

# INSPECTION REPORT

**BRIMINGTON MANOR INFANT AND NURSERY  
SCHOOL**

Brimington Common, Chesterfield

LEA area: Derbyshire

Unique reference number: 112518

Acting Headteacher: Sharon Davison

Reporting inspector: Helen Cavanagh  
18364

Dates of inspection: 12<sup>th</sup> - 13<sup>th</sup> February 2002

Inspection number: 198213  
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 nursery
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Manor Road Brimington Common Chesterfield Derbyshire
Postcode:	S43 1 NT
Telephone number:	01246 234078
Fax number:	not applicable
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Fanshawe
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**

Brimington Manor Infants and Nursery School is situated in a semi rural part of North East Derbyshire, approximately 2 miles east of Chesterfield. It is housed in a Victorian building and has a 13 FTE nursery, which opened in 1991. There is a terrapin type building in the playground to house the Year 2 children. Mainly private housing surrounds the school. The majority of the pupils attend from the catchment area with a minority of pupils travelling from farther afield. 100% of pupils are from white UK backgrounds and at present there are no pupils with English as an additional language. With a total of 104 pupils, including those of nursery age, Brimington Manor Infants is smaller than most schools and the proportion of pupils entitled to free school meals (10.4%) is broadly in line with the national average. The proportion of pupils with special educational needs (5.8%) is well below the national average and at present there are no pupils with statements of special educational needs in the school. Initial assessments of the nursery children indicate that children start from a relatively high baseline and baseline scores in the reception class are higher than the LEA and national averages. The children continue to make progress through the school to high levels of achievement at the end of Year 2.

There have been significant changes in the leadership and management of the school since the last inspection. During the spring term, and for the duration of this inspection, a senior teacher is acting headteacher.

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

Overall this is a good school, which provides a very caring environment for its pupils. It is performing well in the national tests for 7 year olds and is maintaining high standards in reading, writing and mathematics. The teaching throughout the school is consistently good. Pupils' behaviour both within and outside the classroom is good and pupils' attitudes to school are very good. There are, however, some unsatisfactory aspects to the leadership and management of the school mainly due to previous difficulties. Staff morale has now improved and the acting headteacher supports the staff and curriculum well. The school gives good value for money.

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

- The school achieves high standards in reading, writing and mathematics;
- The quality of teaching and support by other staff is consistently good throughout the school;
- There is very good provision for pupils' personal development throughout the school ;
- There is a strong community spirit and parents are very supportive of the school.

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

- The need for governors and headteacher to work closely together to identify a long-term strategic plan for the school's development and to match plans to funding;
- The provision of full curriculum entitlement for pupils throughout the school in information communication technology;
- The provision of full curriculum entitlement for pupils throughout the school in physical education.

*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 October 1997. The school has maintained its strengths and has made slow progress in some aspects of the actions identified at the time. There has been progress made with regard to devising schemes of work but all schemes of work now need to be reviewed. Assessment and target setting still remains a high priority as the school has not addressed attainment in all subjects. Good progress has been made in writing as process targets are set. A number assessment grid is used in numeracy and reading, spelling and PE have developed recently.

The School Improvement Plan is now linked to the budget but is not specifically linked according to priorities. The monitoring of teaching and learning is now taking place in mathematics and science but needs to be extended to other subject areas. Overall the monitoring and evaluating programme needs to be rigorously implemented at all levels in order to determine the impact that the quality of teaching has upon learning. Despite this, the school has met the challenge to maintain its consistently high standards due to the hard work and commitment of the teaching staff. If governors, the newly appointed headteacher and staff work more closely together, the school will have the capacity to maintain its position and tackle all remaining issues.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
reading	A	A	B	B
writing	A*	A*	A	A
mathematics	A	A*	A*	A*

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

In the 2001 national tests for 7 year-olds, pupils' results in reading, writing and mathematics were well above average when compared with all schools nationally. Compared with schools from similar backgrounds, results were well above average in writing and mathematics and above average in reading. The school is performing in the highest 5% nationally in mathematics when compared with all schools nationally and similar schools. Teacher-assessed results in science were well above the national average. In 2001, results in reading were lower than in previous years. Overall, high standards have been maintained consistently over the past three years. The school's challenging targets based on current assessments of pupils' attainment indicate that standards are likely to be maintained in writing and mathematics, and improved in reading. All pupils make progress.

