

# INSPECTION REPORT

**THREE LANE ENDS  
JUNIOR AND INFANT SCHOOL**

Castleford

LEA area: Wakefield

Unique reference number: 108240

Headteacher: Mrs F B Walker

Reporting inspector: Mr Keith Bardon  
11807

Dates of inspection: 27<sup>th</sup> – 28<sup>th</sup> November 2000

Inspection number: 224482

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: 3 to 11

Gender of pupils: Mixed

School address: Methley Road  
Castleford  
West Yorkshire

Postcode: WF10 1PN

Telephone number: 01977 723065

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Appropriate authority: The governing body

Name of chair of governors: Mr D Travis

Date of previous inspection: 17<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Three Lane Ends is a larger than average junior and infant school with an attached nursery, situated on the outskirts of Castleford. Currently there are 286 full time pupils on roll and another 63 children attend the nursery on a part time basis. Almost all pupils live close to the school in an area that has high unemployment and a significant level of social disadvantage. The school has five pupils from traveller families who are sited close by. Eighty five pupils are eligible for free school meals, which is above the national average. A very small proportion of pupils are from minority ethnic backgrounds but all pupils speak English as their first language. Forty one pupils, including nine children in the nursery, are registered as having special educational needs. This is a relatively low number but includes five pupils who have a statement of special needs, which is broadly average.

When they first join the school many children have poor speech and social skills and their attainment on entry is generally below that normally found. The proportion of pupils eligible for free school meals has risen since the school was last inspected in 1996 while the number on the register of special educational needs has declined. Other aspects of the school have remained much the same.

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

Three Lane Ends is a very effective school which enables pupils to develop well as individuals and to leave at the age of eleven with the capacity to succeed in their future education. Standards are above average, the teaching is good, and the school is well managed. The funding made available to the school is spent efficiently. The cost of educating pupils at Three Lane Ends is similar to the national average and pupils' achievements indicate clearly that this represents very good value for money.

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

- The good quality of the teaching enables pupils to attain standards that are above the national average by the age of eleven.
- The positive and caring atmosphere the school generates encourages pupils to try hard, behave well and to achieve to the best of their abilities.
- Very effective leadership and management provide the school with clear direction and a strong sense of purpose.
- The school has forged excellent links with parents, which have a very positive effect on pupils' learning.

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

- Pupils' ability to carry out scientific enquiries.
- The use of modern technology as an aid to school management.

*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 successfully built on its strengths and made good improvement since it was last inspected in 1996. Standards in English, mathematics and science by the age of eleven, which were found to be broadly average in 1996, are now above the national average and the school's performance in the national tests has continued to improve. The quality of teaching has improved and the small amount of unsatisfactory teaching found during the last inspection has been eliminated.

The issues raised in the last report have been addressed well. Curriculum coordinators have developed effective systems for monitoring standards in their subjects and teachers' planning shows clearly how the things pupils are to learn next build on what they already know and can do. The spiritual dimension of the curriculum has been successfully developed and pupils have a much better understanding of cultures that are different from their own.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	B	A
mathematics	B	A	B	A
science	B	A	A	A

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

By the age of 11, pupils' standards of attainment are above the national average. As the chart above indicates, pupils' performance in this year's national tests for eleven year olds was above the national average and much better than similar schools. The school sets challenging targets for pupils' performance in the national tests and frequently exceeds them. This year almost nine out of ten pupils reached the expected standard in English, and over eight out of ten reached it in mathematics.

A significant number of children lack effective communication and social skills when they first enter the nursery. Good teaching in the nursery and reception classes enables children to quickly acquire these and other basic skills and by the time they move to Year 1, they are ready to start the National Curriculum. Infant teachers build effectively on this good start. Consequently seven year olds generally perform well in the national tests and results they attain are often better than those of other schools with a similar intake of pupils.

