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	38	30	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	32	34
	Girls	30	28	28
	Total	59	60	62
Percentage of pupils at NC level 2 or above	School	87 (98)	88 (100)	91 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	34	37
	Girls	30	28	29
	Total	62	62	66
Percentage of pupils at NC level 2 or above	School	91 (97)	91 (100)	97 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	34	38	72

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	32
	Girls	35	33	37
	Total	64	61	69
Percentage of pupils at NC level 4 or above	School	89 (88)	85 (87)	96 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	33
	Girls	36	33	37
	Total	62	60	70
Percentage of pupils at NC level 4 or above	School	91 (75)	85 (87)	99 (87)
	National	72 (70)	74 (72)	82 (79)

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

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

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	5
Black – other	2
Indian	17
Pakistani	24
Bangladeshi	0
Chinese	4
White	367
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 – Y6**

Total number of qualified teachers (FTE)	15.6
Number of pupils per qualified teacher	27.18
Average class size	28.26

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

Total number of education support staff	10
Total aggregate hours worked per week	205.5


*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	920873
Total expenditure	907060
Expenditure per pupil	1972
Balance brought forward from previous year	0
Balance carried forward to next year	13813

### ***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	5

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	426
Number of questionnaires returned	163 (38%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	2	1	0
My child is making good progress in school.	51	41	3	2	3
Behaviour in the school is good.	44	51	1	0	4
My child gets the right amount of work to do at home.	30	46	17	3	4
The teaching is good.	62	35	1	0	2
I am kept well informed about how my child is getting on.	36	45	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	28	4	0	1
The school expects my child to work hard and achieve his or her best.	66	30	1	1	2
The school works closely with parents.	45	43	9	1	2
The school is well led and managed.	45	40	6	0	8
The school is helping my child become mature and responsible.	52	43	3	1	1
The school provides an interesting range of activities outside lessons.	26	43	13	3	15

### Twenty-six parents made additional comments

#### Strongest points – in order

- Staff are helpful, approachable, friendly and hardworking.
- There are too few meetings for parents and insufficient information about pupils' progress.
- Individual pupils get good support, particularly if they have learning difficulties.
- The size of the school makes it impersonal – more like a business concern.
- The school provides a first-class education.
- Sometimes the school doesn't listen to parents' views or concerns.
- There is some bullying and misbehaviour, which is not always dealt with effectively.

These additional comments are the points of view of a small number of parents.