The work seen during the inspection confirmed that the majority of children in the Foundation Stage achieve standards above average for their age group. All pupils achieve well in writing, reading, mathematics and in Religious Education (RE). Standards are not as high as they should be in the use of Information Communication Technology (ICT) due to gaps in the curriculum, or in Physical Education (P.E), which is mainly due to accommodation difficulties.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes to school are very positive. They enjoy school, are polite and show an enthusiasm for learning.
Behaviour, in and out of classrooms	Good. Behaviour is good, both in the classroom and around the school. Pupils listen well and are orderly and polite.
Personal development and relationships	Very good. Relationships are a strength of the school. Pupils get on well together and think of themselves as one big family, enjoying very good relationships with all adults. Personal development is promoted well by visits out of school and visitors who come into school.
Attendance	Very Good. Attendance rates are well above the national average and pupils are punctual to lessons.

The school provides a good environment for learning. Pupils are polite and courteous, although the pupils in year 1 can be lively. Pupils respond to teachers well and make valuable contributions in lessons. They have a good sense of appreciating others and their achievements, and are prepared to support others with their work. Their good attitudes to work make a significant contribution to the high standards they achieve.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Good

Of the lessons observed, 73 percent were good or very good, and 27 percent were satisfactory. Examples of good and very good teaching were observed in both English and mathematics. The skills of literacy and numeracy are taught thoroughly and reinforced throughout the curriculum. Teachers make strong and supportive connections between subjects, linking them together in topics, which extend and enrich contexts for learning. The pace of lessons is good and pupils are told what they are expected to achieve in order to understand more about their learning. Support staff are well deployed and make valuable contributions to the pupils' learning. Pupils are proud of their achievements and parents support their children's reading by regularly recording comments in their home-school reading diary. When the teaching is not so strong, pupils' behaviour occasionally intrudes into the teaching and learning of the lesson.

Teachers do not have sufficient confidence and expertise to cover the full range of experiences in Information Communication Technology that pupils need to be taught. Consequently pupils do not develop sufficient skills to reach the standards they should by the age of 7. The school is already very aware of this and has devised a programme of training planned to support and develop teachers' knowledge and skills in ICT. The teaching of Physical Education is restricted due to accommodation difficulties which results in a low level of skills by the age of 7.

All staff have high expectations of the pupils but the school has not yet fully developed a systematic approach to the assessment process or to monitoring and evaluation that involves class teachers in the analysis of data.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum provision in literacy, numeracy and science is good and relevant to the needs of all pupils, but pupils do not receive their full entitlement of PE and ICT. Provision of religious education fully meets local requirements.
Provision for pupils with special educational needs	Good. Pupils are identified early and their needs are carefully targeted with good support from class teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Prayer and worship are daily features and there are opportunities throughout the curriculum for pupils to develop a sense of right and wrong. Moral and social development, are strengths of the school and underpin the positive and caring ethos.
How well the school cares for its pupils	Very well. All staff know the pupils very well and effective policies are in place to ensure that issues are dealt with quickly and sensitively. The acting headteacher is keen to further develop systems to track individual pupil attainment.

The school actively promotes pupils' personal development and this plays a major part in supporting the very good relationships in the school. However, the school's information communication technology curriculum does not give pupils sufficient opportunities to use computers for word processing and data handling. In physical education there are too few opportunities for pupils to experience challenges in climbing, sliding and balancing and in developing their skills to participate in team games.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Staff morale has now improved. The acting headteacher manages the staff and curriculum well. Subject leaders are developing their responsibilities and management of their subjects but still require support.
How well the governors fulfil their responsibilities	Unsatisfactory. All governors need to move with some urgency to fulfil their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. The analysis of data ensures there is an awareness of how well the school is doing but it does not as yet address why the school did not do as well or otherwise as predicted.
The strategic use of resources	Priorities in the School Improvement Plan are costed and linked to the school budget. Adult support is provided for most classes, giving effective support for pupils.