By the time they leave the school at the age of 11 many pupils are attaining standards in reading, writing, mathematics and most aspects of science that are above the national average. The good quality of pupils' writing, not only in literacy lessons but in all subjects; is a very positive aspect of their English. In mathematics, pupils' ability to use different methods, and to work things out in their heads, enables them to make quick and accurate calculations. Attainment in science is more variable; pupils' understanding of scientific ideas is good but their ability to carry out scientific enquiry is not as well developed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school and have very positive attitudes to their work. They enjoy learning new things and show pride in their own achievements.
Behaviour, in and out of classrooms	Very good. Pupils are pleasant, polite and well mannered, both to adults and to other children. They support each other well and pupils' behaviour in lessons is of a high standard.
Personal development and relationships	Very good. Pupils flourish when given opportunities to take on responsibilities in classrooms and around the school. Relationships between pupils and staff and between the pupils themselves are excellent.
Attendance	Satisfactory. Levels of attendance are broadly average and there is very little unauthorised absence. Pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.*

In almost two thirds of the lessons seen the teaching was good, and in a further one fifth it was very good. In the other lessons the teaching was satisfactory. The teaching of children under five is good, and is particularly effective in the reception class. In the infant classes the teaching is mostly good and occasionally very good. The teaching in the junior classes ranges between satisfactory and very good, but is predominantly of a good standard.

The quality of teaching in English and mathematics is good. Pupils are given regular and wide ranging opportunities to read and write, and teachers have high expectations of the quality of work that pupils' will produce. The different aspects of English are taught equally well and the gap that occurs in many schools between pupils' attainment in reading and writing is far less evident in this school. In mathematics, teachers emphasise the need for pupils to calculate mentally and teach the techniques for doing this regularly and effectively. This gives the pupils confidence with numbers and the ability to solve mathematical problems. The knowledge aspects of science are also taught well but the teaching of enquiry skills is somewhat less effective.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils receive a balance of different subjects with an appropriate emphasis on the key areas of literacy and numeracy.
Provision for pupils with special educational needs	Very good. Pupils receive very effective support from their teachers and support staff, which enables them to make very good progress and to achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school promotes pupils' personal development very effectively and helps them to develop a strong sense of responsibility. The provision made for pupils' spiritual and cultural development is good and the provision for their moral and social development is excellent.
How well the school cares for its pupils	Good. School ensures that pupils are safe and secure and that their health is cared for well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The quality of leadership provided by the headteacher is excellent. The management of the school by senior staff is very effective resulting in an orderly school with a strong sense of purpose.
How well the governors fulfil their responsibilities	Very good. Governors fulfil their responsibilities very well. The working relationship between the school and its governing body is excellent. Governors are in regular contact with the school, support its work effectively and monitor its progress closely.
The school's evaluation of its performance	Very good. Systems for self evaluation are very thorough and staff and governors have a clear understanding of how well the school is performing.
The strategic use of resources	Very good. The funding provided for the school is spent carefully and



	efficiently.
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Senior staff and governors apply the principles of best value very well. They regularly and constructively evaluate the school's achievements against levels of spending to ensure they are getting best value for money.

## 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>• They feel their children are taught well and make good progress.</li><li>• The school has high expectations of children's work and behaviour.</li><li>• They feel the school listens to them and would feel comfortable approaching staff with any concerns they may have.</li><li>• Their children enjoy coming to school .</li></ul>	<ul style="list-style-type: none"><li>• Parents are generally very happy with the school and wish to see it maintain its current standards.</li></ul>

The inspectors share parents' positive views of the school and of the good quality of education it is providing for their children.

## **PART B: COMMENTARY**

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

#### **The good quality of the teaching enables pupils to attain standards that are often above the national average by the age of eleven.**