Since the last inspection there have been two headteachers who have left the school. Despite these changes standards have been consistently high over recent years. There is now an urgent need to address the governing body's role in working closely with the headteacher to become active partners in the monitoring and evaluating the work of the school if high standards are to be maintained. Governors are not fully aware of the School Improvement Plan (SIP) priorities, nor are they mentioned in the plan as having any role in monitoring and evaluating the work of the school. The management of the school needs to work more closely together to make sure that the principles of best value are applied appropriately and that the school and governors meets its statutory responsibilities.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• their children like school and make good progress</li> <li>• they are well informed about their child's progress</li> <li>• the school works closely with parents</li> <li>• the school helps to make the children mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

There is a very high level of parental satisfaction with the school and the inspectors agree with their comments.

## **PART B: COMMENTARY**

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

#### **The school achieves high standards in reading, writing and mathematics.**

1. Children's attainment on entry to the reception class is good and pupils continue to make good progress during their time in school. In the 2001 national tests for 7 year olds, results were well above average in writing and mathematics and above average in reading. The relative dip in reading attainment has not been fully analysed by the school to prepare for future improvements.

2. In 2001 the proportion of pupils attaining level 3, which is above that expected of pupils aged 7, was well above average in writing and very high in mathematics. The performance in reading for pupils attaining level 3 was average. Compared with schools with similar backgrounds, the results were in line. It is a strength of the school that these high standards have been maintained over several years. Teachers now need to give more time to the analysis of current attainment to identify improvement for the more able pupils in reading and to ensure improved attainment with future cohorts of pupils. The acting headteacher is keen to develop the tracking of pupil progress in order to ensure improved attainment for all pupils.

3. Pupils attain good standards in English. They demonstrate good skills in writing. Pupils write for a range of purposes and for a variety of audiences. In Year 2, pupils fully understand that stories have settings and plots and in Year 1 they write sentences, usually putting a capital letter at the beginning and a full stop at the end. They gain confidence in spelling simple words accurately and have wordbooks to build up their own vocabulary and support their spelling. Reading standards are good but have dipped slightly in 2001, leaving room for improvement. Pupils make good progress in phonics, recognising sounds and letter relationships. Enthusiasm for reading is evident; pupils demonstrate their reading skills well as they read the class texts accurately, fluently and with good expression during literacy hour. Many parents give valuable support by reading regularly with their children and are diligent about completing the home-school record book. Children's listening and speaking skills are good. In the Foundation Stage, the role-play area, 'Goldilocks and the three bears' provides good opportunities for children to communicate their thoughts, ideas and feelings and build up relationships with adults and each other. By the time they are seven, most pupils contribute well to class discussion.

4. In mathematics, pupils attain very high standards. Throughout the school pupils have a good grasp of the basic concepts of number, measures, shape and space. Their mathematical understanding is effectively developed through an appropriate balance between direct teaching and pupils' individual work. By the age of seven, pupils recognise and write numbers to 100. They rapidly add and subtract single numbers in their heads. They can count in 2s, 5s and 10s and some pupils begin to know their 3 and 4 times tables. The school has begun to use information from an analysis of the Key Stage 1 test results to identify areas of learning that could be improved in mathematics.

#### **The quality of teaching and support by other staff is consistently good throughout the school**

5. The consistently good quality teaching in the school makes a significant contribution to the high standards achieved by pupils. Overall the teaching is good in the nursery and reception class, which allows the children to learn quickly and develop confidence in themselves. The quality of teaching in English and mathematics is good in Year 1 and sometimes very good in Year 2. Teachers share the objectives of what they want the pupils

to learn at the beginning of the lessons but do not always explain to the pupils 'why'. Teachers return to these objectives at the end of lessons to reinforce and evaluate with the pupils what they have learned.

6. Teachers and support staff all enjoy very good relationships with their pupils and as a result, pupils are enthusiastic about their learning. The caring manner, with which all adults within the school manage their pupils, helps each of them to recognise how much they are valued. Consequently, pupils are well motivated, eager to do their best and sufficiently confident to tackle new tasks. In lessons, teachers ask probing questions to help pupils think through their responses and explain the ways they are working. Teachers' oral feedback and encouragement help pupils gain a clear understanding of how well they are doing and what they must do to improve further.

7. Teachers are well prepared and involve support staff appropriately. They are positive, support each other, and work well together as a team. Teachers who have recently joined the school speak highly of the support they have received. Teachers often enthuse about a subject. In literacy, pupils were enthralled with a version of the story of the 'Three Little Pigs' told by a teacher in Year 1. Pupils' involvement could be measured by the amount of expression they gave in the speaking parts of the wolf and the three little pigs. This contrasted well with pupils' intensity in listening whilst the teacher told the story. All staff have good expectations of behaviour and the pace of lessons is good. Pupils are told what they are expected to achieve in order to understand more about their learning. Teachers make strong and supportive connections between subjects, linking them together in topics, which extend and enrich the contexts for learning. The school now needs to review these topics to ensure that the curriculum is fully covered.

8. The skills of literacy and numeracy are taught thoroughly and reinforced throughout the curriculum. Work is generally differentiated well in classes. Pupils with special educational needs and lower ability groups are well supported by all adults. However, there is an over reliance on worksheets, which are not always differentiated to match ability.

**There is very good provision for children's personal development throughout the school.**

9. The provision for pupils' spiritual development is very good and the subject leader is planning the Personal, Social and Health Education programme, which will make a strong contribution to this area. Assemblies offer very good opportunities for spiritual development. For instance in one assembly a pastor came to talk to all pupils about promises. He began by illustrating this with carrier bags from local shops that displayed the promises they make. When asked what promises the school makes to its parents, a teacher volunteered that they promised to provide a happy school for children. At this one child replied, "and you do that don't you?" while others nodded in agreement. Pupils then reflected on the message of the assembly and joined in a prayer requesting help to keep any promises they make.

10. Collective worship is well planned, through a thematic week by week planner. All staff lead acts of collective worship and pupils have many planned opportunities for reflection and interaction. Smile File assemblies allow the school community to appreciate the achievements of others. All staff, including lunchtime supervisors nominate individuals for an award.

11. Provision for pupils' moral and social development is very good and is a strength of the school. All adults have high expectations of behaviour and pupils generally know exactly how they are expected to behave. They show a clear understanding of the difference between right and wrong. Staff promote positive attitudes by the caring and sensitive way in

which they deal with pupils and pupils demonstrate good social skills by being considerate, courteous and helpful to each other and adults. Pupils are sensitive to the needs of others and they have been successful in raising money for a range of charities, such as the NCH. All adults within the school are good role models and the relationships between pupils and staff and between staff are a strength of the school. Social skills are also developed by visits to places of interest and by visitors from the community who regularly come into the school. For example, the school nurse visits to discuss healthy eating, the local policeman talks about stranger danger, the dentist, oral hygiene and the fire service addresses fire safety.

12. The provision for pupils' cultural development is very good and this aspect is well resourced. Assemblies are the main vehicle for conveying knowledge and understanding of different faiths and cultures. Pupils' cultural development is further promoted through work in art and design, history, geography and religious education which supports their understanding and awareness of different cultures.

**There is a strong community spirit and parents are very supportive of the school.**

13. The parents look upon the school as an extended family as all children know each other well and all adults show the greatest respect for all children. The 'family' includes teachers, support staff, the cook, caretaker, crossing patrol lady and all the lunchtime supervisory staff. All are regarded as valuable members of the school team.

14. Parents have extremely positive views about the school. The parental questionnaire, parents' meeting and discussions during the inspection confirm their degree of satisfaction. There is a very good rapport between parents and teachers and meaningful discussions take place at the beginning and end of the day to support pupils in their learning. All parents agree that their children like coming to school and all pupils enjoy very good relationships with all adults in the school.