- 1 The teaching of the under fives, and of infant and junior pupils, is of a uniformly good quality. This helps to ensure that although children often enter the school with below average skills, by the time they are seven their attainment reaches the national average, and by eleven exceeds it. The school's results in the national tests are often much better than others with a similar intake of pupils, and 11 year old pupils leave Three Lane Ends well equipped for secondary education.
- 2 All aspects of English are taught well. The teachers of the under fives have a good understanding of the needs of these 'early learners' and place strong emphasis on children learning the basics of language, such as the sounds that letters and letter combinations make when they are read aloud. The quiet manner that the under fives teachers employ is very calming for the children and encourages them to listen attentively. From an early age pupils are taught to write clearly, to spell correctly and to use words creatively. The encouragement pupils receive from staff quickly dispels any fear of words they may have and the majority read and write with enjoyment and a marked sense of achievement. Teachers take every opportunity to develop pupils' reading and writing, not only in English lessons, but also in all the subjects that pupils study. Year 2 pupils are currently looking at the traditions of the Hindu faith in religious education and the teacher used the story of Rama and Sita very effectively as the basis of their literacy lesson. The interesting way in which the story was presented generated a high level of enthusiasm amongst the pupils and motivated them to try hard with the reading and writing tasks they were given. Teachers throughout the school put a great deal of thought into how best to present work to pupils so that it stimulates them to learn. They do this very successfully and pupils often come to lessons eager to find out what interesting new work the teachers have for them.
- 3 In many schools nationally, pupils' reading is much better than their writing. This is not the case at Three Lane Ends. Teachers recognise the importance of pupils writing regularly and in different styles. The good quality of pupils' work on display around the school shows that this strategy is effective and that pupils are achieving equally well in both reading and writing. As mentioned earlier in this report many pupils start school with weak communication skills. Teachers frequently hold conversations and discussions with pupils to develop their spoken language, but it often takes until pupils are in the junior classes before their speech begins to become fully effective.
- 4 By asking well judged questions teachers encourage pupils to make decisions and to use what they have learned. Pupils respond readily and are eager to show what they know and can do. The fact that the teacher may ask a question at any time helps to keep pupils alert and attentive. Teachers organise their lessons well and use a wide range of equipment and artefacts to add extra dimensions to the activities they plan for pupils. A good example of the positive effect this has on pupils learning was seen in a religious education lesson for older juniors in which the teacher had set up a small Buddhist altar. This stimulated much thought and helped pupils to understand the fundamental beliefs of the faith.
- 5 The clarity with which teachers explain new ideas and give information to pupils is a prominent feature of many lessons. In most mathematics lessons, for example, a combination of instructions, demonstrations and examples from the teacher gives pupils a secure grasp of the ideas under development and the confidence to try and use them in their own work. Pupils are taught different methods for making calculations and are expected to make decisions about how best to use them when solving mathematical problems. By challenging the pupils in this way and by stressing that they should work mentally as much as possible, teachers help pupils to acquire a good understanding of how number systems work and the mental ability to apply what they are learning to different contexts. Pupils in a mixed class of Year 3 and 4 pupils showed good understanding of the relationship between addition and subtraction when they started to reverse operations during a mental arithmetic test. Year 6 pupils who were graphing the results of their mental arithmetic test were challenged by the teacher to ask each other questions about the

patterns the graphs were producing. This made pupils think hard about the use of graphs and their relationship with numerical data. This good level of challenge is common in lessons in all subjects.

- 6 The learning support assistants who work in classrooms, and with pupils who have specific needs, promote pupils' learning very well. They have excellent relationships with the teachers with whom they work, often built up over long periods of working together. Their role in the classroom is clear and they play a full part in the organisation of the lessons and in the promotion of pupils' learning. The support they often provide for the lowest attaining pupils and those who have special educational needs is particularly valued as it helps these pupils to participate fully in lessons and to maintain a very good rate of progress. Pupils respect the support assistants' expertise and work as hard for them as they do for their teachers. Some support assistants work one to one with pupils who have significant special educational needs and the commitment they show to these pupils, and the quality of support they provide is very high. The school has had to budget carefully to ensure that it can maintain its current level of classroom support. This decision is fully justified by the very positive effect that support assistants have on pupils' learning and the very good value for money this represents.

**The positive and caring atmosphere the school generates encourages pupils to try hard, behave well and to achieve to the best of their abilities.**

- 7 All staff show a high level of care and concern for pupils' personal development coupled with a strong desire to see all pupils achieve good academic standards.
- 8 Routines are well established and clearly understood by pupils. Knowing what is expected of them and recognising that the same rules apply to all gives pupils a strong sense of security. The result is a very orderly school with a pleasant atmosphere and classrooms that buzz with the sound of busy and enthusiastic pupils. Such an atmosphere lends itself to effective learning, and pupils of all ages and levels of attainment achieve very well, both personally and academically. This is one of the school's major strengths.
- 9 The benefits of establishing clear routines were displayed well in a physical education lesson for younger juniors. Pupils changed their clothes quickly, entered the hall quietly and when asked to get out a number of pieces of large apparatus did so confidently and safely with little further instruction from the teacher. This enabled the lesson to get off to a brisk start and gave the pupils a clear sense that they were contributing positively to their own learning. Standards were set well by the teacher who changed into similar clothing to that worn by the pupils and periodically joined in activities to demonstrate to pupils what he wanted them to achieve. This high level of involvement is typical of staff throughout the school, and helps them to establish excellent relationships with the pupils.
- 10 The high level of cooperation between pupils as they moved the apparatus during the physical education lesson was typical of that seen throughout the inspection. From a very early age pupils are encouraged to help each other in the full knowledge that they can expect help themselves when they need it. Members of staff show how much they value these acts by regularly praising pupils' actions and giving them small rewards when they are warranted. For example, at special assemblies, pupils receive stickers, which are highly prized and often adorn their school bags. The school's well considered approach to pupils' moral and social development has a very positive effect on pupils' self esteem and on their attitude to school as a whole.
- 11 Teachers trust their pupils and expect them to act responsibly when given jobs to do, such as caring for the school plants, or when pupils use the library or computer room during playtimes and lunch times with a minimum of supervision. Pupils appreciate these privileges and behave in a mature and sensible manner. It is the many little things of this type that the staff do that builds into the comprehensive and very effective programme of personal development the school provides for its pupils. The maturity that pupils acquire is very evident during the lunchtime 'simultaneous reading' periods that take place twice each week. During these sessions older pupils who read well, listen to, and help, younger pupils who are still learning the basics of reading. The older pupils take great pride in passing on the skills they have learned and show considerable care and consideration for their younger colleagues.