15. The school operates an 'open door' policy. Parents are actively encouraged to come into school and feel that their help is always greatly appreciated. They appreciate and acknowledge that Brimington Manor is a small, friendly and caring school with a good academic reputation. Parents travel from outside the catchment area to bring their children to the school. Parents receive good quality information about their child's progress on both a formal and informal basis and are given information to help their child at home with reading and spelling. Parents give good support to all home learning activities. For example, they regularly hear their children read and contribute well to the reading diaries. The annual programme of events for parents, includes curriculum evenings, social events and consultations. There is an active parents' organisation that effectively raises funds for the school.

16. The school enjoys good relationships with members of the community who are invited to school on a regular basis to extend and enrich pupils' learning. The school nurse, the local pastor, policeman, dentist and representatives from the local college art department are among those invited into school. Pupils speak enthusiastically of their visits. The school is now improving links with other local schools through the Staveley-Brimington learning cluster.

## **WHAT COULD BE IMPROVED**

**The governors and headteacher need to work closely together to identify a long term strategic plan for the school's development and to match plans to funding.**

17. There have been significant changes to the management of the school since the last inspection. Two headteachers have left the school and a new headteacher is to take up duties after Easter. Staff morale has recently improved. This situation has naturally caused some interruptions to the school's work but the high standards achieved at the end of Year 2 have been maintained. The school has however experienced low staff morale recently. At present the senior teacher is acting headteacher and is supporting the staff and the curriculum well, demonstrating a good working knowledge of the priorities and the developments needed for the school. During the course of the inspection the acting headteacher responded efficiently and capably to administrative demands and staff spoke highly of the strong team spirit now in evidence.

18. There is a School Improvement Plan (SIP) in place but this still identifies areas for improvement which were highlighted in the previous inspection. Progress in some aspects has been slow. The actions in the SIP now need to be more rigorously monitored and evaluated by the headteacher and governors working closely together in order to maintain school's present high standards. There is no mention of governors' involvement in this year's SIP. Governors now need to move with some urgency to develop their strategic work particularly through Curriculum / School Improvement committees and play an active role in ensuring all issues identified in this and the previous inspection report are addressed. At present governors do not fulfil their statutory responsibilities.

19. There has been some development in subject leadership through monitoring work and the standards achieved, but this needs further attention and needs to be extended to all subjects to rigorously inform school improvement. The school does demonstrate a strong commitment to maintaining high standards and high expectations but there is insufficient long term strategic planning in place to ensure that this will be achieved. The school is in a comfortable position financially and now needs to link this clearly to identified areas for improvement.

20. Teaching throughout the school is consistently good but with supportive focussed monitoring complemented by subject leadership development, could be progressed to very good / excellent throughout the school. There are examples of very good teaching in Year 2. The staff half termly reports to the headteacher need to be more evaluative rather than descriptive of activities undertaken.

21. The governors are very aware of the accommodation issues and work hard in pursuit of a new building for the children. Health and safety issues are clearly outlined and addressed appropriately. Overall there needs to be improvement in the governors' role in the strategic direction of the school.

**The provision of full curriculum entitlement for pupils throughout the school in information communication technology.**

22. Over the past year the school has improved ICT resources considerably and the computer pupil ratio is now 1:13. However, pupils do not receive their full entitlement of the subject by the end of Year 2 and standards are therefore below those expected for 7 year olds.

23. Worksheets used throughout the school ensure that pupils are able to name the parts of a computer and also name the equipment in their homes that uses computers. Year 2 pupils can also record the sequence necessary to use a video cassette recorder. Children in the Foundation Stage use software, such as, Sammie's Science House to develop hand / eye co-ordination and mouse control but there is little evidence throughout the school of pupils exploring ICT confidently with the purpose of achieving specific outcomes. The school has not yet reached the stage where there is a clear curricular plan identifying what will be taught in each year group from nursery to the end of year 2 which covers all aspects of the subject. Neither are there plans to show how pupils will develop and build skills in a systematic and logical sequence in all aspects of the subject, such as word processing and handling information.

24. The school is fully aware of the gaps in provision and is currently developing ICT skills of staff through NOF training and school based inset. Teachers are in some instances using ICT to prepare their work but there is as yet no real understanding of how computers and the Internet can enhance teaching and learning.

### **The provision of full curriculum entitlement for pupils throughout the school in PE.**

25. The school building itself causes real difficulties for the delivery of the PE curriculum and the subject is to some extent dependent upon the weather. The acting headteacher and staff are very aware that there is insufficient time allocated to the subject and realise that there needs to be a more creative approach to the provision, perhaps using other facilities in the area.

26. In the nursery and reception class children have access to outside equipment to climb, slide and balance but there is as yet insufficient opportunity for children to experience challenges in these areas, particularly as they grow by the end of reception class. In years 1 and 2, challenges and opportunities to develop skills are again limited, as they are reliant upon weather conditions and space available. Pupils walk across the road from the school to the Chapel hall but this itself is a health and safety issue and reduces time allocated to PE.

27. The subject leader, acting headteacher and all staff are fully aware that they are not at present able to ensure full entitlement to the subject. They are in full agreement that it is now time to review the policy, scheme of work and assessment procedures and the acquisition and development of skills from nursery through to the end of year 2. The subject leader is to attend a course in the near future entitled " Making the best use of small spaces for PE", which will form a useful basis for discussion for development.

28. Dance activities are provided on a regular basis but opportunities for games and gymnastic activities are very limited. The school now needs to look more creatively at enhancing the present provision so that the pupils can systematically develop their skills whilst testing themselves in a variety of situations.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- The newly appointed headteacher needs to
  - ensure that the present staff morale is maintained;
  - enable subject leaders to develop and extend their roles and monitor the quality of teaching throughout the school;
  - develop present systems for assessment and the analysis of individual pupil data.

The school should now:

- Develop the strategic role of the governors by:
  - the headteacher, governors and staff working closely to create a shared vision for the school
  - making links with curriculum areas and establishing a curriculum / school improvement committee to monitor closely the school's progress;
  - working closely with the headteacher to formulate a SIP which incorporates fully the role of the governing body in monitoring and evaluation;
  - ensuring that all the issues identified in this and the last inspection are fully addressed.
- Improve the provision of information communication technology throughout the school by:
  - continuing to develop teacher skills and confidence;
  - reviewing the schemes of work, subject policy and ICT Development Plan;
  - monitoring the planning and the quality of teaching throughout the school.
- Review the provision for physical education by:
  - auditing all available resources;
  - exploring opportunities in the locality to enhance provision;
  - monitoring planning, the quality of teaching and the skill development of pupils.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	60	27	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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)	13	81
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	5	5

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	0
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	4.8
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	14	10	24

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	10	10	10
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	100 ( 97 )	100 ( 97 )	100 ( 94 )
	National	84 ( 83 )	86 ( 84 )	91 ( 90 )

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	10	10	10
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	96 ( 94 )	100 ( 94 )	100 ( 94 )
	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	103
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)	5
Number of pupils per qualified teacher	13 :1
Average class size	13.0

#### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	65

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13 :1

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	6.5
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
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	£
Total income	224,690
Total expenditure	204,426
Expenditure per pupil	1985
Balance brought forward from previous year	16,248
Balance carried forward to next year	28,649

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	40

### Percentage of responses in each category

	Strongly agree	Agree	Neither	Disagree	Strongly Disagree
I feel the school encourages parents to play an active part in the life of the school.	53	45	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren).	65	33	3	0	0
The school handles complaints from parents well.	18	63	18	0	0
The school gives me a clear understanding of what is taught.	28	53	20	0	0
The school keeps me well informed about my child(ren)'s progress.	45	40	13	3	0
The school enables my child(ren) to achieve a good standard of work.	55	38	8	0	0
The school encourages children to get involved in more than just their daily lessons.	35	55	10	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home.	46	44	10	0	0
The school's values and attitudes have a positive effect on my child(ren).	55	38	8	0	0
The school achieves high standards of good behaviour.	55	38	5	3	0
My child(ren) like(s) school.	75	25	0	0	0