## **Very effective leadership and management provide the school with clear direction and a strong sense of purpose**

- 12 The headteacher provides the school with excellent leadership, which is innovative and motivating. The enthusiasm she shows for the work of the school and for pupils' all round development is infectious and encourages the staff to continually look for ways to make this good school even better. A good example of this is the current home reading initiative. Parents of pupils whose reading is below average have been invited into school so teachers can demonstrate effective ways they can support their children's reading at home.
- 13 The headteacher receives very strong and effective support from senior staff and teamwork is very evident in all they do. The attention paid to detail by all teachers with responsibilities is a real strength of the school management. Systems for monitoring the work of the school are very thorough and allow all members of staff to contribute to decisions and to make the best off their knowledge and expertise. More use could be made of modern technology to handle the large amount of information the school collects (see paragraph 22). Good links exist between the different tiers of management so that there is a regular flow of information throughout the school.
- 14 One of the key issues from the last inspection related to the work of the subject coordinators. Although there is no longer money in the budget to provide them with time away from their classes, coordinators have established effective systems for monitoring standards in their subjects and the issue has been successfully addressed.
- 15 The high level of discussion and corporate policy making that takes place ensures that staff have ownership over the school's procedures. This is very apparent in the uniform way in which policies, such as those relating to pupils' behaviour, are applied throughout the school. This is important to the pupils. They know exactly what is expected of them and that this is the same for all members of staff.
- 16 The working relationship between the school's management team and members of the governing body is excellent, and this has a very positive effect on the smooth running of the school. Governors know the school well. They actively support its development and monitor its progress and achievements carefully. Governors are as committed as the staff to maintaining the school's strong position and extending its many positive features. This is very evident in the way that the challenging targets the school sets for its pupils' performance are regularly exceeded.

## **The school has forged excellent links with parents, which have a very positive effect on pupils' learning.**

- 17 The school's philosophy that pupils' education is a partnership between staff, parents and the children themselves is evident throughout all its work. The motto on the front cover of the home involvement booklet for parents, "We are a team", strongly reflects the very constructive approach to home/school links that the school has adopted.
- 18 Many parents, grandparents and carers come into school to help with their children's learning. They are invited to enter classrooms from 8.40 each morning and work with their children on various aspects of literacy and numeracy before lessons start. This is a very productive arrangement. Pupils gain much from having this one to one support and guidance, and parents develop a clear understanding of how well their children are doing. It also shows pupils that their parents value education, and this helps them to develop very positive attitudes to school. Teachers prepare the work for this time meticulously each day and often use the opportunity to talk to parents about the progress their children are making and how they can be helped further at home. Parents and teachers are relaxed in each other's company and relationships between the two are excellent.
- 19 Parents have many other opportunities to participate in the life of the school and to learn how to help their children get the best from their education. Workshops are held to develop parents' understanding of how the under fives learn best. The parents of infant pupils are invited into school each week to join in literacy lessons. During one lesson, pupils and their parents made reading books of a story the teacher had told

them. The teacher's clear advice and guidance ensured that at the end of the lesson each pupil and parent partnership had a very useful resource that they could take home to extend the learning that had taken place in class.

- 20 The school's homework policy is well thought out and strengthens the learning links between home and school. In addition to regular spellings and times tables, pupils receive a booklet at the end of each half term. This relates to the topic they are to study when they come back after the holiday and contains related work over a range of different subjects. Pupils complete this booklet as homework over the following half term. Providing homework in this way allows pupils and their parents to fit it around their other commitments so that parents can provide support for their children at a convenient time and get fully involved in their learning. The booklets also contain ideas for optional extension work, which a good proportion of pupils and parents take up. For example, Year 3 pupils, with some support from parents, have made very attractive model farms, which has helped to extend their design and technology skills.

## **WHAT COULD BE IMPROVED**

### **Pupils' ability to carry out scientific enquiries**

- 21 While by the age of 11, most pupils have a good knowledge of scientific ideas, few have a clear understanding of the range of different enquiry techniques or how to obtain scientific information for themselves. Most pupils understand the basic mechanisms of scientific investigation and recognise, for example, the importance of carrying out a test in a fair manner. However, other important skills are under developed. Very few pupils know how to use what they have already learned to inform their predictions of what will happen, or how to link key pieces of information together and draw conclusions from them. It is some time since this subject was reviewed in depth and the school's programme for the teaching and learning of this aspect of science is in need of some attention. The framework for the teaching of enquiry skills does not provide sufficient guidance and pupils' understanding of how to get from question to answer by scientific enquiry, does not build as well as it might. In some classes there are weeks when science is not taught and because of this pupils' learning can be somewhat disjointed.

### **The use of modern technology as an aid to school management**

- 22 The headteacher and other senior staff collect and compile a great deal of information and use it well to monitor pupils' progress, evaluate the work of the school and identify areas for development. However, much of this is done using traditional paper and pencil methods and making more use of modern technology, particularly the schools up to date computers, would make the process far more efficient. Using the computers would make it easier to analyse data and improve the staff's access to the information. It should be made clear that this is in no way linked to the teaching and learning of information and communication technology, which is developing well.

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

- 23 The headteacher, staff and governors should:

- (1) Increase pupils' ability to carry out scientific enquiries by:
- providing a clear framework for the teaching and learning of scientific enquiry skills. (paragraph 21)
  - ensuring that the science curriculum provides pupils with regular opportunities to participate in all the different types of scientific enquiry and that teachers have a secure understanding of this aspect of the subject. (paragraph 21)
  - review the way science is timetabled and close any gaps in the pattern of lessons that are adversely affecting pupils' learning. (paragraph 21)

- (2) Extend the use of modern technology as an aid to school management, by establishing systems that enable the information the school is compiling to be more efficiently analysed and used.  
(paragraphs 13 and 22)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
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
	20	64	16			

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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	285
Number of full-time pupils eligible for free school meals		85

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	8	41

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	14
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	0.04
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	23	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	20	21	20
	Total	39	40	41
Percentage of pupils at NC level 2 or above	School	85 (88)	87 (95)	89 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	20
	Girls	22	20	21
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (100)	89 (95)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	22	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	23
	Girls	19	18	21
	Total	39	37	44
Percentage of pupils at NC level 4 or above	School	87 (77)	82 (88)	98 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	19	17	18
	Total	38	37	39
Percentage of pupils at NC level 4 or above	School	84 (79)	82 (90)	87 (88)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	267
Any other minority ethnic group	

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*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)	11
Number of pupils per qualified teacher	25.9
Average class size	28.5

Total number of education support staff	8
Total aggregate hours worked per week	165

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32

Total number of education support staff	2
Total aggregate hours worked per week	48

Number of pupils per FTE adult	10.7
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	582805
Total expenditure	597020
Expenditure per pupil	1659
Balance brought forward from previous year	49190
Balance carried forward to next year	34975

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

### **Questionnaire return rate**

Number of questionnaires sent out	317
Number of questionnaires returned	101

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	1	0
My child is making good progress in school.	62	32	6	0	0
Behaviour in the school is good.	62	35	0	0	3
My child gets the right amount of work to do at home.	46	45	7	0	1
The teaching is good.	68	31	1	0	0
I am kept well informed about how my child is getting on.	44	49	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	31	1	0	1
The school expects my child to work hard and achieve his or her best.	69	28	3	0	0
The school works closely with parents.	58	38	1	2	1
The school is well led and managed.	51	45	1	0	3
The school is helping my child become mature and responsible.	53	42	4	0	1
The school provides an interesting range of activities outside lessons.	43	37	7	0	13